

## Phonics– Strategies for Teacher Table Interventions

<p><b>Who Needs Phonics intervention</b></p> <ul style="list-style-type: none"> <li>• Phonics is the ‘code’ of written language</li> <li>• Students who over rely on context strategies vs. deciphering ‘the code’</li> <li>• Student’s who struggle with multisyllabic words</li> <li>• Students who are inaccurate reading aloud may need to strengthen decoding</li> <li>• Students over relying on sound it out strategies or using letter names to spell.</li> </ul>	<p><b>Instruction should be</b></p> <ul style="list-style-type: none"> <li>• Systematic and explicit</li> <li>• Sequential: one skill building on the next</li> <li>• Practice activities that focus on one skill</li> <li>• Give immediate corrective feedback</li> <li>• Match letters (graphemes) to sounds (phonemes)</li> <li>• Strengthening phoneme/grapheme <i>automaticity</i> will help when decoding connected text</li> <li>• Gradually move through the developmental progression</li> </ul>
<p><b>Skill</b></p>	<p><b>Example</b></p>
<p><b>Letter Recognition</b>          Along with understanding the alphabetic principle, that letters in written words represent speech sounds. Students must also be able to identify and put in order the building blocks of phonics—letters! Don’t assume anything, check and see how automatic this is for the student. Make this a routine if automaticity needs to improve.</p>	<p><i>Alphabet Arc</i>          The alphabet arc has a line in the shape of a half circle stretched across the page with the option of having A, M, N, and Z printed from left to right. Have student put letter tiles or magnetic letter in alpha order. Talk about the order of the alphabet, have them identify the beginning, middle and end of alphabet. Teach student that letter patterns and their sounds are the building blocks of reading &amp; writing.</p>
<p><b>Phoneme – Grapheme Correspondence</b>          Bridging sound to print. Similar to sound boxes but you are now teaching student to identify the way sounds are represented by letters. See grapheme chart.</p>	<p><i>Phoneme-Grapheme mapping</i> (use mapping grid)          Say stuff. What’s the last sound you feel as you say the word? /f/          Then you would map the ‘spelling’ onto the chart paper {s}{t}{u}{ff} putting the two ‘ff’s into one box to demonstrate the <i>letters</i> represent one sound.</p> <p><i>Spelling Chains</i>          Give the student the following tiles (marked with graphemes – see chart)              o l th ng n i k b s          Dictate words one at a time asking students to change one or two things to make the new word. Ask them to notice if it is the initial, middle, or final sound.</p>
<p><b>Irregular words &amp; Sight words</b>          Some sight words are irregular but not all are outside of regular spelling patterns. What makes this set of words unique is that they are high frequency words. These</p>	<p>The teacher spells the word, of, with letter tiles          Student takes a mental picture of the word          The teacher turns over the letter tiles          Student names the letters from memory          Then in random order, backward and finally in</p>

<p>words appear often in text and so recognizing them quickly helps a reader's fluency.</p>	<p>the correct order. Students write the word and Teacher turns over the tiles so student can double check spelling</p>
<p><b>Word Sorts for pattern &amp; meaning</b> Create categories of both pattern recognition and meaningful parts of words. This is an opportunity to teach spelling patterns and morphemes.</p>	<p>Sorts are easy to do with a simple graphic organizer with a heading and 2-4 columns. Ideas for sorts include: Sound symbol relationships Multisyllabic words Syllable types (cvc, cvce, etc...) Morphemes</p>
<p><b>Building Words for pattern recognition</b> Practice identifying the patterns of phoneme-grapheme correspondence.</p>	<p>Spelling chains (see above) to build and change a word's spelling depending on the dictated sound change.</p> <p>Games like 'Sparkle,' teacher says the word and asks first student to say beginning letter, every student gets a chance to answer for the next letter until the word is spelled correctly.</p>