

# Riverside School

## Reading, Communication & Phonics protocols

All phonics sessions are taught within the class English and Communication lesson as part of a class rotation. This enables all pupils to embed letter sounds using various multisensory techniques across the week. All letter sounds should be taught alongside the name of a letter e.g. This is 'S'... it makes the sound...sssss . Please refer to the whole school phonics scheme 'Anima Phonics' for more detail. There should be a clear visual reminder on the wall for sounds being learnt that week.

Phonics teaching should not just rely on symbol use. The expectations is real objects are used to embed the learning.

As part of the Anima Phonics scheme, some pupils are yet to start learning letter sounds. Instead, they are focusing on 'phase 1' which teaches the skill of sound distinguishing and communication.

In addition to the activities that are part of the Anima scheme, Riverside school also uses the teachings listed in this document to support and progress understanding, phonics, reading and communication.

### Pre-letter sound protocol - Nonverbal progression

Some pupils at Riverside school develop their non-verbal communication methods during a main phonics & Communication session. This session is the key time to introduce a new skill in communication for example, the next PECs stage, a new functional object of reference or a new symbol on a communication board. The expectation is that this is then followed up throughout the week to embed skills.

Pupils access PECs or other AAC. Makaton is used to provide a visual support for understanding.

Pupil also use a range of strategies to begin distinguishing between sounds for example using sound lotto games, I-hear boards for environment sounds and repeating adult led body percussion.

It is vital that, where possible, pupil are given opportunity to use real objects during sound play for example - pointing to or picking up the toy dog when they hear the sound of a bark. This helps to embed a visual representation of a word and in turn, embeds vocabulary.

### Communication boards

Communication between someone who is nonverbal and someone who uses spoken language can be difficult. Communication boards may cut down on some of this difficulty by providing simple, recognisable images and symbols to support understanding.

You can use communication boards to:

- express a simple message, such as "I need to use the bathroom"

- ask questions
- offer choices
- display a schedule or structure

Communication boards help pupils express their immediate needs and preferences, without searching through PECs symbols. These boards may increase autonomy by allowing pupils to make decisions about their own choices as it allows them to communicate their needs to others more effectively.

## PECs

The Six Phases of the Picture Exchange Communication (PECs) System Are:

### **PECS PHASE 1: How to Communicate**

The child with autism learns to exchange single pictures for items or activities they really want.

### **PECS PHASE 2: Distance and Persistence**

Still using single pictures, the child with autism learn to generalize this new skill by using it in different places, with different people and across distances. They are also taught to be more persistent communicators.

### **PECS PHASE 3: Picture Discrimination**

The child with autism learns to select from two or more pictures to ask for their favourite things. These are placed in a communication book, a ring binder with Velcro strips where pictures are stored and easily removed for communication.

### **PECS PHASE 4: Sentence Structure**

The child with autism learns to construct simple sentences on a detachable sentence strip using an "I want" picture followed by a picture of the item being requested.

### **PECS PHASE 5: Answering Questions**

The child with autism learns to use PECS to answer the question, "What do you want?"

### **PECS PHASE 6: Commenting**

Now the child with autism is taught to comment in response to questions such as, What do you see?, What do you hear? and What is it? They learn to make up sentences starting with I see, I hear, I feel, it is a, etc.

## Pre letter-sound protocol – Verbal progression

Pre-letter sound skills are the continual development of a child's understanding and knowledge of spoken communication as well as other forms such as gestures, facial expressions and body language. Pupil who are not yet at a learning Step 7 engage in communication and pre-phonetic learning - this includes learning to distinguish between different sounds e.g. animal sounds, environment sound, musical instruments or body percussion.

### Stage 1

Pupil will learn to recognise, differentiate and respond to both speech and non-speech sounds, start to recognise words and interpret facial expressions and body gestures. They will begin making sounds, mimic speech patterns and start to use body language to express their needs, wants and thoughts.

### Stage 2

Pupils will start to isolate individual words in a speech flow, engage in sound play and recognise that sentences are made up of individual words.

### Stage 3

Pupils awareness of rhyme will emerge, with them enjoying nursery rhymes, songs and stories with rhyme alliteration and repetition.

### Stage 4

Pupils starts to develop an understanding that words can be split into parts (syllables) and that these parts give the word its rhythm. They should be able to orally blend syllables together to form words and segment words into syllables.

### Stage 5

Pupils will be able to group words by sound, not spelling, such as chair, bear, stare etc. They will begin to understand that syllables in a word can be further broken down (segmented) into smaller sound units referred to as onset and rime.

## Phonics Progression

Start by teaching pupil to see a letter and then say the sound it represents. Pupil are taught the phonic sounds in 'phases' - starting with s,a,t,p,i,n so that they can sound out and read a wide variety of words (e.g. sat, pin, pat). Initial teaching of a sound should be a multi-sensory approach, providing pupil with tools to embed their learning.

The order in which phonic sounds are introduced is (using Anima phonics scheme):

**Phase 2 & Phase 3:** s a t p i n m d g o c k ck e u r h b f l j v w x y z qu oo ar or ur ow oi ear ch sh th th ng ai ee igh oa air ure er ue

Common Exception Words: the to I is me was my you of

**Phase 4:** Revision of all Phase 2 and Phase 3

Common Exception Words: go no into put he she you they we be all

**Phase 5a:** /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/ ie /oa/ ow /ue/ ew

Common Exception Words: their are her his said like have do one so some

**Phase 5b:** /ai/ a\_e, a /ee/ e\_e, e /igh/ i\_e, i /oa/ o\_e, o /ue/ u\_e, u /ur/ ir /oi/ oy /or/ aw, au /ow/ ou

Common Exception Words: what where why when who people pupil does live word sentence

**Phase 5c:** /f/ ph /w/ wh /v/ ve /ch/ tch /or/ ore /air/ are /oa/ oe /ee/ y, ie /i/ y /e/ ea

Common Exception Words: friend your today says were there by here has love come

**Phase 6a:** /air/ ear /ur/ er /d/ ed /t/ ed

Common Exception Words: because once ask school put puch pull full our door floor poor climb

**Phase 6b:** /igh/ y /s/ c /j/ g, ge, dge /r/ wr /m/ mb /n/ kn, gn /ee/ ey /l/ le

Common Exception Words: old cold gold hold every even great break pretty beautiful after fast last past farther class grass pass

**Phase 6c:** /ee/ i /sh/ ti, ci, ssi /zh/ si, sure

Common Exception Words: plant path bath hour move prove sure sugar eye could would whole any many busy

**Phase 6d:** /u/ o /o/ a /ur/ or /or/ ar

Common Exception Words: earth water again half Mr Mrs parents Christmas fruit woman

## Reading and spelling Progression

### Blending

Pupil are taught how to blend individual sounds together to say a whole word. They will start with CVC (consonant, vowel, consonant) words such as sit, pan, tap, before moving on to CCVC words (e.g. stop, plan) and CVCC words (e.g. milk, past).

### Digraphs

Once the pupil have learnt all the individual letter sounds, they will start learning to read and write digraphs. They will learn consonant digraphs (e.g. ch, sh, ng) and vowel digraphs (e.g. ea, oo, ai). Then they will move on to sounding out whole words such as hair, moon, chin etc.

Alongside this, pupil should be introduced to 'tricky words'. These are common words that don't follow the normal phonics rules (e.g. he, she, was, they, all).

### Alternative graphemes

When pupil are confident with the above, they will start learning more graphemes. They will learn that one sound can be represented by different graphemes. For example, the 'ai' sound (rain) can be represented as 'ay' (day), 'a\_e' (make), 'eigh' (eight) and 'a' (apron). Alternative pronunciations for graphemes will also be introduced, e.g. 'ea' in sea, head and break - each read differently.

### Fluency and Accuracy

By this point, pupil should be able to read many familiar words automatically and sound out unfamiliar words. They should be able to spell words phonetically, but not necessarily correctly.

The aim now is to support pupil to become more fluent readers and accurate spellers. Pupil will begin to learn more complex spelling rules such as prefixes, suffixes and silent letters. They should continue to practise reading on a daily basis to develop speed, fluency and comprehension.

## Speech and Language Therapy

Many of the pupil at Riverside school have additional Speech and Language targets that are taken from the outcomes or recommendations from Speech and Language Therapists. Where appropriate, staff will incorporate these in pupil's Individual Education Plans (IEPs) and support them through Phonic & Communication session objectives.

Useful website for phonics teaching;

- [ANIMA PHONICS - Proven Phonics Resources for Teachers & Parents | Anima Phonics](#)
- <https://www.phonicsbloom.com/>
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- <https://letters-and-sounds.com/index.php/phase-2-games/>
- <https://www.splashlearn.com/ela/phonics-games>

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