

**Thank you for your interest in Phonics for Pupils with Special Educational Needs. Hopefully, this will answer all your questions about the programme and the training.**

Phonics for Pupils with Special Educational Needs is a systematic and cumulative, synthetic, linguistic phonics programme, with a focus on how sounds are represented by letter(s) in written words (phoneme > grapheme). It has been rigorously designed and developed in the context of peer-reviewed evidence from academic research into all aspects of reading and spelling acquisition. This is often referred to as 'The Science of Reading'. It was published in a series of seven books in 2018 by Speechmark Routledge in the UK and is available from their website and from other online bookshops worldwide.

The programme is divided into seven books as follows:

**Book 1:** Basic sounds and letters are introduced in seven groups of sounds or sets with pupils working at the VC and CVC word level.

These are: 1. s a t p 2. i m n d 3. g o c k 4. e u r 5. h b f l 6. j v w x 7. y z

**Book 2:** No new sounds are introduced but the basic sounds and letters from Book 1 are reinforced and the word structure is expanded so pupils learn how to read and spell VCC CVCC CCVC and CCVC words.

**Books 3 – 6:** Advanced sounds are introduced systematically and cumulatively in the following order: sh th ng ch ck qu f l s oa z ee ai er e ow oy oo u ie aw air ar s l b d (revisited) o i ue.

The sounds /sh/ and /th/ introduce the pupils to the concept that some sounds are represented by graphemes (sound spellings) that contain more than one letter. From this point on the pupils focus on a single sound at a time and learn all the ways to represent that sound e.g. the sound /ee/ is represented by ee ea e-e y ie e ey. As well as studying this variation in the code, the programme also studies the overlap in the code, the concept that some of the sound spellings represent more than one sound e.g. the grapheme 'ea' represents /ee/ in dream, /ai/ in break and /e/ in bread.

**Book 7:** Syllabification is introduced in book 7, with pupils learning how to read and spell words of 2, 3 and 4 syllables. The main advanced sounds are also revised but in the context of 2, 3 and 4 syllable words.

The pupils learn, apply and practise knowledge and skills, working at code, word, sentence and text level throughout the entire programme.

This logical teaching sequence gradually builds up an easy to access 'map' of how written language is put together and how the sounds are represented in written English, which is great news for pupils with special educational needs.

In addition to this, the programme also includes:

- activities that develop basic phonemic (sound) awareness activities in Books 1 & 2 – awareness of the sounds in words,
- activities that teach and develop key phonemic skills throughout, i.e. dynamic blending, sequential segmenting and phoneme manipulation,
- activities that encourage orthographic mapping (the process that supports the development of a bank of words that pupils can read with automaticity or 'by sight'),
- visual perceptual activities related to the sound spellings, important for pupils with severe and complex needs.

### **Other aspects of the programme**

**Resource design:** The resources and activities in the programme are simple and linear with no unnecessary illustrations or quirky presentations. This conscious design choice aims to limit distraction for SEN pupils and also renders the resources age neutral, being appropriate for pupils both young and old.

**Language:** The programme consciously avoids using technical language with the aim of reducing the cognitive effort and load on pupils. For example, the terms 'sound', 'sound spelling' and 'matching' are used instead of phoneme, grapheme and orthographic mapping.

**Development:** Phonics for Pupils with SEN has been developed over 20 years or so. It is led by the evidence of academic research into how children learn to read, commonly referred to as 'the science of reading'. It has been used successfully with many students with complex SEND including ASD, MLD, SLD, SLCN (including pupils who are preverbal or nonverbal) and those who have significant physical disabilities. It is primarily used as an intervention in mainstream schools and as a programme for initial instruction in specialist schools. Phonics for SEN fulfils the requirements of the Reading Framework – Teaching the Foundations of Literacy DfE 2021 and the criteria for validation as a Systematic Synthetic Phonics programme.

**Inspection Copies:** The publisher, Routledge, is happy to send out inspection copies. The cost of the whole programme, a set of 7 books, is around £250 but books can be bought individually if you don't need the whole set. It is available from the publisher or from online bookshops such as Amazon, Waterstones and Blackwells.

**Assessment and Progress Tracking:** Paper based assessment materials and a simple Excel tracking tool relating to the programme are available from the Phonics for SEN TES page. These materials are included in the training package.

The programme is also now supported on the Phonics Tracker online tool which is an IT based solution to assessment and tracking. For more information, please visit the Phonics Tracker website: <https://www.phonicstracker.com/>

### Using the Programme

All of the books contain a comprehensive 'Working through the Programme' section which explains the theory and rationale of the programme as well as how each activity is to be carried out. This is written to be accessible for parents, teachers and teaching assistants. To further support those delivering the programme, there are instructions and prompts at the top of every worksheet or task page.

### Training for Schools

Flexible and sustainable training for schools is available in the form of a course that covers all aspects of phonics and how to deliver the Phonics for Pupils with SEN programme.

The course is made up of a series of 12 units, each focused around a pre-recorded video with supporting activities and additional materials for participants to practise strategies and techniques. The school designates a lead member of staff to coordinate the training, implementation and monitoring of the programme. The training package is sent to the lead teacher who watches and reads the materials and then facilitates the training sessions, leading the activities and stimulating discussion. Ann is available to support with any questions or give any further information, as required. With this format, schools have the flexibility to schedule training sessions in a way that best meets their own needs. It is possible for all members of staff to be trained over time, although, depending on their role, not all members of staff will need all the training. Specific details of the training units can be found in the document attached.

#### One-off Cost:

£800 (1440 AUD) for individual schools

£2000 for MATs with 2-3 schools

£3500 for MATs with 4 plus schools

There is also an option of a 1 – 1½ hour post-training Q&A Zoom session for all staff with Ann for an additional £90. The training is licensed for use in an individual school only but once a school has purchased the package, they keep the videos for their own continued use. It is anticipated that individual schools within MATs will deliver the training with support. The materials can be used for refresher or future induction training making it a sustainable option for schools. Local authorities and multi-academy trusts may wish to purchase the training to implement in a number of schools. Please contact me directly to discuss further.

Included in the course is a unit on working with pupils with severe and complex needs such as autism, pupils who are nonverbal and / or have significant physical disabilities and are unable to physically write. A companion booklet is also

available as an eResource alongside the main programme to support implementation with pupils with severe and complex needs. This looks at all the activities within the programme and individually adapts them for a range of pupil needs. This is available for download at no extra cost. Additional teaching materials are also provided in the package to support teachers and teaching assistants. You can watch some short videos of a lesson with a 5 year old nonverbal pupil on the Phonics for SEN Youtube channel. <https://www.youtube.com/channel/UCza2XtCMj7efoaJtw9cXeWg>

### **Training for Individuals**

The training above is designed for mainstream primary and secondary schools, who have learners with moderate to severe and complex needs, and specialist schools and provisions. The training is not available for individuals, although I hope to work on provision of this in the future.

### **Other Resources and Freebies**

You might also like to know that many additional teaching resources and activities can be found online on my TES Resources Page 'Phonics for SEN', including games, spelling practice booklets, decodable readers, posters, movable alphabets and manipulatives. Some of the resources on TES are free to download. All of these additional resources are included within the training package when purchased.

<https://www.tes.com/teaching-resources/shop/PhonicsforSEN>

### **Social Media**

You may like to follow me on Facebook and Instagram where I love to share ideas and information. I am also on Twitter where I actively engage in discussions about the science of reading, developments in research and phonics.

Phonics for Pupils with SEN website: <https://www.phonicsforpupilswithspecialeducationalneeds.com/>

Routledge website:

<https://www.routledge.com/Phonics-for-Pupils-with-Special-Educational-Needs/book-series/PPSEN>

Twitter: @PhonicsforSEN

Facebook: @PhonicsforSEN

Instagram: phonicsforsen

**Thank you for your interest.**

**Ann**