

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.