

## 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>
<ul style="list-style-type: none"> <li>• Poor working memory – difficult recalling key events and details about the text.</li> <li>• Difficult sequencing.</li> <li>• Slow processing speed.</li> <li>• Accessing reading / written work.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of words chosen to be built, read and written, in terms of structure.</li> <li>• Choosing words with fewer/more continuants.</li> <li>• Allowing time to practice.</li> <li>• Leaving the word/part of the words on the board.</li> <li>• Teacher modelling.</li> <li>• To use lines or no lines.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of reading fluency.</li> <li>• Auditory processing difficulties.</li> <li>• Non-verbal</li> <li>• Difficulties matching speech to print.</li> <li>• Pronunciation of sounds/speech and language difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach the vocabulary before reading the text.</li> <li>• Use whole class reading/small groups to develop fluency.</li> <li>• Repetition of key learning.</li> <li>• Use of discussions, linked experiences that the children have had, as well as providing the experience (hook).</li> <li>• More gestures</li> <li>• Teach modelling of sound pronunciation.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>• Unable to use specific senses to connect with the learning.</li> <li>• Difficulty following the text when reading / being read to.</li> <li>• Visual Impairment.</li> <li>• Lack of fine motor for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use of magnetic tiles/white boards</li> <li>• Large print texts.</li> <li>• Use of SW app.</li> <li>• Children have their own post it notes to manipulate.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant difficulty in acquiring basic literacy skills – feeling and fear of failure.</li> <li>• Lack of enjoyment of reading and reduced motivation.</li> <li>• Reading stress due to lack of accuracy, low reading rate and comprehension.</li> <li>• Unable to access whole class lessons/ short periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• All children reading at the same time.</li> <li>• Use of decodable phonetic reading books.</li> <li>• A range of mini lessons within one lesson.</li> <li>• Pre-teach and keep up lessons.</li> <li>• Opportunities for pupils to support each other (collaborative learning).</li> <li>• Lessons are structured with a script – all staff use the same, so the children know what to expect.</li> <li>• Support during whole class teaching.</li> <li>• Children praised for individual milestones.</li> <li>• Adapt sentence for dictation so children feel successful.</li> </ul>

