



Advisory Teaching Service

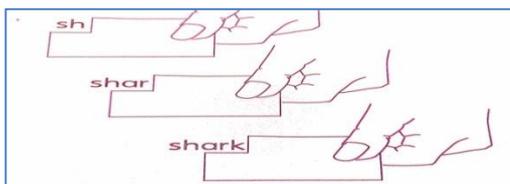
Advice Sheet for Delivering Reading Interventions from Sound Foundations



- Ensure that you choose the relevant book for the pupil based on an *up to date assessment of their phonic knowledge*. See www.soundfoundationsbooks.co.uk for further information about each book.
- New to the intervention? If you have the opportunity, watch others who are more experienced and consider asking them to watch you when you have had time to practise.
- Stick to the guidance for the delivery of the intervention – look carefully at **'The Ground Rules'** which are at the front of each book.
- Make sure you are familiar with how to say each of the phonic sounds correctly and use 'pure sounds'. There are plenty of online video demonstrations to help you if you are new to this!
- Carry out the intervention for 10 minutes each day if you can. This will support the pupil with learning and retaining the information more easily.
- Think about the learning environment – Is the pupil comfortable and able to concentrate?
- Be enthusiastic! Try to make the sessions pacy, fun and pleasurable for all.
- If your pupil struggles with a word or sound – tell them and then practise the skill and go back to it at the end of the page, session, and again the next day. Avoid comments like 'you knew this word/sound yesterday or on the previous page'. This may happen regularly until that knowledge is fully secure, and is

particularly common with pupils with working memory difficulties. Think about keeping anxiety levels low and preserving self esteem.

- Don't award ticks for a 'good try' as the pupil may pay for it later – practise again and wait until they get it right straight away.
- Familiarise yourself with using **the flashcards** before introducing them to your pupil. There are 2 sets of flashcards; one green and one blue. They must be cut up and **taught in order** if you are using Bear Necessities, Dancing Bears or Fast Track materials.
- Test your pupil on the flashcards and put known sounds in the front pocket of their book. Practise these at the start of every session and use **The Flashback Technique** when the pupil makes a mistake. *See further information in the front of the book on using this technique.*
- Keep unknown cards in the back pocket of the book. Introduce one new card at a time *only* when the pupil has made less than two errors when practising their known cards. *Follow the detailed guidance at the front of the book or on the website when introducing each new sound.*
- If you are using the **Bearing Away** programme, make sure you carry out the tracing exercises using the **multi-sensory tiles**. Your pupil can then 'win' the corresponding **flashcard** when they are confident with recalling that particular phoneme.
- Always use **the cursor** as this helps with segmenting words appropriately and reading what is actually on the page. *Your pupil may benefit from using this when reading at other times too!*



- Make sure you work through your book from beginning to end and *follow the written guidance at the start of each new activity.*
- Always end each session positively and label what has gone well and what you hope to achieve next time. Revisit new flashcards if you have time and don't forget to give out the certificates as your pupil passes each **Mastery Test**.

Advisory Teaching Service Team for C and L/SEMH: June 2020

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