



# Supporting children with SEND Reading



## Maintaining an inclusive learning environment

- Learners will be motivated to read if they are successful in reading activities; reading texts which are too challenging is likely to result in reducing motivation. As such, it is essential that learners are accurately assessed and, during daily reading lessons, are reading texts which are closely matched to their phonic knowledge.
- As well as reading books closely matched to their phonic knowledge, learners also need to have opportunities to self-select and be guided by a teacher to books that they are interested in or that will broaden their reading experience and expose them to different authors. These books can be read by an adult if they do not match with the learner’s phonic knowledge.
- Ensure texts in the classroom will appeal to the learners’ interests; a wish-list of topics, genres and authors could be created with the class.
- Plan for activities which reinforce the content of reading and engage the learners
- Paired or ‘buddy’ reading is an enjoyable experience and benefits both the least able and the most able within the pair. This strategy can be used to support learners with accessing whole class texts, such as during lessons in other areas of the curriculum. It can also be used to build confidence and deepen text understanding when the learner is able to take on the role of tutor within the group; this can be made possible through pairing learners with younger readers.

## Strategies to Support Learners with SEND

**Supporting learners who struggle with developing fluency (including phonic knowledge and word recognition)?**

- Where learners are not yet secure with phonics, their phonics knowledge must be assessed.
- Using the same Little Wandle scheme in EYFS and KS1 supports learners with making links and building on prior phonics knowledge.

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|  | <ul style="list-style-type: none"> <li>• Games can be used to engage learners such as Bingo, (matching pairs) or Snap. Learners could also have further opportunities to consolidate through playing these games during break or playtimes.</li> <li>• Consolidation can also come through learners being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.</li> <li>• Re-reading taught or familiar texts is key to building learners' confidence; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading etc</li> <li>• Ensure that learners have sufficient practice in reading, and rereading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.</li> <li>• Identify and pre-teach tricky or new words – find them in the book and tell the learner to look at them carefully. Write them on a whiteboard or on a flashcard and practise reading them before reading the text.</li> </ul> |
| <p><b>Supporting learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?</b></p> | <ul style="list-style-type: none"> <li>• Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting.</li> <li>• Making links with other books will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment – they will want to read on to find out what happens next!</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading.</li> <li>• Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.</li> <li>• Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.</li> <li>• Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.</li> <li>• Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners</li> </ul> |
| <p><b>Supporting learners who struggle with attention?</b></p> | <ul style="list-style-type: none"> <li>• Wherever possible and practical, allow the learner choice in the reading material, e.g., choosing a text from a selection of texts.</li> <li>• Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.</li> <li>• For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• Sharing the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.</li><li>• Timetable reading sessions so they are short and frequent; some learners may benefit from multiple shorter sessions each day.</li><li>• Where reading sessions are required to be longer, plan for regular movement breaks. This could be a palm press at the end of each page, a hand massage at the end of each double page, ten chair presses at the end of each chapter, etc.</li></ul>  |
| <b>How can I support learners who struggle with change and transition?</b> | <ul style="list-style-type: none"><li>• In advance of the lesson, show learners the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.</li><li>• Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with.</li><li>• Have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; the learner will feel more confident if there is a familiar routine to lessons.</li></ul> |