

Cognition and Learning. Reading		
	What will you see?	What can help?
	(Barriers) -	(Strategies and provision)
	Children and young people may appear	
	· Anxious or refuse when asked to read aloud	· Sound mats, key words, phonics games, plastic letters, ability and interest appropriate reading books
	· To have over reliance on adults or peers and to avoid reading	
	· To overly rely on images and contextual clues when reading	Revisit RWI phonics and ensure children are secure
	· To dislike or avoid reading at home	Carry out running record to assess where children are and what the barriers may be.
	<b>Children &amp; Young People may have trouble with:</b>	
	· Making progress in their reading skills such as reading accuracy, fluency and comprehension	· Use strengths, hobbies, interests and choice to engage students in reading
	· Reading words outside of their vocabulary	· Opportunities for success in reading (reading books with over 95% accuracy and reading familiar books)
	· Matching the quality of written work with language skills	· Daily reading- short and frequent
		· A strong culture of reading for meaning and enjoyment with an emphasis on language development and comprehension
		· Explicit teaching of fluency including re-reading for speed, intonation and response to punctuation
<b>Universal</b>	<b>Phonological awareness skills</b>	· Being read to and talking about text, developing comprehension skills such as summarising, predicting and inference
	· Identifying syllables, alliteration, rhyme	<b>Phonological awareness skills</b>
	· Identifying and recalling individual sounds, graphemes	· A cumulative multisensory phonics teaching programme, including applying skills in context with frequent opportunities for overlearning

· Blending sounds and segmenting sounds orally	· A synthetic phonics teaching programme, including applying skills in context with frequent opportunities for overlearning
· Identifying and recalling individual phonemes (sounds)	<b>_ use Toe by Toe</b>
<b>Recognising common high frequency words</b>	<b>Recognising common high frequency words</b>
· Remembering letter-sound relationships for reading and spelling	· Teach HFW using a multisensory approach, overlearn and use in context
· Remembering high frequency words for reading and spelling	· Pre teach vocabulary
· Accurate and/or fluent reading	· Opportunities to listen to stories read and developing language skills (Teacher read aloud sessions)
· Matching the quality of their written work with their language skills	· Explicit teaching of reading skills such as inference, scanning and summarising
· Understanding (comprehending) text	· Paired reading approaches with peers
· Inferring meaning from and/or answering questions about text	· Use of audio books, reading software such as ClaroRead and reading pens
· Reading words outside of their vocabulary	· Paired reading
	· Teaching of topic vocabulary
	· Use drama and role play to support understanding of text
	· Use of abridged versions of texts to support access to more challenging material