



## Support SEND Pupils in Reading

<b><u>Barriers to Reading</u></b>	<b><u>High Quality Teaching Strategies</u></b>	<b><u>Support 'additional to' or 'different'</u></b>
Difficulties accessing class text due to decoding or vocabulary difficulties.	Use of shorter extracts where possible. Use paired, group or whole class reading to aid understanding and comprehension. Chunk the text into smaller, more manageable amounts. Highlight key words or information in the text. Draw what is happening in the story. Provide summaries	Provide the same text in a different form e.g. a simplified version of a traditional tale. Do not always insist that children read aloud. Pre reading of the text or extract with additional adult.
Phonics difficulties – impacting the ability to read information or text.	Provide texts to read independently or at home which are in line with the phonics teaching in school to consolidate learning. Ensure consistent teaching of High frequency words to develop fluency. Provide visual supports for pupils to refer to in the classroom – displays in KS1, sound mats, sound families in KS2.	Alternative teaching of spelling e.g. HFW action cards, precision teaching where adult support is available. Visual supports available as reference point to look at – including picture cues in line with phonic scheme. Highlight pupils for Interventions during school days.
Difficulties extracting important information to answer questions about a text (comprehension)	Explicit teaching of techniques to support this e.g. scanning for key words, underlining important information Use cloze questions to support or offer multi-choices Consider the use of role play or dramatic improvisations to help aid understanding e.g. characters emotions, sequencing of events.	Provide alternative texts which support this – highlight key words/phrases. Reduce the amount of information needed to be read. Give a clue as to where the information can be found e.g. in paragraph 2. Present the information in a different form e.g. in a table, alongside an image.