

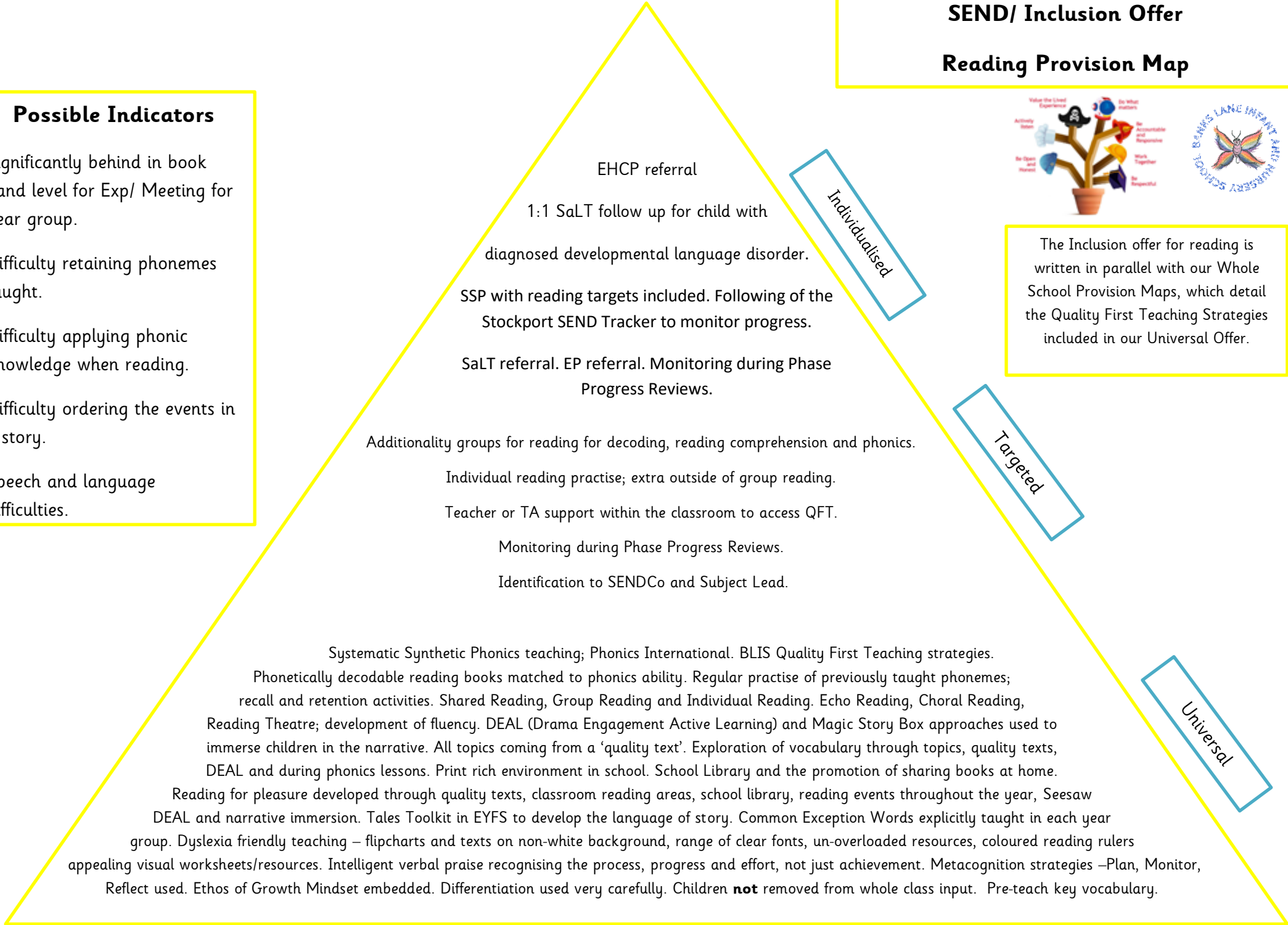
SEND/ Inclusion Offer

Reading Provision Map

- Possible Indicators**
- Significantly behind in book band level for Exp/ Meeting for year group.
 - Difficulty retaining phonemes taught.
 - Difficulty applying phonic knowledge when reading.
 - Difficulty ordering the events in a story.
 - Speech and language difficulties.



The Inclusion offer for reading is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.



EHCP referral

1:1 SaLT follow up for child with diagnosed developmental language disorder.

SSP with reading targets included. Following of the Stockport SEND Tracker to monitor progress.

SaLT referral. EP referral. Monitoring during Phase Progress Reviews.

Individualised

Additionality groups for reading for decoding, reading comprehension and phonics.

Individual reading practise; extra outside of group reading.

Teacher or TA support within the classroom to access QFT.

Monitoring during Phase Progress Reviews.

Identification to SENDCo and Subject Lead.

Targeted

Systematic Synthetic Phonics teaching; Phonics International. BLIS Quality First Teaching strategies. Phonetically decodable reading books matched to phonics ability. Regular practise of previously taught phonemes; recall and retention activities. Shared Reading, Group Reading and Individual Reading. Echo Reading, Choral Reading, Reading Theatre; development of fluency. DEAL (Drama Engagement Active Learning) and Magic Story Box approaches used to immerse children in the narrative. All topics coming from a 'quality text'. Exploration of vocabulary through topics, quality texts, DEAL and during phonics lessons. Print rich environment in school. School Library and the promotion of sharing books at home.

Reading for pleasure developed through quality texts, classroom reading areas, school library, reading events throughout the year, Seesaw DEAL and narrative immersion. Tales Toolkit in EYFS to develop the language of story. Common Exception Words explicitly taught in each year group. Dyslexia friendly teaching – flipcharts and texts on non-white background, range of clear fonts, un-overloaded resources, coloured reading rulers appealing visual worksheets/resources. Intelligent verbal praise recognising the process, progress and effort, not just achievement. Metacognition strategies –Plan, Monitor, Reflect used. Ethos of Growth Mindset embedded. Differentiation used very carefully. Children **not** removed from whole class input. Pre-teach key vocabulary.

Universal