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| SEND provision in Reading | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • 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.  Echo reading  • Highlighting key events in the text to support with understanding and retrieval.  Using colour coded symbols / paragraphs to direct children to the location of the correct answer – limiting working memory  Substitution tables  • Use of clip art and noun project symbol 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 4 times – repetition to support processing.  • Use of a scribe to record key ideas and responses to a text.  Substitution tables  • 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 choral reading (whole class and paired) to develop fluency. Echo reading to develop fluency  • Use of precision teaching.  • Use of board maker and noun project symbols 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 (reading linked to the topic – not in all cases).  Substitution tables |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |
| Learning Challenge | Provision | Learning Challenge | Provision |
| • 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 ruler to track the text.  • Highlighters to highlight key words / phrases / facts within a text.  • Large print texts.  • Use of audio books.   * Substitution tables | 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.  • Small reading groups – work at the right level with appropriate challenge for the individuals.  • 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. |





