Adaptation	What does this look like in phonics?
Group discussions.	TTYP – used regularly when discussing the books.
Use of technology.	If IWB available – use RWI online files for phonics sounds, speedy green words, story green words. Use of the virtual classroom to meet individuals needs, for children struggling to access groups and for sending home for parents to support learning.
Brain breaks.	Available for pupils who need them.
Adjustments to the lighting, layout, furniture and work spaces.	Work spaces/table places available for groups in large enough spaces. Rooms/location of groups considered when groups are decided. Children are given the option of sitting on the floor with clipboards.
Ear defenders.	Used for pupils who need them.
Adult support.	RWI groups are usually smaller than the usual class size and this allows for a higher adult to child ratio.
Relating the learning to what the children already know well.	RWI progress is mapped out and sequenced to ensure children are reading books matched to their phonics level.
Word mats.	Consistent sound mats and display friezes are used throughout the school.
Group work.	Paired reading is part of the RWI lesson.
Talk partners.	Used when discussing the books and answering questions.
Google translate.	Could be used to translate images and words for pupils with EAL.
Revisiting learning after a period of time.	Each speed sound lesson includes a 'review the word' to review words previously read and sounds previously taught.
Pre-teaching of key vocabulary and/or subject matter.	Virtual classroom videos sent home to introduce sounds and words.
Use of video clips.	Virtual classroom videos (as mentioned above)
Modelling.	"I do, we do, you do" used to structure sessions.
Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children.	Virtual classroom videos can be sent home to target areas/gaps in learning. Slips are sent home when groupings are changed to explain what the new focus will be.
IDPs	Specific targets based on sets of sounds or words read.
Repetition of inputs and chunking of information.	RWI scheme is sequenced and chunked to build on learning in small steps.

Visual supports.	Visual pictures used at the beginning of Set 1 to introduce hard words and support vocabulary building.
Working walls – independence building, support the learning and a consistent reference point.	Speed sound charts in all rooms used for RWI.