

SEND PROVISION IN READING

<i>Cognition and Learning</i>		<i>Communication and Interaction</i>	
<i>Learning Challenges</i>	<i>Provision</i>	<i>Learning Challenges</i>	<i>Provision</i>
<ul style="list-style-type: none"> • Poor working memory – difficult recalling key events and details about the text. • Difficult sequencing. • Slow processing speed. • Accessing reading / written work. 	<ul style="list-style-type: none"> • Use of shared and paired reading to develop understanding of the text and maintain enjoyment. • Re-reading of the text. Lots of repetition to support recall. • Highlighting key events in the text to support with understanding and retrieval. • Use of Widgit to provide visuals and support understanding and memory of subject specific vocabulary. • The reading learning journey allows for the text to be read at least 3 times – repetition to support processing. • Use of a scribe to record key ideas and responses to a text. • Use of clear steps when retrieving from a range of different texts. • Teacher modelling. 	<ul style="list-style-type: none"> • New vocabulary across a range of different genres. • Lack of reading fluency. • Auditory processing difficulties. • Limited ability to relate to a text/empathise with the characters. 	<ul style="list-style-type: none"> • Pre-teach the vocabulary before reading the text. • Use of word aware programme as an intervention. • Use of choral reading (whole class and paired) to develop fluency. • Use of precision teaching. • Use of Widgit to provide visuals and support understanding and memory of subject specific vocabulary. • Repetition of key learning. • Use of discussions, linked experiences that the children have had, as well as providing the experience (hook).
<i>Physical and/or Sensory</i>		<i>Social, Emotional and Mental Health</i>	
<i>Learning Challenge</i>	<i>Provision</i>	<i>Learning Challenge</i>	<i>Provision</i>
<ul style="list-style-type: none"> • Unable to use specific senses to connect with the learning. Difficulty making connections. • Difficulty following the text when reading / being read to. • Visual Impairment. 	<ul style="list-style-type: none"> • Multisensory strategies used, e.g., using fingers to tap out sounds; gestures to support with phonics; drawing words in the air, sand or shaving cream. • Use of a 'reading ruler' to track the text. • Highlighters to highlight key words / phrases / facts within a text. • Large print texts. • Use of audio books. 	<ul style="list-style-type: none"> • Lower reading ZPD – low self-esteem and books not of interest or age appropriate. • Significant difficulty in acquiring basic literacy skills – feeling and fear of failure. • Lack of enjoyment of reading and reduced motivation. • Reading stress due to lack of accuracy, low reading rate and comprehension. 	<ul style="list-style-type: none"> • Use of paired reading enables reading at a higher interest level. • Use of high interest reading books. • A range of different text used to match the interests of the class. • Opportunities for pupils to support each other (collaborative learning). • Use of audio books and teacher reading to promote reading for pleasure and allow all children to access a challenging text for their year group. • Use of coloured overlays to relax the eyes during reading, making the print clear.

