Supporting SEND learners across the Curriculum

Focus area: Reading

High Hazels Academy
The best in everyone™
Part of United Learning

Curriculum considerations for children across all areas of SEN in Reading

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
- Structured multisensory phonics programme (sessions consider SEN)

Additional enhancements

-Speech and language interventions – LEAP, VIP, NIP
- Additional phonics session
-Additional 1:1 reading
-Precision teaching

Communication and Interaction

Key Learning Challenges:
Understanding vocabulary
Understanding the task
Comprehension of texts

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Sending home key vocabulary on word mats prior to a unit of work.
- Pre reading of texts.
- Use children's interests
- High quality texts, but shorter extracts/ language supported by visuals.
- Alternative methods of recording answers – scribing/recording
- Developing pre reading skills through objects of reference, symbols.

Learning and Cognition

Key Learning Challenges:
Understanding vocabulary
Decoding difficulties
Lack of interest/reluctance to read

- Additional phonics teaching
- Pre reading of texts and vocabulary
- Less demand on written answers
- Use of multiple choice
- Children accessing reading electronically
- Using the same high quality texts but shorter extracts to lower cognitive demand
- Daily one to one reading
- Focus on fluency
- Use of age appropriate books
- Dyslexia friendly texts
- Coloured overlays

Social, emotional and mental health

Key Learning Challenges:
Likely to have gaps due to missed learning.
Difficulties around concentration/task completion.
Possible lack of home support for reading.

- Using task planner/task chunking.
- Time framing and use of timers.
- Additional phonics or 1:1 teaching to fill gaps where learners
- Check ins
- Checking understanding/ small group/individual modelling

Physical and Sensory

Key Learning Challenges
Being able to read the text/ questions/board.
Being able to hear the teaching/instructoons

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the Ipad/Chromebook
- Pre reading of texts and vocabulary.

EYFS Example	KS1 Example	KS2 Example
Vocabulary mats in provision. Vocabulary displayed on working walls using CIP. Accurate texts based on Early Reading assessments. Adapted RWI texts ranging from CVC words – ditty sheets – books. Oral rehearsal of stories, songs, rhymes and rhythms. Story sacks for independent rehearsal . Developing pre reading skills for complex SEND Use of non verbal Read, Write Inc assessment	Accurate texts based on Early Reading assessments. Adapted RWI texts ranging from CVC words – ditty sheets – books. Use of non-verbal RWI assessments. Use of RWI small steps Adapted questioning using Communicate in Print or oral rehearsal and retrieval. Pre-Teach of vocabulary for class texts. Alternative expectations for recording work. Smaller groups. Chunked learning which follows the same routine every day e.g. Phonics. Adapted text either shortened down or by using CIP. Vocabulary mats. Vocabulary displayed on working walls. Adapting questions. Plan context/background knowledge lessons if required. Incorporate Kagan learning structures to orally rehearse answers. Precision teaching of HFW.	Adapted text using communicate and print or written around the child's fluency development targets. Matching synonyms to images. Use of immersive reader. On question days, adapted questions based on the adapted text using choices to support. Scaffolds for inference for ASD children, where needed, using choices or images. Precision teaching of HFW. Steps to success for answering questions. Vocabualry mats or word wizard for teaching vocabulary. Use of technology to record responses.
What does this look like in practice? (pictorial examples)		

READING

Text   Vocabulary

Thinkers Rap

Walking out the school door,
didn't come to stay,
didn't mean to talk, but
did it anyway
My friend Jade, beside me.

Walking to my beat,
children, pets and grown ups,
filling up the street
Stopping all the traffic.

Going down the hill,
nothing else is moving,
everything is still
Mum and dad and Kimmy

This poem is about school

This is a free verse poem.

the word beside means next to me.

I wonder why they felt cheery.

Our word of the week

Beat

b

of me the one we how any

Monday 17th January 2022

LO: To summarise a narrative.
Shared reading

can't sleep	sneaks to the kitchen
caught by his uncle	Tom investigates the clock
The clock 'dings' 13 times	quietly and walked into the hall.

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word

Our word of the week.

Inform
To give information
To tell someone about something

It starts with
i

It has __ syllables
2

Wednesday 1st December 2021

We explore vocabulary
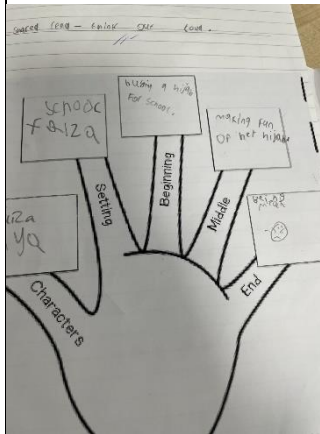
HIGH HAZELS WORD WIZARD

Artist
slide

I arrived at the hotel

challenge

Kibble is important because
Kibble is my only friend, Kibble that is good.

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school
Faiza

history & texts for school.

making fun of her hijab.

Setting
Beginning
Middle
End
Characters

Thursday 11th November 2021
L.O. To explore vocabulary.

HIGH HAZELS WORD WIZARD

starts with p   S sound
proud

Draw a picture to help you remember your word

1b
Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Name one/two...)

1. Name one place you would find bones.
head / hair

2. Name one thing your skull protects.
brain / heart

3. Name one thing your ribs protects.
brain / heart

4. Name one thing you can eat to keep your bones healthy
fruit

Monday 18th October 2021

LO: To understand vocabulary

Protect → protected

skull
brain
heart
ribs
lungs

Protect means

It starts with pp / S sound

It has 2 syllables

To keep it safe

Tuesday 14th September 2021
L.O. To explore vocabulary.

Picture   It starts with

pet → It ends with t

My pet is a dog.

HIGH HAZELS WORD WIZARD

explore

big
fast
trip
good

Key stage 2

Adapted texts

The Holocaust

The Nazis hated the Jews and blamed them for all of Germany's sadness. In January 1939 over 735,000 Jews were hurt and some moved to other countries. In September 1939, lots of Jews were captured by the Nazis.

From migration to mass killings	The final solution
The Nazis wanted to get rid of Jews out of Germany and other countries that they lived in. They tried to make them leave to Poland and Russia or even Madagascar in 1939. But this was hard.	In 1940, Jews were sent to violent prisons. Jews were killed. In 1941, 33,000 Jews were shot. In 1942, 1 million Jews were killed.

Questions-synonyms
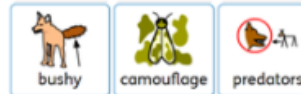
LO: To understand vocabulary. 2a – Find and copy one word…

1. In the introduction, find and copy one word that means very.

   adapted / extremely / many

2. In the introduction, find and copy one word that means lots.

   survive / chilly / many

3. In the Arctic Fox section, find and copy one word that means blend in.

   bushy / camouflage / predators

4. Find and copy one word that means sliding.
5. In the Snowy Owl section, find and copy one word that means fantastic.
6. Find and copy one word that tells you the Polar Bear is strong.
7. In the Artic Fox section, find and copy a word could be replaced with the word 'cold'.

Challenge

1. What does the word 'bushy' mean?
2. What does the word 'hunt' mean?

Inferences scaffolds

L.O. To retrieve and infer character traits

Appearance	old clothes	Personality	spoilt
skinny	Fat	Sad	Excited
broken glasses	new clothes	Lonely	Loved
messy hair	tidy hair	Helpful	mean

L.O. To infer how characters live from descriptions

'Harry is skinny.'	This tells me that…	Harry does not get much food.	Harry gets lots of food.
'Harry lives in a cupboard.'	This tells me that…	Harry has a nice home.	Harry has a horrible home.
'Harry has never had a birthday present.'	This tells me that…	Harry has lots of friends.	Harry is not loved.
'Harry was told to make breakfast.'	This tells me that…	Harry is helpful.	Harry is rude.