


Grapheme Phoneme Correspondence: Group Session Template

Intervention Session Outline: Revising & Re-Teaching GPCs

Instructions	Notes	Resources
<p>Revision of Known Graphemes</p> <ul style="list-style-type: none"> • Select up to 10 secure graphemes. • Quick flashcard review. • Shuffle cards and repeat several times. 	<ul style="list-style-type: none"> • Use number of graphemes children are secure with and build up to 10 when appropriate. • Ensure you articulate each sound clearly using pure speech sounds. • Address any misconceptions quickly. • If they are unsure of any grapheme put to one side to teach in the following session. 	<div data-bbox="1257 667 1455 801" style="border: 1px solid black; padding: 5px; text-align: center;"> Grapheme Flashcards </div> 
<p>Introduce GPC</p> <p>1. Practice the Phoneme</p> <ul style="list-style-type: none"> • Model the correct enunciation of the phoneme a few times. • Ensure the children can see how you make the sound by observing your facial movements. • Model the action. • Practise saying the sound together. Use 'my go, our go, your go'. 	<ul style="list-style-type: none"> • Ensure you articulate each sound clearly using pure speech sounds. • Exaggerate your mouth movements to help the children clearly see how to make the sound. • Address any misconceptions quickly. 	
<p>2. Reveal the Grapheme</p> <ul style="list-style-type: none"> • Show the grapheme saying the phoneme. • Use 'my go, our go, your go'. • Trace over the letter as you say the phoneme. • Use 'my go, our go, your go' with children forming letter in the air or on individual whiteboards. 	<ul style="list-style-type: none"> • Ensure there is lots of repetition of reading and saying the phoneme/grapheme. • For Phase 2 use the grapheme flashcards with pictures. Show the picture side of the card saying the phoneme and picture e.g. 'a a a apple', and then turn over to show grapheme and repeat phoneme. • Written formation of the grapheme is optional. 	

3. Spot it

- Add the new grapheme to those used in the review.
- Go through flashcards several times, seeing how many times the children can spot and correctly identify the target grapheme.
- Ensure you mix up the flashcards before each run through.