

# Reading: support for children with SEND and children not working at ARE

Pre-teach key vocabulary 1:1.  
Daily 1:1 reading with adult support  
Targeted phonics intervention at all levels  
IDL literacy intervention  
Staff to be trained in precision teaching

Individualised

Daily reading with adult support  
Reading overlays  
Daily keep-up phonics intervention in EYFS and KS1  
Small group phonics catch-up intervention in KS2  
Small group phonics catch-up intervention  
Fluency groups - repeated reading of texts to target fluency development.  
Identify and pre-teach new or tricky words.  
Phoneme frames and sound buttons provided as a scaffold.  
Magnetic letters/letter cards used as a scaffold for children where pen grip/handwriting is a barrier.  
Fine motor skills intervention for identified children.  
PM benchmarking comprehension intervention  
Story sacks  
Pre-reading of texts for reading lessons.

Targeted

Teacher modelling of expert reading at age-appropriate levels. Class, group and paired discussion of texts that they have had read to them.  
Reading books matched to children's current reading level using PM Benchmarking to assess/Read Write Inc.  
Fully decodable books matched to phonics scheme for all children still not secure with phonics. Wide range of texts to meet the needs of all learners.  
The different aspects of fluent reading explicitly taught and practised. Opportunities for repeated reading of texts to develop orthographic mapping of words to enable fluent reading. Comprehension monitoring strategies taught, modelled and practised at all stages of reading. Key-word displays and on-desk word/sound mats.  
Regular assessment of reading stage so that texts can be matched to individual children's reading stages.  
Opportunities for paired reading where older children are matched with younger children. This benefits both the tutor and the tutee.  
Dyslexia friendly font and size of font on displays. Daily phonics using a consistent approach.  
Whole school progression for teaching of phonics and spelling. Progression allows for children to only apply known GPCs when reading and spelling independently.  
Phoneme frames and sound buttons consistently used across EYFS and KS1 to support segmenting to spell and blending to read.  
Magnetic letters/letter cards used to support reading and spelling from the start, before letter formation is secured. Phonics lessons incorporate review/retrieval.  
Teachers act as expert models for how to enunciate phonemes and allow time for students to practise. Phonics lessons and resources shared with families afterwards so that home support can be utilised. Phonics resources available in continuous provision. Daily reading lessons in all year groups. Comprehension skills explicitly taught that match the National curriculum. Opportunities for fine motor skill development in continuous provision. Opportunities for mark making at different scales and with different media.

Universal