

SEND PROVISION IN PHONICS

<i>Cognition and Learning</i>		<i>Communication and Interaction</i>	
<i>Learning Challenges</i>	<i>Provision</i>	<i>Learning Challenges</i>	<i>Provision</i>
- Poor working memory – difficult recalling key events and details about the text. - Difficult sequencing. - Slow processing speed. - Accessing reading / written work.	- Careful selection of words chosen to be built, read and written, in terms of structure. - Choosing words with fewer/more continuants. - Allowing time to practice. - Leaving the word/part of the words on the board. - Teacher modelling. - To use lines or no lines.	- Lack of reading fluency. - Auditory processing difficulties. - Non-verbal - Difficulties matching speech to print. - Pronunciation of sounds/speech and language difficulties.	- Pre-teach the vocabulary before reading the text. - Use whole class reading/small groups to develop fluency. - Repetition of key learning. - Use of discussions, linked experiences that the children have had, as well as providing the experience (hook). - More gestures - Teach modelling of sound pronunciation.
<i>Physical and/or Sensory</i>		<i>Social, Emotional and Mental Health</i>	
<i>Learning Challenge</i>	<i>Provision</i>	<i>Learning Challenge</i>	<i>Provision</i>
- Unable to use specific senses to connect with the learning. - Difficulty following the text when reading / being read to. - Visual Impairment. - Lack of fine motor for writing.	- Multisensory strategies used, e.g., using fingers to tap out sounds; gestures to support with phonics; drawing words in the air, sand or shaving cream. - Use of magnetic tiles/white boards - Large print texts. - Use of SW app. - Children have their own post it notes to manipulate.	- Significant difficulty in acquiring basic literacy skills – feeling and fear of failure. - Lack of enjoyment of reading and reduced motivation. - Reading stress due to lack of accuracy, low reading rate and comprehension. - Unable to access whole class lessons/ short periods of time.	- All children reading at the same time. - Use of decodable phonetic reading books. - A range of mini lessons within one lesson. - Pre-teach and keep up lessons. - Opportunities for pupils to support each other (collaborative learning). - Lessons are structured with a script – all staff use the same, so the children know what to expect. - Support during whole class teaching. - Children praised for individual milestones. - Adapt sentence for dictation so children feel successful.

