



Strategies to remove potential barriers in the Reading curriculum

Potential barrier	Strategies to overcome barrier
Phonics – word reading	<ul style="list-style-type: none"> ● Daily Read Write Inc. phonics sessions ● Pinny Time ● All staff are highly trained (continuous CPD given) ● Daily, individual, personalised tutoring of the bottom 20% ● Daily, small group tutoring for children not working at ARE ● Morning/After school phonics club ● Additional Speed Up Word Reading sessions ● Texts are carefully matched to children’s phonic knowledge ● Children are assessed at least every 6 weeks to track progress and identify specific strengths and weaknesses ● Spotlight children – sit in eye line of the reading teacher ● Most effective reading teachers work the learners with the greatest need ● All children continue with phonics until they have completed the RWI programme ● ‘School Readers’ work with children not working at ARE
Comprehension	<ul style="list-style-type: none"> ● Daily Read Write Inc. sessions which focus on ‘questions to talk about’ and ‘questions to read and answer’ ● One of the VIPERS skills is taught over the week to secure knowledge of the skill. ● Pre-teach the skill ● Retrieval practice ● Give examples of what the questions may look like and what they are asking. ● Scribe answers, use voice recordings or record answers instead of asking for written response ● Sentence stems ● Use pictures/videos instead of text ● Repeated explicit teaching using ‘think aloud’ when demonstrating using the skills to answer questions ● Working walls ● Adapted text at their reading level so that they can comprehend the text instead of their working memory focusing on decoding
Vocabulary	<ul style="list-style-type: none"> ● Use visual prompts to direct children ● ‘Colour’ words when reading to children ● Provide the children with real examples to explore ● Sentence stems ● Provide lots of opportunities for children to practice and apply new vocabulary ● Pre-teach key vocabulary, then ensure consistently used and embedded and applied ● Retrieval practice

	<ul style="list-style-type: none"> • Use voice recordings or photos to reinforce vocabulary • Tier 2 vocabulary is carefully chosen and taught, and then used in the classroom to reinforce.
Reading across the curriculum	<ul style="list-style-type: none"> • Reading with a peer who can read to them • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements
Reading for Pleasure	<ul style="list-style-type: none"> • Texts are carefully chosen and are re-read again and again in the classroom • Reading for Pleasure sessions to encourage enjoyment in reading • Class Readers are read daily which helps to extend vocabulary, develops knowledge of language patterns, rhythm of language and different text structures. • High-quality library sessions • High-quality books, including books that are 'dyslexia friendly' and high/low. • Singing/rhymes/poetry • Story props are used to help children understand and rehearse familiar stories.