



How we help everyone shine in Phonics ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none">• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.• Use clear, unambiguous language and keep unnecessary information to a minimum.• Give response time for verbal questions through oracy – nest, pair, share.• Repeat back teaching using, "My turn, your turn."• Use visual timetable throughout the day.• Whole class movement break activities, which include alerting, calming and organising activities.• Make learning multi-sensory.• Use visual aids, concrete resources and equipment.• Explicitly teach new vocabulary and support using visuals.• Careful positioning of children away from distraction, near to information.• Teacher proximity to focus children for instructions to be repeated back.• All sessions to be taught with pace, changing activity regularly.• Set routines for transitions between activities.• Use, "I do, we do, you do" approach.• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	<ul style="list-style-type: none">• Structured Read Write Inc lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another.• Visual prompts are used for writing by using the word card alongside spoken word.• Paired reading gives children support from a positive role model to help with focused reading.• Ensure the child is positioned so that the teacher has easy access for support.• Review words are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long-term memory and recall more easily.• Speech sounds are modelled by the class teacher where there are misconceptions. Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight.• New vocabulary is discussed during the 'Fred Talk' stage of the lesson and put into context• Language is purposefully kept simple and consistent throughout the sessions.