**Oral Blending Intervention EYFS-Year 3**

***This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the Reading Teacher needs to model sound-talking for the child, who then soundtalks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others.***

***This intervention should take no more than 5 minutes.***

**1 Review**

* Adult picks three words that the child can easily orally blend. Such as c-a-t. Adult uses robot arms and blending hands to segment and blend these words. The child repeats the adult using the “me then you” approach.

*Make sure that the child is producing the pure sound and not schwarring (adding “er”) to the end of the sound. Make sure that they are positioning their tongue and mouth correctly to make the correct sound – you can model this for them.*

**2 Teach**

* Adult models sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. Use robot arms and blending hands. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.

**3 Practise**

* Adult sound-talks a word – using robot arms **BUT DO NOT BLEND** the whole word, as the child needs to practise blending independently.
* The child repeats the sounds using robot arms and blends, using blending hands, and says the whole word.
* Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.

*In years 2 and 3, teachers may feel that the child doesn’t need to use robot arms if it feels too “babyish”. Additionally, for SEND pupils, they may wish to use a different character’s arms.*

**4 Apply**

Oral storytelling

* Adult is to read aloud a pre-planned short extract. They can use an appropriate phonetically decodable book from a phase suited to the child.
* Choose six words within the extract to stop at and sound out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught – no need to use robot arms and blending hands.
* Model sounding out the choosen words, and then the child repeats the sounds in the word and says the whole word – they can use robot arms and blending hands.

*When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.*