

Name of intervention: Whole Word Approach



Intent: The Whole Word Approach is an approach to reading which sits alongside phonic teaching. The intervention relies on visual discrimination and auditory discrimination (ability to see and hear the difference between pictures, letters and sounds). This intervention is specifically for children who are not showing progress in their reading through the teaching of phonics and are working at a level significantly behind ARE.

Implementation: 1:1 teaching, 5 – 10 minutes daily. The approach works by the child learning to recognise 16 words by sight through following the pattern of 'Match, Select, Name'. When the child can immediately name 16 words and apply them to a sentence, they move onto 16 different words, and their sight vocabulary increases over time.

Impact: Entry and exit data is collected to assess progression. The programme is designed to build the child's sight vocabulary, without relying on the use of phonics. Over time the children's reading fluency and speed will increase.

Lead by: Michelle Wheatley

