

Phonics for Pupils with Complex SEND

PHONICS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Phonics for Pupils with Moderate to Severe or Complex SEND: nonverbal pupils, pupils with SLCN, pupils with autism and pupils with physical disabilities

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A Companion Booklet to the Phonics for Pupils with Special Educational Needs Programme

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Statement from the Author

Please be aware that this booklet is not a stand-alone programme. It should be used alongside the **Phonics for Pupils with Special Educational Needs Programme**. Phonics for Pupils with Special Educational Needs is a systematic synthetic linguistic phonics programme published in a series of seven books by **Routledge in 2019**.

This companion booklet offers adaptations to the activities from the books that enable pupils with complex needs to access the programme. Teachers should be familiar with the activities from the programme and thoroughly read through this companion booklet before beginning to work with a pupil.

Introduction

The ‘Working through the Programme’ section in the core books of the Phonics for Pupils with SEN series set out the evidence-based theory (from academic research into reading and writing acquisition) behind the programme, its structure, progression and activities, which are used as a basis for the supplementary information given in this companion booklet.

The aim of this booklet is to describe how the activities from Phonics for SEN Books 1-6 can be adapted to make them accessible to pupils with complex special educational needs and disabilities. Teachers should be familiar with the activities in the books in order to implement these adaptations.

Who is this for?

This companion booklet focuses on the delivery of the Phonics for Pupils with SEN programme to the following groups of pupils:

- pupils who are non-verbal, for example those who are unable to speak or choose not to speak or whose speech is difficult to understand, the spoken word not being their agreed method of communication in learning situations, e.g. users of Augmentative and Alternative Communication (AAC), such as a communication chart, communication book or voice output device,
- pupils with significant physical disabilities that impact on fine motor skills, for example those who are unable to manipulate resources to respond and 'record', write using a pen or type using any type of keyboard or
- pupils who are both non-verbal *and* have significant physical disability.

Pupils with visual impairment are likely to be able to access the core activities in the books with appropriate adjustments to accommodate their needs as described in their visual profile, e.g. enlarging materials, using magnifiers, using sloping boards etc.

Pupils with hearing impairment are likely to be able to access the core activities in the books with appropriate adjustments to accommodate their needs as described in their auditory profile, the teacher being aware of and responsive to their auditory strengths and weaknesses, e.g. awareness that the pupil may be unable to hear some sounds of a particular frequency, appropriate use of radio aids, sound field etc.

None of the above disabilities per se should be a barrier to a pupil learning to read, spell and express themselves in a written form if appropriate adjustments and adaptations are made to enable access to learning. However, pupils with very low or no vision are likely to access braille, which is not covered in this programme and pupils with low or no hearing may learn to read alongside signing, which is not covered in this programme.

Cognitive Abilities – Strengths and Weaknesses

It is necessary, however, to consider whether a pupil's cognitive abilities are such that they are able to access the written word and if teaching reading is appropriate for them at this time.

There are some pre-requisite skills that a pupil needs to have in order to be in a position to learn to read and spell. These are the ability to:

- recognize, differentiate, process, remember and recall auditory information, specifically speech sounds or phonemes,
- understand that visual figures or symbols can 'stand for' or represent something,
- recognize, differentiate, process, remember and recall visual information, specifically letter forms.

Pupils with complex needs will have a complex individual profile of cognitive and perceptual strengths and weaknesses. It should be stressed that any impairments of the above also do not necessarily mean that a pupil will be unable to access reading and spelling. For example, a pupil may have visual perceptual difficulties, but these can be worked on and developed within the context of reading lessons from the programme.

There are also some pre-requisite concepts that a pupil needs to understand or be taught to understand in order to begin to learn to read and spell. These are the ability to:

- understand that spoken words convey meaning,
- understand that spoken words are made up of sounds (phonemes),
- understand that the sounds (phonemes) in words always occur in a consistent sequence in order to convey the required meaning,
- understand that a sequence of words conveys a greater meaning.

Learning to read and spell also involves introducing new key concepts and the pupil should be able to learn, understand and work with these, implicitly, as part of their developing reading and literacy skills. A pupil needs to have the capacity to be able to learn and understand that:

- letters are symbols that represent sounds (phonemes),

- some sounds are represented by a group of letters rather than just one letter (letters and letter combinations are referred to as ‘sound spellings’ throughout the programme),
- some sounds are represented by more than one sound spelling and
- some sound spellings represent more than one sound.

The takeaway message here is the importance of knowing and understanding an individual pupil’s profile of cognitive strengths and weaknesses in order to decide whether they are realistically able to begin to learn to read and spell and how to plan for their access. For example, it may not be appropriate for a pupil with profound and multiple learning difficulties to access the programme *at this time*, although subject to on-going assessment this should be regularly reviewed.

Making the Adaptations

There are a number of factors that need to be taken into account in relation to the adaptations that are discussed in this booklet. These are that:

- some additional equipment may be required,
- the adaptations employ low-tech solutions to accessibility as these are easy to acquire and are cost effective,
- teachers and pupils will need time to become familiar with the equipment and resources and how to use them so should practice with fun, easy tasks before starting the programme,
- teachers will need time to prepare the additional resources required for these pupils before each lesson.

Additional Equipment required (dependent on the pupil’s needs):

- Additional printable resources found in Appendix ii.
- Single message recording devices e.g. Big Mack, Smoothtalker, Talking tiles, Talking pegs etc.
- Eye Transfer or E-tran frame (information about using an E-tran frame can be found in Appendix i)

Teachers should read and familiarize themselves with the information in the appendices before beginning to work with pupils to deliver the programme.

A note about pupils with fine motor skill difficulties: The adaptations described in this booklet for pupils with fine motor skill difficulties assume the pupil is unable to type as well as being unable to write. If the pupil *is* able to type, then typing could be used throughout as the recording strategy, instead of the adaptations suggested. In this situation the keyboard should be set so that it does not give any auditory feedback i.e. does not say the letter names or the basic sounds. The pupil should be encouraged to say each sound at the same time as pressing the key (or keys) to type the sound spelling. When working at an advanced level, incorporating di- and trigraphs, the pupil should say the sound on typing the first letter and say nothing on typing the remaining letters of the sound spelling.

Individual or Group Work?

In this booklet the adaptations are described as if the teacher is working one-to-one with a pupil. However, it would be easy to use them to work with a small group of 2-3 pupils who could, for example, take turns to work on items within a given activity.

The Strategies

The strategies used to enable access are summarised briefly below, with more detail provided in Appendix i and for each individual activity. They are:

- offering a choice of responses anchored to dots either on a visual place marker or on an E-tran frame
- desktop manipulatives – usually card based activities
- binary responses presented as symbols: yes / no or same / different

- number responses presented as symbols
- response to the teacher making a deliberate mistake
- use of single message recording devices

It is important to give pupils an opportunity to input into the lessons or 'have their say' whenever possible. There are cards in Appendix ii that relate to this so that pupils can indicate that they:

- want to work independently,
- need help,
- need the teacher to repeat information or repeat a demonstration
- that they have made a mistake and wish to 'start again' to correct it.

Planning a Lesson

The planning materials supplied in the main books can be used to plan lessons for pupils with complex needs. However, it is important to bear in mind that:

- activities will take longer to deliver to complex pupils because of the nature of the strategies involved,
- pupils are likely to require teaching and learning opportunities presented at a slower rate of progression (in smaller steps) with much overlearning and
- overall it will take longer for complex pupils to work through the programme.

As well as considering the above factors it is also important to remember the following aspects when planning lessons for the complex pupil:

- keep the lessons pacy - activities should change frequently to maintain interest and engagement – individual activities should last no more than 5 minutes,
- remember that all the items in an activity or on a worksheet *don't have to be presented in one sitting* - they can be spread over a number of lessons,
- this type of lesson is intense because of the frequency and length of pupil-teacher interactions – be aware that the pupil may tire so consider planning in a low intensity activity mid-way which gives the pupil an opportunity to rest,
- pupils with difficulties attending and concentrating for sustained periods of time may benefit from carrying out clusters of activities spread out across the day rather than all in one sitting.

Some pupils, for example those who like structure or who have limited attention and concentration, may benefit from the use of a visual timetable of the lesson. Symbols, corresponding to the *types* of activities found in the programme, as indicated on the planning sheet from the books, can be found in Appendix ii. Before the lesson begins, the appropriate lesson symbols can be selected and placed on a timeline as a visual timetable. Once the pupil has completed an activity it can be removed from the timeline so that the pupil is able to see how the lesson is progressing.

It is also helpful to be super-organized as there are lots of paper and card resources involved!

Incidental Phonics

The access strategies used in this booklet, once established, can be used to support literacy across all aspects of the curriculum. Checking and monitoring a pupil's reading or supporting spelling and writing is possible in any situation using these resources and strategies.

And finally...

Please note that throughout this booklet the word 'teacher' is used to indicate the person working with the pupil. This is used as a generic term and, of course, on every occasion should read '*teacher / teaching assistant / parent / other adult*'.

And finally, finally... I hope you and your pupils will have lots of fun with reading and writing!

Ann Sullivan

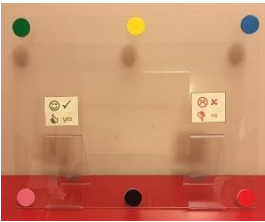
Acknowledgements and Thanks for Support and Advice

Sara Dale – AAC Consultant ACE Centre North


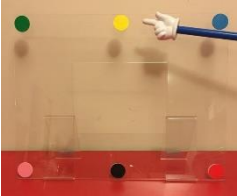
Julie Chester – PD Specialist Teacher and Head of Service - Lancasterian Outreach and Inclusion Service

Auditory Processing Activities without Visuals (Phonemic Skills) – Thinking about the Sounds


Sound Focus Story – Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Story is read out loud to the pupil. Pupil indicates (by giving an agreed signal such as tapping the table or putting their hand up) when they hear a word that starts with or contains the focus sound. Pupil says which specific word starts with or contains the focus sound.	Story sheet from books	
Non-verbal pupil	Story is read out loud to the pupil. Pupil indicates (by giving an agreed signal such as tapping the table or putting their hand up) when they hear a word that starts with or contains the focus sound. Teacher then slowly re-reads the last few words of the story with an obvious gap in between each word, giving the pupil the opportunity to tap again to indicate the specific word that starts with or contains the focus sound.	Story sheet from books	
Non-fine motor skills pupil	Story is read out loud to the pupil. Pupil shouts 'stop' when they hear a word that starts with or contains the focus sound. Pupil says which specific word starts with or contains the focus sound.	Story sheet from books	
Non-verbal and non-fine motor skills pupil	The first sentence of the story is read out loud. The sentence is then re-read with words spoken singly. After each word the pupil is given the opportunity to indicate whether the word starts with or contains the focus sound. Pupil responds by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil responds by dwelling gaze on yes or no card on an E-tran frame to indicate if the word starts with or contains the focus sound. A few more sentences from the story are read without requiring the pupil to respond, to maintain pace and interest. The above procedure is then repeated for another sentence. Continue until the story is finished.	Story sheet from books 	<ul style="list-style-type: none"> • E-tran frame • Yes & No cards
Additional Notes	If the story is too long for the pupil to follow to the end, then edit it by missing out some sentences, whilst still maintaining the general sense of the story.		



Odd one out – Books 1, 2 & 3

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil listens to a list of words, some of which start with or end in the focus sound. Pupil identifies the word that starts with or ends in a different sound from the others i.e. is the odd one out.	Odd One Out sheet from books	
Non-verbal pupil	The visual place marker is used, with each dot corresponding to a word from the list. Pupil listens to the list of words, some of which start with or end in the focus sound. As each word is spoken the teacher points to a dot, moving along the row. Pupil then points to the corresponding dot to indicate the word that starts with or ends in a different sound from the others i.e. is the odd one out.	Odd One Out sheet from books 	Visual place marker (see picture and appendix ii)
Non-fine motor skills pupil	No adaptation required.	Odd One Out sheet from books	
Non-verbal and non-fine motor skills pupil	The E-tran frame is set up with its coloured dots visible, one for each word on the list. The words are read out one by one and the teacher points to a dot on the frame as they say each word. Teacher may have to repeat this several times to ensure that the pupil knows which word corresponds to which dot. Pupil dwells gaze on the dot they have selected which corresponds to the word that starts with or ends in a different sound from the others i.e. is the odd one out.	Odd One Out sheet from books 	E-tran frame with coloured dots visible

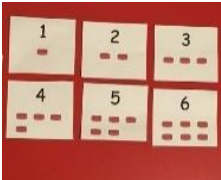
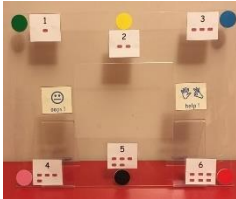
What sound am I? – Books 1, 2 & 3

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil listens to a list of words read out loud. Teacher stops reading at a random point and requires the pupil to tell them the last word they said and then the sound that the word starts with.	What Sound am I? sheet from books	
Non-verbal pupil	<p>Pupil listens to a list of words read out loud. Teacher stops reading at a random point. Using the visual place marker, the pupil is presented with a selection of possible words anchored to the dots on the card. Pupil is required to point to the dot that matches the last word that was read.</p> <p>Using a set of single message recording devices, sounds are pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. When the teacher stops the pupil activates the device that plays the sound that the last word started with.</p>	What Sound am I? sheet from books 	<ul style="list-style-type: none"> • Visual place marker • Recording devices e.g. Talking Tiles
Non-fine motor skills pupil	No adaptation required.	What Sound am I? sheet from books	
Non-verbal and non-fine motor skills pupil	<p>Pupil listens to a list of words read out loud. Teacher stops reading at a random point. Using the E-tran frame the pupil is orally presented with a selection of possible words corresponding to the coloured dots on the frame. Pupil required to dwell gaze on the dot that matches the last word that was read.</p> <p>Using the E-tran frame the pupil is orally presented with a selection of possible sounds corresponding to the coloured dots on the frame. Pupil is required to dwell gaze on the dot that matches the sound that the last word started with.</p>	What Sound am I? sheet from books	E-tran frame set up with coloured dots visible
Additional Notes	<p>Maintain consistency of sounds on recording devices and consistency of sounds corresponding to coloured dots on the visual place marker / E-tran frame across relevant activities.</p> <p>For some pupil this two-stage activity may be challenging because of the change in focus midway through, in which case simply carry out one of the two parts in one teaching session and the other in a different session.</p>		

Same or Different – Books 1, 2 & 3

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil listens to two words read out loud. The focus is on the sound at the start of the word for some activities and at the end of the word for others. The pupil has to say whether the words start with / end in the same or different sounds.	Same or Different sheet from books	
Non-verbal pupil	Pupil listens to two words read out loud. The focus is on the sound at the start of the word for some activities and at the end of the word for others. The pupil indicates whether the words start with / end in the same or different sounds by pointing to either the 'same' or 'different' card.	Same or Different sheet from books 	Same and Different symbol cards
Non-fine motor skills pupil	No adaptation required.	Same or Different sheet from books	
Non-verbal and non-fine motor skills pupil	Pupil listens to two words read out loud. The focus is on the sound at the start of the word for some activities and at the end of the word for others. The pupil indicates whether the words start with / end in the same or different sounds using an E-tran frame. The symbol card for 'same' and the symbol card for 'different' are placed on the E-tran frame and pupil is required to dwell gaze on the appropriate card.	Same or Different sheet from books 	<ul style="list-style-type: none"> • E-tran frame • Same and Different symbol cards

How many did you hear? – Books 1, 2 & 3

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil listens to a list of speech sounds spoken by the teacher. Pupil counts them and says how many sounds were read out.	How Many Did You Hear? sheet from books	
Non-verbal pupil	Pupil listens to teacher's list of speech sounds. Pupil counts them and indicates how many sounds were read out by pointing to a number / 'group' symbol on a card.	How Many Did You Hear? sheet from books 	Number / group symbol cards
Non-fine motor skills pupil	No adaptation required.	How Many Did You Hear? sheet from books	
Non-verbal and non-fine motor skills pupil	Pupil listens to a list of speech sounds spoken by the teacher. Pupil counts them and indicates how many sounds were read out by dwelling gaze on one the appropriate number / 'group' symbol card on an E-tran frame.	How Many Did You Hear? sheet from books 	<ul style="list-style-type: none"> • E-tran frame • Number / group symbol cards

What comes next? – Books 1, 2 & 3


Audience	Presentation	Resources	Additional resources
Original presentation	Pupil listens to a sequence of speech sounds and is required to work out the pattern and say what sound would come next in the sequence.	What Comes Next? sheet from books	
Non-verbal pupil	Pupil listens to a sequence of speech sounds and is required to work out the pattern and indicate what sound would come next in the sequence. Using a set of single message recording devices sounds are pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. Pupil activates the device that plays the sound that would come next in the sequence.	What Comes Next? sheet from books	Recording devices e.g. Talking Tiles
Non-fine motor skills pupil	No adaptation required.	What Comes Next? sheet from books	
Non-verbal and non-fine motor skills pupil	Pupil listens to a sequence of speech sounds and is required to work out the pattern and indicate what sound would come next in the sequence using an E-tran frame. The E-tran frame is set up with its coloured dots visible, one for each sound. The sounds are spoken one by one and the teacher points to each dot on the frame as they say each sound. Teacher may have to repeat this several times to ensure that the pupil knows which sound corresponds to which dot. Pupil dwells gaze on the dot that matches the next sound in the sequence.	What Comes Next? sheet from books	E-tran frame with coloured dots visible
Additional Notes	Maintain consistency of sounds on recording devices and consistency of sounds corresponding to coloured dots on the visual place marker / E-tran frame across relevant activities.		

Introducing the Sounds and Sound Spellings

Using the sound spelling cards Letter > Sound – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil is shown a card with a sound spelling on and is required to say the sound that it represents.	Sound Spelling cards from books	
Non-verbal pupil	Using a set of single message recording devices, sounds are pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. Pupil activates the device that plays the sound that matches the sound spelling on the card.	Sound Spelling cards from books	Recording devices e.g. Talking Tiles
Non-fine motor skills pupil	No adaptation required.	Sound Spelling cards from books	
Non-verbal and non-fine motor skills pupil	Pupil is shown a card with a sound spelling on and is required to indicate what sound it represents. The E-tran frame is set up with its coloured dots visible, one for each sound. The sounds are spoken one by one and the teacher points to each dot on the frame as they say each sound. Teacher may have to repeat this several times to ensure that the pupil knows which sound corresponds to which dot. Pupil dwells gaze on the dot that matches the sound that represents the sound spelling on the card.	Sound Spelling cards from books	E-tran frame with coloured dots visible
Additional Notes	Maintain consistency of sounds on recording devices and consistency of sounds corresponding to coloured dots on the visual place marker / E-tran frame across relevant activities.		

Using the sound spelling cards Sound > Letter – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil listens to a sound and is required to choose a sound spelling card that represents it.	Sound Spelling cards from books	
Non-verbal pupil	No adaptation required.	Sound Spelling cards from books	
Non-fine motor skills pupil	Pupil listens to a sound and is required to choose a sound spelling card that represents it. Pupil is presented with selection of possible sound spelling cards. Teacher points to each card in turn and pupils says which matches the sound.	Sound Spelling cards from books	
Non-verbal and non-fine motor skills pupil	Pupil listens to a sound and is required to choose a sound spelling card that represents it. An E-tran frame is used with individual sound spelling cards positioned around it. Pupil dwells gaze on the card that has the matching sound spelling on.	Sound Spelling cards from books 	E-tran frame
Additional Notes	Maintain consistency of sounds on recording devices and consistency of sounds corresponding to coloured dots on the visual place marker / E-tran frame across relevant activities.		


Sound Spelling Bingo – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	Traditional bingo game – with sound spellings on the bingo card. Three possible matching activities: <ol style="list-style-type: none"> 1. teacher says the sound and shows the individual sound spelling card, 2. teacher shows the sound spelling card only or 3. teacher says the sound only. Two possible responses: <ul style="list-style-type: none"> • pupil covers sound spelling with a counter or card or • pupil writes the sound spelling (within the letter form guidelines). 	<ul style="list-style-type: none"> • Bingo Cards • Sound spelling cards • Counters • Pen 	
Non-verbal pupil	No adaptation required.	<ul style="list-style-type: none"> • Bingo Cards • Sound spelling cards 	
Non-fine motor skills pupil	After the teacher has said the sound and/or shown the sound spelling, the teacher points to each box on the bingo card and pupil says if there is a match.	<ul style="list-style-type: none"> • Bingo Cards • Sound spelling cards 	
Non-verbal and non-fine motor skills pupil	Bingo card is cut into individual squares which are all positioned around the E-tran frame each anchored to a dot. After the teacher has said the sound and/or shown the sound spelling, the pupil dwells gaze on a sound spelling to indicate if there is a match. The sound spelling card is removed from the frame. When all the sound spelling cards have been removed from the frame then the pupil has won.	<ul style="list-style-type: none"> • Sound Spelling cards 	<ul style="list-style-type: none"> • E-tran frame • Bingo card cut into individual squares

Sensory Writing – Book 1 – experience of letter formation for those pupils with motor control difficulties

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil writes sound spellings and says corresponding sound at the same time. A variety of sensory experiences are offered e.g. writing in shaving foam, sand, gravel etc. / writing with different writing tools on different types of paper. / writing on body or in the air / making playdough letter forms etc.	As required	
Non-verbal pupil	Pupil writes sound spelling and teacher says corresponding sound at the same time to reinforce the relationship between the two.	As required	
Non-fine motor skills pupil	If possible, a hand over hand direct support technique is used, with the teacher holding the pupil's hand and making the shape of the sound spelling whilst the pupil says the sound at the same time. <i>Seek permission from the pupil before doing this activity.</i>	As required	
Non-verbal and non-fine motor skills pupil	If possible, a hand over hand direct support technique is used, with the teacher holding the pupil's hand and making the shape of the sound spelling whilst the pupil says the sound at the same time using their thinking voice or with teacher saying the sound out loud. <i>Seek permission from the pupil before doing this activity.</i> Pupil responds by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil responds by dwelling gaze on yes or no card on an E-tran frame.	As required	<ul style="list-style-type: none"> • Thinking voice card – visual prompt • E-tran frame • Yes and No cards
Additional Notes	<p>These activities are designed to provide some <i>experience</i> of forming letters for those who would otherwise find it difficult. The intention is not that these would become a large part of instruction which should be focused on letter formation using a pen or on typing, as appropriate. Be aware that some pupils may not be comfortable with the hand over hand technique, particularly if they experience frequent muscle spasms or sensory processing difficulties.</p> <p>Also be aware that some pupils may be averse to some sensory experiences, such as the texture or feel or some materials or getting their hands messy. Choose materials and experiences to match the pupils needs and preferences.</p>		

Investigating a **Sound** – Book 1 ('k' only) and Books 3-6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at a list of words that all contain the focus sound , represented in a variety of ways. Pupil reads each word and identifies the sound spelling that represents the focus sound in that word. Pupil writes the sound spelling as a header in a box on the worksheet and then writes the word, saying each sound at the same time as writing each sound spelling. Pupil works through the word list in this way, sorting the words into groups of words (in boxes on the sheet) that contain the same sound spelling for the sound.	Investigating a Sound sheet from books	
Non-verbal pupil	Pupil looks at a list of words that all contain the focus sound, represented in a variety of ways. Pupil reads each word in their thinking voice and identifies the sound spelling that represents the focus sound in that word. Then using the visual place marker card, the pupil is offered a choice of words, anchored to the dots, spoken by the teacher. Pupil points to the dot corresponding to the word on they have just read. Pupil writes the sound spelling as a header in a box on the worksheet and then writes the word but is not required to say each sound at the same time as writing each sound spelling. Instead the pupil is encouraged to say the sounds in their thinking voice, say the sound alongside the teacher or listen to the teacher modelling the sounds for the pupil. Pupil works through the word list in this way, sorting the words into groups of words (in boxes on the sheet) that contain the same sound spelling for the sound.	Investigating a Sound sheet from the books 	<ul style="list-style-type: none"> • Thinking voice card – visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil looks at a list of words that all contain the focus sound, represented in a variety of ways. Pupil reads each word and identifies the sound spelling that represents the focus sound in that word. Teacher writes the word with the pupil saying each sound at the same time as each sound spelling is written. Pupil works through the word list in this way, sorting the words into groups of words (written in boxes on the sheet) that contain the same sound spelling for the sound.	Investigating a Sound sheet from books	
Non-verbal and non-fine motor skills pupil	Refer to how to carry out this activity using cards as an alternative on the following page.		

Investigating a **Sound** – A Card Sorting Activity – Book 1 ('k' only) and Books 3-6


Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at cards each with a word on, all of which contain the focus sound , represented in a variety of ways. Pupil reads each word and identifies the sound spelling that represents the focus sound in that word. Pupil writes that sound spelling on a card as a header. Pupil works through the cards, sorting the words into groups of words that contain the same sound spelling for the sound.	Sorting Word Cards from books	
Non-verbal pupil	Pupil looks at cards each with a word on, all of which contain the focus sound , represented in a variety of ways. Pupil reads each word in their thinking voice and identifies, with the support of the teacher, the sound spelling that represents the focus sound in that word. Pupil writes that sound spelling on a card as a header. Then using the visual place marker card, the pupil is offered a choice of words, anchored to the dots, spoken by the teacher. Pupil points to the dot corresponding to the word on they have just read. Pupil works through the cards, sorting the words into groups of words that contain the same sound spelling for the sound.	Sorting Word Cards from books	<ul style="list-style-type: none"> • Thinking voice card – visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil looks at cards each with a word on, all of which contain the focus sound , represented in a variety of ways. Pupil reads each word and identifies, with the support of the teacher, the sound spelling that represents the focus sound in that word. Teacher writes the sound spelling on a card as a header. Pupil works through the cards, sorting the words into groups of words that contain the same sound spelling for the sound. Teacher manipulates cards and places them into the appropriate group, each with their own sound spelling header, under the direction of the pupil.	Sorting Word Cards from books	
Non-verbal and non-fine motor skills pupil	Pupil looks at cards each with a word on, all of which contain the focus sound , represented in a variety of ways. Pupil reads each word in their thinking voice and identifies, with the support of the teacher, the sound spelling that represents the focus sound in that word. The sound spellings for the sound are written on cards and used as headers placed in different positions around an E-tran frame. Pupil works through the cards, sorting the words into groups of words that contain the same sound spelling for the sound. Pupil dwells gaze on the header of the group that the card should go into.	Sorting Word Cards from books	<ul style="list-style-type: none"> • E-tran frame • Sound spelling header cards for the sound

Investigating a **Sound Spelling** – A Card Sorting Activity – Books 3-6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at words that all contain the focus sound spelling , which represents a variety of sounds . Pupil reads each word and identifies the sound that the focus sound spelling represents. Pupil works through the cards, sorting the words into groups of words that contain the same sound for the sound spelling.	Key Sound Spelling Cards from books	
Non-verbal pupil	Pupil looks at words that all contain the focus sound spelling, which represents a variety of sounds. Pupil reads each word in their thinking voice and identifies the sound that the focus sound spelling represents. Then using the visual place marker card, the pupil is offered a choice of words, anchored to the dots, spoken by the teacher. Pupil points to the dot corresponding to the word on they have just read. Pupil works through the cards, sorting the words into groups of words that contain the same sound for the sound spelling.	Key Sound Spelling Cards from books	<ul style="list-style-type: none"> • Thinking voice card – visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil looks at words that all contain the focus sound spelling, which represents a variety of sounds. Pupil reads each word and identifies the sound that the focus sound spelling represents. Pupil works through the cards, sorting the words into groups of words that contain the same sound for the sound spelling. Teacher manipulates cards and places them into the appropriate group under the direction of the pupil.	Key Sound Spelling Cards from books	
Non-verbal and non-fine motor skills pupil	Pupil looks at words that all contain the focus sound spelling, represented in a variety of ways. Pupil reads each word in their thinking voice and identifies the sound that the focus sound spelling represents in that word. Sounds are anchored to different dot positions around an E-tran frame. Pupil works through the cards, sorting the words into groups of words that contain the same sound for the sound spelling. Pupil dwells gaze on the dot for the group that the card should go into.	Key Sound Spelling Cards from books	E-tran frame
Additional Notes	This sorting activity for sound spellings is more difficult for pupils than the similar activity for sounds . It is not possible to give each group a heading as the group 'label' is a sound. Pupils will require frequent intervention and reminders as to which sound heads which group.		

Visual Processing Activities – Thinking about the Sound Spellings

Sound Spelling Tracker – Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at a focus sound spelling in the yellow box on the left and tracks left to right across the row to identify and then indicate the sound spelling that matches it.	Sound Spelling Tracker sheet from books	
Non-verbal pupil	No adaptation required.	Sound Spelling Tracker sheet from books	
Non-fine motor skills pupil	Pupil looks at a focus sound spelling in the yellow box on the left and tracks left to right across the row. Teacher points at each sound spelling in turn and pupil says when the indicated sound spelling matches the focus one.	Sound Spelling Tracker sheet from books	
Non-verbal and non-fine motor skills pupil	Individual lines of the sheet are cut out and placed singly at the top of the E-tran frame. Pupil looks at the focus sound spelling and teacher points to each sound spelling in turn across the row. Pupil responds by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil responds by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the same as the focus sound spelling.	Sound Spelling Tracker sheet from books 	<ul style="list-style-type: none"> • E-tran frame • Yes & No cards • Worksheet cut into individual lines
Additional Notes	Pupil may benefit from the worksheet being enlarged as well as cut up into individual lines.		

Spot the Sound Spelling– Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil scans the page of randomly spaced sound spellings and identifies all examples of a focus sound spelling.	Spot the Sound Spelling sheet from the books	
Non-verbal pupil	No adaptation required.	Spot the Sound Spelling sheet from the books	
Non-fine motor skills pupil	Pupil scans the page with teacher support. Teacher points to each sound spelling in turn and pupil says whether or not the indicated sound spelling is a focus one.	Spot the Sound Spelling sheet from the books	
Non-verbal and non-fine motor skills pupil	A section of the sheet is cut out and placed at the top of the E-tran frame. Teacher points to each sound spelling in turn and pupil indicates whether or not the sound spelling is a focus one. Pupil responds by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil responds by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the target sound spelling.	Spot the Sound Spelling sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections
Additional Notes	The worksheet contains many sound spellings. It would take a long time to cover the entire sheet which would be tiring for the pupil using the E-tran frame. It is recommended that small sections of the sheet are used at any one time.		

Remembering Sound Spellings– Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil is given 5 seconds to look at the sound spelling in the yellow box, which is then covered up. Pupil is required to recall the sound spelling by choosing from a selection given in the white box.	Remembering Sound Spellings sheet from the books	
Non-verbal pupil	No adaptation required.	Remembering Sound Spellings sheet from the books	
Non-fine motor skills pupil	Pupil is given 5 seconds to look at the sound spelling in the yellow box, which is then covered up. Pupil is required to recall the sound spelling by choosing from a selection given in the white box. Teacher points to each sound spelling in turn and pupil says whether the indicated sound spelling is the focus one.	Remembering Sound Spellings sheet from the books	
Non-verbal and non-fine motor skills pupil	Individual items from the sheet are cut out and one is placed at the top of the E-tran frame. Pupil is given 5 seconds to look at the sound spelling in the yellow box, which is then covered up. Pupil is required to recall the sound spelling by choosing from a selection given in the white box. Teacher points to each sound spelling in turn and pupil responds by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil responds by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the target sound spelling.	Remembering Sound Spellings sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into individual items

Which is the same? – Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at sound spellings written in a familiar font on the left-hand side of the page and on the right-hand side in unusual and unfamiliar fonts. The pupil is required to draw a line between the matching sound spellings written in different fonts.	Which is the Same? sheet from books	
Non-verbal pupil	No adaptation required.	Which is the Same? sheet from books	
Non-fine motor skills pupil	Pupil looks at sound spellings written in a familiar font on the left-hand side of the page and on the right-hand side in unusual and unfamiliar fonts. The pupil is required to draw a line between the matching sound spellings written in different fonts. Teacher points first to the focus sound spelling on the left and then to each sound spelling on the right, in turn. The pupil says whether or not the indicated sound spelling is the focus one. Teacher draws a line between the two.	Which is the Same? sheet from books	
Non-verbal and non-fine motor skills pupil	The sheet is enlarged and placed in view of the pupil. Pupil looks at sound spellings written in a familiar font on the left-hand side of the page and on the right-hand side in unusual and unfamiliar fonts. The pupil is required to draw a line between the matching sound spellings written in different fonts. Teacher points to a sound spelling on the left and then to each sound spelling on the right, in turn. Pupil indicates whether it is a matching sound spelling by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the target sound spelling.	Which is the Same? sheet from books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards
Additional Notes	The worksheet contains many sound spellings. It would take a long time to cover the entire sheet which would be tiring for the pupil using the E-tran frame. It is recommended that small sections of the sheet are used at any one time.		

Bits Missing – Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at the focus item in the white box on the left-hand side of the page. The focus item is a sound spelling that is partially obscured. Pupil tracks along the line to identify the matching (complete) target sound spelling in one of the yellow boxes on the right.	Bits Missing sheet from books	
Non-verbal pupil	No adaptation required.	Bits Missing sheet from books	
Non-fine motor skills pupil	Pupil looks at the focus item in the white box on the left-hand side of the page. The focus item is a sound spelling that is partially obscured. Pupil tracks along the line to identify the matching (complete) target sound spelling in one of the yellow boxes on the right. Teacher points first to the focus sound spelling on the left and then to each sound spelling on the right, in turn. Pupil says whether or not the indicated sound spelling is a match and is the complete sound spelling.	Bits Missing sheet from books	
Non-verbal and non-fine motor skills pupil	Individual lines are cut out and one is placed at the top of the E-tran frame. Pupil looks at the focus item in the white box on the left-hand side of the page. The focus item is a sound spelling that is partially obscured. Pupil tracks along the line to identify the matching (complete) focus sound spelling in one of the yellow boxes on the right. Teacher points first to the focus sound spelling on the left and then to each sound spelling on the right, in turn. Pupil indicates whether or not the sound spelling is a match by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the focus sound spelling.	Bits Missing sheet from books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards
Additional Notes	Pupil may benefit from the sheet being enlarged as well as cut up into individual lines.		

Busy Sound Spellings – Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil scans the page of overlapping sound spellings and identifies all examples of a focus sound spelling.	Busy Sound Spellings sheet from books	
Non-verbal pupil	No adaptation required.	Busy Sound Spellings sheet from books	
Non-fine motor skills pupil	Pupil scans the page with teacher support. Teacher points to each sound spelling in turn and pupil says whether or not the indicated sound spelling is a target one.	Busy Sound Spellings sheet from books	
Non-verbal and non-fine motor skills pupil	A section of the sheet is cut out and placed at the top of the E-tran frame. Teacher points to each sound spelling in turn and pupil indicates whether or not the sound spelling is a focus one. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the focus sound spelling.	Busy Sound Spellings sheet from books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections
Additional Notes	The worksheet contains many sound spellings and it would take a long time to cover the entire sheet and be very tiring for the pupil. It is recommended that small sections of the sheet are used at any one time.		

Remembering Lots of Sound Spellings– Books 1, 3, 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil is given 5 seconds to look at a sequence of sound spellings in the yellow box which is then covered up. The pupil looks at the sound spellings in the white box which is the sequence repeated but with one sound spelling missing. Pupil is required to write the missing sound spelling in the gap.	Remembering Lots of Sound Spellings sheet from books	
Non-verbal pupil	No adaptation required.	Remembering Lots of Sound Spellings sheet from books	
Non-fine motor skills pupil	Pupil is given 5 seconds to look at a sequence of sound spellings in the yellow box which is then covered up. The pupil looks at the sound spellings in the white box which is the sequence repeated but with one sound spelling missing. Pupil is required to identify the missing sound spelling. Teacher displays a selection of appropriately chosen sound spelling cards to the pupil and points to each sound spelling in turn. Pupil says whether or not the indicated sound spelling is the focus one. Teacher writes the sound spelling in the gap and the answer is checked against the original.	Remembering Lots of Sound Spellings sheet from books	Appropriate sound spelling cards
Non-verbal and non-fine motor skills pupil	Pupil is given 5 seconds to look at a sequence of sound spellings in the yellow box which is then covered up. The pupil looks at the sound spellings in the white box which is the sequence repeated but with one sound spelling missing. Pupil is required to identify the missing sound spelling. Teacher displays a selection of appropriately chosen sound spelling cards around the E-tran frame. Pupil scans the sound spelling cards and indicates which is the missing sound spelling by dwelling gaze on the appropriate card. Teacher writes the sound spelling in the gap and answer is checked against the original.	Remembering Lots of Sound Spellings sheet from books	<ul style="list-style-type: none"> • E-tran frame • Sound spelling cards
Additional Notes	The worksheet contains many sound spellings and it would take a long time to cover the entire sheet and be very tiring for the pupil. It is recommended that small sections of the sheet are used at any one time.		

Tracking Sound Spellings – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil tracks left to right across a row of mixed sound spellings and is required to identify all the sound spellings of a given focus.	Tracking Sound Spellings sheet from books	
Non-verbal pupil	No adaptation required.	Tracking Sound Spellings sheet from books	
Non-fine motor skills pupil	Pupil tracks left to right across a row of mixed sound spellings and is required to identify all the sound spellings of a given focus. Teacher points to each sound spelling in turn and pupil says whether the indicated sound spelling is the target sound spelling.	Tracking Sound Spellings sheet from books	
Non-verbal and non-fine motor skills pupil	Individual lines of the sheet are cut out and placed singly at the top of the E-tran frame. Pupil tracks left to right across a row of mixed sound spellings supported by the teacher who points at each sound spelling in turn. After each, the pupil whether the sound spelling is the focus one. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame to indicate if it is the target sound spelling.	Tracking Sound Spellings sheet from books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into individual lines
Additional Notes	Pupil may benefit from the sheet being enlarged as well as cut up into individual lines.		

Writing the Sound Spellings – Books 1, 3, 4, 5 & 6


Audience	Presentation	Resources	Additional resources
Original presentation	Pupil writes sound spellings and says corresponding sound at the same time. A variety of experiences are offered on the sheet: writing over feint letters, writing sound spellings of different sizes, writing sound spelling on a line within a box with guidelines and writing words.	Writing the Sound Spellings sheet from books	
Non-verbal pupil	Pupil writes sound spellings and teacher says the corresponding sound at the same time. A variety of experiences are offered on the sheet: writing over feint letters, writing sound spellings of different sizes, writing sound spelling on a line within a box with guidelines and writing words.	Writing the Sound Spellings sheet from books	
Non-fine motor skills pupil	Copy and enlarge the sheet. If possible, a hand over hand direct support technique is used, holding the pupil's hand and writing the sound spelling whilst the pupil says the sound at the same time. <i>Seek permission from the pupil before doing this activity.</i> A variety of experiences are offered on the sheet: writing over feint letters, writing sound spellings of different sizes, writing sound spelling on a line within a box with guidelines and writing words.	Writing the Sound Spellings sheet from books	
Non-verbal and non-fine motor skills pupil	Copy and enlarge the sheet. If possible, a hand over hand direct support technique is used, holding the pupil's hand and making the shape of the sound spelling whilst the pupil says the sound in their thinking voice and teacher says the sound. <i>Seek permission from the pupil before doing this activity.</i> Pupil responds by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil responds by dwelling gaze on yes or no card on an E-tran frame. A variety of experiences are offered on the sheet: writing over feint letters, writing sound spellings of different sizes, writing sound spelling on a line within a box with guidelines and writing words.	Writing the Sound Spellings sheet from books	Thinking voice card – visual prompt
Additional Notes	Be aware that some pupils may not be comfortable with the hand over hand technique, particularly if they experience frequent muscle spasms or sensory processing difficulties. It is recommended that number of times the latter two pupils are required to write the sound spellings is reduced.		

Blending Activities

A Place to Read – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	The Place to Read strategy, as described in the book, is used such that the pupil experiences and learns the oral and auditory aspect of dynamic blending - without seeing any sound spellings.	A Place to Read card from the books	
Non-verbal pupil	The activity is presented as described in the book. The visual place marker card is used to offer the pupil a choice of answer words anchored to a series of dots, spoken by the teacher. The pupil points to the dot corresponding to the blended word.	A Place to Read card from the books	Visual place marker card
Non-fine motor skills pupil	No adaptation required.	A Place to Read card from the books	
Non-verbal and non-fine motor skills pupil	The activity is presented as described in the book. The E-tran frame is used to offer the pupil a choice of answer words anchored to the dots on the frame, spoken by the teacher. The pupil dwells gaze on the dot corresponding to focus word.	A Place to Read card from the books	E-tran frame
Additional Notes	An alternative to this is to use picture cards relating to the words used. The pupil points to or dwells gaze on the matching picture. Pictures can be found in the book.		

Dynamic Blending Cards – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	The dynamic blending strategy, described in the books, is used to read words on cards. The sound spellings are colour coded and appear increasingly darker as the pupil moves through the word.	Dynamic Blending Word cards from the books	
Non-verbal pupil	Activity is initially presented as described in the book. The pupil is encouraged to read the word in their thinking voice using the dynamic blending strategy. Then using the visual place marker card, the pupil is offered a choice of words, anchored to the dots, spoken by the teacher. Pupil points to the dot corresponding to the word on the card.	Dynamic Blending Word cards from the books	<ul style="list-style-type: none"> • Visual place marker card • Thinking voice visual prompt
Non-fine motor skills pupil	No adaptation required.	Dynamic Blending Word cards from the books	
Non-verbal and non-fine motor skills pupil	Activity is initially presented as described in the book. The pupil is encouraged to read the word in their thinking voice using the dynamic blending strategy. The E-tran frame is used to offer a choice of words, spoken by the teacher and anchored to the coloured dots. Pupil dwells gaze on the dot corresponding to the word on the card.	Dynamic Blending Word cards from the books 	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt
Additional Notes	An alternative to this is to use picture cards relating to the words used. The pupil points to or dwells gaze on the matching picture. In the early stages of the programme there are pictures available in the books which could be used. However, there is a note of caution with this; use of pictures as an exclusive strategy for this activity may inadvertently limit the kind and number of words presented to the pupil and it is important that the pupil experiences a wide range of words and vocabulary.		

Blending Bricks – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks, one sound spelling on each brick. Pupil pushes the bricks together, one by one, saying the sounds and dynamically blending through the word. Pupil finally says the word that has been built.	Construction Bricks such as Duplo	
Non-verbal pupil	Teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks, one sound spelling on each brick. There are two possible presentations: 1. Pupil pushes bricks together, one by one, saying the sounds with their thinking voice and dynamically blending as they go through the word, or 2. Pupil pushes bricks together, one by one, with teacher saying the sounds out loud modelling how to dynamically blend as they go through the word. Once this is completed the pupil indicates what the word is by choosing from a selection of orally presented words using the visual place marker card.	Construction Bricks such as Duplo	<ul style="list-style-type: none"> • Visual place marker choice card • Thinking voice visual prompt
Non-fine motor skills pupil	Teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks, one sound spelling on each brick. Teacher pushes bricks together, one by one, with pupil saying the sounds out loud and dynamically blending as they go through the word. Once this is completed the pupil says the word out loud.	Construction Bricks such as Duplo	
Non-verbal and non-fine motor skills pupil	Teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks, one sound spelling on each brick. Two possible presentations: 1. Teacher pushes bricks together, one by one, encouraging the pupil to say the sounds with their thinking voice and dynamically blend as they go through the word, or 2. Teacher pushes bricks together, one by one, and says the sounds out loud modelling how to dynamically blend as they go through the word. Once this is completed the pupil indicates what the word is by choosing from a selection of orally presented words using the dots on an E-tran frame.	Construction Bricks such as Duplo	E-tran frame

Segmenting Activities

A Place to Listen – Book 1

Audience	Presentation	Resources	Additional resources
Original presentation	The Place to Listen strategy, as described in the book, is used such that the pupil experiences and learns the auditory aspect of segmenting - without seeing any sound spellings.	A Place to Listen card from the books	
Non-verbal pupil	The activity is presented as described in the book. When the pupil is required to say a sound the visual place marker card is used. The pupil is offered a choice of sounds and points to the dot that corresponds to the focus sound. Alternatively, use a set of single message recording devices with a selection of sounds pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. When the pupil is required to say a sound, they activate the device that plays the sound they need.	A Place to Listen card from the books	<ul style="list-style-type: none"> • Visual place marker card • Recording devices e.g. Talking Tiles
Non-fine motor skills pupil	No adaptation required.	A Place to Listen card from the books	
Non-verbal and non-fine motor skills pupil	The activity is presented as described in the book. When the pupil is required to say a sound then the E-tran frame is used. The pupil is offered a choice of sounds anchored to the dots on the frame and the pupil indicates the dot that corresponds to the focus sound. Pupil dwells gaze on the dot corresponding to focus sound.	A Place to Listen card from the books	E-tran frame
Additional Notes	Maintain consistency of sounds on recording devices and consistency of sounds corresponding to coloured dots on the visual place marker / E-tran frame across relevant activities.		

Segmenting Bricks – Books 1 – 6

Audience	Presentation	Resources required	Additional resources required
Original presentation	Teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks which are clicked together. Pupil pulls the bricks apart, one by one in sequence, saying the sounds and segmenting through the word. Pupil finally says the each of the sounds again as they point to the matching brick.	Construction Bricks such as Duplo	
Non-verbal pupil	The teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks which are clicked together. Pupil pulls the bricks apart, one by one in sequence, with teacher saying the sounds out loud modelling how to segment as they go through the word. Once this is completed the teacher and pupil work through the bricks using the Place to Listen strategy. Pupil chooses from a selection of orally presented sounds anchored to the dots on the visual place marker card. Alternatively, use a set of single message recording devices with sounds pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. When the pupil is required to say a sound, they activate the device that plays the sound they need.	Construction Bricks such as Duplo	<ul style="list-style-type: none"> • Visual place marker card • Thinking voice visual prompt • Recording devices e.g. Talking Tiles
Non-fine motor skills pupil	The teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks which are clicked together. Teacher pulls apart the bricks, one by one in sequence, with pupil saying the sounds out loud and segmenting as they go through the word.	Construction Bricks such as Duplo	
Non-verbal and non-fine motor skills pupil	The teacher chooses a word appropriate to the focus sound the pupil is working on. Teacher writes the sound spellings that make up the word on the bricks which are clicked together. Teacher pulls the bricks apart, one by one in sequence, and at the same time says the sounds out loud modelling how to segment as they go through the word. Once this is completed the teacher and pupil work through the bricks using the Place to Listen strategy. Pupil chooses from a selection of orally presented sounds anchored to the dots on the E-tran frame.	Construction Bricks such as Duplo	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt
Additional Notes	Alternative presentation is to not have the sound spellings written on the bricks. Pupil is still presented with bricks clicked together, the number of bricks corresponding to the number of sounds in the word.		

Sound Boxes – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Teacher reads out a clue to the pupil and together they work out the answer word. Pupil writes the word in the boxes on the sheet, a sound spelling in each box. Pupil says the sound at the same time as writing each sound spelling and then says the whole word.	Sound Boxes sheet from the books	
Non-verbal pupil	Teacher reads out a clue to the pupil and together they work out the answer word. The teacher and pupil work through the word using the Place to Listen strategy. Pupil sequentially chooses from a selection of orally presented sounds anchored to the dots on the visual place marker card. Alternatively, use a set of single message recording devices with sounds pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. When the pupil is required to say a sound, they activate the device that plays the sound they need. The pupil writes the word in the boxes on the sheet, a sound spelling in each box. Teacher says the sound at the same time as the pupil writes the sound spelling and then says the whole word.	Sound Boxes sheet from the books	<ul style="list-style-type: none"> • Visual place marker card • Recording devices e.g. Talking Tiles
Non-fine motor skills pupil	Teacher reads out a clue to the pupil and together they work out the answer word. Teacher writes the word in the boxes on the sheet, a sound spelling in each box. Pupil says the sound at the same time as the teacher writes the sound spelling and then says the whole word.	Sound Boxes sheet from the books	
Non-verbal and non-fine motor skills pupil	Teacher reads out a clue to the pupil and together they work out the answer word. The teacher and pupil work through the word using the Place to Listen strategy. Pupil sequentially chooses from a selection of orally presented sounds anchored to the dots on the E-tran frame. Teacher writes the word in the boxes on the sheet, a sound spelling in each box. Teacher says the sound at the same time as writing the sound spelling and then says the whole word.	Sound Boxes sheet from the books	E-tran frame
Additional Notes	Pupil may benefit from the sheet being enlarged. Maintain consistency of sounds corresponding to coloured dots on the visual place marker and on the E-tran frame across relevant activities.		

How Many Sounds? – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the word out loud, then identifies the correct number of sounds in the word and writes the number on the sheet. Pupil writes the word in the boxes on the sheet, a sound spelling in each box. Pupil says the sound at the same time as writing the sound spelling and then says the whole word.	How Many Sounds? sheet from the books	
Non-verbal pupil	Teacher encourages the pupil to read the word in their thinking voice. Teacher then establishes that the pupil knows the word by offering them a choice of orally presented words anchored to the dots on the visual place marker card. Pupil writes the number of sounds in the word on the sheet and then writes the word in the boxes on the sheet, a sound spelling in each box. Teacher says the sound at the same time as the pupil writes the sound spelling and then says the whole word.	How Many Sounds? sheet from the books	<ul style="list-style-type: none"> • Visual place marker card • Thinking voice visual prompt
Non-fine motor skills pupil	Pupil reads the word out loud, then identifies the correct number of sounds in the word. The teacher writes the number on the sheet and then writes the word in the boxes on the sheet, a sound spelling in each box. Pupil says the sound at the same time as the teacher writes the sound spelling and then says the whole word.	How Many Sounds? sheet from the books	
Non-verbal and non-fine motor skills pupil	Teacher encourages the pupil to read the word in their thinking voice. Teacher then establishes that the pupil knows the word by offering them a choice of orally presented words anchored to the dots on the E-tran frame. Pupil dwells gaze on the dot corresponding to the word. Again, using the E-tran frame with number / symbol cards, pupil dwells gaze on the number card that corresponds to the number of sounds in the word. Teacher writes the number of sounds in the word on the sheet and then writes the word in the boxes on the sheet, a sound spelling in each box. Teacher says the sound at the same time as writing the sound spelling and then says the whole word.	How Many Sounds? sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt • Number / group symbol cards
Additional Notes	Pupil may benefit from the sheet being enlarged. Maintain consistency of sounds corresponding to coloured dots on the visual place marker and on the E-tran frame across relevant activities.		

Phoneme Frame – Books 1 – 6


Audience	Presentation	Resources	Additional resources
Original presentation	Pupil is given a word orally. Pupil segments the word and says each sound in sequence as they push a counter into a box in the frame.	Phoneme Frame from the books and counters	
Non-verbal pupil	Pupil pushes counters into boxes without saying the sounds. Teacher checks that the number of counters matches the number of sounds. The teacher and pupil work through the word using the Place to Listen strategy. Pupil sequentially chooses from a selection of orally presented sounds anchored to the dots on the visual place marker card. Alternatively, use a set of single message recording devices with sounds pre-recorded. The pupil listens to the sounds and becomes familiar with which sound is associated with which device. When the pupil is required to say a sound, they activate the device that plays the sound they need.	Phoneme Frame from the books and counters	<ul style="list-style-type: none"> • Visual place marker card • Recording devices e.g. Talking tiles
Non-fine motor skills pupil	Pupil is given a word orally. Pupil segments the word and says each sound in sequence as the teacher pushes a counter into a box in the frame.	Phoneme Frame from the books and counters	
Non-verbal and non-fine motor skills pupil	Pupil is given the word orally. Teacher pushes the counters one by one into the boxes, encouraging the pupil to think about the matching sounds in their thinking voice. The teacher and pupil work through the word using the Place to Listen strategy. Pupil sequentially chooses from a selection of orally presented sounds anchored to the dots on the E-tran frame.	Phoneme Frame from the books and counters	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt
Additional Notes	Maintain consistency of sounds corresponding to coloured dots on the visual place marker and on the E-tran frame across relevant activities.		

Phoneme Manipulation Activities


Sound Swap – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	A starter word is built by the teacher using sound spellings printed on individual cards. The pupil is required to change this word to a second word spoken by the teacher, by changing one of the cards (and so the appropriate sound). This is repeated for several changes to make new words.	Sound swap cards from the books	
Non-verbal pupil	No adaptation required.	Sound swap cards from the books	
Non-fine motor skills pupil	A starter word is built by the teacher using sound spellings printed on individual cards. The pupil is required to change this word to a second word spoken by the teacher, by changing one of the cards (and so the appropriate sound). When the second word is given the teacher then swaps a sound spelling card and changes the starter word. The pupil says if the substitution is correct or not. Teacher makes errors as well as making correct substitutions. This is repeated for several changes to make new words.	Sound swap cards from the books	
Non-verbal and non-fine motor skills pupil	A starter word is built by the teacher at the top of an E-tran frame using sound spellings printed on individual cards. This word is changed to a second word spoken by the teacher, by changing one of the cards (and so the appropriate sound). When the second word is given the teacher swaps a sound spelling card and so changes the starter word. The pupil indicates if the substitution is correct or not by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame. Teacher makes errors as well as making correct substitutions. This is repeated for several changes to make new words.	Sound swap cards from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards


Read, Delete, Spell – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the word and then reads which sound is to be taken away. Pupil says what word is made after that sound is taken away. Pupil writes the new word that is made when the sound is taken away. Pupil says each sound as they write the matching sound spelling and then says the whole word.	Read, Delete, Spell sheet from the books	
Non-verbal pupil	Pupil reads the word silently in their thinking voice and then which sound to take away. Pupil writes the new word on the worksheet. Teacher then establishes that the pupil knows the word by offering them a choice of orally presented words anchored to the dots on the visual place marker card. Pupil points to the dot corresponding to the new word they have written.	Read, Delete, Spell sheet from the books	<ul style="list-style-type: none"> • Think voice visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil reads the word and then which sound is to be taken away. Pupil says what word is made after that sound is taken away. Teacher writes the new word that is made when the sound is taken away. Pupil says each sound as the matching sound spelling is written and then says the whole word.	Read, Delete, Spell sheet from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the word silently in their thinking voice and then which sound to take away. Pupil spells out the new word using the E-Tran frame and the strategy of using colour-coded groups of letters and coloured dots. Teacher confirms what the word is by offering pupil a choice of two words anchored to two dots and requiring the pupil to indicate which one matches the new word by dwelling gaze on the appropriate dot.	Read, Delete, Spell sheet from the books 	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt • Group letter cards
Additional Notes	Please refer to Appendix i for information on how to use the colour coded group letter cards on the E-tran frame.		

Read, Add, Spell – Books 1 & 2



Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the word and then which sound is to be added. Pupil says what word is made after that sound is added. Pupil writes the new word that is made when the sound is added.	Read, Add, Spell sheet from the books	
Non-verbal pupil	Pupil reads the word silently in their thinking voice and then which sound to add. Pupil says what word is made after that sound is added. Pupil writes the new word on the worksheet. Teacher then establishes that the pupil knows the word by offering them a choice of orally presented words anchored to the dots on the visual place marker card. Pupil points to the dot corresponding to the new word they have written.	Read, Add, Spell sheet from the books	<ul style="list-style-type: none"> • Think voice visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil reads the word and then which sound is to be added. Pupil says what word is made after that sound is added. Teacher writes the new word that is made when the sound is added. Pupil says each sound as the matching sound spelling is written and then says the whole word.	Read, Add, Spell sheet from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the word silently in their thinking voice and then which sound to add. Pupil spells out the new word using the E-Tran frame and the strategy of using colour coded groups of letters and coloured dots. Teacher confirms what the word is by offering pupil a choice of two words anchored to two dots and requiring the pupil to indicate which one matches the new word by dwelling gaze on the appropriate dot.	Read, Add, Spell sheet from the books 	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt • Group letter cards
Additional Notes	Please refer to Appendix i for information on how to use the colour coded group letter cards on the E-tran frame.		

Sound Exchange – Books 1-6


Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the starting word. Teacher then reads the clue to the new word that is made by adding, swapping or taking away a sound. Teacher and pupil work out what the new word is and the pupil writes it on the line, saying each sound as they write the corresponding sound spelling.	Sound Exchange sheet from the books	
Non-verbal pupil	Pupil reads the word silently. Teacher then reads the clue to the new word that is made by adding, swapping or taking away a sound. Pupil writes the new word on the worksheet. Pupil is encouraged to say each sound in their thinking voice as they write the corresponding sound spelling. Teacher confirms what the word is by offering pupil a choice of two words anchored to dots on the visual place marker card.	Sound Exchange sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil reads the starting word out loud. Teacher then reads the clue to the new word that is made by adding, swapping or taking away a sound. Teacher and pupil work out what the new word is and the teacher writes the new word on the line. Pupil says each sound as the corresponding sound spelling is written and then says the whole word.	Sound Exchange sheet from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the word silently. Teacher then reads the clue to the new word that is made by adding, swapping or taking away a sound. Pupil spells out the new word using the E-Tran frame and the strategy of using colour coded groups of letters and coloured dots. Teacher confirms what the word is by offering pupil a choice of two words anchored to two dots and requiring the pupil to indicate which one matches the new word by dwelling gaze on the appropriate dot.	Sound Exchange sheet from the books 	<ul style="list-style-type: none"> • E-tran frame • Group letter cards • Thinking voice visual prompt
Additional Notes	Please refer to Appendix i for information on how to use the colour coded group letter cards on the E-tran frame.		

Reading Activities

Reading 'Focus Sound' Cards and High Frequency Word Cards – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the words on the cards using the dynamic blending strategy as described in the book.	Word cards from the book	
Non-verbal pupil	Pupil reads the words on the cards using the dynamic blending strategy as described in the book. The pupil is encouraged to read the word in their thinking voice. Then using the visual place marker card, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the card. Pupil points to the dot on the card that corresponds to the target word.	Word cards from the books 	<ul style="list-style-type: none"> • Visual place marker choice card • Thinking voice visual prompt
Non-fine motor skills pupil	No adaptation required.	Word cards from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the words on the cards using the dynamic blending strategy as described in the book. The pupil is encouraged to read the word in their thinking voice. Then using the E-tran frame, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the frame. Pupil dwells on the dot corresponding to the target word they have just read.	Word cards from the books 	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt
Additional Notes	An alternative to this for VPM and E-tran frame users is to use picture cards relating to the words used. The pupil points to or dwells gaze on the matching picture. In the early stages of the programme there are pictures available in the book which could be used. A note of caution: this strategy may limit kind and number of words presented to the pupil and it is important that the pupil experiences a wide range of words and vocabulary.		

Spot the Word – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the focus word in the pink box and then scans across and identifies the same word in the row.	Spot the Word sheet from the books	
Non-verbal pupil	No adaptation required.	Spot the Word sheet from the books	
Non-fine motor skills pupil	Pupil scans line with teacher support. Teacher points to each word in turn and pupil says whether or not the indicated word is the target word.	Spot the Word sheet from the books	
Non-verbal and non-fine motor skills pupil	Individual lines of the sheet are cut out and placed singly at the top of the E-tran frame. Pupil looks at the focus word and teacher points to each word in turn across the row. Pupil indicates whether it is the target word by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame.	Spot the Word sheet from the books 	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections

Remembering Words – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil is given 5 seconds to look at the word in the yellow box, which is then covered up. Pupil is required to recall the word by choosing from a selection given in the white box.	Remembering Words sheet from the books	
Non-verbal pupil	No adaptation required.	Remembering Words sheet from the books	
Non-fine motor skills pupil	Pupil is given 5 seconds to look at the word in the yellow box, which is then covered up. Pupil is required to recall the word by choosing from a selection given in the white box. Teacher points to each word in turn and pupil says whether or not the indicated word is the target one.	Remembering Words sheet from the books	
Non-verbal and non-fine motor skills pupil	Individual items are cut out and one is placed at the top of the E-tran frame. Pupil is given 5 seconds to look at the word in the yellow box, which is then covered up. Pupil is required to recall the word by choosing from a selection given in the white box. Teacher points to each word in turn and pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame.	Remembering Words sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into individual items

Which is the Word? – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the focus word (in the pink box) and then scans across and identifies the same word in the row. Words look different as they are written in different fonts.	Which is the Word? sheet from the books	
Non-verbal pupil	Pupil reads the focus word (in the pink box) in their thinking voice and then scans across and identifies the same word in the row.	Which is the Word? sheet from the books	Thinking voice visual prompt
Non-fine motor skills pupil	Pupil reads the focus word (in the pink box) and scans the line with teacher support. Teacher points to each word in turn and pupil says whether or not the indicated word is the target one.	Which is the Word? sheet from the books	
Non-verbal and non-fine motor skills pupil	Individual lines of the sheet are cut out and placed singly at the top of the E-tran frame. Pupil reads the focus word (in the pink box) in their thinking voice and scans the line with teacher support. Teacher points to each word in turn and pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame.	Which is the Word? sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections

Word Splits – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at the focus item (a word that is partially obscured) in the yellow box and identifies the matching, complete target word in the white box underneath.	Word Splits sheet from the books	
Non-verbal pupil	No adaptation required.	Word Splits sheet from the books	
Non-fine motor skills pupil	Pupil looks at the focus item (a word that is partially obscured) in the yellow box and identifies the matching, complete target word in the white box underneath. Teacher points each word in the white box in turn and pupil says whether or not the indicated word is the target one.	Word Splits sheet from the books	
Non-verbal and non-fine motor skills pupil	Individual lines are cut out and one is placed at the top of the E-tran frame. Pupil looks at the focus item (a word that is partially obscured) in the yellow box and identifies the matching, complete target word in the white box underneath. Teacher points each word in the white box in turn and pupil indicates whether or not the word is the target one. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame.	Word Splits sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections

Busy Words – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil scans the page of overlapping words and identifies all examples of a target word e.g. by writing over them in highlighter pen.	Busy Words sheet from the books	
Non-verbal pupil	No adaptation required.	Busy Words sheet from the books	
Non-fine motor skills pupil	Pupil scans page with teacher support. Teacher points to each word in turn and pupil says whether or not the indicated word is a target word.	Busy Words sheet from the books	
Non-verbal and non-fine motor skills pupil	A section of the sheet is cut out and placed at the top of the E-tran frame. Teacher points to each word in turn and pupil indicates whether or not the word is a target word. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame.	Busy Words sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections
Additional Notes	The worksheet contains many words. It would take a long time to cover the entire sheet and be very tiring for the pupil using the E-tran frame. It is recommended that small sections of the sheet are used at any one time.		

Remembering Lots of Words – Books 1-6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil is given 5 seconds to look at a sequence of words (in the yellow box) which is then covered up. The pupil looks at the words (in the white box) which is the sequence repeated but with one word missing. Pupil is required to write the missing word in the gap and the answer is checked against the original.	Remembering Lots of Words sheet from the books	
Non-verbal pupil	No adaptation required.	Remembering Lots of Words sheet from the books	
Non-fine motor skills pupil	Pupil is given 5 seconds to look at a sequence of words which is then covered up. Pupil is required to recall the word that is missing from a selection given. Teacher displays a selection of appropriate word cards to the pupil and points to each word in turn. Pupil says whether or not the indicated word is the target one. Teacher writes the word in the gap and the answer is checked against the original.	Remembering Lots of Words sheet from the books	Appropriate word cards
Non-verbal and non-fine motor skills pupil	Individual items are cut out and one is placed at the top of the E-tran frame. Pupil is given 5 seconds to look at a sequence of words which is then covered up. Pupil is required to recall the word that is missing from a selection given. Teacher displays a selection of appropriate word cards around the E-tran frame, anchored to the dots. Pupil scans the word cards and indicates which is the missing word by dwelling gaze on the appropriate card. Teacher writes the word in the gap and the answer is checked against the original.	Remembering Lots of Words sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Appropriate word cards • Worksheet cut into individual items

Word Tracker – Books 3-6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads a list of words and identifies all the words that contain the focus sound. Pupil draws a ring around or highlights words containing the focus sound.	Word Tracker sheet from the books	
Non-verbal pupil	Pupil encouraged to read each word in their thinking voice and identify all the words that contain the focus sound. Pupil draws a ring around or highlights words containing the focus sound. For some of the identified words, the teacher asks pupil what the word is. Using the visual place marker card, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the target word.	Word Tracker sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • Visual place marker
Non-fine motor skills pupil	Pupil reads a list of words with teacher support. Teacher points to each word in turn and pupil reads it out and says whether or not it contains the focus sound. Teacher draws a ring or highlights words for the pupil.	Word Tracker sheet from the books	
Non-verbal and non-fine motor skills pupil	A line of words is cut out from the worksheet and placed at the top of the E-tran frame. Teacher points to each word in turn and pupil indicates whether or not the word contains the focus sound. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame. For some of the identified words, the teacher asks pupil what the word is. The pupil is offered a choice of words spoken by the teacher and anchored to dots on the E-tran frame. Pupil points to dot corresponding to the target word.	Word Tracker sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections
Additional Notes	The worksheet contains many words. It would take a long time to cover the entire sheet and be very tiring for the pupil using the E-tran frame. It is recommended that small sections of the sheet (one line or two) are used at any one time.		

Word Detective – Books 3-6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads a list of words, all of which contain the focus sound, but some of which are not real words. Pupil identifies all the real words by drawing a ring around or highlighting them.	Word Detective sheet from the books	
Non-verbal pupil	Pupil encouraged to read each word in their thinking voice and identify all the real words. Pupil identifies all the real words by drawing a ring around or highlighting them. For some of the identified words, the teacher asks the pupil what the word is. Using the visual place marker card, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the card. Pupil points to the dot corresponding to the target word.	Word Detective sheet from the books	Visual place marker
Non-fine motor skills pupil	Pupil reads a list of words, all of which contain the focus sound, but some of which are not real words. Teacher points to each word in turn and pupil reads it out and says whether or not it is a real word. Teacher draws a ring or highlights words for the pupil.	Word Detective sheet from the books	
Non-verbal and non-fine motor skills pupil	A line of words is cut out from the worksheet and placed at the top of the E-tran frame. Teacher points to each word in turn and pupil indicates whether or not the word is a real word. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame. Teacher draws a ring or highlights real words for the pupil. For some of the identified words, the teacher asks the pupil what the word is. The pupil is offered a choice of words spoken by the teacher and anchored to dots on the E-tran frame. Pupil points to the dot corresponding to the target word.	Word Detective sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Yes and No cards • Worksheet cut into sections
Additional Notes	The worksheet contains many words. It would take a long time to cover the entire sheet and be very tiring for the pupil using the E-tran frame. It is recommended that small sections of the sheet (one line or two) are used at any one time.		

Word Scramble / Anagrams – Book 3-6

Audience	Presentation	Resources required	Additional resources required
Original presentation	Teacher reads a clue to a word that contains the focus sound. Pupil looks at the sound spellings for the word which are supplied in a mixed presentation. Pupil works out the word and writes it on the line given, saying the matching sound as they write each sound spelling.	Word Scramble sheet from the books	
Non-verbal pupil	Teacher reads a clue to a word that contains the focus sound. Pupil looks at the sound spellings for the word which are supplied in a mixed presentation. Pupil works out the word and writes it on the line given. Using the visual place marker card, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the target word.	Word Scramble sheet from the books	Visual place marker
Non-fine motor skills pupil	Teacher reads a clue to a word that contains the focus sound. Pupil looks at the sound spellings for the word which are supplied in a mixed presentation. Pupil works out the word and says the sounds sequentially as the teacher writes the corresponding sound spellings.	Word Scramble sheet from the books	
Non-verbal and non-fine motor skills pupil	Items are cut out and placed singly at the top of the E-tran frame. Teacher reads a clue to a word that contains the focus sound. Pupil looks at the sound spellings for the word which are supplied in a mixed presentation. Teacher displays a selection of appropriate sound spelling cards around the E-tran frame, anchored to the dots. Pupil scans the sound spelling cards and indicates which sound spelling card they want to choose by dwelling gaze on the appropriate card. In this way the pupil sequentially spells the word. Teacher writes the word in the gap, sound spelling by sound spelling. Alternatively, the colour coded letter group cards could be used for the pupil to spell the word.	Word Scramble sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Worksheet cut into sections • Sound spelling cards
Additional Notes	Please refer to Appendix i for information on how to use the colour coded group letter cards on the E-tran frame.		

Spelling Activities

Finish the Word – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil looks at a picture and a matching part word with a sound spelling missing. Pupil works out what the word should be and writes in the missing sound spelling, saying the sound at the same time. Pupil reads out the completed word.	Finish the Word sheet from the books	
Non-verbal pupil	Pupil looks at a picture and a matching part word with a sound spelling missing. Pupil works out what the word should be and writes in the missing sound spelling. Pupil is not required to say the sound. The pupil is then asked to read the word in their thinking voice. Using the visual place marker card, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the target word.	Finish the Word sheet from the books	<ul style="list-style-type: none"> • Visual place marker card • Thinking voice visual prompt
Non-fine motor skills pupil	Pupil looks at a picture and a matching part word with a sound spelling missing. Pupil works out the word and is offered a selection of sound spellings on cards to choose the correct one. Teacher points to each one in turn and pupil says which one to choose. Teacher writes the sound spelling in the gap and pupil reads out the completed word.	Finish the Word sheet from the books	Appropriate sound spelling cards
Non-verbal and non-fine motor skills pupil	Pupil looks at a picture and a matching part word with a sound spelling missing. Pupil works out what the word should be. Teacher displays a selection of possible sound spelling cards around the E-tran frame, anchored to the dots. Pupil scans the sound spelling cards and indicates which sound spelling card they want to choose by dwelling gaze on the appropriate card. Teacher writes the sound spelling in the gap. The E-tran frame is then used to enable the pupil to indicate what the word is. The pupil is offered a choice of words, spoken by the teacher, and anchored to dots on the frame. Pupil dwells gaze on the dot corresponding to the target word.	Finish the Word sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Appropriate sound spelling cards • Worksheet cut into individual items

Word Build - Books 1, 2 & 3 and Spelling with sound spelling cards – Books 4, 5 & 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil builds a focus word by manipulating sound spelling cards into the correct sequence (with or without a picture prompt). Initially the Place to Listen sequential segmenting technique is used to work through the word sound by sound, matching sound spellings. <i>Pupils working on Book 4 onwards may not need to use the Place to Listen technique.</i> Once completed, the pupil says each sound, pointing to each sound spelling in turn and then says the whole word.	<ul style="list-style-type: none"> • Word build cards from books • Sounds spelling cards 	
Non-verbal pupil	Pupil builds a focus word by manipulating sound spelling cards into the correct sequence (with or without a picture prompt). Initially the Place to Listen sequential segmenting technique is used to work through the word sound by sound, matching sound spellings. <i>Pupils working on Book 4 onwards may not need to use the Place to Listen technique.</i> The pupil is not required to say each sound, but this could be modelled by the teacher.	<ul style="list-style-type: none"> • Word build cards from books • Sounds spelling cards 	
Non-fine motor skills pupil	Pupil builds a focus word with the support of the teacher who manipulates the sound spelling cards into the correct sequence under the direction of the pupil. Initially the Place to Listen sequential segmenting technique is used to work through the word sound by sound, matching sound spellings. Pupil chooses the sound spelling required from those presented, with the teacher pointing to each in turn and the pupil saying which they select. <i>Pupils working on Book 4 onwards may not need to use the Place to Listen technique.</i> Once completed, the pupil says each sound, as the teacher points to each sound spelling in turn and then says the whole word.	<ul style="list-style-type: none"> • Word build cards from books • Sounds spelling cards 	
Non-verbal and non-fine motor skills pupil	Pupil builds a focus word with the support of the teacher who manipulates the sound spelling cards into the correct sequence. Initially the Place to Listen sequential segmenting technique is used to work through the word sound by sound, matching sound spellings. Pupil chooses the sound spelling required from those presented on the E-tran frame, anchored to dots. The pupil indicates selection by dwelling gaze on the appropriate card. <i>Pupils working on Book 4 onwards may not need to use the Place to Listen technique.</i> Once completed, the teacher says each sound, pointing to each sound spelling in turn and then says the whole word.	<ul style="list-style-type: none"> • Word build cards from books • Sounds spelling cards 	<ul style="list-style-type: none"> • E-tran frame

Spelling Challenge – Books 1 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the word, traces over letters and writes the word several times, saying the sound at the same time as writing each sound spelling.	Spelling Challenge sheet from the books	
Non-verbal pupil	Pupil reads the word, traces over letters and writes the word several times. Pupil is not required to say the sounds as they write the letters but is encouraged to say the sounds in their thinking voice (or alternatively the teacher says the sounds to reinforce the relationship between each sound spelling and the sound). Using the visual place marker card, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the target word.	Spelling Challenge sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • Visual place marker
Non-fine motor skills pupil	Pupil reads the word and the teacher traces over the letters and writes the word several times with the pupil saying the sound at the same time as each sound spelling is written. Alternatively, a hand over hand direct support technique could be used for the pupil, with the teacher holding the pupil's hand and supporting them to hold a pen and write the sound spellings in the word. Use on an enlarged sheet or part of the sheet. <i>Seek the pupil's permission before doing this.</i>	Spelling Challenge sheet from the books	
Non-verbal and non-fine motor skills pupil	Teacher talks through the different of presentations of the word. If possible, a hand over hand direct support technique is used, with the teacher holding the pupil's hand and supporting them to hold a pen and write the sound spellings in the word. Use on an enlarged sheet or part of the sheet. <i>Seek the pupil's permission before doing this.</i> Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame. Pupil encouraged to say the sound at the same time using their thinking voice. Finally, the pupil spells out the word using the colour coded group letter cards on the E-tran frame.	Spelling Challenge sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Appropriate sound spelling cards • Worksheet cut into individual items • Thinking voice visual prompt • E-tran letter group cards
Additional Notes	Be aware that some pupils may not be comfortable with the hand over hand technique, particularly if they experience frequent muscle spasms or sensory processing difficulties. Please refer to Appendix i for information on how to use the colour coded group letter cards.		

Working in Sentences

Read the Sentence – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence out loud and draws a line to a matching picture.	Read the Sentence sheet from the books	
Non-verbal pupil	Pupil is not required to read the sentence out loud but instead reads in their thinking voice and draws a line to a matching picture.	Read the Sentence sheet from the books	Thinking voice visual prompt
Non-fine motor skills pupil	Pupil reads the sentence out loud. Teacher points to each of the pictures in turn and pupil says when picture matches the sentence. Teacher draws a line to the matching picture.	Read the Sentence sheet from the books	
Non-verbal and non-fine motor skills pupil	The sentence is placed at the top of the E-tran frame. Pupil is not required to read the sentence out loud but instead reads in their thinking voice. Pictures are placed around the frame at the dots. Pupil dwells gaze on the matching picture.	Read the Sentence sheet from the books	<ul style="list-style-type: none"> • E-tran frame • Thinking voice visual prompt • Worksheet cut into sentences and pictures
Additional Notes	Pupil may benefit from resources being enlarged.		

Oops! Correct the Spelling – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence and looks at the matching picture. Pupil identifies the word that is incorrect (in terms of meaning), identifies the correct word and then writes it, either on its own or in the full sentence.	Oops! Correct the Spelling sheet from the books	
Non-verbal pupil	Pupil reads the sentence and looks at the picture. Pupil reads silently in their thinking voice and identifies the word that is incorrect (in terms of meaning). Pupil then identifies the correct word and writes it, either on its own or in the full sentence. Finally, use the visual place marker card and offer the pupil a choice of the two sentences (one with the incorrect word and one with the correct word in place) spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the sentence that is correct.	Oops! Correct the Spelling sheet from the books	<ul style="list-style-type: none"> Thinking voice symbol 2 dot visual place marker card
Non-fine motor skills pupil	Pupil reads the sentence and looks at the picture. Pupil identifies the word that is incorrect (in terms of meaning). Pupil is then required to spell the correct word. Pupil presented with a selection of appropriate sound spellings on cards. Teacher points to each one in turn and pupil says which one to choose, gradually working through and spelling the word.	Oops! Correct the Spelling sheet from the books	Sounds spelling cards
Non-verbal and non-fine motor skills pupil	Sentence and picture placed at the top of the E-Tran frame. Pupil reads the sentence silently in their thinking voice and identifies the word that is incorrect (in terms of meaning). Teacher points to each word in turn and pupil indicates whether or not the word is correct. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame. Pupil is then required to spell the correct word. Teacher displays a selection of appropriate sound spelling cards around the E-tran frame, anchored to the dots. Pupil scans the sound spelling cards and indicates which sound spelling card they want to choose by dwelling gaze on the appropriate card. Pupil works through the word in this way. Alternatively, the pupil spells the word using the colour coded group letter cards on the E-tran frame.	Oops! Correct the Spelling sheet from the books	<ul style="list-style-type: none"> Thinking voice visual prompt E-tran frame Worksheet cut into sentences with pictures Sound spelling cards
Additional Notes	Pupil may benefit from resources being enlarged. Please refer to Appendix i for information on how to use the colour coded group letter cards on the E-tran frame.		

Oops! Correct the Spelling – Books 3 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence and identifies the word that is incorrectly spelt. Pupil then rewrites either the word or the whole sentence.	Oops! Correct the Spelling sheet from the books	
Non-verbal pupil	Pupil reads the sentence silently in their thinking voice and identifies the word that is incorrectly spelt. Use the visual place marker card and offer the pupil a choice of two sentences (one correct and one incorrect but similar – note these are not given in the books so be inventive) spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the sentence that is correct. Pupil then writes the correct spelling, either on its own or in the full sentence.	Oops! Correct the Spelling sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • 2 dot visual place marker card
Non-fine motor skills pupil	Pupil reads the sentence and identifies the word that is incorrectly spelt. Pupil is presented with a selection of appropriate sound spellings on cards. Teacher points to each one in turn and pupil says which one to choose, gradually working through and spelling the word.	Oops! Correct the Spelling sheet from the books	Sounds spelling cards
Non-verbal and non-fine motor skills pupil	Sentence is placed at the top of the E-Tran frame. Pupil reads the sentence silently in their thinking voice. Pupil identifies the word that is incorrectly spelt. Teacher points to each word in turn and pupil indicates whether or not the word is correct. Pupil indicates by giving a physical signal for yes or no such as blinking a number of times or nodding / shaking head. Alternatively, pupil indicates by dwelling gaze on yes or no card on an E-tran frame. Pupil is then required to spell the word correctly. Teacher displays a selection of appropriate sound spelling cards around the E-tran frame, anchored to the dots. Pupil scans the sound spelling cards and indicates which sound spelling card they want to choose by dwelling gaze on the appropriate card. Pupil works through the word in this way. Alternatively, the pupil spells the word using the colour coded group letter cards on the E-tran frame.	Oops! Correct the Spelling sheet from the books	<ul style="list-style-type: none"> • Thinking voice symbol • E-tran frame • Worksheet cut into sentences • Sound spelling cards
Additional Notes	Pupil may benefit from resources being enlarged. Please refer to Appendix i for information on how to use the colour coded group letter cards on the E-tran frame.		

Spot the Spelling – Books 1 & 2

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence and works out which word goes in the gap. Pupil looks at the selection of words and chooses the one that makes sense, then writes it on the line.	Spot the Spelling sheet from the books	
Non-verbal pupil	Pupil reads the sentence silently in their thinking voice, looks at the selection of words and chooses the one that makes sense, then writes it on the line. Use the visual place marker card and offer the pupil a choice of the two sentences (one with the incorrect word and one with the correct word in place) spoken by the teacher and anchored to dots on the card. Pupil points to dot corresponding to the sentence that is correct.	Spot the Spelling sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • 2 dot visual place marker card
Non-fine motor skills pupil	Pupil reads the sentence and works out which word goes in the gap. Pupil looks at the selection of words and chooses the one that makes sense as the teacher points to each one in turn. Teacher then writes the word and the pupil says the sound that corresponds to each sound spelling.	Spot the Spelling sheet from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the sentence silently in their thinking voice and works out which word goes in the gap. Using the E-tran frame, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the frame. Pupil indicates which word they are choosing by dwelling gaze on the dot corresponding to the word they have chosen. Teacher then writes the word and says the sound that corresponds to each sound spelling.	Spot the Spelling sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • E-tran frame • Worksheet cut into sentences
Additional Notes	Pupil may benefit from resources being enlarged.		

Spot the Spelling – Books 3 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence and works out what word goes in the gap. Pupil looks at the selection of spellings for the word and chooses the accepted spelling, then writes it on the line.	Spot the Spelling sheet from the books	
Non-verbal pupil	Pupil reads the sentence silently in their thinking voice and works out what word goes in the gap. Pupil looks at the selection of spellings for word and chooses the accepted spelling, then writes it on the line. To confirm that the pupil knows what the word is, the pupil is offered a choice of words spoken by the teacher and anchored to dots on the visual place marker card. Pupil points to dot corresponding to the word they have written.	Spot the Spelling sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • Visual place marker card
Non-fine motor skills pupil	Pupil reads the sentence and works out what word goes in the gap. Pupil looks at the selection of spellings and chooses the accepted spelling as the teacher points to each one in turn. Teacher then writes the word and the pupil says the sound that corresponds to each sound spelling.	Spot the Spelling sheet from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the sentence silently in their thinking voice and works out what word goes in the gap. Using the E-tran frame, the pupil is offered the choice of spellings written on cards and placed on the frame. Pupil indicates which card they are choosing by dwelling gaze on the word they have chosen. Teacher then writes the word and says the sound that corresponds to each sound spelling.	Spot the Spelling sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • E-tran frame • Worksheet cut into sentences
Additional Notes	Pupil may benefit from resources being enlarged.		

Making Better Sentences – Books 3 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence and then the phrases at the bottom of the page. Pupil selects the phrase that could be added to the sentence to make it more interesting. Pupil then writes either the phrase or the whole sentence on the line.	Making Better Sentences sheet from the books	
Non-verbal pupil	Pupil reads the sentence and then the phrases at the bottom of the page silently in their thinking voice. Pupil selects the phrase that could be added to the sentence to make it more interesting and then writes either the phrase or the whole sentence on the line. Teacher models reading out the whole sentence for the pupil.	Making Better Sentences sheet from the books	Thinking voice visual prompt
Non-fine motor skills pupil	Pupil reads the sentence and then the phrases at the bottom of the page. Pupil verbally selects the phrase that could be added to the sentence to make it more interesting. Teacher models reading out the whole sentence for the pupil.	Making Better Sentences sheet from the books	
Non-verbal and non-fine motor skills pupil	Pupil reads the sentence silently in their thinking voice. Pupil then reads the phrases which are written on cards and placed on the E-tran frame anchored to dots. Pupil indicates which card they are choosing by dwelling gaze on the card they have chosen. Teacher models reading out the whole sentence for the pupil.	Making Better Sentences sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • E-tran frame • Worksheet cut into sentences • Phrases written on cards
Additional Notes	Pupil may benefit from resources being enlarged. Alternatively, teacher could read out the phrases for the pupil.		

Writing Challenge – Books 3 – 6

Audience	Presentation	Resources	Additional resources
Original presentation	Pupil reads the sentence and then makes an effort to remember it by re-reading it and repeating it several times. Pupil then writes the sentence out from memory.	Writing Challenge sheet from the books	
Non-verbal pupil	Teacher reads the sentence and encourages the pupil to make an effort to remember it by re-reading it and repeating it several times in their thinking voice. Pupil then writes the sentence out from memory.	Writing Challenge sheet from the books	Thinking voice visual prompt
Non-fine motor skills pupil	Pupil reads the sentence and then makes an effort to remember it by re-reading it and repeating it. Pupil is presented with the words written on cards but out of order and with the teacher's support re-orders the cards to construct the sentence.	Writing Challenge sheet from the books	Words written on cards
Non-verbal and non-fine motor skills pupil	Teacher reads the sentence and encourages the pupil to make an effort to remember it by re-reading it and repeating it in their thinking voice. Pupil is presented with the words written on cards but out of order and positioned randomly around the E-tran frame. Pupil constructs the sentence by dwelling gaze on the word cards in sequence, supported by the teacher.	Writing Challenge sheet from the books	<ul style="list-style-type: none"> • Thinking voice visual prompt • E-tran frame • Words written on cards
Additional Notes	Pupil may benefit from resources being enlarged.		

Working in Text – Listening to a Pupil Read

Listening to a pupil read is a vital part of any phonics lesson. It is important to set aside time for this activity to happen in a relaxed and enjoyable way. The aim is for the pupil to enjoy the experience and, crucially, makes the connection between reading and discovering amazing stories or interesting pieces of factual writing. If this happens then the pupil will wish to repeat the experience, will read more, their reading will improve and they will ultimately be able to read independently, both functionally and for pleasure.

For teachers it is also an opportunity to assess progress. We can gather information on the pupil's developing accuracy, self-awareness of errors, self-correction skills, fluency, level of automaticity and rate of reading.

Listening to a pupil read is also a fantastic opportunity to step in and deliver a 'mini-lesson' whenever the pupil makes a mistake. Errors reveal where the pupil is in terms of their reading skills, their understanding of how words work and their knowledge of the 'code' – the relationship between speech sounds and the variety of sound spellings used to represent them.

Here are some of the reasons that pupils make mistakes:

- they have poor blending skills,
- they have poor segmenting skills which impacts on orthographic mapping and the development of a 'sight word' vocabulary (words that they can read with automaticity),
- they have poor phoneme manipulation skills,
- they miss out sounds in words,
- they add sounds to words,
- they swap or substitute sounds in words,
- they have poor tracking skills,
- they are not secure in their knowledge of the relationship between the sound spellings in the word and the sounds they represent.

It is important for the teacher to quickly process and analyse a mistake, as the pupil makes it. The teacher can then promptly step in to support the pupil to understand their error and as far as possible lead them to correct it themselves, ***without the teacher just supplying the word for them***. Once the teacher has a picture of the regular types of error a pupil makes, it is possible to address them by focusing on those aspects in lessons.

Reading research highlights that some of the strategies commonly used in schools over the past 30 years to support pupils to read are actually counterproductive and should be avoided. These strategies, however intuitively attractive they seem, have been shown to impact on the development of accurate decoding. They take the focus away from learning how to efficiently and effectively decode words, which involves the brain taking in visual information and processing it phonemically and phonologically. For this reason, it is recommended that pupils are **not encouraged** to:

- ☒ access the first few sounds in the word and then guess what the word might be,
- ☒ look at any pictures to give clues to guess what the word might be,
- ☒ using meaning (semantics) to guess what the word might be,
- ☒ use word order in the sentence (syntax) to guess what the word might be.

Of course, this is all the more difficult when the pupil is unable or unwilling to use their voice to read out loud. Teachers should not underestimate the challenge they are faced with but there is a way through this.

The Reading Book activity below shows how sharing a book and 'listening to them read' can be adapted for more complex pupils.

Sharing a Book – Books 1 – 6

Audience	Presentation	Resources	Additional resources
<p>Original presentation</p>	<p>Pupil reads out loud to a teacher. Teacher steps in, as required to provide support and make appropriate, instructional error correction whilst at the same time encouraging good dynamic blending.</p> <p>Pupil and teacher may share the reading (by reading in tandem or by turn taking) or the pupil may read all the text.</p> <p>Teacher encourages the pupil to think about aspects of the meaning of the text appropriate to their cognitive abilities and developmental level, including talking about illustrations, characters, plot, language and emotions.</p> <div data-bbox="663 866 1469 1182" data-label="Image"> <p>The image shows three cards arranged in a row. The first card on the left features an illustration of a bed with a fox peeking out from underneath. Below the illustration is the text: "Tim ran and hid under the bed." The middle card features an illustration of a fox and the text: "Fox". The third card on the right features an illustration of a cat sitting on a red hat. Below the illustration is the text: "Tim sat on mum's red hat. Bad cat."</p> </div>	<p>Appropriate reading book e.g. decodable reader</p>	<p>Pointer or Reading Guide</p>

Audience	Presentation	Resources	Additional resources
<p>Non-verbal pupil</p>	<p>Since the pupil is unable to read out loud then the teacher's role is to guide them to read words and sentences in their thinking voice. This can be achieved by actively guiding the pupil by pointing at words and tracking through the sound spellings with the finger, going on to point and track through each word in a sentence.</p> <p>In this situation the teacher can adopt a variety of strategies to establish how accurate the pupil's reading has been.</p> <ol style="list-style-type: none"> 1. Point to an individual word, phrase or sentence and, using the visual place marker (with a choice of words, phrases or sentences anchored to dots), ask the pupil to identify what they have just read. 2. Request that the pupil locates and indicates specific words, phrases or sentences within the text. 3. Establish accuracy by questioning the pupil about what they have read. Questions may be simple, closed questions with a yes or no answer or may be more 'open' questions. These are asked using a visual place marker card to offer a selection of answers for the pupil to choose from. 4. Ask the pupil to indicate which part of the text relates to specific meaning such as an event or character's actions (relevant to the story). 5. Read part of the text and intentionally make a mistake requiring the pupil to spot the error, by pointing to the 'Big oops!' card and indicating what the word should be when offered choices using a visual place marker. 6. The pupil could be required to reorder simple sentences or pictures that summarise the text. <p>If the reading is shared, for example with the teacher and pupil taking it in turns to read a sentence each, the teacher can use this opportunity to model good techniques such as dynamic blending, demonstrating automaticity (being able to immediately read a word that they have seen several times) and pre-teaching sounds by pointing out sound spellings the pupil has not yet come across in high frequency words.</p>	<p>Appropriate reading book e.g. decodable reader</p>	<ul style="list-style-type: none"> • Thinking voice visual prompt • Visual place marker card • Big oops! card

Audience	Presentation	Resources	Additional resources
Non-fine motor skills pupil	No adaptation required.		
Non-verbal and non-fine motor skills pupil	<p>Since the pupil is unable to read out loud then the teacher's role is to guide them to read words and sentences in their thinking voice. This can be achieved by actively guiding the pupil by pointing at words and tracking through the sound spellings with the finger, going on to point and track through each word in a sentence.</p> <p>In this situation the teacher can adopt a variety of strategies to establish how accurate the pupil's reading has been.</p> <ol style="list-style-type: none"> 1. Point to an individual word, phrase or sentence and, using the visual place marker (with a choice of words, phrases or sentences anchored to dots on the E-tran frame), ask the pupil to identify what they have just read. 2. Request that the pupil locates and indicates specific words, phrases or sentences within sections of the text positioned on the E-tran frame. 3. Establish accuracy by questioning the pupil about what they have read. Questions may be simple, closed questions with a yes or no answer or may be more 'open' questions. These are asked using the E-tran frame dots to offer a selection of answers for the pupil to choose from. 4. Ask the pupil to indicate which part of the text relates to specific meaning such as an event or character's actions (relevant to the story) within sections of the text positioned on the E-tran frame. 5. Read part of the text and intentionally make a mistake requiring the pupil to spot the error, by indicating the 'Big oops!' card and indicating what the word should be when offered choices using the E-tran frame. 6. The pupil could be required to reorder simple sentences or pictures that summarise the text. <p>If the reading is shared, for example with the teacher and pupil taking it in turns to read a sentence each, the teacher can use this opportunity to model good techniques such as dynamic blending, demonstrating automaticity (being able to immediately read a word that they have seen several times) and pre-teaching sounds by pointing out sound spellings the pupil has not yet come across in high frequency words.</p>	Appropriate reading book e.g. decodable reader	<ul style="list-style-type: none"> • Thinking voice visual prompt • E-tran frame

Appendix i – Further Information about the Strategies

Use of a Visual Place Marker or an E-tran frame is the main strategy used in this booklet for non-verbal pupils to access this programme. Their low-tech nature means they are easy to set up, easy to use, flexible, portable and cost effective.

How to Use a Visual Place Marker Card

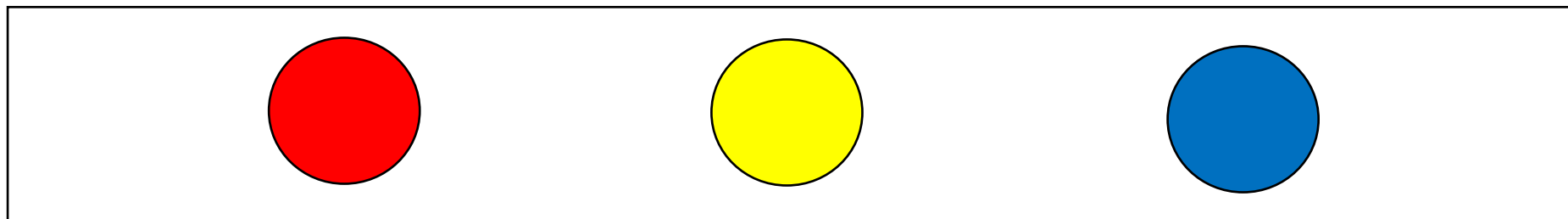
Some non-verbal pupils can use symbols to support their communication and the Visual Place Marker is an example of one of these. The Visual Place Marker (VPM) is a series of differently coloured dots on a card.

The teacher can assign a verbal 'label' to each dot and, providing that the pupil has the ability to remember and recall auditory information, they are able to respond by pointing to the dot that matches the label they want to refer to.

Here is an example:

Please refer to Book 1 Activity 3 Odd one out no. 1

Teacher says three words and the pupil is required to think about the sound that the words start with and identify the odd one out, the one that starts with a different sound from the other two. Note that the written words are not shown to the pupil.



The teacher assigns the following labels to the dots above by pointing to each dot in turn and saying the word that corresponds to it. This is likely to require repetition.

red = sad yellow = sat blue = pen

The teacher then asks the pupil, 'Which word is the odd one out?'

The pupil is able to point to the blue dot to indicate that they are choosing the word 'pen' as the odd one out, as required in this particular activity.

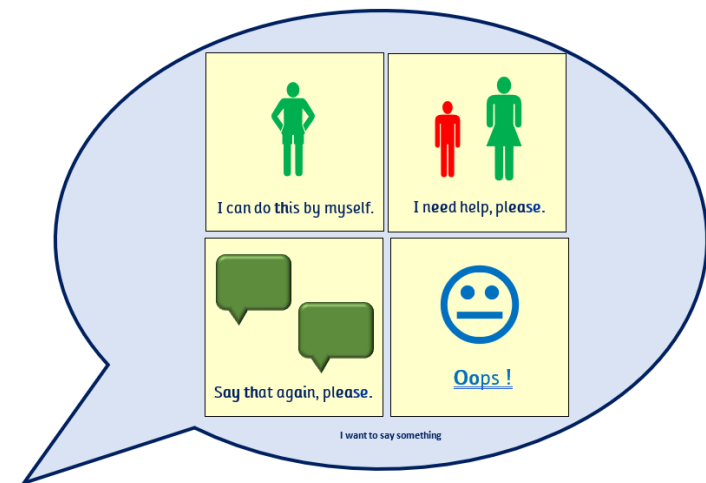
Using a VPM like this is a low-tech solution chosen for its simplicity and ease of use. Other options are available to use for these types of activities. Single item recording devices, such as talking tiles, could be used to record information, with the pupil listening to and remembering the recordings and selecting the device that has the sound/word or phrase required. An even more sophisticated solution is to use a Smoothtalker with a switch. The pupil uses the Smoothtalker choice progression capacity, listening to each of the options and making their selection by pressing the switch.

Setting up the environment

The VPM can be laid out conveniently on the desk ready for use by the teacher and pupil on the My Work card. Other 'work' response cards such as same/different, yes/no, big oops and the number cards can be put on the 'My Work' card when required.

In addition to this, the 'Having a Say' cards can be laid out ready on the 'I have something to say' A4 card or in the middle of the E-tran frame.

Before doing an activity the pupil can indicate whether or not they feel they are able to do it independently or with support by pointing to or



dwelling gaze on the either the 'I can do this by myself' card or the 'I need help, please' card.

The pupil can also indicate if they need you to repeat information by pointing to or dwelling gaze on the 'Say that again, please' card or asking you to 'Do that again, please'.

The pupil can indicate they are aware that they have made a mistake and would like the opportunity to correct it by pointing to or dwelling gaze on the 'Oops!' card.

There is also a 'Big oops!' card available. This relates to a strategy which could be used for many of the activities in programme, although it has not specifically been included in the descriptions above. The teacher offers to carry out the activity and randomly makes mistakes. When the pupil spots a mistake, they can point to the 'Big oops!' card. This strategy is useful for identifying what skills, concepts or knowledge the pupil has acquired. This also gives the teacher an opportunity to verbalise, 'how can I work this out?' so modeling whatever aspect of reading is the focus of the mistake. This reinforces whatever skill, concept or piece of knowledge we are trying to teach the pupil.

How to Use an E-tran Frame

The E-tran frame works on a similar principle to the VPM but instead of pointing to the dots or items to make a selection, the pupil stares at their chosen dot / item so that the teacher can notice and confirm their choice. This is usually described as the pupil's gaze 'dwelling' on a dot or item.

The E-tran frame itself is simply a rectangular sheet of clear Perspex with a central hole cut out. The frame can be held up between the pupil and the communication partner (teacher) who can see each other clearly and see all of the items placed on the frame. Additionally, because of the central hole, the pupil can hear the teacher's voice clearly. The frame has six coloured dots around the outside which act as a reference point for the pupil and teacher. Items such as pictures, symbols,

sound spellings, words or phrases can be stuck on the frame, each next to a dot, using Velcro, blue tac or nano tape. In the central space useful single message cards can be placed on the frame so that the pupil can easily give additional information.

Here is a simple protocol for using the E-tran frame for an activity:

- teacher holds up the frame whilst sitting directly in front of the pupil
- pupil looks directly at the teacher (to indicate their selection is about to begin)
- *teacher verbally confirms that the selection is about to begin (optional)*
- pupil scans the items around the frame
- pupil dwells their gaze on the chosen item
- teacher confirms they recognize the choice by saying the colour of the dot that the item is near

Advanced or able users of the frame may use a slightly different protocol. Instead of looking at the teacher and then scanning the items, they may dwell on a 'focus' spot on the frame to indicate that they are ready to start. This 'focus' spot is often, but not always, the yellow dot at the top. If this is the case, then this is never used with a choice item. If pupils can manage this then this is a much clearer signal of intent than looking at the teacher.

This is a suggested protocol for pupils who do not usually use an E-tran frame but who are using it for the purpose of accessing the reading and spelling programme. These pupils are likely to need time to become accustomed to it and how to use it. It is recommended that before launching into the lessons the teacher and pupil are given time to practice using it by trialing basic (but importantly fun) activities with pictures, to learn and practice the key skills of initiating, scanning, dwelling and confirming etc.

Some pupils may use an E-tran frame as their everyday method of communication. For these pupils it is important to continue to use their familiar protocol which may or may not differ slightly from the one above.

The single message cards such as 'help!', 'Oops!' and 'Big oops!' can be placed in the central part of the E-tran frame and serve the same purpose as when used with a VPM.

How to Use E-tran Frame with Colour Coded Letter Group Cards for Spelling

The E-tran frame can be used to spell out words using an established system that groups and colour codes letters that are anchored to dots on the frame. The same basic protocol is carried out to use the frame to select the sequence of letters to spell the word to the teacher. However, the following two steps are added to the protocol:

- pupil indicates which group the target letter is in by dwelling on the **group first**
- teacher confirms this by stating the colour of the dot that the group is anchored to
- pupil then dwells gaze on the **dot** that matches the colour of the letter in the group
- teacher confirms this by stating the colour of the dot the pupil has indicated
- teacher then says the **sound that matches the pupil's choice of letter**

For example:

The pupil dwells on the group in the bottom left (as they see it) which is anchored to the pink dot. They are choosing a letter that is within the group: g, h, i, j, k, l. Teacher confirms by saying 'pink'. Pupil then dwells on the green dot on the frame to choose the actual letter. Teacher confirms by saying green. The letter g within the g, h, i, j, k, l group is green so that is the choice of letter. Teacher confirms by saying the sound 'g'.

If the pupil is spelling a more complex word some of the sound spellings may be made up of two or more letters. For these sound spellings it is not appropriate to say the sounds (or indeed the letter names) for the component letters. If the pupil is spelling the word boat with the sound spellings **b oa t** then the sounds are 'b' 'oe' and 't'. In the case of the middle sound spelling, have a whiteboard handy. When the pupil indicates the first letter **o** write it on the whiteboard for the pupil to see but say nothing. When the pupil indicates the second letter **a** write that next to the o on the whiteboard. At this point say the sound 'oe' and continue through the word.

For a pupil beginning to learn to spell at the very beginning of the programme it would be overwhelming to simply present them with cards that show the full range of letters. So, as the pupil works through the programme the colour coded letters

are gradually introduced. In Appendix ii there are group letter cards for each of the 7 sets in the programme, the final cards being used from that point onwards.

Using the VPM or E-tran frame to choose from a selection of auditory information

The VPM or E-tran frame is used to offer the pupil a selection of auditory information. The pupil is required to point or dwell on a dot corresponding to a previously given auditory item to make their chosen response clear to their communication partner. Using the VPM and E-tran frame to offer auditory information is much more challenging for the pupil than when, in the case of the E-tran frame, offering visual information as there is no 'ever present' clue about auditory information once the teacher has finished speaking.

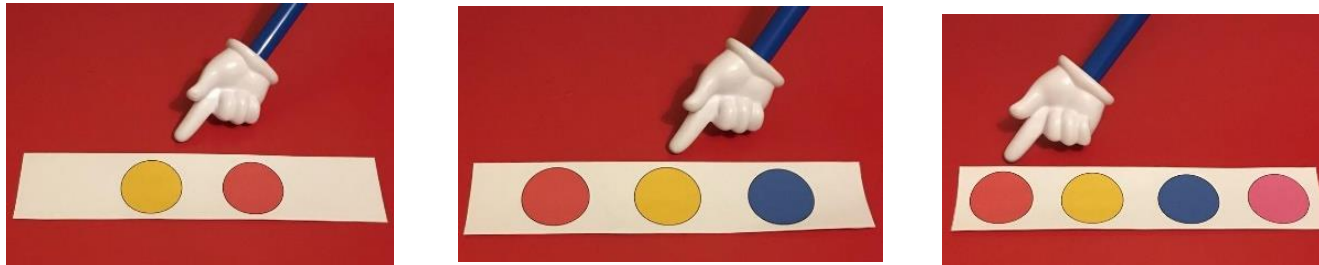
The pupil is required to use a greater range of cognitive skills, including auditory memory, auditory sequential memory and working memory. Some pupils may have weaknesses in these areas and it is important that the demands made on the pupil are an appropriate challenge, otherwise they may become disengaged.

For this reason, there is a selection of VPMs available, offering 2, 3 or 4 auditory choices and the teacher should choose which one to use based on the pupil's cognitive profile. Similarly, it is at the teacher's discretion as to how many auditory choices are offered to the pupil using the E-tran frame.

When auditory information is presented using a VPM or E-Tran frame, the teacher is required to think of sounds or words to offer to the pupil for them to make a choice. It is not feasible for the programme itself to provide a selection for each and every item within an activity as this would be unworkable. In addition, the selection offered should be tailored to the individual pupil according to their strengths and weaknesses.

As a guide, when thinking of sounds or words to present to the pupil consider the following:

- How many items do I need to offer? The more offered, the more challenging the activity – what can my pupil manage?



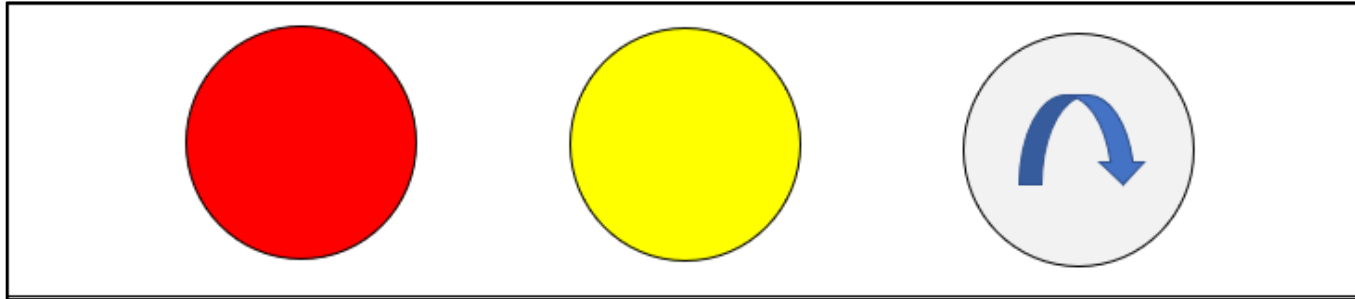
- How similar are the items I offer? The more similar the items offered, the more challenging the activity – what can my pupil manage? e.g. if the target word is 'bat' – offering 'bat' 'sun' and 'dog' is less challenging than 'bat' 'bed' 'bun' which is in turn less challenging than offering 'bat' 'bit' 'bet'.



The art is, as with all teaching, to balance pupil success and pupil challenge to optimise engagement and learning.

This, That or Something Else?

An extension to this is to make use of the VPM or E-tran cards with the 'something else' symbol (the final symbol with the blue arrow below).



The pupil may become accustomed to the fact that the teacher always provides the answer on one of the dots and so it is worth 'having a guess', which should be discouraged. Using the 'something else strategy' requires the pupil to think a little more carefully about options as the correct response may not be immediately offered. For example, the teacher offers the above card and asks a question to which the answer is 'cat'. The teacher offers items as follows:

red = can yellow = cap or something else?

The pupil should indicate 'something else' and the teacher then offers further options until the correct choice is made.

Using the Thinking Voice symbol with Non-Verbal Pupils


Throughout the document there is a reference to the thinking voice symbol. 'Thinking voice' refers to the teacher requiring the pupil to carry out an oral and/or auditory process in their head, an activity that would otherwise be carried out 'out loud'.



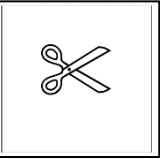
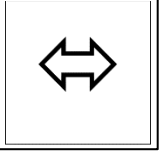


Of course, we cannot directly check that this is actually happening, but we can assess the outcome of this activity e.g. reading the word. Initially the teacher models these processes for the pupil but soon the pupil is encouraged to replicate the teacher's modelling of oral and auditory processes e.g. saying sounds, blending etc. 'in their head' using their thinking voice.

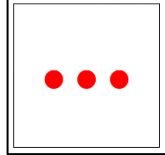
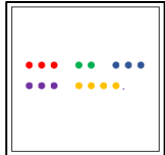


Be aware that some pupils may require the teacher to do lots of modelling, certainly in the initial stages. Some pupils may need to go through an intermediate phase where they are encouraged to use their thinking voice at the same time as the teacher models – with the teacher's voice becoming increasingly quiet so that the pupils own thinking voice becomes dominant.

Visual Timetable for a Lesson

Some pupils, particularly pupils with ASD, may benefit from the use of a visual timetable of the lesson to provide structure and focus during lessons. The lesson symbols correspond to the types of activities found in the programme (also corresponding to the categories on the planning sheet):

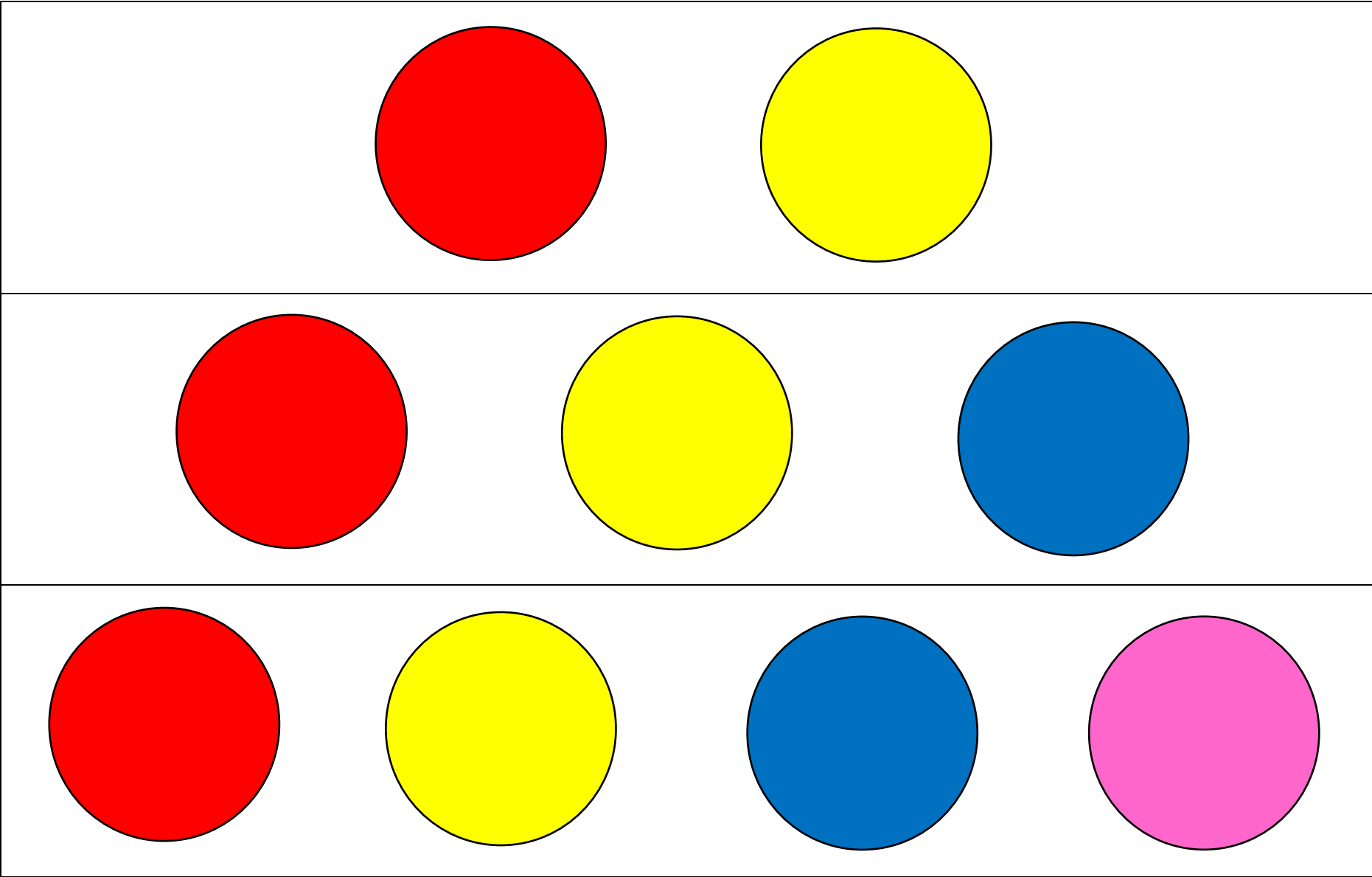
Activity Type	Description	Symbol	Verbal Label used with Pupil
Recall Learning (optional - brief)	Thought bubble What do you remember from last time? What sounds / sound were we working on?	 A square box containing a thought bubble with a question mark inside.	Remembering time

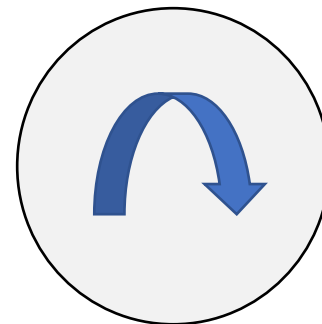
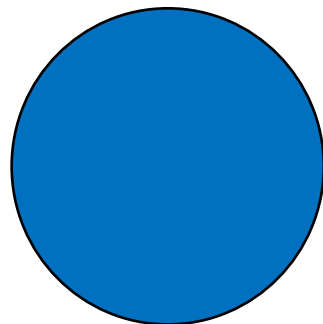
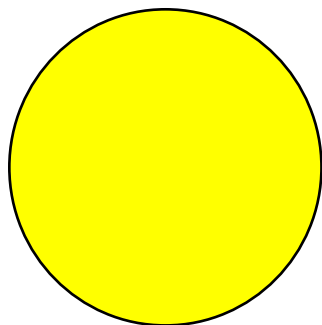
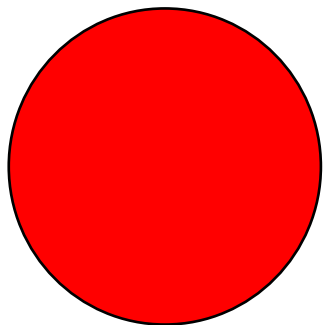
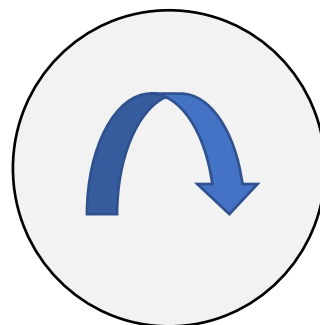
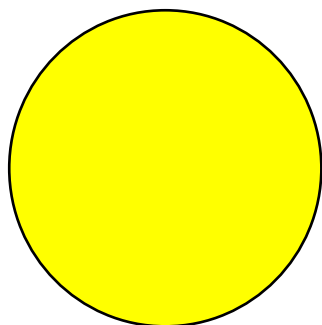
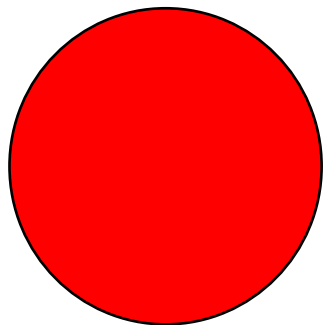
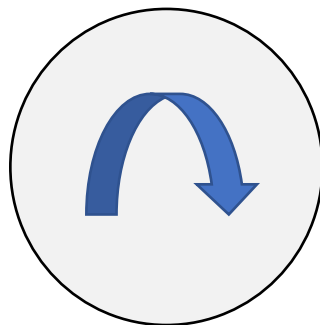
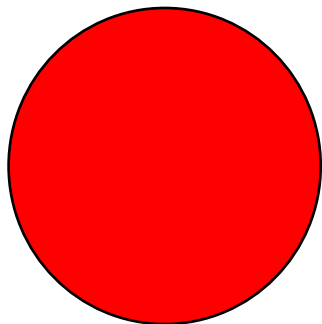
Auditory / Phonemic Skills	Ear We are going to play some listening games.		Listening Work
Blending Skill	Pushing Sounds When we read we push sounds together. Let's practise that now.		Pushing Work
Segmenting Skill	Scissors When we want to spell a word the first thing we do is split the word into sounds. Let's practise that now.		Splitting Work
Phoneme Manipulation Skill	Arrows Knowing how to slide sounds in and out of words helps our reading and spelling. Let's practise that now.		Swapping Work
Visual Skills	Eyes When we read, we need to look at the sound spellings and words very carefully. Let's practise that now.		Looking Work
Focus Sounds / Sound Work	Green speech bubble Let's think about some sounds / a sound and learn all about them/it.		Sound Work

<p>Word Level Work</p>	<p>Dots (symbols for sounds in a word) Let's work on some words with the sounds / the sound in.</p>		<p>Word Work</p>
<p>Sentence Level Work</p>	<p>Multiple sets of dots (symbols for sounds in a word) Let's work on some sentences with words with the sounds / the sound in.</p>		<p>Sentence Work</p>
<p>Reading text</p>	<p>Stack of books Let's read a book.</p>		<p>Reading</p>
<p>Plenary (optional - brief)</p>	<p>Green thought bubble What sounds / sounds have you learnt about today?</p>		<p>Thinking time</p>

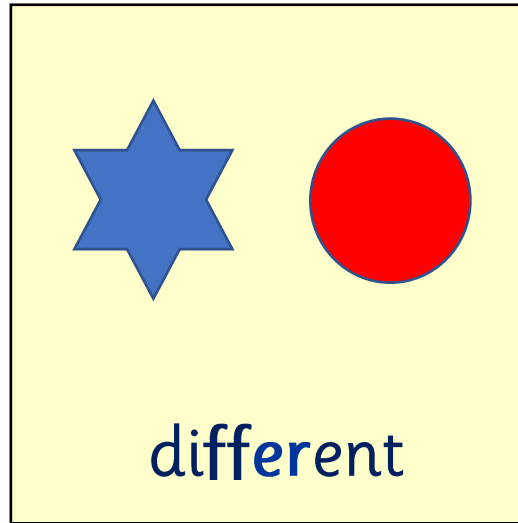
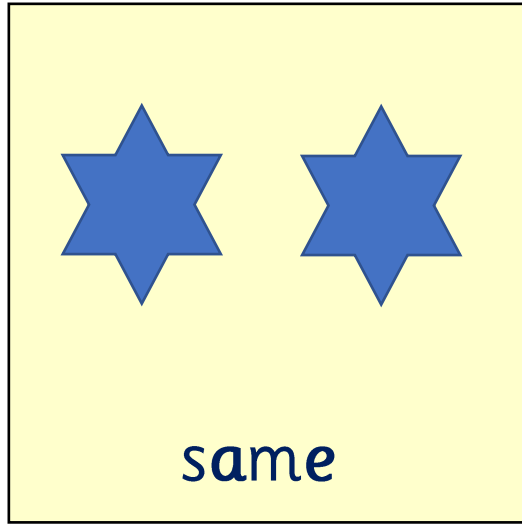
Appendix ii – Resources and Cards

Visual place marker cards – cut out into separate strips

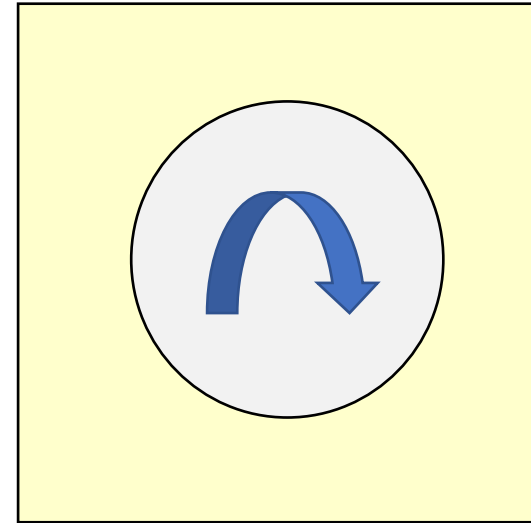




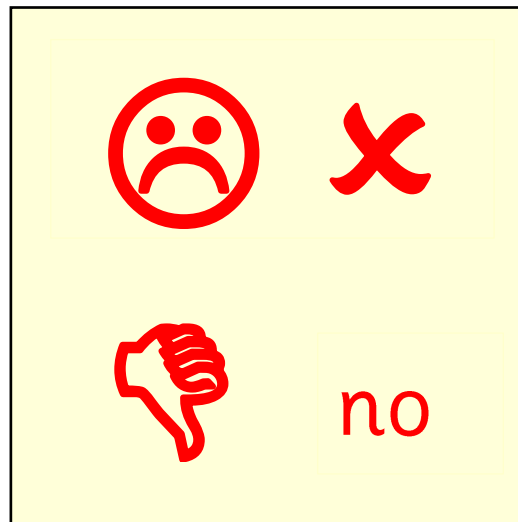
Same or Different Cards



Something Else Card (for E-tran frame)



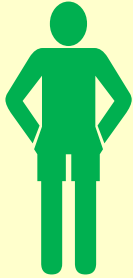
Yes and No Cards



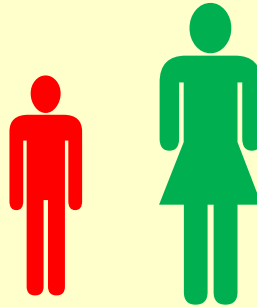
Big Oops Card (teacher mistake)



'Having a Say' Cards



I can do this by myself.



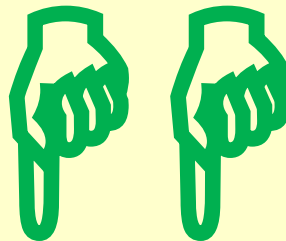
I need help, please.



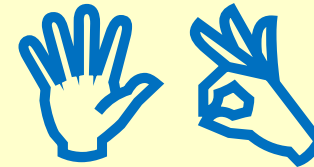
Say that again, please.



Oops !

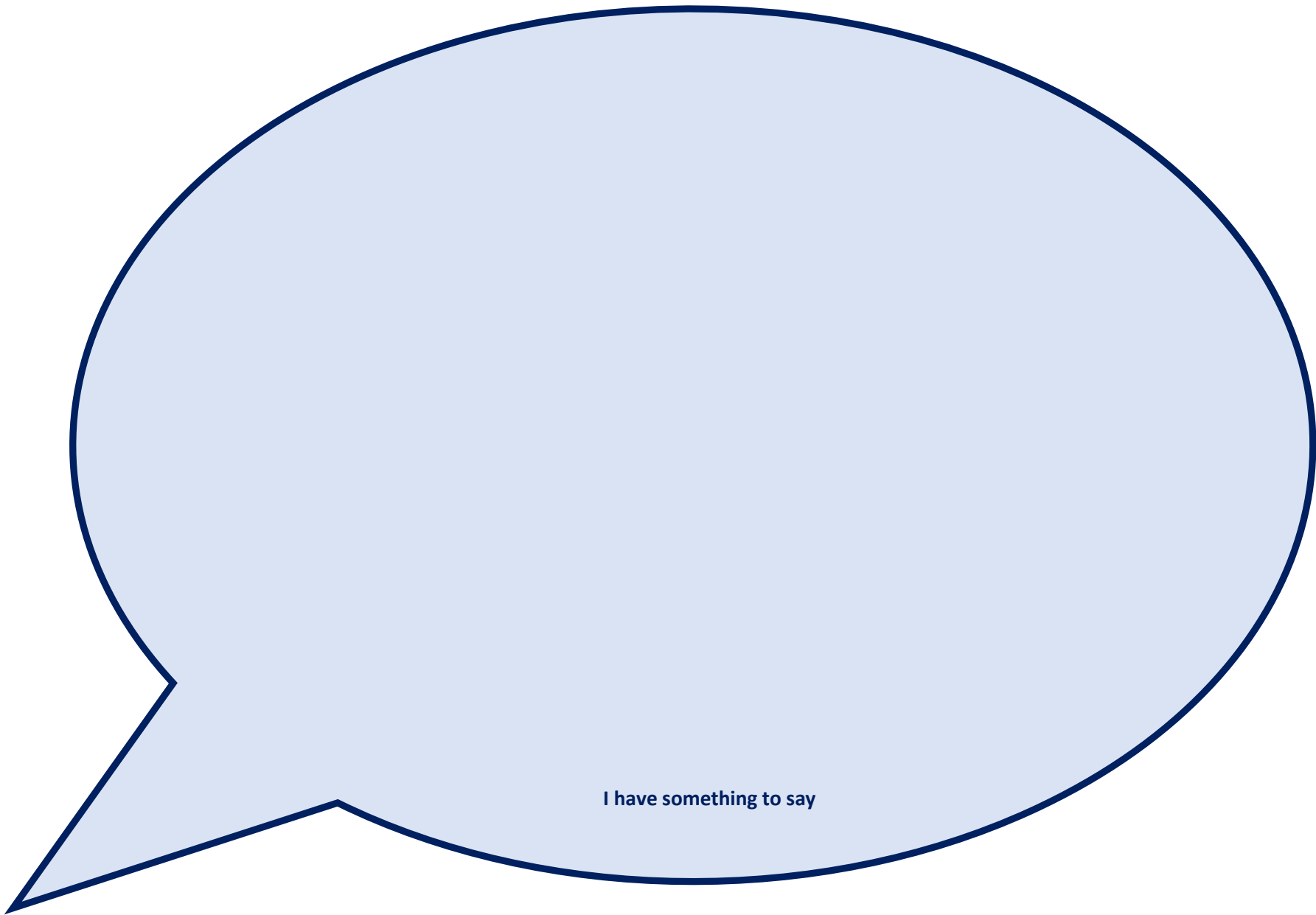


Do that again, please.



help !

help card for an E-tran frame

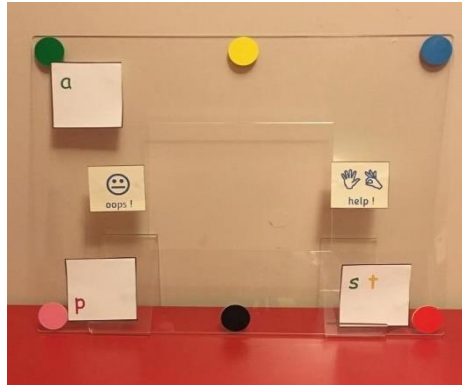


I have something to say

The image contains three yellow rounded rectangular boxes with dark blue borders. Two boxes are positioned side-by-side at the top, and a larger box spans the width of the page below them. All boxes are empty and intended for writing.

a

E-tran Letter Group cards – Set 1
/s/ /a/ /t/ /p/



p

s †

a

d

E-tran Letter Group cards – Set 2
/i/ /n/ /m/ /d/



i

m n

p

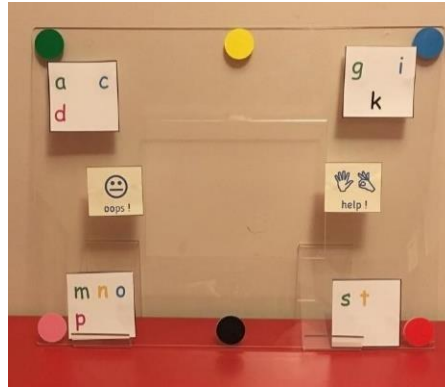
s t

a

c

d

E-tran Letter Group cards – Set 3
/g/ /o/ /c/ /k/



g

i

k

m

n

o

p

s

t

a

c

d

e

E-tran Letter Group cards – Set 4

/e/ /u/ /r/



g

i

k

m

n

o

p

r

s

t

u

a b c
d e f

E-tran Letter Group cards – Set 5
/h/ /b/ /f/ /l/



g h i
k l

m n o
p r

s t u

a b c
d e f

E-tran Letter Group cards – Set 6

/j/ /v/ /w/ /x/



g h i
j k l

m n o
p r

s t u
v w x

a b c
d e f

E-tran Letter Group cards – Set 7
/y/ /z/



g h i
j k l

m n o
p r

y z

s t u
v w x

a b c
d e f

E-tran Letter Group cards
Complete set
Use after working on /qu/ in book 3



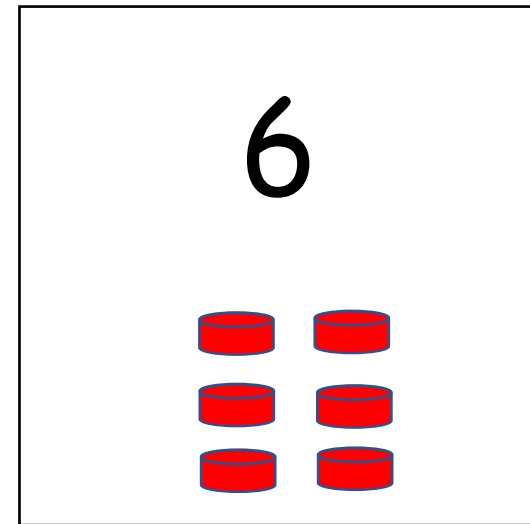
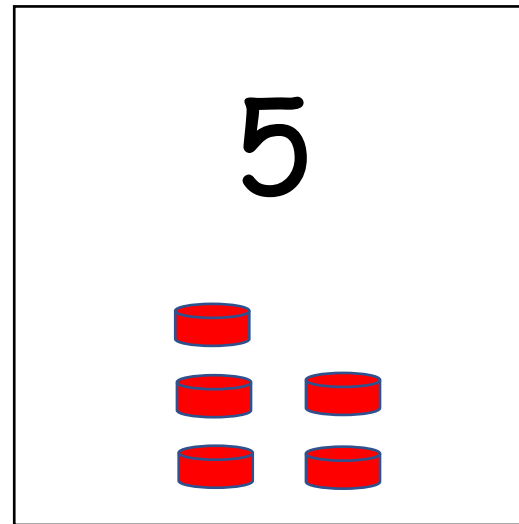
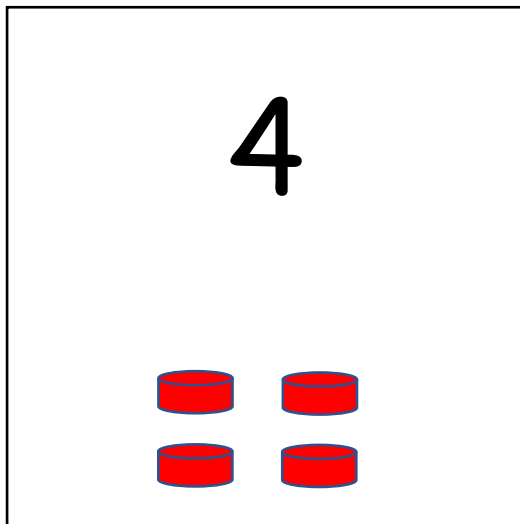
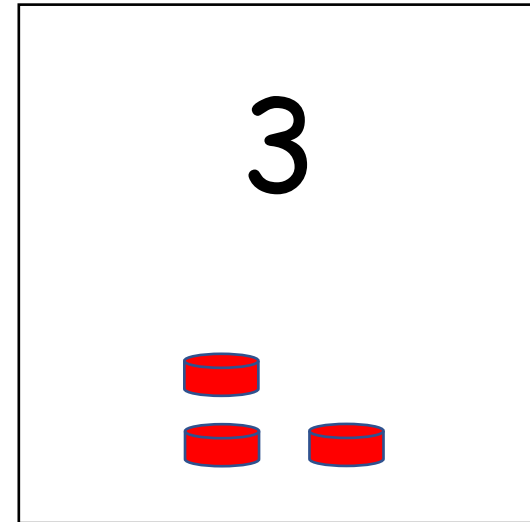
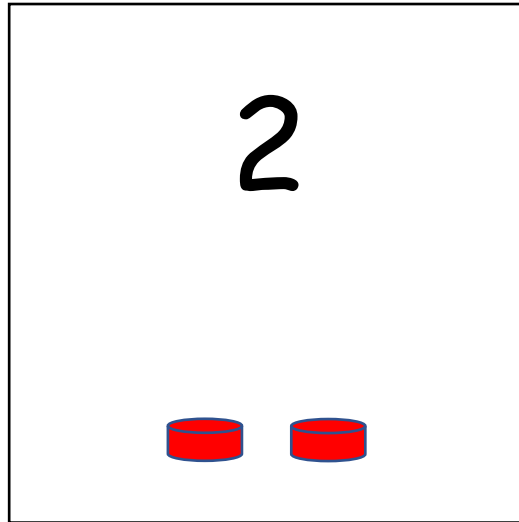
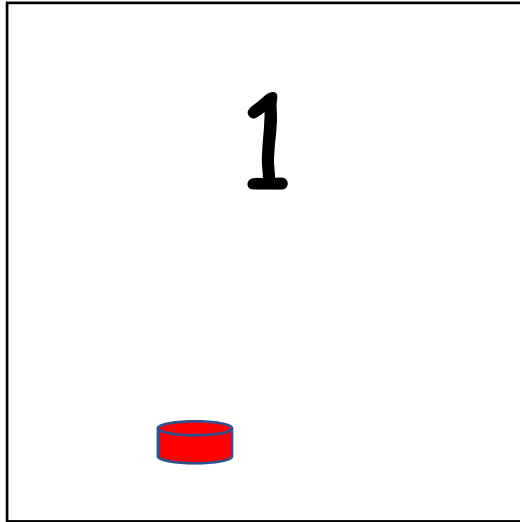
g h i
j k l

m n o
p qu r

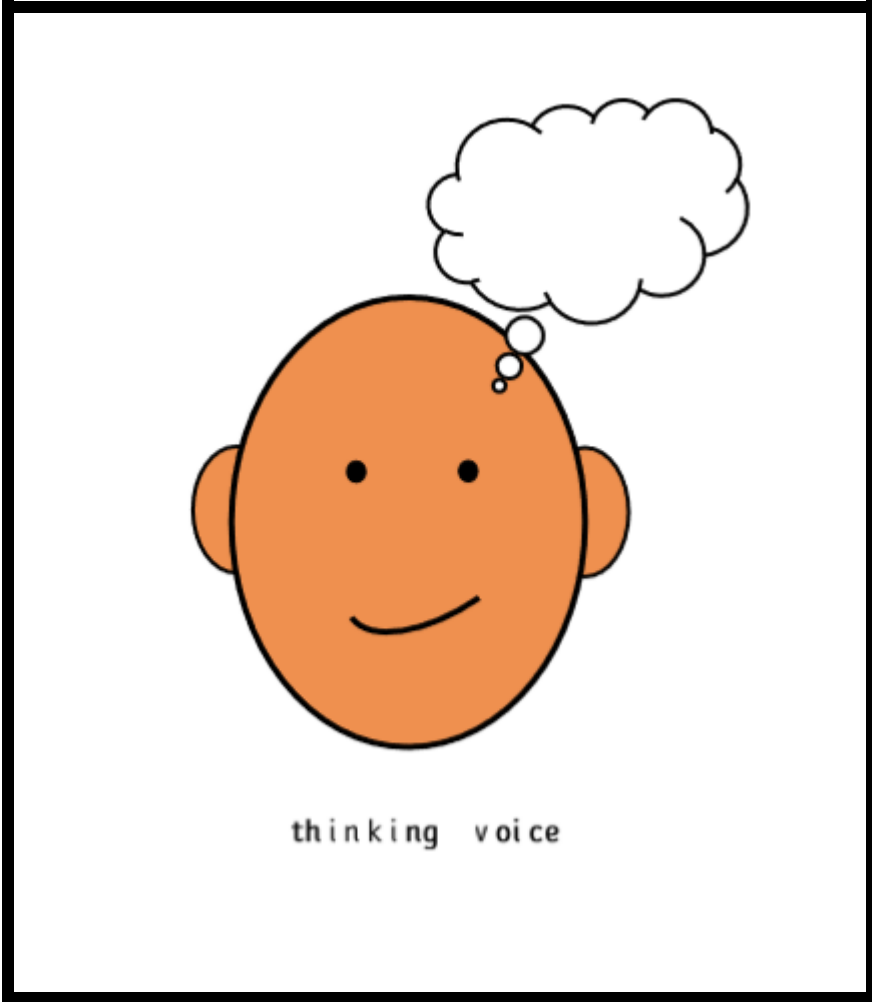
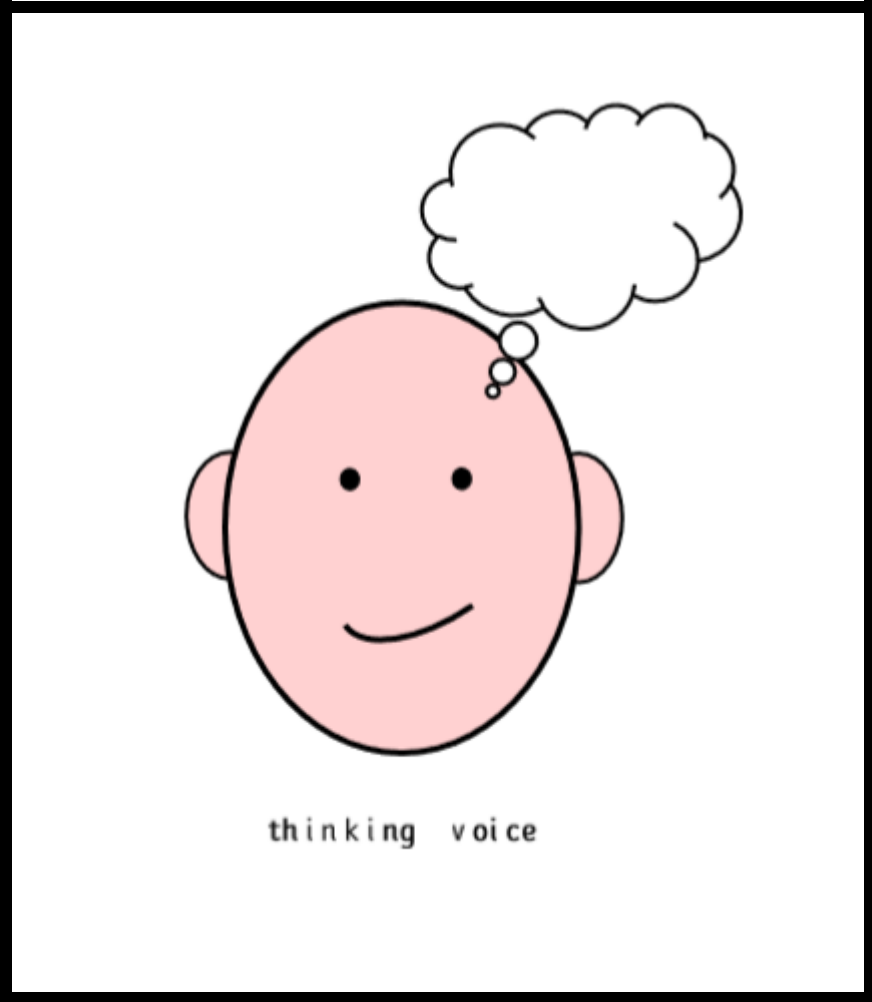
y z

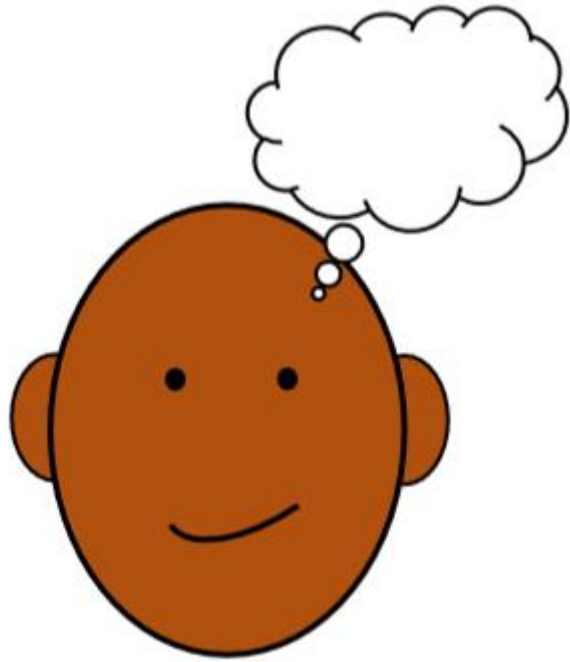
s t u
v w x

Number / Group Symbol cards

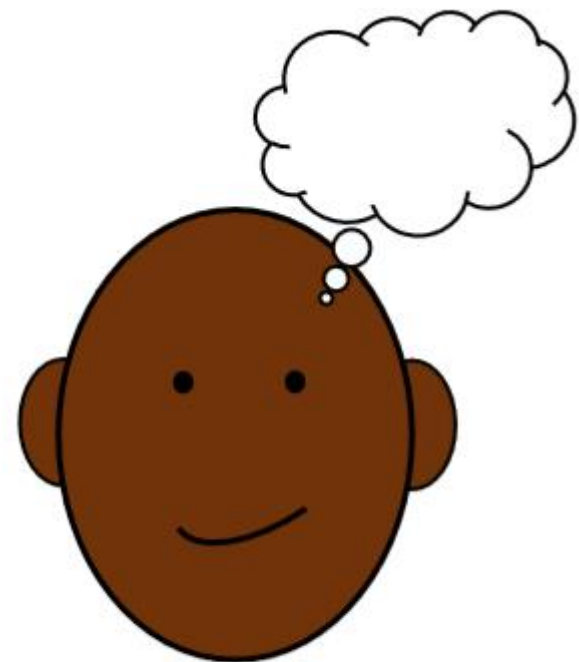


Thinking Voice – Visual Prompt



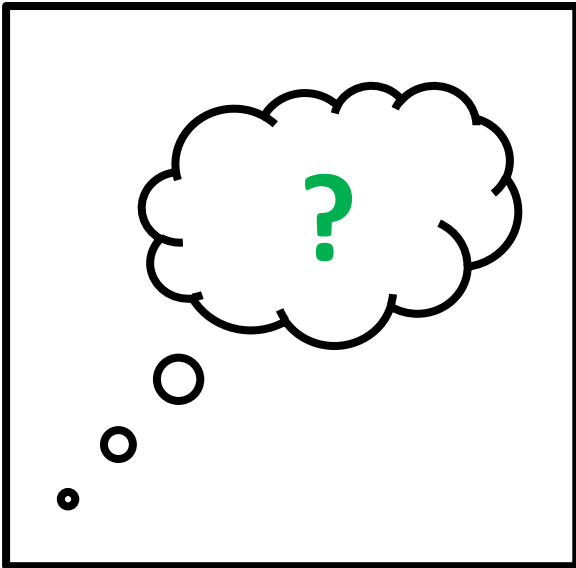


thinking voice



thinking voice

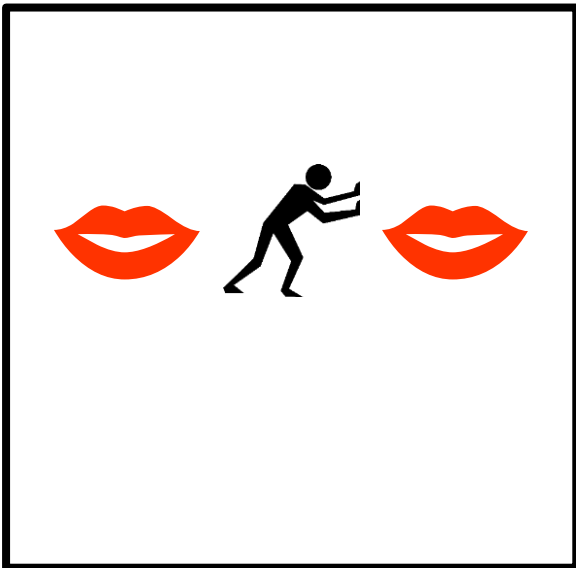
Activity Symbols for a Visual Timetable of the Lesson (note: description for pupils in bold)



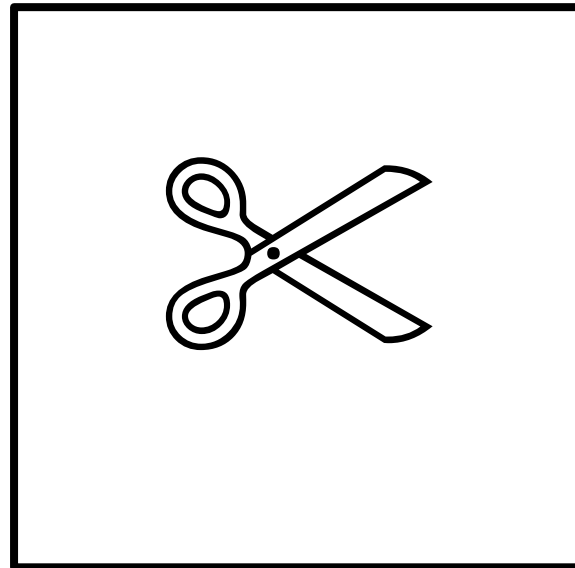
Recall prior learning
Remembering time



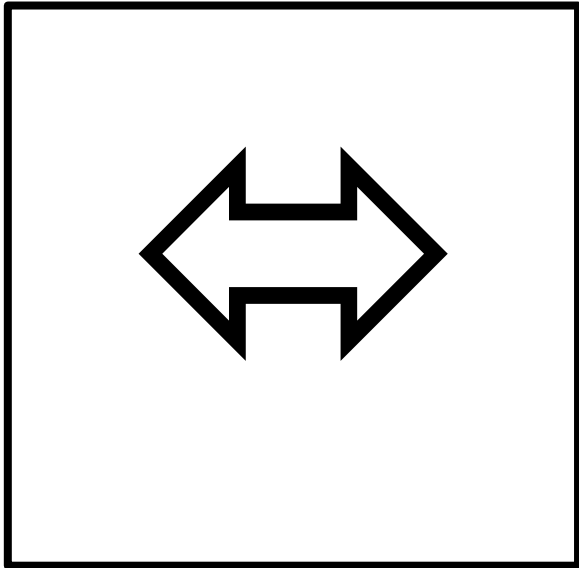
Auditory Processing
(Phonemic Awareness)
without visuals
Listening Work



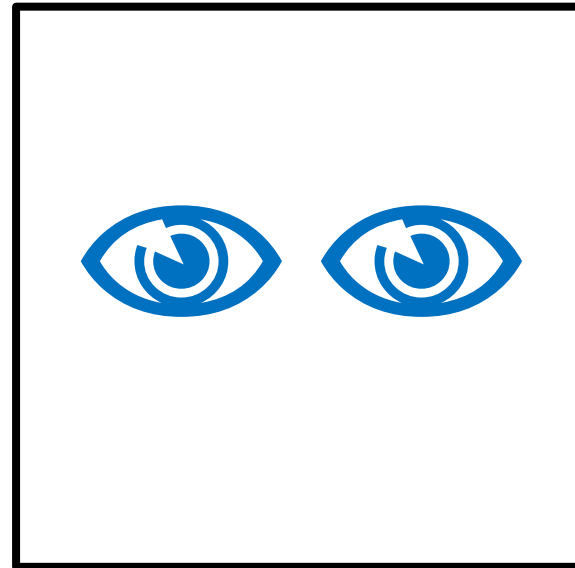
Dynamic Blending
Pushing Work



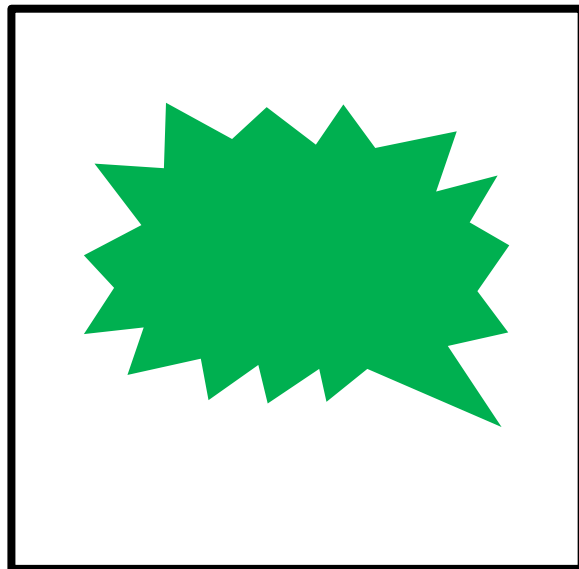
Sequential Segmenting
Splitting Work



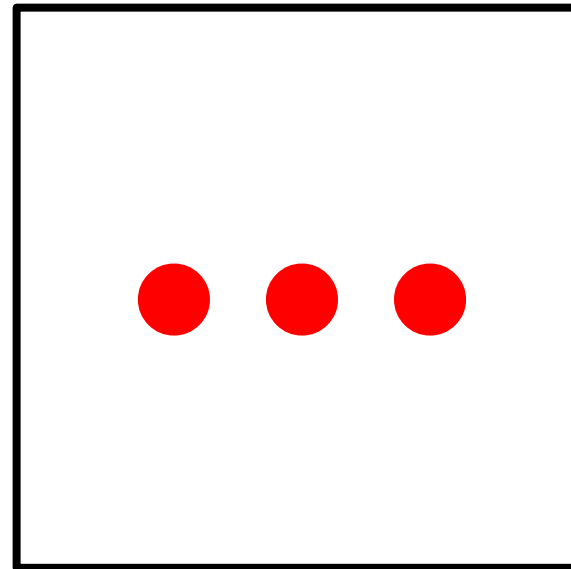
Phoneme Manipulation
Swapping Work



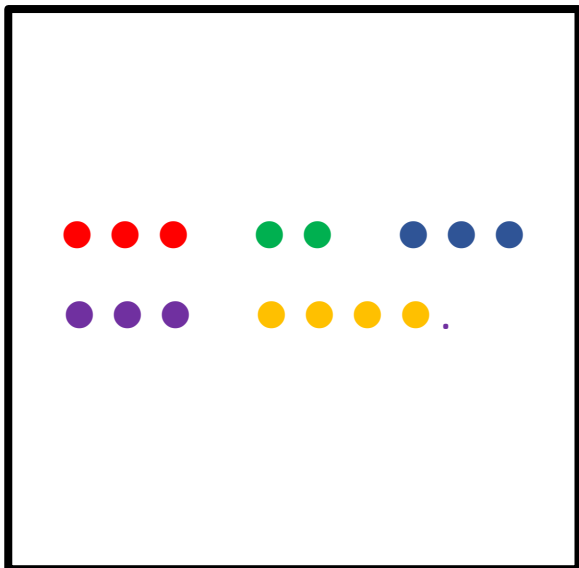
Visual Processing
Sound Spellings
Looking Work



Sound(s) Focus
Sound Work

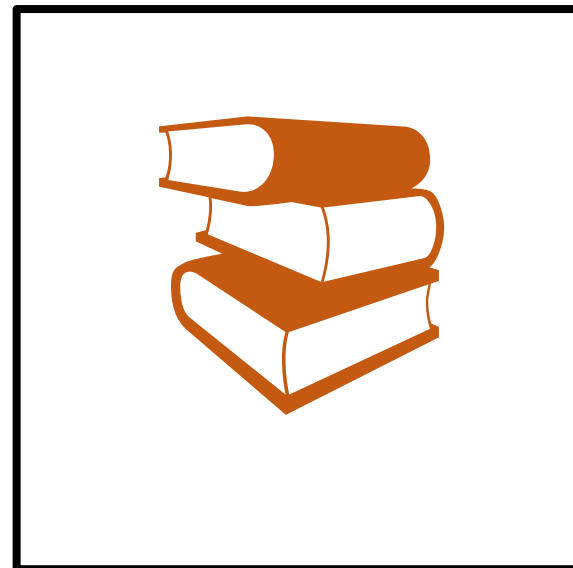


Word Work Reading and
Spelling Words
Word Work



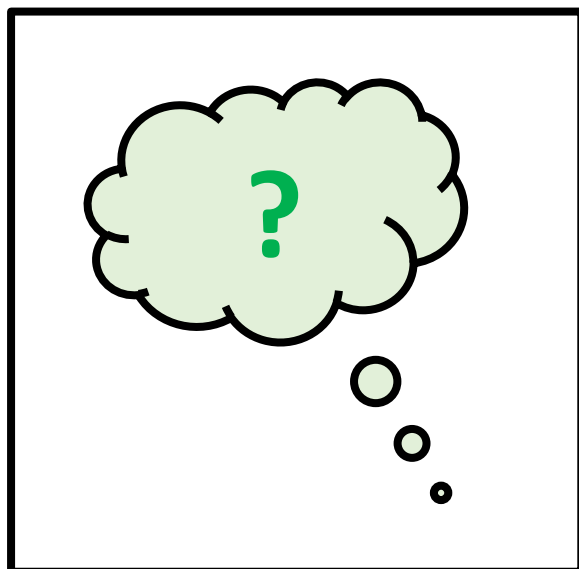
Working in Sentences

Sentence Work



Reading text

Reading



Plenary

Thinking time

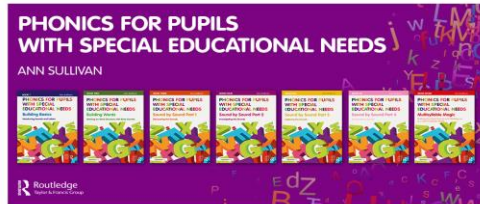
Visual Timetable Frame

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Further Information



Seven book programme published 2019 by Speechmark Routledge, available from Routledge, Amazon, Wordery, Blackwells & Waterstones.

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

WEBSITE: www.phonicsforpupilswithspecialeducationalneeds.com



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