

Planning Inclusive Lessons  
Phonics

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> <li>• Reading rich environment</li> <li>• Immersion in stories, rhymes, songs and poems to support their understanding of language.</li> <li>• Opportunities to apply their decoding skills at a sentence level, phrase level, word level and initial sound level</li> <li>• Identify any gaps or misconceptions</li> <li>• Phonics is taught discretely, daily. Further opportunities are provided every day for pupils to practices what they have been taught</li> <li>• Adults support phonetically plausible attempts and use the same vocabulary and questioning from phonics lessons to support in reading/writing tasks.</li> <li>• Segmenting and blending skills are modelled throughout the curriculum.</li> <li>• Describe the mouth and tongue movement to say the sound and consider providing mirrors to allow learners to watch themselves saying the sound.</li> </ul>	<p>Use of concrete resources e.g. Magnetic letters, letter cards, phoneme cubes</p> <ul style="list-style-type: none"> <li>• Use visual aids for children to refer to e.g. Sound mats</li> <li>• Phonics games</li> <li>• A working wall with the sounds and high-frequency words (HFW)</li> <li>• Multi-sensory approaches</li> <li>• ICT support</li> <li>• Apps e.g. Phonics Play,</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully consider the pace of the lesson. A fast-paced lesson will keep learners alert and active – but ensure they have the time and support needed to be accurate with enunciation or skills application.</li> <li>• Interactive lessons provide opportunities for learners to engage in different ways. In phonics, learners will be vocal when practising saying sounds, decoding and reading. There will also be opportunities for letter formation and writing.</li> <li>• Use specific, targeted questioning to challenge and support learners.</li> </ul>