Phonics for Pupils with Special Educational Needs

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More Information on the Programme

Many pupils with special educational needs find conventional phonics programmes and schemes difficult to access and so struggle to find success alongside their peers.

Pupils with special educational needs require a clear, simple and consistent, approach to the teaching of reading and spelling.

Phonics for SEN provides a highly structured, cumulative approach that enables the pupils to thoroughly explore all sounds (phonemes) and letters / letter combinations (graphemes), gradually building up their understanding and knowledge of how the written English alphabetic code works. This linguistic approach: sound > letter(s) is not only logical, matching how written language developed, but is easy to access for pupils with additional needs.

Phonics for SEN also includes instructional techniques, including scaffolded strategies, to develop and master key reading and spelling skills.

The teaching order of sounds is as follows:

Phonics for Pupils with Special Educational Needs Teaching Order of Sounds			
Book	**Knowledge of Sounds and Sound Spellings**	**Word Structure**	**Skills**
1	Set 1　s a t p* Set 2　i n m d* Set 3　g o c k* Set 4　e u r* Set 5　h b f l* Set 6　j v w x* Set 7　y z*	VC & CVC words	Blending Segmenting & Phoneme Manipulation to Matsery
2	All Sounds from Sets 1-7 *Capitalisation (Book 1 or 2)	VCC CVCC CCVC CCVCC +	
3	sh　th　ch (ch tch) k (c k ck)　qu　ng f (ff f)　l (ll l)　s (ss s)	Mixed VC CVC VCC CVCC CCVC CCVCC+ words	
4	o-e　z (zz s z)　ee　a-e er　e　ow		
5	oy　oo　u　i-e　aw　air　ar		
6	s (c se ce)　l (le il el al ol) b (bb)　d (dd ed)　o　i　u-e Mixed consonants: w (wh) z (se) h (wh) j (dge ge) r (rr wr rh) sh (s ch) p (pp) g (gg gu gue gh) v (ve) m (mm mb mn) n (nn kn gn) t (tt bt)		
7	Revision of main sounds in multisyllable words: o-e　a-e　ee　er　e　ow oy　oo　u　i-e　aw　air ar　o　u-e	2 syllable words 3, 4, 5 syllable words	

Many pupils with special educational needs have underlying difficulties that impact on their ability to easily learn to read and spell.

Some may have auditory processing difficulties, particularly difficulties with identifying, isolating, discriminating between and processing individual speech sounds in words; this is referred to as phonemic awareness.

Some may have visual processing difficulties, particularly difficulties with identifying, isolating, discriminating between and processing visual figures such as letters in words; this is referred to as visual perception. Where visual perceptual difficulties are severe there is an impact on reading and writing (accurate letter formation and spelling).

Such pupils require access to activities and resources and activities that work to develop and improve their phonemic and/or visual perceptual skills at the same time as developing their reading and spelling. Book 1 includes basic phonemic awareness activities relating to sounds and spoken words and Books 1-6 includes visual perceptual activities related to letters and written words.

In 2010 the DfE in the UK offered the opportunity for authors and developers of phonics programmes to submit themselves to self-assessment based on core criteria. Unfortunately, this pathway is no longer open to new programmes. The Phonics for SEN programme fulfils all the core criteria as described by the DfE.

Information for Teachers

For each activity, learning objectives are described within the 'Working through the Programme' section of the book.

Planning lessons is easy with a simple to use planning sheet included in each book.

Assessment materials and a progress tracker is available, along with other additional resources, from the Phonics for SEN TES Shop.

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