



Strategies for supporting pupils with Special Educational Needs and Disabilities in Phonics lessons

Individual Need	Here's how we can help everyone learn...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none">Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal.Structured RWI 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 green or red word cards and pictures from the text alongside the spoken word.Paired reading gives children support from a positive role model to help with focussed reading.Ensure the child is positioned so that the teacher has easy access for support – at the front of the 'v' shape when sitting if a spotlight child.
Anxiety	<ul style="list-style-type: none">Where possible the child is taught by a well known adult whom they have already established a trusted relationship with.Allow the child to be involved when choosing a partner for the reading part of the session- this will remain the same for each day of the reading week.The child is in the same seat everyday and is pre-warned if the seating plan needs to change for any reason.Avoid asking direct questions; instead, encourage questioning in pairs so the more confident of the pairing can feedback. Also, an adult can listen into the responses and feedback to the group.

	<ul style="list-style-type: none"> Where possible, children are prepared in advance when there is a change in a member of staff or groups have to be put together. Specific children with issues around toileting have the opportunity to use a toilet they are familiar with.
Autistic Spectrum Disorder	<ul style="list-style-type: none"> Children are encouraged to sit where they feel the most comfortable in the RWI grouping. Where possible, this seating plan is not altered unless the child is happy and involved in the process. Extra processing time is given and on the spot questioning is avoided. Discussion takes place in pairs and more able child in the pairing can feedback thoughts and ideas. Children are allowed to read on their own if it is too challenging for them to read with a partner. Planned and unplanned sensory breaks are permitted throughout the lesson. There is always an available adult for a 'change of face' if needed.
Dyscalculia	<ul style="list-style-type: none"> Review words and sounds are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long term memory and recall more easily.
Dyslexia	<ul style="list-style-type: none"> Children are taught in differentiated groups which are assessed every half term. Children read in pairs and 'spotlight' children are grouped together so ability can be matched. RWI books have a consistent print over all levels. There is a huge focus on learning new vocabulary using the MTYT (My Turn, Your Turn) approach. Questions are read to the child as a group and discussed in pairings using the TTYP (Talk To Your Partner) approach.
Dyspraxia	<ul style="list-style-type: none"> Rules and systems are clarified, using ambiguous language. Opportunity is given to move around between bursts of learning. We ensure that the partner readers are matched according to ability and Spotlight children are paired together.

	<ul style="list-style-type: none"> • The reading lesson is broken down into key component parts and the teacher prompts these. The lesson sequence stays the same for every speed sounds lesson. • There is plenty of space between readers to enable the child to concentrate on their own reading. • The parts of the reading lesson are clearly demonstrated and children used the partner one and partner two approach.
Hearing Impairment	<ul style="list-style-type: none"> • Careful consideration is given to seating, with individual considerations made discreetly and not publicly. • Written materials are provided in addition to teacher talk. • Only one person is encouraged to speak at a time when discussing the text. • There is space provided by the child at the front of the group with an unobstructed line of vision in the 'V' shape. • The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.
Toileting Issues	<ul style="list-style-type: none"> • Children are allowed to leave the group without needing to get permission. • Positioning in the grouping allows the child to sit near the door so they can leave easily.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Time is given to answer questions, process and formulate answers through discussion within a pairing. • Reading using the green word card and also the text is physically demonstrated rather than getting the children to solely rely on verbal instructions. • Specific, targeted praise is given so the child knows what they are doing well. • Support is given when managing peer relationships effectively. • Spotlight children are grouped together. • Instructions are simple and concise. • Children are supported appropriately to address any mistakes that have been made. • The lesson sequence stays the same in all speed sound sessions so there is a consistent pattern to the lesson format.

Speech, Language and Communication Needs	<ul style="list-style-type: none"> Speed sounds are modelled by the class teacher where there are misconceptions and revisited at a different time. Children are not held back by difficulties in pronouncing phonemes; they are still able to progress through the phonics scheme once they know the individual sound by sight. New sounds are discussed during the 'Fred Talk' stage of the lesson and put into context. New vocabulary is taught using the MTYT approach and put into context. Language is purposefully kept simple and consistent throughout the sessions Closed questions are used when exploring comprehension, which only require a yes or no answer.
Tourette Syndrome	<ul style="list-style-type: none"> Emotional reactions are filtered and we listen and respond with support and understanding. Children are never asked to stop their tics Where vocal tics are prominent, children are not asked to read aloud as we are understanding that they may be reluctant to do this. There is a clear structure to the lesson. Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that the children is intentionally not listening.
Experienced Trauma	<ul style="list-style-type: none"> When children arrive late to phonics, a non-confrontational, trauma informed approach is used to welcome the child. Positive self-talk is modelled when reading. Mistakes are seen as a positive part of learning. A predictable environment with clear expectations for behaviour is provided. There is always a clear lesson sequence that stays the same for every speed sounds session.
Visual Impairment	<ul style="list-style-type: none"> Careful consideration is given to seating, with individual considerations made discreetly, not publicly. Large font materials are provided in addition to teacher talk. There is space provided for the child at the front of the group with no obstructions. The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.