



## Supporting learners with SEND in Phonics



Creating an inclusive environment	<ul style="list-style-type: none"><li>- Whole class approach - children who encounter difficulties are supported by the class teacher throughout the lesson - in the 'in class' intervention during the apply activity.</li><li>- Mixed ability environment means learning is scaffolded by both adults and peers.</li><li>- Images and phrases to support understanding.</li><li>- Careful consideration about where children sit - children who find reading challenging to be sat at the front.</li></ul>
Curriculum considerations	<ul style="list-style-type: none"><li>- Over learning - planned review days and weeks.</li><li>- Breaking the lesson into smaller chunks across the school day (review and teach part of the lesson with their peers, practice and apply part of the lesson 1:1 at a suitable time in the day).</li><li>- Slowed progression of teaching to 2 GPCs a week (First session: review, teach and practice, second session: review, teach and apply). When teaching alternative pronunciations from Year 1 content, one whiteboard presentation is to be used across 5 days.</li></ul>
Strategies to scaffold learning	<ul style="list-style-type: none"><li>- Mixed ability environment means learning is scaffolded by both adults and peers.</li><li>- Visual display around board.</li><li>- Word cards for each lesson can be printed out.</li><li>- 3 interventions: oral blending, GPC recognition and blending for reading. Delivered 1:1 and no longer than 5 minutes.</li><li>- Essential Phonic Readers or Essential Blending Books - very close alignment of books to slowed progression - offer familiarity and consistency.</li><li>- Home reading books can be kept for longer than 1 week. A different book with the same GPCs can be given so children can practice their current phonic knowledge across a range of texts.</li></ul>