

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.

