

IMPORTANT: Your intervention groups will take time to run as smoothly as this one. St. Ignatius has been running intervention groups for many years. 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 observed and noted my strategies and things I should have done, which might not be immediately apparent to someone new to this teaching intervention. These strategies, highlighted for efficacy, keep the lesson moving and ensure students adhere to established routines. Students are consistently directed to focus where I want them to and to think about what I want them to do, effectively managing their cognitive load.

Please take note of my voice as I correct errors. There is a distinct absence of annoyance or *irritability* 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: I have chosen letter naming as the alphabet activity for this lesson. I use 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)
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I direct the student's attention to the cards:

"OK, everybody, eyes on the cards. Where do I want your eyes? ... Let's go...remember, letter names."

I check 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

Tip 36: Explicitly direct student attention and action



"What do you want them looking at?
What do you want them thinking about?"
(Anita Archer)

"Eyes on the board..."
"Put your finger under the heading on your sheet..."
"Watch my mouth..."
"Eyes on me, phoneme fingers ready..."

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.

The whiteboards would have been better on the floor at this stage, as I needed to tell students not to touch them.

I pay closer attention to one student who isn't naming as quickly as the others and acknowledge her when I name a letter in a big voice.

PA Activity (Phonological Awareness)

The teacher planner would look like this, with the intervention teacher's writing showing the resource used.

PA Activity Kilpatrick One Minute Activity Level D1 and F1

I am using David Kilpatrick's *"Equipped for Reading Success."*¹ All students in this group have been screened using Kilpatrick's PAST assessment, and I chose this level based on their results. My eyes move between students as I check their mouths to check the ease with which they execute the syllable deletion tasks. Students who are not yet proficient will often watch other students' mouths.

"OK, let's do some work with sounds. We're going to do some work with sounds. What are we going to do some work with Erla? ... Sounds, that's right

Are you ready?"

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. I say a complete word
2. The students chorally repeating the complete word
3. I then give the syllable deletion task to the students
4. Students complete the syllable deletion task as I carefully listen and watch.

Students need some practice to get going on the syllable deletion task (D1). This is likely because they've been focusing on phoneme manipulation in class. I then move on to F1 (initial phoneme deletion) tasks, which the

¹Kilpatrick, 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.

students are more proficient in. I make a fuss about the student's ability to delete phonemes and play a little, telling them they are *levelling up* because they are doing so well.

"I'm going to have to do one more because I can't believe this. I think you guys are fluking it or something..."

Making a fuss of success like this keeps students with you (as long as you don't go overboard and wear it out).

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).

Lesson Focus -ff

I hold up the—ff card and ask the students questions about it to activate prior knowledge from the classroom. I direct questions to all students to check for listening.

Reading Card Drill and Rule Cards

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, Floss & Friends

I question the students in an upbeat way about their rules. He cues students with the start of the rule, which they complete.

"I'm wondering if you know this one ... the vowels are ..."

"I'm wondering if you can finish this rule for me ... long vowels are... short vowel sounds are... "

"In English, we never end a word with 'v'..."

For the 'k' rules, I do an "I do, you do" progression to maximise success.

Spelling Review

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

I precorrect the routine for the spelling review:

"We are going to do some spelling ... now you can get your markers ready to rock and roll ... OK, remember, I'll say the sound, you'll say the sound back to me, and then you'll write it. OK, first sound, ready?"

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 

Spelling Review: (z) (p) (w) (ŭ) (ī) (ks) (l) (t) (d) (y) (k) cat (ă) (r) (s) sun (k) kite (h) (f) fish (ö) (j) (n) (b) (g) (ě) (v) (m) (f) cliff

I watched the letter formation and stopped to model some formations on his board. He gives some individual guidance to students. Intervention is a significant opportunity to correct letter formation, as in tier 1; teachers don't always see when students reverse letters from the class board checks.

In the end, I collect boards and markers as they distract students when they remain on the table unused.

Words to Read

“Okay, everyone, we’re going to put our finder under ‘yam’ ... my turn, I’m going to sound it out, the word is (y) (am) – yam ... Your turn ...

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

Words to Read

yam yet zip wax fox
off buff biff muff puff
huff cuff riff off huff

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.

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

The students and I decode the words on the first two lines, switching between “I do” and “we do” depending on how much help each word needs. Although some students can proceed, I insist that they read together.

“That’s amazing sounding out; you’re all doing it.”

The second line goes more smoothly as the students decode together. In the third line, I ask students to read words individually.

“That’s incredible. Can I hear all of your voices now? Can you start that one there for me, Erla ... Just Erla, beautiful ... Your turn, Madeline, beautiful ... your turn, Armani; okay, let’s do the last two on the bottom line together 3-2-1 go...”

Only one student reads the last two, so I get the other two to read them.

“I’m seeing something on the end of ‘off’ and ‘huff’. What do you think I’m seeing that is interesting at the end of ‘off’ and; ‘huff’? ... Armani, you’ve nailed it. A double ‘f’ ... Can we check that it’s going after a short vowel? Is that going after a ‘u’ making the (ü) sound?”

I am pushing it a little here, as the students are restless and ready to move on, so I conclude the questioning with a choral response about the short vowel sounds.

Praise students often for keeping their eyes on the print and decoding. Due to their compensatory strategies, students with reading difficulties are far more likely to misread lookalike (orthographically similar) words than typically developing readers.

Words to Spell

The teacher planner for this section is below. I have preselected words from the list.

Words to Spell

Teacher to tick:

- | | | | |
|--------------------------|------|--------------------------|-----|
| <input type="checkbox"/> | off | <input type="checkbox"/> | yam |
| <input type="checkbox"/> | buff | <input type="checkbox"/> | yet |
| <input type="checkbox"/> | riff | <input type="checkbox"/> | Yen |
| <input type="checkbox"/> | huff | <input type="checkbox"/> | zip |
| <input type="checkbox"/> | puff | <input type="checkbox"/> | zag |
| <input type="checkbox"/> | muff | <input type="checkbox"/> | mix |
| <input type="checkbox"/> | cuff | <input type="checkbox"/> | box |

“First word we’re spelling ... phoneme fingers ready ... phoneme fingers ready ... the first word we’re spelling is ‘off’. What are we spelling? “

I proceed with an “I do, you do” progression and ask students to pay attention to the—ff on the ends of words. Getting the students to tick above their—ff directs their attention to the spelling and boosts motivation.

I correct some letter formation and ensure he whispers when giving specific feedback to individual students.

For the last word, ‘yet,’ I segment the word and ask students to blend it. Then, they complete the finger spelling and writing routine.

Heart Words

Below is the teacher planner for this section. I forget to ask the students to read all the words first (naughty).

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


to was for see

I precorrect the Heart Word spelling routine:


*“Okay, everyone, eyes on the first word.
We’re going to read it ... the word is ‘to’.
Can you see it? Put your finger under ‘to’
... Let’s do our routine. Superman arms
out.*

To ... t – o ... ‘to’


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



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One student goes to copy ‘to’ from her booklet, but I cover the word and ask her to spell it from memory.

I then moved the group on to ‘was’ and ‘for’, trying to keep the same routine and insisting that students do it correctly. I noticed some malformation of the letter ‘r’ and took a moment to model the letter formation to the group.

I should have asked students to form three-letter ‘r’s on their boards. Not doing so made his demonstration redundant!

All teachers (class and intervention) need to be meticulous about this routine, as it’s the routine that is the shortcut the most, especially for 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:

Is Miff on the bed? Is Miff off
the bed? Mum will huff and puff, if
Miff is in the bed!

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

Teaching Tips

 **LaserT1-2**
Literacy Program

I precorrect the routine:

"Okay, this is how we're going to do it. I'll read the first sentence, and then we'll do it together, and then you guys will have a go. Are we ready? ... Everyone's finger on 'Is'. Track with me; I'll go first."

You can see the students are tired by the eye rubbing and wriggling.

I have to work hard and remind students to track and read where appropriate as the girls are cooked! I insist that the students pay attention; even though they are tired, I draw every drop out of them.

I then asked the students to find some specific words individually. I did this only because there was some guessing when the students read the final sentence.























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.

I ensure 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 & Grab 24 -ff </p>	<p> off</p>	<p> biff</p>	<p> puff</p>	<p> riff</p>
<p> huff</p>	<p> puff</p>	<p> muff</p>	<p> off</p>	<p> Miff</p>
<p> buff</p>	<p> riff</p>	<p> Miff</p>	<p> tiff</p>	<p> puff</p>
<p> biff</p>	<p> puff</p>	<p> We use -ff at the end of a _ syllable word, after a ____vowel.</p>	<p> for</p>	<p> see</p>

I focus on the skill of losing well and don't pay attention to the students when they get huffy because they had any of their cards grabbed. It is essential to focus on the skills of being a good winner or loser.