

Strategies to overcome potential barriers in Phonics for learners with SEND

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p> <p>Nonverbal communication</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>Anxiety which impacts resilience and self-esteem</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p> <p>Sensory needs</p>
Potential Barriers to Learning in Phonics	<p>Processing speed</p> <p>Fluency recall</p> <p>Struggles to apply known facts in different contexts</p> <p>Fundamental lack of understanding of vocabulary</p> <p>Difficulty with tracking when reading</p>	<p>May find it difficult to work with a partner.</p> <p>May recognise sounds by rote but unable to blend them together with other sounds</p> <p>Unable to pronounce certain sounds/words.</p> <p>Unable to express their capabilities to others</p> <p>Difficulties with understanding instructions</p> <p>Find it more difficult to read nonsense (alien) words.</p>	<p>May find it difficult to work with a partner.</p> <p>The speed of some parts of lessons may produce anxiety</p> <p>Anxiety related to speaking out loud</p> <p>Anxiety about getting the 'answer' wrong</p>	<p>Difficulty with forming letters</p> <p>Difficulty hearing the sounds being modelled.</p> <p>Reading smaller print</p> <p>Painful to write or have an aversion to writing</p>

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<p>Suggested strategies and support</p>	<p>Movement breaks/shorter sessions</p> <p>Words on green and red card</p> <p>Dyslexia-friendly fonts and paper colours/overlays</p> <p>Pictures and rhymes used for visual/audial cues and to aid memory.</p> <p>Only read real words and expose children to unfamiliar real words then explain the meaning</p> <p>Vocabulary section of lessons before reading books containing those words</p> <p>Partner to track with finger/lollipop stick</p> <p>Repetition of reading the same words to help with sight recognition</p> <p>Daily speed sounds lesson</p> <p>Lessons broken into manageable chunks</p>	<p>Movement breaks/shorter sessions</p> <p>Assessments adapted appropriately such as matching words to pictures instead of having to verbalise.</p> <p>Only read real words and expose children to unfamiliar real words then explain the meaning</p> <p>Vocabulary section of lessons before reading books containing those words</p> <p>Children given the option to read independently or with a partner</p> <p>Limited teacher talk so children can focus on the important parts such as the sound</p> <p>Minimal and step-by-step instructions to be used</p> <p>Flexible pairings within groups to allow some peer support and independence</p> <p>Going on sound/word hunts around school rather than being sat in</p>	<p>Movement breaks/shorter sessions</p> <p>Staying in a group with a familiar adult</p> <p>Going on sound/word hunts around school rather than being sat in the classroom, linking words to real life</p> <p>Assessments adapted appropriately such as matching words to pictures instead of having to verbalise.</p> <p>Children given the option to read independently or with a partner</p> <p>TTYP – ‘Talk to your partner’ - Sharing thoughts and ideas with partners so they do not have to say it out loud</p> <p>Group contributions so children do not feel pressured answering on their own</p> <p>Limited teacher talk so children can focus on the important parts such as the sound</p>	<p>Larger Print</p> <p>RWI Consultant works with a school for the visually impaired who use RWI with braille who could support us</p> <p>Movement breaks/shorter sessions</p> <p>Thinking about the acoustic of the room that the children are in</p> <p>Make sure children can see your mouth for forming the sounds</p> <p>Resources to support with letter formation, such as pencil grippers.</p> <p>Writing sounds/words in sand</p> <p>The use of a Scribe/Ipad</p> <p>Limited teacher talk so children can focus on the important parts such as the sound</p> <p>Visual aids displayed and modelled by the teacher in the learning areas</p>
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	<p>Revisiting previously taught sounds/words</p> <p>Same structure in every lesson so children know what they need to do without having to focus too much on the instructions</p> <p>Limited teacher talk so children can focus on the important parts such as the sound</p> <p>Minimal and step-by-step instructions to be used</p> <p>Flexible pairings within groups to allow some peer support and independence</p> <p>Visual aids displayed and modelled by the teacher in the learning areas</p> <p>MTYT - 'My turn, your turn' Teacher modelling</p>	<p>the classroom, linking words to real life</p> <p>Visual aids displayed and modelled by the teacher in the learning areas</p> <p>MTYT - 'My turn, your turn' Teacher modelling</p> <p>Fidget resources</p>	<p>Minimal and step-by-step instructions to be used</p> <p>Flexible pairings within groups to allow some peer support and independence</p> <p>Visual aids displayed and modelled by the teacher in the learning areas</p> <p>MTYT - 'My turn, your turn' Teacher modelling</p> <p>Fidget resources</p>	
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