**Top 10 ‘Sound-Box’ Strategies That Stick**

Always model explicitly and use ‘I, we, you’ to scaffold techniques across to the child. For video exemplification of many of the following strategies, see the HFL ‘Phonics: Inclusive Strategies for learners with SEND’ CPD package on the HFL Hub [here](https://hub.hfleducation.org/education-services-/send/phonics---inclusive-strategies-to-support-learners-with-send/) and the HFL and ISL Universal and Universal+ training [here](https://hub.hfleducation.org/education-services-/send/universal-and-universal-training/).

1. Touching trucks
	* Choose 3-4 different coloured vehicles
	* Line them up, driving left to right
	* Touch each in turn, left to right, saying colours/types
2. Blocks in boxes
	* Have a 3-4 box phoneme frame (A3, laminated)
	* Say the sounds slowly using connected phonation
	* Combine with pushing in 3D cubes / wooden blocks
3. Pushing buttons in boxes
	* Have a 3-4 box phoneme frame (A3, laminated)
	* Say the sounds slowly using connected phonation
	* Now say sounds slowly as you push in some 2D threading buttons / tiddly winks
4. Continuous (or connected) phonation
	* Choose a word containing continuous sounds (eg ssss, lllll, or mmmm)
	* Say the word normally, then more slowly, then even more slowly and deliberately, whilst all the while still modelling continuous phonation
	* Add robot arms, or phoneme fingers, according to your phonic scheme’s practice
5. Springboarding the sounds (jumping off last sound)
	* Segment to spell slowly, using continuous phonation
	* After each sound is written, re-scoop up to re-read what has been written so far
	* As you orally reach the next sound to be written, overtly articulate it (jump off) to emphasise the next sound to be heard
6. Button it
	* Buttons (dots and dashes) underneath can be used before writing GPCs in sound boxes, or after
	* If after, it can help to re-blend and see links between spelling and reading, helping visual memory
	* If before, it can open up the challenge to cue a child in to spell more independently, preferably after some use of continuous phonation, robot arms, etc together
7. Take the phonics to fluency
	* Once a word has been segmented to spell, and re-read, that skill-use needs to become more fluent
	* Practice writing it out at speed
	* Say it, write it, check it, stroke it, check it (about 5 times)
8. Re-scooping (cumulative re-reading) – when writing sentences, employ the same steps from strategy no. 5, above
	* Say, sound-out, write, re-read the word
	* Re-read sentence so far and ‘springboard’ off to say next word, sound it out, write it etc
	* Ensure opportunity is taken, when re-reading, to scoop it up in phrases. For longer sentences, child may only need to re-read that phrase or previous one, rather than whole sentence
9. Reciprocity helps self-regulation
	* Does it look right? When you read that word, does it look like that?
	* What sound did you hear? What would you expect to see?
	* Blend/chunk that back together to check it
10. Sweepy finger to scoop it up
	* Sweep finger under boxes as you say word slowly
	* Sweep finger button-by-button after pushing counters into boxes
	* After writing word into boxes, sweep finger under, scooping under each GPC to maintain eye-tracking

Other extensions:

* Mind the gap – cloze procedure for a sound the child doesn’t hear, so needs help to see and make more explicit (see Uni/Uni + training, session 3, module 2)
* Letter boxes – move on from one box per GPC, to one box per letter – useful when hitting morphology, eg doubling consonant in verb form ‘hopping’ – give 7 boxes to scaffold child in to seeing something that isn’t readily hearable, to concretely and visually prompt memory re doubling rule
* Sleeping lions / syllable lines – lines underneath where the syllables should go, eg ‘different’ might look like: \_\_\_\_ \_\_ \_\_\_. Can help a child with phonological awareness issues to hear a gobbled syllable, or with expressive speech issue who omits syllables. Can then segment each syllable bit by bit and build back up again.