



Advisory Teaching Service

Advice to support the Teaching of Phonics to Children with a Hearing Loss

		<b>Resources</b>
<b>Meeting learning needs</b>	<b>Positioning / Use of Equipment</b>	<ul style="list-style-type: none"><li>○ Ensure background noise is kept to a minimum</li><li>○ Ensure the lighting is good</li><li>○ Reduce visual distractions</li><li>○ Ensure the child's audiological equipment is switched on and working, (including radio aid/soundfield)</li><li>○ Make sure the child is sat towards the front with a clear view of the teacher's face and board</li></ul>
	<b>Lip reading</b>	<ul style="list-style-type: none"><li>○ Ensure the child is sitting near to and facing you</li><li>○ Ensure you do not have your back to a window</li><li>○ Speak clearly and at a normal pace</li></ul> <p>Be aware:</p> <ul style="list-style-type: none"><li>○ Some sounds look very similar on your lips e.g. b/p/m/f/v</li><li>○ Words that sound different can look the same on your lips e.g. cap/cab, fan/van</li><li>○ Some sounds have no clearly distinguishable lip pattern e.g. t/d/n/k/g</li><li>○ Only approximately 30% of words in running speech are thought to be accessible through speech reading</li></ul>
	<b>Single letters and their sounds</b>	<ul style="list-style-type: none"><li>○ Use visual clues to support learning new sounds, to enable the child to 'see the sound' as well as hear it</li><li>○ Activities to consolidate phonics teaching e.g. sky-writing, squeezey bottle with water, a large brush with water/paint on a wall, sand</li></ul>

	<p><b>Oral blending and segmenting</b></p>	<ul style="list-style-type: none"> <li>○ Clap each phoneme of a 3-letter word, may need to use magnetic letters as a visual clue</li> <li>○ The child listens to 'robot talk' to give the phonemes of a range of objects on the table e.g. c-a-r, the child repeats the sounds and picks the correct object off the table</li> <li>○ The child takes an object/picture from a bag (keeping it hidden) gives the name like a robot to the rest of the group e.g. t-a-p and the group must blend the sounds to identify the object/picture. Swap roles</li> <li>○ Put stickers on cars with different sounds and park them in car parks next to each other and <table border="1" data-bbox="740 741 1399 781" style="margin: 10px auto;"> <tr> <td style="text-align: center;">sh</td> <td style="text-align: center;">i</td> <td style="text-align: center;">p</td> </tr> </table>           ask the child to blend the sounds together to make the word         </li> <li>○ Put stickers on lego bricks, the rim on paper cups with different sounds and stack (sideways on) and ask the child to blend the sounds together to make the word</li> </ul> <p>Be Aware</p> <ul style="list-style-type: none"> <li>○ When sounds and words are chanted out together (whole class) the child may not hear the sounds sufficiently well enough to be able to identify them clearly</li> </ul>	sh	i	p
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	<p><b>Overlearning</b></p>	<ul style="list-style-type: none"> <li>○ Daily repetition of sounds, segmenting and blending</li> <li>○ 1:1 Precision teaching for learning sounds in a quiet environment with no distraction</li> </ul>			
	<p><b>Other strategies</b></p>	<ul style="list-style-type: none"> <li>○ Praise efforts and celebrate progress</li> <li>○ Visual prompts for sounds and new words</li> <li>○ Barrier games to develop listening skills</li> <li>○ Use cloze procedures to encourage active listening</li> <li>○ Play rhyming games, e.g make families of words with cat, fat, pat, sat, mat, etc</li> <li>○ Reward the child with something they like e.g. stickers, house points, golden tickets</li> <li>○ As well as sharing progress with family always keep them up to date with what the child is currently working on so they can reinforce at home with games etc.</li> </ul>			

<b>Recording</b>	<b>Support for recording ideas</b>	<ul style="list-style-type: none"> <li>○ Visual prompts such as flashcards</li> <li>○ Multiple choice answers e.g. clip cards</li> <li>○ Letter shapes for mutli-sensory approach – sandpaper, fuzzy, wooden, magnetic etc.</li> <li>○ Scrap book – to include collection of pictures and words for each sound</li> <li>○ Dictaphone, talking tins</li> <li>○ Use a date stamp</li> <li>○ Use video to record progress</li> </ul>
<b>Individual needs</b>	<p>Individual programmes the child will benefit from short, focussed interventions, recommendations. Daily 10 min phonics activity e.g. distinguishing between 2 initial sounds p and n</p> <p>Barrier games 2x week for (15-20 mins) – paired or small group work</p> <p>Use visuals to support learning of new sounds, e.g. jolly phonics visuals</p> <p>Allow the child time for processing. This is especially important when moving onto blending and segmenting.</p> <p>Ensure you explain the meaning of the word. The child may be able to blend the sounds to say the word but not understand what the word means</p>	<ul style="list-style-type: none"> <li>○ Clip Cards (measuredmom.com)</li> <li>○ Jolly Phonics Lotto Game</li> <li>○ Black Sheep Barrier Game Resources</li> <li>○ Sound Bags (a bag of different objects beginning with a certain sound)</li> <li>○ Slug in a Jug game to develop rhyming</li> </ul>