



Strategies for supporting pupils with Special Educational Needs and Disabilities in Reading (Read, Write, Inc) lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<p>Rules and systems are clarified, using unambiguous language.</p> <p>Opportunity is given to move around between bursts of learning.</p> <p>We ensure that the partner reader is sensitive to the needs of the child and knows confidently what they are doing.</p> <p>The reading lesson is broken down into key component parts and the teacher prompts these.</p> <p>There is plenty of space between readers to enable the child to concentrate on their own reading.</p> <p>The parts of the reading lesson are clearly demonstrated, children use the partner one and partner two approach.</p> <p>Speech sounds are modelled by the class teacher where there are misconceptions. Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight.</p> <p>New vocabulary is discussed during the 'Fred Talk' stage of the lesson and put into context</p> <p>Language is purposefully kept simple and consistent throughout the sessions.</p> <p>Closed questions are used when exploring comprehension, which only require a yes or no answer.</p>
Cognition and Learning	<p>Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process.</p> <p>Extra processing time is given and on the spot questioning, is avoided.</p> <p>Children are allowed to read on their own if it is too challenging for them to read with a partner.</p> <p>Planned and unplanned sensory breaks are permitted throughout the lesson.</p> <p>There is always an available adult for a 'change of face' if needed.</p> <p>Review words are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long-term memory and recall more easily.</p> <p>Children are taught in differentiated groups.</p>

	<p>There is no pressure put on individual children to read aloud in front of the class.</p> <p>Personalised coloured overlays can be used; these are readily available.</p> <p>Read Write Inc books have a consistent print.</p> <p>There is a huge focus on learning new vocabulary for all.</p> <p>Questions are read to the child.</p> <p>Time is given to consider questions, process and formulate an answer.</p> <p>The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</p> <p>Specific, targeted praise is given so the child knows what they are doing well.</p> <p>Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.</p> <p>Instructions are simple and children are encouraged to use the 'purple pen' approach to support any mistakes which are made.</p> <p>Careful consideration is given to seating, with individual considerations made discreetly and not publicly.</p> <p>There is a space provided for the child at the front of the classroom.</p> <p>The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.</p>
<p>Social Emotional and Mental Health</p>	<p>Where possible, the child is taught by a well known adult whom they have already established a trusted relationship with.</p> <p>Allow the child to be involved when choosing a partner for the reading part of the session - this will remain the same each day.</p> <p>The child is in the same seat every day and is pre warned if the seating plan needs to change for any reason.</p> <p>Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established trust with the child.</p> <p>Where possible, children are prepared in advance when there is a change in staff member.</p> <p>Specific children with anxieties around toileting (for example the hand dryer) have the opportunity to use a toilet they are familiar with, even if it means them returning to the toilets located in their classroom.</p> <p>Emotional reactions are filtered and we listen and respond with support and understanding.</p> <p>Children are never asked to stop their tics.</p> <p>There is a clear structure to the lesson.</p>

	<p>Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing . It is never assumed that the child is intentionally not listening. When children arrive late to phonics a nonconfrontational, trauma informed approach is used to welcome the child. Positive self- talk is modelled when reading. A predictable environment with clear expectations for behaviour is provided.</p>
Sensory and Physical	<p>Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. Structured Read Write Inc lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another.</p> <p>Visual prompts are used for writing by using the word card alongside spoken word.</p> <p>Paired reading gives children support from a positive role model to help with focused reading.</p> <p>Ensure the child is positioned so that the teacher has easy access for support.</p> <p>Careful consideration is given to seating, with individual considerations made discretely and not publicly.</p> <p>Only one person is encouraged to speak at a time.</p> <p>There is a space provided for the child at the front of the classroom with an unobstructed line of vision.</p> <p>The teacher leading the lesson discretely checks in regularly with the child to check they are hearing and understanding.</p> <p>Movement within a lesson is promoted to incorporate movement breaks into the natural flow of the lesson.</p>