

## ADHD

- Wobble cushions
- Weighted cushions
- Sensory fiddle toys
- Consider seating arrangements for minimal distractions
- Choose a phonics teaching space with minimal distractions

## ASD

- Visual timetable
- Social stories & routines
- Planned sensory or quiet times
- Clear and consistent boundaries with visual prompts
- Systematic phonics approach which is repeated in all groups

## Cognition and Learning Needs

- Visual timetable
- Flashcards with images matching the letter, S is a snake
- Minimal talk by the adults to focus time and learning
- Alternative recording methods
- Movement breaks where needed.

## Dyspraxia / Physical Impairment

- Adapted equipment or pencils, e.g. pencil grips
- Regular breaks, movement & relaxation
- Consider seating positions – specialist chairs

Strategies to support children in Phonics



## Dyslexia / Dyscalculia

- Overlays & coloured paper
- Dyslexia friendly books
- Reduce the amount of text on a page
- Reading rulers used to minimize the amount of text being seen at one time.

## Hearing and Visual Impairment

- Consider seating positions – sit close to the adult
- Pre-teach or post-teach vocab
- Additional visual support
- Name children before questioning
- Makaton
- A4 sound cards available

## Speech, Language and Communication Needs

- Lanyard prompt cards with specific skills
- Working with an adult to support visually, orally or physically through resources or gestures
- Adults use hand gestures (1,2,3, and stop signal)

## Gifted and Talented

- Varying the resources – poetry, fiction, and non-fiction texts
- Asking comprehension questions to apply their knowledge or analyse situations discussed
- Gifted & Talented children are moved on the Talk for Reading groups as soon as suitable