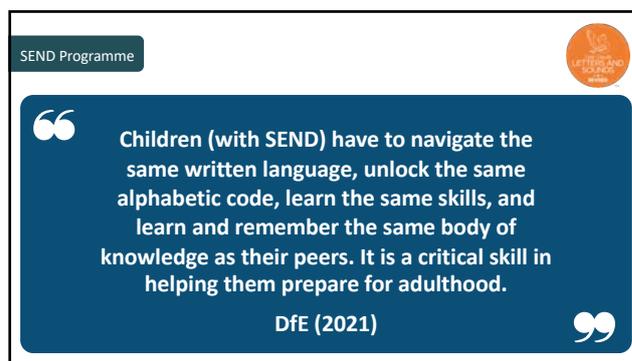
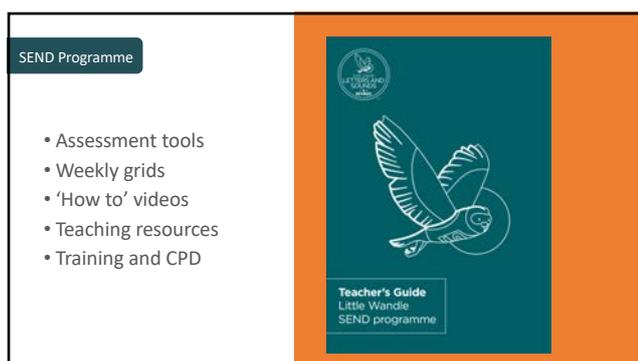




1



2



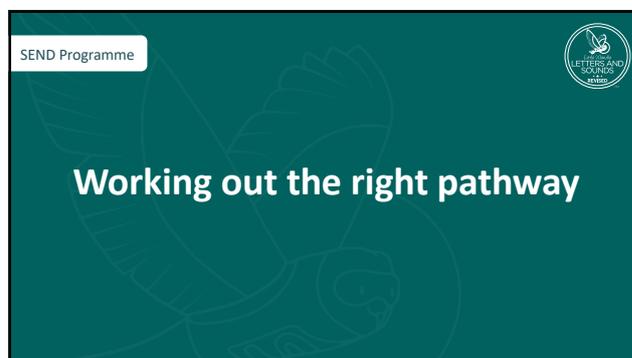
3



4



5



6

SEND Programme

Working out the right SEND pathway

- Assess all children on entry to the SEND programme
- Except those starting at the beginning of Phase 2
- SEND programme website area

7

SEND Programme

Choosing the right programme and pathway

Pathway 1
can access the **main programme** with adaptations

Pathway 2
graduated approach + lessons with lower cognitive load

Pathway 3
graduated approach to teach all of aspects of the programme

8

SEND Programme

Pathway 3

Foundations for phonics

- Pre-Phase 2
- Phonological skills:
 - the ability to recognise and manipulate parts of spoken language
 - are predictive of later reading skills
- Games and activities develop these skills

9

SEND Programme

Progressions

10

SEND Programme

Progressions

The image shows several tables detailing the progression of skills across different phases of the SEND programme. It includes columns for 'Phase 2' and 'Phase 3' with various sub-sections for different skill areas.

11

SEND Programme

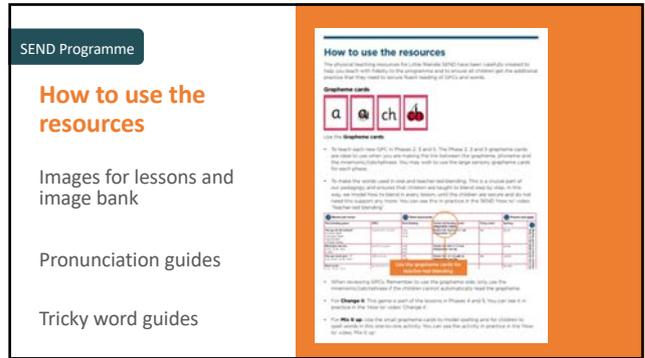
On-going assessment

The image displays materials for on-going assessment. On the left is a 'Little Wandle SEND Phase 2 assessment' sheet. In the center is a grid of letters (s, a, t, p, i, n, m, d) and words (tap, man, dig, cat, dog, kick) with corresponding images. On the right is a screenshot of a digital assessment interface.

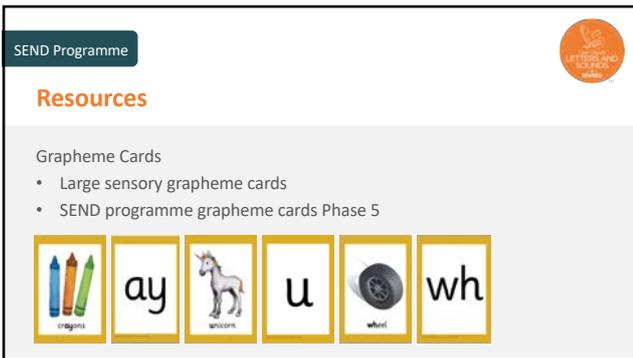
12



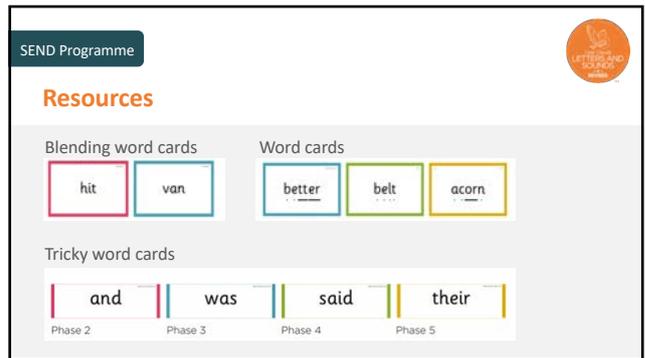
13



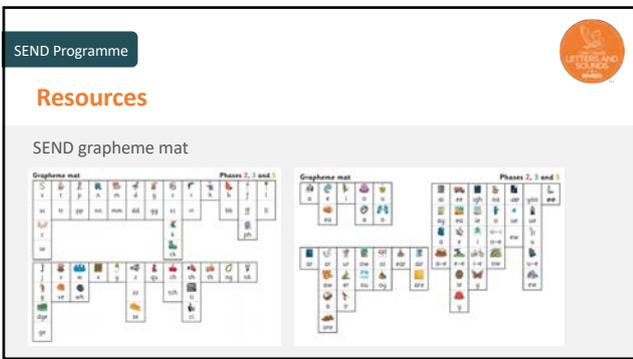
14



15



16



17



18

SEND Programme



Teaching Little Wandle SEND: Phonics lessons

19

SEND Programme

Phonics lessons: Teaching GPCs




- Teach GPCs **before** children encounter them in the words and activities in the SEND grids
- Use the Prompt cards and 'How to' videos
- Blending is key

20

SEND Programme



Teach GPC video




Use of communication symbols
Positive, engaging, persistence
Same teaching steps

21

SEND Programme



 Reflect

- Use of communication symbols
- Positive, engaging, persistence
- Same teaching steps

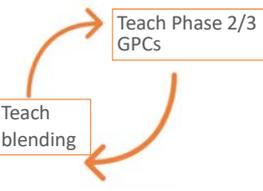
Discuss

- Adaptations you might make?
- How to ensure success?

22

SEND Programme

Teaching blending



Blending practice lessons

- Phase 2: 7 weeks
- Phase 3: 5 weeks



Children need to learn how to blend before starting Phase 4

23

SEND Programme



Teacher-led blending video




Pace
Meeting the child where they are
Positive, engaging, persistence
Same teaching steps

24

SEND Programme



Reflect

- Pace
- Meeting the child where they are
- Positive, engaging, persistence
- Same teaching steps

Discuss

- Adaptations you might make?
- How to ensure success?

25

SEND Programme



'Change it' with assistive technology videos





Use of assistive technology

Adapted pace: two words

Same teaching steps

26

SEND Programme



Reflect

- Use of assistive technology
- Adapted pace: two words
- Same teaching steps

Discuss

- Adaptations you might make?
- How to ensure success?

27

SEND Programme



Teaching tricky words

- Introduced in Phase 2
- Teach Phase 2 and 3 tricky words outside of the blending lessons
- Prompt cards
- Taught in the lessons or separately

and
Phase 2

was
Phase 3

said
Phase 4

their
Phase 5

28

SEND Programme

Using the weekly grids

- Use the weekly grids flexibly
- Chunk up lessons, as needed

Resources

- Optional phrases and sentences
- Images for words
- Image bank



29

SEND Programme



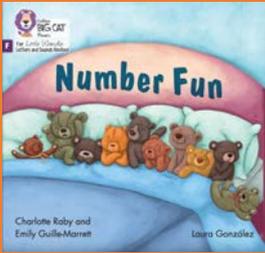
Teaching Little Wandle SEND:
Reading practice sessions

30

SEND Programme

Not blending – yet!

- Wordless books
- Foundations for phonics
- Nursery and action rhymes
- Language development



31

SEND Programme

Match books to children’s secure phonic knowledge

- Use the assessments and your professional judgement

Check the child can read:

- The GPCs in the book effortlessly
- The practice words at the front of the book fluently
- The tricky words



look	for
Mark	room
near	see
Jibber	wow



32

SEND Programme

Adapting the three reads

The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody
- Comprehension



33

SEND Programme

Blending practice books

- Focus on specific Phase 2 and Phase 3 GPCs
- Phase 2 blending practice books
- Phase 3 blending practice books
- Blending practice books for age 7+



34

SEND Programme

Which books?

- Use the main decodable books, the blending practice books or the 7+ books
- Not all Phase 5 graphemes from the main programme are taught in the Phase 5 SEND weekly grids
- Matching grid for SEND



35

SEND Programme

The graduated approach



36

SEND Programme

Assess, plan, do, review

The graduated approach

Assess	<ul style="list-style-type: none"> Work out which stage and GPC is appropriate for the child, using our assessments (the placement assessment or appropriate SEND assessments)
Plan	<ul style="list-style-type: none"> Use the weekly grids to identify which GPCs and skills you are going to teach. Plan the steps and adjustments needed to successfully teach these. Give a clear timescale for this/decide when to review progress towards these steps.
Do	<ul style="list-style-type: none"> Teach and keep notes as needed for additional adjustments, successes and extra steps needed. From the activities described in the Prompt cards for teaching a new GPC (pages 33 to 34), choose to start with either What's in the box? or Teach a new phoneme.
Review	<ul style="list-style-type: none"> Ensure regular review occurs. Consider reteaching, where more input and practice is needed.

37

SEND Programme

Prompt cards and adaptations

What's in the box? (Phase 2)

What to do	Appropriate adjustments	Notes
<ul style="list-style-type: none"> Explain that all the objects in your bag represent one of the same sound. Take out each object, one by one. Ask what it is, pronounce the initial sound. Ask the child to copy the method as the child says the sound and then the name of the object. 	<ul style="list-style-type: none"> Use objects that give a sensory input. Allow the child to feel or smell the object if appropriate. Start with a small number of objects, which you can increase if appropriate. Use generative images from the L16 Wandle SEND image bank to give influence to the activity. The child may not be able to produce accurate mouth-to-mouth pronunciations. They may not hear that they have not pronounced the activity. 	<ul style="list-style-type: none"> To ensure the objects are within the child's vocabulary knowledge, it is best to use objects or pictures that are of interest to the child. The child may not be able to produce accurate sounds. Sometimes, repeat the sound they produce. Use the Phase 2 prompt card for the GPC and teach the other objects listed in the Phase 2 programme chart too.
<p>Note</p> <ul style="list-style-type: none"> This activity may need to be repeated several times, to help the child hear the phoneme and the sound of the word. Use the Phase 2 notes on the sound of phonemes and objects and then return to the previous phoneme and objects. 		<ul style="list-style-type: none"> This activity may need to be repeated several times, to help the child hear the phoneme and the sound of the word. Use the Phase 2 notes on the sound of phonemes and objects and then return to the previous phoneme and objects.

38

SEND Programme

Reflect Discuss

• Adaptations you might make?

• How to ensure success?

What's in the box? (Phase 2)

What to do	Appropriate adjustments	Notes
<ul style="list-style-type: none"> Explain that all the objects in your bag represent one of the same sound. Take out each object, one by one. Ask what it is, pronounce the initial sound. Ask the child to copy the method as the child says the sound and then the name of the object. 	<ul style="list-style-type: none"> Use objects that give a sensory input. Allow the child to feel or smell the object if appropriate. Start with a small number of objects, which you can increase if appropriate. Use generative images from the L16 Wandle SEND image bank to give influence to the activity. The child may not be able to produce accurate mouth-to-mouth pronunciations. They may not hear that they have not pronounced the activity. 	<ul style="list-style-type: none"> To ensure the objects are within the child's vocabulary knowledge, it is best to use objects or pictures that are of interest to the child. The child may not be able to produce accurate sounds. Sometimes, repeat the sound they produce. Use the Phase 2 prompt card for the GPC and teach the other objects listed in the Phase 2 programme chart too.
<p>Note</p> <ul style="list-style-type: none"> This activity may need to be repeated several times, to help the child hear the phoneme and the sound of the word. Use the Phase 2 notes on the sound of phonemes and objects and then return to the previous phoneme and objects. 		<ul style="list-style-type: none"> This activity may need to be repeated several times, to help the child hear the phoneme and the sound of the word. Use the Phase 2 notes on the sound of phonemes and objects and then return to the previous phoneme and objects.

39

SEND Programme

Reducing cognitive load

- The teaching environment
- The way information is presented
- Teacher-modelling and language

Adaptions for sensory input

40

LETTERS AND SOUNDS

Thank you

41