

**IMPORTANT:** Your intervention groups will take time to run as smoothly as this one. St Francis Lockleys has been running intervention groups for many years. All intervention staff are trained in Playberry Tier 3 (TSD levels 1-3) and Playberry-Laser Tier 2, and ongoing coaching occurs.

This is a running log of a tier 2 intervention lesson. I've meticulously noted Linda's strategies, which might not be immediately apparent to someone new to this teaching intervention. These strategies, highlighted for their efficacy, keep the lesson moving at a good pace and ensure students adhere to established routines. Students are consistently directed to focus where Linda wants them to and to think about what Linda wants them to, effectively managing their cognitive load.

Please take note of Linda's voice as she corrects errors. There is a distinct absence of annoyance or *grumpiness* when students make errors or seem unsure. This is of the utmost importance to intervention students. They are likelier to engage and learn if intervention teachers maintain a positive and patient demeanour despite persistent mistakes or forgetfulness. This approach can help prevent resistant or disruptive behaviours in students who externalise their embarrassment and encourage others to remain engaged.

## Alphabet Activity

The teacher planner looks like this. Linda has chosen letter naming as the alphabet activity for this lesson. Linda uses upper- and lower-case letters for the alphabet card deck.

Teacher to tick or fill in:

### Alphabet Activity

- |  |  |   |  |  |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Letter Naming Cards Upper Case | <input checked="" type="checkbox"/> Letter Naming Cards Lower Case | <input type="checkbox"/> Letter Naming Cards Upper/Lower Case | <input type="checkbox"/> Alphabet Letter Writing | <input type="checkbox"/> Alphabet Rainbow (wooden letters) |
|--|--|---|--|--|

Linda reminds students they are naming letters:

*"The names that we say when we say the alphabet."*

Linda checks each student to see if they are naming the correct letter. Some unsure students will very cleverly delay a fraction of a second, wait for other students to begin, and then jump in. They can also be drowned out by the voices of the more certain students, so reading their lips is essential.

When there's a slight delay or error, Linda keeps the letter up, asking,


*“What’s this one?”*

In a light, friendly tone.


Linda’s eyes move from the card deck to each student as she checks their knowledge of letter names. She also picks up the pace of the cards to stretch the students a little. In the end, Linda praises the students for their speed and accuracy.

Notice that with a particularly chatty student to Linda's left, Linda cues her to stop talking with a closing hand.

**Tip 5: Bring students to your pace, don't drop to theirs**



- Be swift in review drills
- Be swift in transitions (don't wait for dawdlers)
- Make 'faster' your ongoing goal
- Be amazed at how quickly students respond

Teaching Tips 

## PA Activity (Phonological Awareness)

The teacher planner would look like this with the intervention teacher’s writing showing the resource being used:

PA Activity Kilpatrick One Minute Activity Level G

Linda's using David Kilpatrick's *“Equipped for Reading Success<sup>1</sup>.”* All students in this group have been screened using Kilpatrick’s PAST assessment, and Linda chose this level based on their results. Linda’s eyes move between students as she checks their mouths to check the ease with which they execute the phoneme substitution tasks. Students who are not yet proficient will often watch other students' mouths.

*“Now we're going to go onto our phonemic awareness, so I'm going to get you to say some words, and then we'll play with the sounds.*

*Are you ready?”*

---

<sup>1</sup>Kilpatrick, D.A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phoneme awareness and fluent word recognition*. Syracuse, NY: Casey & Kirsch Publishers.

If the intervention teacher wants to check an individual student's proficiency, they can ask students to complete items in a round-robin to check them individually. This is gentler than singling out a single student.

The routine involves:

1. Linda saying a complete word
2. The students chorally repeating the complete word
3. Linda then gives the phoneme manipulation task to the students
4. Students complete the phoneme manipulation task as Linda carefully listens and watches.

Notice that Linda uses a hand gesture at the start of this routine (extends hand palm up) to cue students that it is their turn to respond. This group are well drilled in the intervention routine.

When students accidentally respond at the wrong time, quickly and kindly say *"My turn"* and then *"Your turn"* when students have to respond. Do this as many times as necessary to embed the routine. In time, words can be replaced with hand cues, which can also be removed eventually (like they have been with these students).

Notice that Linda praises students as they go. This is easily missed but vital to student motivation and ongoing compliance from students.

Linda finishes with:

*"Lovely, I love how you are all watching me too; that's brilliant. Good Job."*

This narration of what the students were getting correct during the PA routine (watching Linda's mouth) is critical to ensuring students remember the correct routine the next time and encourages more student cooperation.

## Tip 1: Narrate Compliance



Briefly describe the behaviours that are compliant with the instruction you have given or the routine you want followed. It helps keep transitions fast paced.

*"I can see people are ready to do their reading, their boards are parked in their lap."*

Teaching Tips

## Reading Card Drill (including spelling rules)

The teacher planner for this section looks like this:

**Reading Card Drill: s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, -ff**

**Rule Cards: A vowel, short vowels, long vowels, A syllable, English words never end with v..., C or K Part 1 & 2, Floss & Friends**

Before starting, Linda quickly tells students that -ff is the focus of the session:

*“Okay, today our lesson is about something you've already learned, but we're going over it again. Today, we're looking at Double F spelling (f) on the end of a word. Do we know when to use that?”*

Chorally, Linda activates the group's prior knowledge as they say together:

*“We use double F at the end of a one-syllable word after a short vowel.”*

Linda praises the students:

*“Perfect, I knew you'd know it. So that's what we're going to focus on today. Okay, we'll keep that one in our deck ... we'll pop him in the middle, I think.”*

At the start of this routine, Linda gently and quickly cues one student that he needs to say letter sounds.

*“OK, we are going to do our reading card drill now, so we're going to say the phonemes (or the sounds) that these letters make. Ready ... nice, clear, pure sounds... let's go!”*

On vowel cards, Linda uses her pointy finger to cue students if there's more than one phoneme for the vowel. She prompts for the short or long sound when required:

*“Beautiful and long sound”*

Linda moves quickly through the deck - bringing students to pace. The aim is rapid recall of the grapheme-phoneme correspondences and concepts. Pace is important. Linda scans the students as she uses the card deck. Students sense her gaze on them and that she wants full participation.

When the -ff card comes up, Linda cues the students to chorally recite the associated spelling rule that they have learned in class (tier 1).

## Putting cards aside

Linda puts cards in a pile on the table for another review if a student errors or is a little slow on recall. This is the same as what classroom teachers do in tier 1.

It doesn't hurt for the group to have another practice if one student makes an error.

When something needs to be retaught, Linda does so with an economy of language by simply cueing the students with the correct spelling rule, and they all chorally recite together.

### Tip 3: Think *economy of language* Over-talking creates extraneous cognitive load



Ask yourself: "what's the fewest words that will say what I need to say?"

Keep feedback / instructions short and clear. Instead of asking:  
"Is there a short vowel? How will you spell (k)?" You might point and say:  
"That's a short vowel so use -ck."

Teaching Tips

 **LaserT1-2**  
Literacy Program

Notice how *the wriggles* are setting in with the students at this stage of the drill. This is normal. Linda gives the wriggliest student on the left (Linda's right) a bit of eye contact. The student is still participating.

## Spelling Review

The teacher planner for this section is below. Linda selects phonemes from the list and doesn't ask students to spell every one of them, only the highlighted ones. Order does not matter. If students are a little wobbly on one, the teacher can redo it with students.

Spelling Review: (z) (p) (w) (ũ) (ĩ) (ks) (l) (t) (d) (y) (k) cat (ă) (r)  
(s) (k) kite (h) (f) (õ) (j) (n) (b) (g) (ě) (v) (m) (f) cliff

*"We are going to go to spelling review ... grab pens up for me ... boards ready ... okay, so you need your board and your pen ... ready? Excellent... get your pen ready...."*

To one student being slow to get set up;

*"You just need your board, okay?"*

There is no fussing or lecturing the student, just clear instructions about what the student needs to do.

To group;

*"So, I'm going to call out the phoneme name, and you're going to say it and write it like we do."*

Students are familiar with this routine as it runs the same way in their classroom (tier 1).

*"Pop your board down so I can see it ... good girl."*

# Masterclass Notes: Linda Clune

## Tier 2 Playberry Laser Intervention Lesson



Teachers need to see the whiteboards to correct students as they go.

This next part emphasises the importance of students watching the teacher's mouth as they say the phonemes to be spelt.

Linda *"(v)"*

Students *"(v)" is v"*

One of the students goes to write the grapheme 'th'

Linda: *"Yep, watch me again for that one... v (v) is very good."*

Linda completes the drill and then transitions students by saying:

*"Clear your boards for me in 3...2 ...1..."*

Counting students down like this keeps them in the correct routine by communicating to students that there is no time to do anything else.

## Words to Read

The teacher planner for this section is below. Linda selects phonemes from the list and doesn't ask students to spell every one of them, only the highlighted ones. Order does not matter. If students are a little wobbly on one, the teacher can redo it with students.

*"Well done. Okay, our next thing ... you do need your books now, so pop your book in front of me. Good job ... Turn to our page; beautiful. Can we put our finger under our first word?"*

Telling students to put their fingers on the words saves lots of time.

Students with reading difficulties can quickly become lost on a page that has a lot on it. Having a pointer or highlighter is always helpful in promptly pointing to where students need to look or highlighting the correct place.

*"Excellent, so the first word that we're going to read (so not the title, yep, underneath)"*

*excellent. Okay, let's read together 1-2-3."*

### Words to Read

off buff biff huff puff  
fluff stuff snuff bluff gruff  
stiff sniff **scuff** cliff **sluff**

Linda stops the students at the end of the first row and then gets them all looking at the beginning of the second row. This gives Linda the chance to watch and listen carefully as students read.

When **scuff** is misread as **scruff**, Linda stops the group and says:

*"Come back here to this one ... so underneath the third one, pop your finger*

*Underneath, let's sound that one out together, ready 1-2..."*

Linda and the students decode **scuff** together.

*"What is it?"*

Linda gets students to read it again and then asks the students to reread the entire line.

*"Excellent to the beginning of that row, right 1-2-3..."*

When **sluff** is misread as **stuff**, Linda stops the group and says:

*"Let's have a look at that one on the end. That's a bit of a tricky one too! Finger underneath for me, and we're going to sound that out ready 1-2-3..."*

Linda and the students decode **sluff** together.

*"Excellent, okay, can you sound it out for me one more time, ready 1-2-3..."*

Linda praises the student on the right:

*"Beautiful. Do you know what I really liked then? When your eyes kept on that word all the way through when we sounded it out. That was great."*

Praise students often for keeping their eyes on the print and decoding. As you can see from the misreads of 'scuff' and 'sluff', words that look like other, more common words are often not paid

enough attention to and misread. Students with reading difficulties are far more likely to misread lookalike (orthographically similar) words than typically developing readers due to their compensatory strategies.

## Words to Spell

The teacher planner for this section is below. Linda has preselected words from the list. You can see she has emphasised the CCVCC pattern words as these are the most difficult, and if students can manage these, they can likely manage the others.

### Words to Spell

#### Teacher to tick:

- |   |   |
|---|---|
| <input type="checkbox"/> off              | <input type="checkbox"/> busk             |
| <input type="checkbox"/> huff             | <input type="checkbox"/> dusk             |
| <input type="checkbox"/> puff             | <input type="checkbox"/> husk             |
| <input checked="" type="checkbox"/> stuff | <input type="checkbox"/> musk             |
| <input type="checkbox"/> stiff            | <input type="checkbox"/> rusk             |
| <input type="checkbox"/> bluff            | <input checked="" type="checkbox"/> scrap |
| <input type="checkbox"/> cliff            | <input checked="" type="checkbox"/> scam  |
| <input checked="" type="checkbox"/> gruff | <input type="checkbox"/> crisp            |
| <input type="checkbox"/> fluff            | <input type="checkbox"/> clam             |
| <input checked="" type="checkbox"/> scuff | <input type="checkbox"/> crust            |

Linda precorrects the routine for spelling words:

**"I'll say the word, you say the word, use your phoneme fingers and then you're right, okay?"**

### Tip 2: Precorrect behaviour

**"If you expect it - precorrect it" (Anita Archer)**



Remind students of the behaviour or routine before they have a chance to forget.

***"Remember, when we chin it, boards go under chins and nowhere else."***

Teaching Tips

Linda continually praises the students for using the correct routines and strategies. This form of narrating compliance significantly affects student compliance and cooperation in the long run. It also helps intervention teachers feel better as it emphasises the positive.

## Heart Words



The teacher planner for this section is below. Linda asks students to read all four words chorally and selects two for the spelling routine.

## Heart Words: (Read/Tap/Spell/Write)

give     said     you     for

Linda precorrects the Heart Word spelling routine:

*“Excellent arms out. We’re going to tap it arms out (Thanks Grace ... ready?) So, we’re going to say ‘said’.*

*s – a – i – d ... ‘said’*

*Okay, can you write ‘said’ on your boards and spell it as you write it?”*

All teachers (class and intervention) need to be fastidious about this routine, as it’s the routine that is the shortcut the most, especially students who already know the word. Allowing students to do this routine incorrectly will hamper their progress, and the sloppiness of the routine may cross over to the classroom (tier 1), where they need to get this routine correct.

## Connected Text / Dictation

The teacher planner for this section is below. This session will be a choral read of the connected text, and the next session will be the exact text used for dictation.

**Connected Text/Dictation:**

The gruff crab can jump off the cliff. It is not a bluff! It can jump off lots of stuff.

**Tip 2: Precorrect behaviour**

"If you expect it - precorrect it" (Anita Archer)



Remind students of the behaviour or routine before they have a chance to forget.

*"Remember, when we chin it, boards go under chins and nowhere else."*

Teaching Tips

 **LaserT1-2**  
Literacy Program

Linda precorrects the routine:

*"First read - I'm going to read; you're going to listen, but you're going to track with your finger. Very important.*

*So, finger underneath for me, and you're listening, and you're tracking with your finger.*

*You ready?*

*I'll read...?*

As Linda reads, she constantly checks that the students are tracking with their fingers and have their fingers on the correct words. This means she has to memorise and then say a few words as she watches the students.

Next is the student's turn to read chorally with Linda (We Do). Linda again precorrects the routine:

*"Finger underneath again for me and read with me this time 1-2-3..."*

While reading, Linda hears 'cliff' pronounced as 'clift'. This addition of phonemes is common in struggling readers. The best approach is to take students back to get them to decode the word, as Linda does here.

Next, it is the student's turn to read chorally without Linda (I Do). Linda watches the students carefully as they read and asks them to stop and start a few times to keep them together.























## Game: Read and Grab

The QR code contains an instruction video on how to play Read and Grab games. Read and Grab is always to structure, which means it only contains words with GPCs and spelling rules that students have been previously taught.

Linda ensures that the students decode any misread words and then blend them.

The game at the end of the session is THE most critical part of tier 2 (and tier 3) intervention sessions. It is a fun way to end sessions and is essential to students who partially enjoy intervention lessons! Skip the games at your peril.

<p>Tier 2 Read &amp; Grab 8 -ff </p>	<p> puff</p>	<p> huff</p>	<p> buff</p>	<p> cuff</p>
<p> off</p>	<p> stuff</p>	<p> fluff</p>	<p> gruff</p>	<p> crabs</p>
<p> riff</p>	<p> stiff</p>	<p> cliff</p>	<p> skiff</p>	<p> sniff</p>
<p> snuff</p>	<p> bluff</p>	<p> We use -ff at the end of a _ syllable word after a ____ vowel.</p>	<p> give</p>	<p> have</p>