

REMOVING BARRIERS FROM THE READING CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Reading

Potential Barrier	Adaptations to Teaching
Phonics - Word Reading	<ul style="list-style-type: none"> ● Daily Little Wandle phonics sessions ● All staff are highly trained (continuous CPD given) ● Daily, individual, personalised support of the bottom 20% ● Daily, small group support for children not working at ARE ● Additional Keep up and Catch Up sessions ● Books are carefully matched to support children's phonic knowledge ● Children are assessed at least every 6 weeks to monitor progress and identify specific strengths and weaknesses ● Children on watch sit at the front ● Forward facing phonics to help model and scaffold pupils ● All children continue with phonics until they have completed the LW programme ● LW SEND programme to reduce cognitive load ● Parent helpers read with pupils ● Repeated practice and Phonics blasts are used to embed learning
Comprehension	<ul style="list-style-type: none"> ● Daily Little Wandle Sessions. ● Pre-teach the skill ● Retrieval practice ● Give examples of what the questions may look like and what they are asking. Adults to scribe answers where appropriate ● Sentence stems to support oracy ● Use picture books for children who are not yet blending ● Repeated explicit teaching using 'think aloud' when demonstrating using the skills to answer questions ● Adapted text at their reading level so that they can comprehend the text instead of their working memory focusing on decoding

<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Use visual prompts to direct children ● Sentence stems ● Provide lots of opportunities for children to practice and apply new vocabulary ● Pre-teach key vocabulary to reduce cognitive load. ● Retrieval practice/ sticky questions ● Tier 2/ 3 vocabulary is carefully chosen and taught, and then used in the classroom to embed new words.
<p>Reading Across the Curriculum</p>	<ul style="list-style-type: none"> ● Follow a reading curriculum map ● Echo reading where appropriate throughout the curriculum ● Age-appropriate texts that link to the foundation subjects. ● Follow the school reading curriculum. ● Adapt the text to their reading level so they can fluently read and retrieve information independently ● Adult to support with reading elements ● Use sentence stems to help guide answers. ● Use oracy to help develop ideas ● Use a range of VIPERS to support comprehension
<p>Reading for Pleasure</p>	<ul style="list-style-type: none"> ● Informal book talk ● Reading ambassadors to help promote books during assembly ● Book corners in classrooms ● Engaging libraries ● Books available on the playground ● Book areas around the school ● Daily reading opportunities ● Parent workshops to support reading at home ● Reading aloud daily to extend vocabulary, knowledge of language patterns, rhythm of language and different text structures. ● Informal book talk ● High-quality books, including books that are 'dyslexia friendly' ● Singing/rhymes/poetry ● Story props are used to help children understand and rehearse familiar stories ● Pre-teaching and post teaching to support fluency and understanding of key vocabulary ● LW reading interventions



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