

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>
- Poor working memory – difficult recalling key events and details about the text. - Difficult sequencing. - Slow processing speed. - Accessing reading / written work.	- 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.	- 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.	- 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>
- Unable to use specific senses to connect with the learning. Difficulty making connections. - Difficulty following the text when reading / being read to. - Visual Impairment.	- 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.	- 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.	- 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.

