

Barriers to and solutions for Engagement, Progress and Achievement in Phonics

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ADHD	Speech and Language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing precise sounds from teacher/peers • May not be able to see mouth movements • Need to filter noise to hear what is important • Difficulty following instructions 	<ul style="list-style-type: none"> • May struggle with contrasting colours on the board • May not be able to see mouth movements • May need to filter important visual information • May struggle to adjust vision from board to book, whiteboard or flashcards. • May struggle to see flashcards 	<ul style="list-style-type: none"> • Difficulty in recording in writing • Struggle to move around if lesson requires it • Difficulty with pen lids, pencil, paper, whiteboard on laps, managing flashcards 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Difficulty with recall of phase 5 alternative sounds 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • Sensory overload • Ear defenders not appropriate if hearing sounds is vital • Waiting and managing frustration • Understanding and accepting fairness • Organisation of own and class resources • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty pronouncing sounds correctly • Processing terminology • Understanding instructions 	<ul style="list-style-type: none"> • Difficulty in understanding instructions • Difficulty recording in a way which supports learning and retrieval • Overload due to the need for interventions and keep up sessions • Missing out on other experiences if interventions are prioritised 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> • Use of pictorial representations • Use of video and personal headphones • Teacher to face window or light • Clear sequence of instructions and continuity in lesson format • Position within the class • Clear and progressive sounds and words on display • Use of mirrors to see the sound formed 	<ul style="list-style-type: none"> • Enlarged resources • Technology – use of smartboard not small flashcards • Time between smartboard and close work to allow adjustment • Only use key and necessary information • Non reflective whiteboards • Hard copies of PowerPoints or smartboard presentations 	<ul style="list-style-type: none"> • Alternative ways of recording but must include writing • Alternative mark making • Use of individual whiteboards • Limit moving around during lesson 	<ul style="list-style-type: none"> • Pre, catch up teaching and regular interventions • Matching and memory games in addition to whole class lessons • Working in pairs and with adult • Use of iPad apps 	<ul style="list-style-type: none"> • May recognise letters and not be able to blend and segment – may need whole word reading approach alongside phonics • Need short bursts of teaching with movement breaks • Consistent routine of lesson • Limit or eliminated any waiting times • Have all resources ready before lesson 	<ul style="list-style-type: none"> • Repetition and opportunities for over learning through one to one learning • Minimise complex terminology • Minimise complex instructions 	<ul style="list-style-type: none"> • Memory and matching games • Repeat phases as an intervention • Older children use the same scheme in addition to precise methods of learning • Children to work in small groups or individually but older children not to attend whole class phonics with younger class 	<ul style="list-style-type: none"> • Need success • Use achievable texts and other ways to read and apply phonics • Children to work in small groups or individually but older children not to attend whole class phonics with younger class