

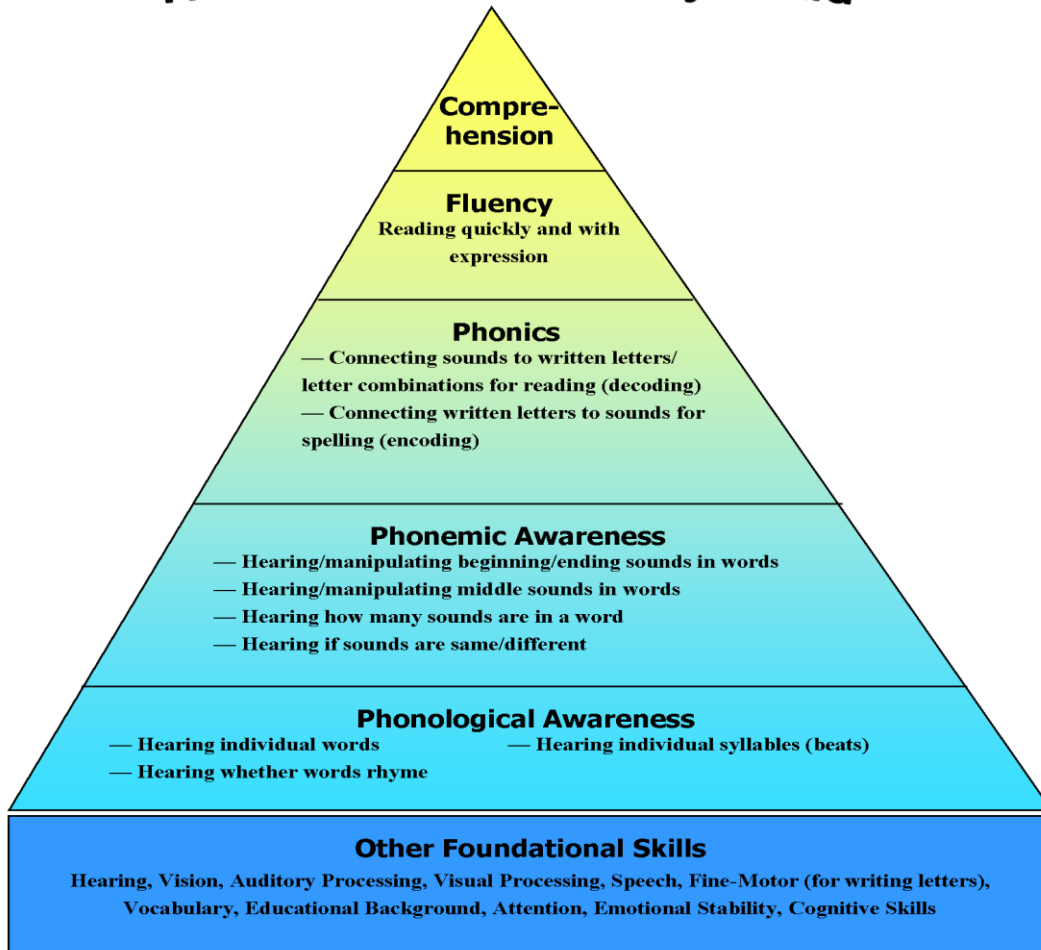


Enabling and Adapting the Reading and Writing Curriculum

At Newton Hall Infants' we are able to support all pupils, including SEND and less experienced learners in the Reading and Writing curriculum on a personalised approach that can include:

- ✓ Immersion in, nursery rhymes, stories (repetition of known stories), rhymes, songs and poems to support language development
- ✓ Preferred method of communication used
- ✓ Support for recording comprehension tasks
- ✓ Pre teach phonemes/CEW
- ✓ Regular assessment
- ✓ Lots of opportunities to hear, say, read and spell phonemes
- ✓ Segmenting and blending modelled through every day routines
- ✓ Segmenting and blending modelled throughout the curriculum
- ✓ Displays and phoneme mats
- ✓ Use of concrete resources – magnetic letters, word building games
- ✓ Application of sound buttons in texts across curriculum areas
- ✓ Use of phonic matched reading scheme books to build fluency and confidence
- ✓ Explicit teaching of comprehension skills e.g. asking questions/drawing inferences/predicting or summarising
- ✓ Additional small group or 1:1 intervention for phonemes/CEW
- ✓ Pre-exposure to classroom texts
- ✓ Use of hooks to engage visual learners e.g. model, picture, object
- ✓ Focus on oracy – well managed environmental background noise.
- ✓ Visual prompts and organisers
- ✓ Opportunities for repetition and over learning
- ✓ Modelled 'thinking out loud' to scaffold thought processes
- ✓ Use of technology e.g. iPads, visualisers
- ✓ Pencil grips
- ✓ Fine motor activities/interventions
- ✓ Adult scaffolding to further break down tasks and learning into smaller steps.
- ✓ Handwriting intervention
- ✓ Use of books with no words to encourage quality talk to build vocabulary

The Reading Skills Pyramid



Created by Dite Bray, MSW in 2013 <http://www.atlantareads.org/>