

Reading Science in Schools



Sample 20min Intervention Plan

This sample intervention plan was designed for small group literacy intervention (20mins x 4 sessions per week).

This plan can be adapted to suit any year level, for example:

Foundation – Yr 1: Focus on all levels of phonological awareness, less tasks in the teach / apply section (e.g. 2 longer activities) until students are familiar with the routine / become faster.

Year 2 – Yr 6: Focus more on advanced phonological awareness skills (phoneme manipulation), more sentence level dictation and incorporate reading of connected text (decodable) that contains target sounds.

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Weekly Sample Intervention Plan: (20mins per session)

NOTE: Work with same set of sounds/graphemes for the week

Day 1	Day 2	Day 3	Day 4
<p><u>Warm Up: 5mins</u></p> <p>Phonological Awareness (4mins)</p> <ul style="list-style-type: none"> - Blending - Segmenting - Manipulation <p>Phoneme Flash (1min)</p> <ul style="list-style-type: none"> - Flash cards with the graphemes on. Multiple sets of same phoneme, see <u>how many students can name the sound</u> for 1min <p>*Always checking for understanding by asking one student to provide the answer instead of a group response</p> <p>*PA: High intensity/repetition required – aim for 10 words minimum per task</p>	<p><u>Warm Up: 5mins</u></p> <p>Phonological Awareness (4mins)</p> <ul style="list-style-type: none"> - Blending - Segmenting - Manipulation <p>Phoneme Flash (1min)</p> <ul style="list-style-type: none"> - Flash cards with the graphemes on. Multiple sets of same phoneme, see <u>how many students can name the sound</u> for 1min <p>*Always checking for understanding by asking one student to provide the answer instead of a group response</p> <p>*PA: High intensity/repetition required – aim for 10 words minimum per task</p>	<p><u>Warm Up: 5mins</u></p> <p>Phonological Awareness (4mins)</p> <ul style="list-style-type: none"> - Blending - Segmenting - Manipulation <p>Phoneme Flash (1min)</p> <ul style="list-style-type: none"> - Flash cards with the graphemes on. Multiple sets of same phoneme, see <u>how many students can name the sound</u> for 1min <p>*Always checking for understanding by asking one student to provide the answer instead of a group response</p> <p>*PA: High intensity/repetition required – aim for 10 words minimum per task</p>	<p><u>Warm Up: 5mins</u></p> <p>Phonological Awareness (4mins)</p> <ul style="list-style-type: none"> - Blending - Segmenting - Manipulation <p>Phoneme Flash (1min)</p> <ul style="list-style-type: none"> - Flash cards with the graphemes on. Multiple sets of same phoneme, see <u>how many students can name the sound</u> for 1min <p>*Always checking for understanding by asking one student to provide the answer instead of a group response</p> <p>*PA: High intensity/repetition required – aim for 10 words minimum per task</p>
<p><u>Teach / Apply: 14mins</u></p> <p>Word building (7mins)</p> <p>Sound Switch / Full Circle (7mins)</p> <p>Reading and Spelling Words: (7mins)</p>	<p><u>Teach / Apply: 14mins</u></p> <p>Word building (7mins)</p> <p>Sound Switch / Full Circle (7mins)</p> <p>Reading and Spelling Words: (7mins)</p>	<p><u>Teach / Apply: 14mins</u></p> <p>Word building (7mins)</p> <p>Sound Switch / Full Circle (7mins)</p> <p>Reading and Spelling Captions: (7mins)</p>	<p><u>Teach / Apply: 14mins</u></p> <p>Word building (7mins)</p> <p>Sound Switch / Full Circle (7mins)</p> <p>Sentence Dictation: (7mins)</p>

*Always checking for understanding by asking one student to provide the answer instead of a group response	*Always checking for understanding by asking one student to provide the answer instead of a group response	*Always checking for understanding by asking one student to provide the answer instead of a group response	*Always checking for understanding by asking one student to provide the answer instead of a group response
<u>Finish: (1min)</u> Today we learnt to read and spell words with these sounds... phoneme flash sounds again and see how many students can correctly name the <u>sound</u> for in 1min	<u>Finish: (1min)</u> Today we learnt to read and spell words with these sounds... phoneme flash sounds again and see how many students can correctly name the <u>sound</u> for in 1min	<u>Finish: (1min)</u> Today we learnt to read and spell words with these sounds... phoneme flash sounds again and see how many students can correctly name the <u>sound</u> for in 1min	<u>Finish: (1min)</u> Today we learnt to read and spell words with these sounds... phoneme flash sounds again and see how many students can correctly name the <u>sound</u> for in 1min

Task Explanations

Word Building:

Building words (use letter tiles or mini post-it notes on a whiteboard) with set of target sounds. Teacher provides the word and has letter tiles / graphemes on post-it notes for each sound as well as sound buttons on the whiteboard ready for each grapheme to go above. Teacher instructs students that these are the sounds that we need to make this word. Teacher supports students to build the word by asking them what sound is first, next etc. Students read the word together and afterwards students write the word on their own whiteboard, saying the sounds as they write.

Sound Switch / Full Circle:

Have a list of words ready to go for target set of sounds (e.g. for SATPIN it could be in, it, at, sat, sit, pin, in) that start and finish with the same word. On a mini white board teacher builds first word e.g. "in" and then gets students to write that word on their own whiteboard, saying the sounds as they write it. Then teacher shows the students how to change that word so that it now is "it" by moving the letter tiles. Student then writes the new word "it" underneath their word "in". As students get familiar with task teacher can ask them which sound they need to change to make the new word. Once students are back at the new word they can read their word list, saying each sound and blending them together to read the word.

Reading and Spelling Words:

Pre-prepared list of words with target sounds. Can add fun element (mystery bag, fly swat, pass the parcel). Student gives their word to the teacher, teacher writes the word on the whiteboard (with sound buttons underneath each sound). Students say the sounds and blend them together to read the word. Students then write the word on their own whiteboard, saying the sounds as they write.

Reading and Spelling Captions:

Pre-prepared captions that contain target sounds. Can add fun element (mystery bag, fly swat, pass the parcel). Student gives their caption to the teacher, teacher writes the caption on the whiteboard (with sound buttons underneath each sound). Students say the sounds and blend them together to read the caption. Students then write the caption on their own whiteboard, saying the sounds as they write.

Sentence Dictation:

Pre-prepared sentences that contain target sounds and only high frequency words students know to date. Can add fun element (mystery bag, fly swat, pass the parcel). Student gives their sentence to the teacher. Teacher dictates one word at a time and does not move on till each student has written the word. Once sentence has been written by all students they say the sounds and blend them together to read the sentence.