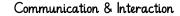


SEND Provision in Reading

## Cognition & Learning





Learning Challenges	Provision	Learning Challenges	Provision
<ul> <li>Poor working memory-difficulty recalling key events &amp; details about the text.</li> </ul>	Use of shared, paired & teacher modelling reading to develop understanding of the text & maintain	New vocabulary across a range of genres.	• Pre-teach the vocabulary before reading the text.
	en joyment.	• Lack of reading fluency.	● Use of echo reading to develop fluency.
• Difficulty in sequencing.	● 'Book Walkthrough' to discuss pictures & what is	Auditory processing difficulties.	● Use of precision teaching.
• Slow processing speed.	happening before any reading.	• Limited ability to relate to a text/empathise with	● Repetition of key learning.
• Accessing reading/written work.	• Re-reading & repetition to support recall.	the characters.	● Provide a 'Hook' e.g. prop linked to text/topic based/
	● Use of discussion & a scribe to collect & capture key		trip/experience led to support discussions.

## Physical and/or Sensory

## Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision	
Unable to use specific senses to connect with the learning - difficulty making connections.	Multisensory strategies used e.g. clap to tap out sounds, Jolly Phonic actions/Phoneme Fingers to	• Lower reading ZPD - low self-esteem & books not of interest or developmentally age/appropriate.	<ul> <li>A range of different texts used to match the varying interests of the class.</li> </ul>	
• Difficulty following the text when reading/being read to.	support with phonics, drawing words in different mediums e.g. sand.	<ul> <li>Significant difficulty in acquiring basic literacy skills</li> <li>feeling &amp; fear of failure.</li> </ul>	Collaborative learning e.g. Talk Partners, Paired Reading/Reading Buddies.	
• Visual Impairment.	<ul> <li>Use of a ruler/pointer to track text with I-I correspondence.</li> </ul>	• Lack of enjoyment of reading & reduced motivation.	Small reading groups - work at the right level with appropriate challenge for the individuals.	
	• Large print texts.	<ul> <li>Reading stress due to lack of accuracy, low reading rate &amp; limited comprehension.</li> </ul>	Use of audio books via myON and teacher reading     daily to promote reading for pleasure & all children	
	● Use of audio texts via myON.		have access to a challenging text.	

