



## Focus area: Reading

### Curriculum considerations for children across all areas of SEN in Reading

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
  - Structured multisensory phonics programme (sessions consider SEN)

### Additional enhancements

- Speech and language interventions – LEAP, VIP, NIP
- Additional phonics session
- Additional 1:1 reading
- Precision teaching

### Communication and Interaction

**Key Learning Challenges:**  
Understanding vocabulary  
Understanding the task  
Comprehension of texts

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Sending home key vocabulary on word mats prior to a unit of work.
- Pre reading of texts.
- Use children's interests
- High quality texts, but shorter extracts/ language supported by visuals.
- Alternative methods of recording answers – scribing/recording

### Learning and Cognition

**Key Learning Challenges:**  
Understanding vocabulary  
Decoding difficulties  
Lack of interest/reliance to read

- Additional phonics teaching
- Pre reading of texts and vocabulary
- Less demand on written answers
- Use of multiple choice
- Children accessing reading electronically
- Using the same high quality texts but shorter extracts to lower cognitive demand
- Daily one to one reading
- Focus on fluency
- Use of age appropriate books
- Dyslexia friendly texts
- Coloured overlays

### Social, emotional and mental health

**Key Learning Challenges:**  
Likely to have gaps due to missed learning.  
Difficulties around concentration/task completion.  
Possible lack of home support for reading.

- Using task planner/task chunking.
- Time framing and use of timers.
- Additional phonics or 1:1 teaching to fill gaps where learners
- Check ins
- Checking understanding/ small group/individual modelling

### Physical and Sensory

**Key Learning Challenges**  
Being able to read the text/questions/board.  
Being able to hear the teaching/instructions

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the Ipad/Chromebook
- Pre reading of texts and vocabulary.

EYFS Example	KS1 Example	KS2 Example
<p>Vocabulary mats in provision.</p> <p>Vocabulary displayed on working walls using CIP.</p> <p>Accurate texts based on Early Reading assessments. Adapted RWI texts ranging from CVC words – ditty sheets – books.</p> <p>Oral rehearsal of stories, songs, rhymes and rhythms.</p> <p>Story sacks for independent rehearsal .</p>	<p>Accurate texts based on Early Reading assessments. Adapted RWI texts ranging from CVC words – ditty sheets – books.</p> <p>Adapted questioning using Communicate in Print or oral rehearsal and retrieval.</p> <p>Pre-Teach of vocabulary for class texts.</p> <p>Alternative expectations for recording work.</p> <p>Smaller groups.</p> <p>Chunked learning which follows the same routine every day e.g. Phonics.</p> <p>Adapted text at their reading level-using the Lexical range.</p> <p>Vocabulary mats.</p> <p>Vocabulary displayed on working walls.</p> <p>Adapting questions-choices stepped.</p> <p>Plan context/background knowledge lessons if required.</p> <p>Incorporate Kagan learning structures to orally rehearse answers.</p>	<p>Adapted text at their reading level-using the Lexical range, written around the child’s fluency development targets.</p> <p>Matching synonyms to images.</p> <p>Use of immersive reader.</p> <p>On key skill days, adapted questions based on the adapted text using choices to support.</p> <p>Scaffolds for inference for ASD children, where needed, using choices or images.</p> <p>Steps to success for answering questions.</p> <p>Vocabulary mats or word wizard for teaching vocabulary.</p> <p>Use of technology to record responses.</p> <p>Teacher echo reading of text.</p>
<p><b>What does this look like in practice? (pictorial examples)</b></p>		

**Text** **READING** **Vocabulary**

Thinkers Rap

This poem is about school.

Walking out the school door, didn't come to stay, didn't mean to talk, but did it anyway. My friend Jess, heads me.

Walking to my boat, children, ate and grown-ups, filling up the street. Stopping all the traffic, going down the hill, nothing else is moving, everything is still. Mum and dad and Tommy.

Our word of the week: Boat

It starts with: b

It has: 1 syllable

It is: 5 letters long

It is: 1 word

It is: 1 syllable

It is: 5 letters long

It is: 1 word

of me the die we how any

Monday 17<sup>th</sup> January 2021

LO: To summarise a narrative (short stories)

can't sleep

sneaks to the kitchen

caught by his uncle

Tom investigates the clock

The clock 'dings' 13 times

quietly and walked into the hall.

word

Our word of the week.

**Inform**

To give information  
To tell someone about something

It starts with: i

It has: 2 syllables

Monday 17<sup>th</sup> January 2021

LO: To explore vocabulary

**HIGH HAZEL'S WORD WIZARD**

starts with: i

sound: /i/

Picture:

It starts with: i

It ends with: t

My pet is a dog.

skull, ribs, brain, heart, lungs

Protect means: TO KEEP IT SAFE

skull, ribs, brain, heart, lungs

Protect means: TO KEEP IT SAFE

My pet is a dog.

Thursday 13<sup>th</sup> November 2021

LO: To explore vocabulary

**HIGH HAZEL'S WORD WIZARD**

starts with: p

sound: /p/

Picture:

It starts with: p

It ends with: t

My pet is a dog.

Monday 18<sup>th</sup> October 2021

LO: To understand vocabulary

skull, ribs, brain, heart, lungs

Protect means: TO KEEP IT SAFE

skull, ribs, brain, heart, lungs

Protect means: TO KEEP IT SAFE

My pet is a dog.

Tuesday 14<sup>th</sup> September 2021

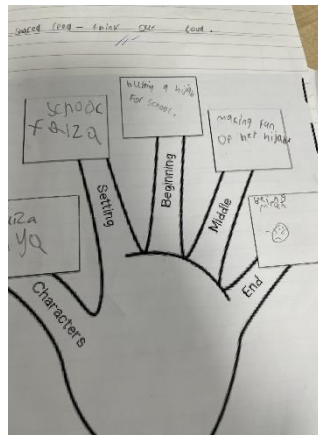
LO: To explore vocabulary

pet

It starts with: p

It ends with: t

My pet is a dog.



Dragon

shield

Moat

PA B I

DA B I

PA B I

DA B I

## Key stage 2

### Questions-synonyms

#### L.O. To identify synonyms

1. Which word means different?

Land      varied      some

2. Which word means famous?

Forests      many      well known

3. Which word means lots of?

Many      covered      rivers

4. Which word means mad?

Crazy      largest      dancing

5. Which word means colourful?

More      music      bright

6. Which words means great?

Animals      amazing      variety

















#### Challenge

Which words mean huge?

















-How many different words can you find?

### Inferences scaffolds

#### L.O. To retrieve and infer character traits

 Appearance	 old clothes	 Personality	 spoilt
 skinny	 Fat	 Sad	 Excited
 broken glasses	 new clothes	 Lonely	 Loved
 messy hair	 tidy hair	 Helpful	 mean

#### L.O. To infer how characters live from descriptions

 'Harry is skinny.'	 This tells me that...	 Harry does not get much food.	 Harry gets lots of food.
 'Harry lives in a cupboard.'	 This tells me that...	 Harry has a nice home.	 Harry has a horrible home.
 'Harry has never had a birthday present.'	 This tells me that...	 Harry has lots of friends.	 Harry is not loved.
 'Harry was told to make breakfast.'	 This tells me that...	 Harry is helpful.	 Harry is rude.