

Some of your pupils will benefit from Phonics for SEN and some from TRT, depending on their needs.

<p><b>Target age group</b></p>	<p>primary, secondary, post-16</p>	<p>secondary, post-16, adult, primary/secondary transition</p>
<p><b>Focus pupils</b></p>	<p><b>moderate to severe and complex SEND</b> including ASD, SLCN, MLD, SLD, PD, HI, VI, dyslexia</p>	<p><b>mild to moderate SEND,</b> including MLD, dyslexia, SEMH, ASD, Also, struggling readers without SEND</p>
<p><b>Settings</b></p>	<p>specialist schools / settings for initial instruction and intervention  mainstream primary and secondary for intervention</p>	<p>Schools/colleges: mainstream secondary, PRUs, SEMH, SEND, AP, MLD, post-16 &amp; FE colleges, primary (yr6/P7 only), specialist schools Other education providers: youth offending, training providers, youth &amp; adult detention, youth projects, adult community learning</p>
<p><b>Key features of each programme</b></p>	<p><b>A linguistic phonics programme written specifically for pupils with moderate to severe and complex SEND.</b></p> <p>Highly structured scope and sequence.</p> <p>Covers the entire alphabetic code. Books 1 and 2 cover basic code, Books 3-6 cover advanced code and Book 7 covers multisyllable words.</p> <p>Contains a wide range of activities and tasks. Multiple opportunities for overlearning concepts, skills and knowledge, without being repetitive.</p> <p>Teaching resources are simple, linear, distraction-free and easy for pupils to use.</p> <p>Pupils work at a pace determined by the response and progress of the individual pupil or group of pupils.</p> <p>Accessible for pupils with complex needs e.g. nonverbal pupils and pupils with significant physical disabilities.</p> <p>Simple planning proformas</p>	<p><b>A linguistic phonics approach created for KS3 and above.</b></p> <p>Highly structured over 30 (&amp; up to 55) levels</p> <p>Covers basic code, basic code plus common endings, advanced code for spelling &amp; reading. Age-appropriate multisyllable words are included from the first lesson.</p> <p>Variety of multisensory activities at each level to maintain interest and practice without it feeling repetitive. Practice concepts whilst moving forwards.</p> <p>All writing is done on custom dry erase boards.</p> <p>Easy to correct errors – no embarrassment.</p> <p>TRT is structured to tap into the latent knowledge that every older struggling reader brings. Students move through all the levels at their own pace, ensuring there are no gaps but allowing those who can to move quickly.</p> <p>Ethos and structure are created especially for older strugglers, with or without SEMH needs, who feel like they have failed for years. Very safe but high expectations – something many have never experienced positively. Allows embarrassed students to learn to make mistakes without feeling shame or anger.</p> <p>Simple planning/recording</p>

## Training and roll-out of the intervention

<p><b>Training</b></p>	<p>Complete training package. 12 units - video presentations and supporting activities. School lead delivers training to staff with prior support from Phonics for SEN. 12-15 hours.</p>	<p>Complete training package There 6.5 hours of videos to watch online over about 8 hours to include some activities. May be watched with colleagues or independently. Each tutor has their own access code for the training.</p>
<p><b>Delivery</b></p>	<p>Daily phonics sessions. Semi-formal or formal delivery. 1 to 1, small group or small class of similar needs. Easy to use planning proforma.</p>	<p>1 hour per week (flexible) one-to-one Advise starting 1-1 and moving to small groups for spelling and writing once the students is feeling confident.</p>
<p><b>Resources included</b></p>	<p>All supplementary resources are included in the training package: decodable readers (pdfs), games, spelling practice booklets, home working booklets, movable alphabets, desktop manipulatives, handwriting programme, vocabulary and sentence work, assessment materials, posters for pupils and posters for staff.</p>	<p>Each tutor on the training receives a manual, heavy duty laminated TRT lesson boards, all pens, pencils, erasers etc. They also receive ongoing membership to the tutor support site with reminder video clips, assessments, student lesson pages &amp; extra TRT levels.</p>
<p><b>Resources to purchase</b></p>	<p>Core programme of 7 books is available from the publisher and other bookstores.  <a href="https://www.routledge.com/Phonics-for-Pupils-with-Special-Educational-Needs/book-series/PPSEN">https://www.routledge.com/Phonics-for-Pupils-with-Special-Educational-Needs/book-series/PPSEN</a></p>	<p>None from That Reading Thing.  School might choose to purchase suitable reading material or may have it on hand.</p>
<p><b>Length of provision</b></p>	<p>Pupils with moderate to severe and complex needs may need to work through the programme for a long time.  Timescale is dependent on a pupil's needs and prior experience.  Use as an intervention, where the pupil has some experience of reading / spelling will be quicker than for those pupils using it for initial instruction.</p>	<p>Plan on 5-8 hours on the Foundation Levels working from CVC words &amp; syllables ('quid', 'fantastic') to words like 'instructions' and 'recognition'.  Then a further 4-12 hours working on complex code and reading authentic text.  Timing adjusted to meet both educational and SEMH needs of the student.  Ongoing support 1-1 or in small groups and embedded spelling across the curriculum.</p>
<p><b>Decodable text</b></p>	<p>Available for each stage of the programme.  Printed books available for main strand and pdfs available for specialist decodables  Grid available to show compatibility with Phonic Books Ltd.</p>	<p>Decodable text built into each of the Foundation levels and some of the Advanced levels.  Authentic text is chosen with decodability in mind to read throughout the intervention. What you read depends on the personal and academic needs &amp; interests of the student.</p>