

# Camtree Digital Library



## Connecting whole word interventions to inclusive classroom practice

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## Connecting whole word interventions to inclusive classroom practice

### Removing barriers to reading progress

## School/Background Context

Reading ages were not improving for some of children in KS2, despite phonics intervention

Children were needing time out of class on phonics intervention and at times this was becoming more difficult due to staffing

We were not seeing any impact on attainment/book bands for certain children in their reading, again despite phonics intervention.

Children who weren't passing their phonics check, mostly didn't pass their phonics re-check and didn't get the expected standard in KS2 SATs.

Children who are weak readers will struggle as much in Maths and science at GCSE as they do in English and in arts subjects (Millard 2022), which means that if we don't increase their reading ability in KS2 there will be further effects moving up.

At pupil progress meetings, teachers were reporting that they were unsure how successful Wave 2 interventions were due to lack of conversations and time spent with TA's

As SLT we discussed that interventions felt separate to everyday classroom and QFT – it was important that the children see the connection between the extra support they are being given and how that helps them in class.

Chosen one intervention in particular (whole word approach) to focus on, to then see how we universalise this moving forward.

## What They Did

Staff training on whole word approach. There is research that supports the use of a whole word approach to reading for some children who have learning difficulties, and this can provide a useful way to bridge the gap between sight reading and phonics.

I worked 1:1 with a member of staff who used widgit software to create word cards using consistent symbols

We also discussed how although it is advised this is a daily programme, with staff absence etc we planned for three days a week so that if any got missed there were opportunities to catch up.

## What They Did (continued)

The word cards being used for the intervention needed to be made twice – a set for going home and a set to stay in school. The set for staying in school would ALWAYS be in the classroom and on their desks for them to use in other lessons. All the cards were prepared on buff paper so helped those who needed more dyslexia friendly strategies.

Put in regular review points to see progress including quantitative and qualitative data for teacher and support staff to get together.

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## Outcomes and Anticipated Impact

### Outcomes

All children in upper KS2 made progress with their word recognition. Over a 12 week period all children gained more word recognition, moved up book bands and increased reading ages (Only one child came out at the same reading age)

As a staff we found that the children were engaged in the intervention and during review meetings parents mentioned that the children had shared the resources with them at home. The children were looking forward to doing it in an afternoon

Staffing and time for resources had a big impact – now the resources have been made this should make it easier and more staff will be trained so they can have focus children rather than 1 person doing it all across different year groups.

The children need these words visible in their normal classroom lessons as well in order to reinforce them – they are beginning to use them in their writing and when I do class room drop-ins the children have them visible on their desks.

Support staff liased with teacher about new words given or particular focus words, and children are using them in class. They are given time in class to practice reading them.

### Next Steps

- More staff to be trained.
- Need to move on with other interventions to think how children follow this up in class rather than it being done in isolation.
- When teacher and support staff decide on intervention, we need to plan in a review point half way rather than just keep going. MUST be professional conversation during the course of the intervention.
- Clear record sheets of what is happening and where review points are – teachers to help decide what happens next.



More inclusive high-quality teaching



More inclusive ethos/culture in the setting



Better outcomes for learners with SEND