



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

Individual Need	Here's how we help everyone learn...
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> ✓ Seating plans are not readjusted without the knowledge of the children. ✓ Extra processing time is given and on the spot questioning, is avoided. ✓ Children are allowed to read on their own if it is too challenging for them to read with a partner. ✓ Wobble mats are available for the carpet if appropriate.
<p>Dyslexia</p>	<ul style="list-style-type: none"> ✓ Children are taught in differentiated groups for phonics and guided reading and the assessment cycle ensures groupings are correct and effective for learning. ✓ There is no pressure put on individual children to read aloud in front of the class. ✓ Personalised coloured overlays can be used; when appropriate. ✓ Yellow whiteboards are available and can be used when appropriate. ✓ Questions are read to the child. ✓ The RWI virtual classroom is used to support areas of challenge inside and outside of the classroom.
<p>Toileting Issues</p>	<ul style="list-style-type: none"> ✓ Children are allowed to leave the classroom discreetly and without needing to get permission. ✓ Revisit what the child missed if necessary.
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> ✓ Time is given to consider questions, process and formulate an answer. ✓ The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions. ✓ Specific, targeted praise is given so the child knows what they are doing well. ✓ 1:1 tutoring gives children extra practise and learning time. ✓ 'Pinny time' is used to revisit taught sounds and skills at regular intervals. ✓ RWI teachers are aware of the children who may need



	<p>additional support and sit them strategically.</p> <ul style="list-style-type: none"> ✓ The RWI virtual classroom is used to support areas of challenge inside and outside of the classroom.
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<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> ✓ Speech sounds are modelled by the class teacher and children are given many opportunities to practise saying the sound. Misconceptions are addressed and teaching techniques such as saying the sound looking in a mirror are used. Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight. ✓ New vocabulary is discussed when introducing a book 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. ✓ The RWI virtual classroom is used to support areas of challenge inside and outside of the classroom.
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