

## **SEND Curriculum Access Statement for English (Reading)**

### **High Expectations**

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

### **English (Reading) - High Expectations**

At Southover, we aim to foster a lifelong love of reading. We hope that upon leaving Southover, our pupils will be fluent readers with a range of comprehension skills. All children will be taught using an approved phonics-based scheme (Sounds Write) and will be read to daily by their class teacher. Those who need support will have opportunities to regularly read to an adult and interventions will be in place for those who require it. All teachers will promote reading in a variety of ways (weekly library visits, book talk in class, daily reading, book recommendations) as well as there being a weekly reading assembly, book clubs and whole school celebrations during World Book Week.

### **Curriculum Access**

A spiral curriculum - children have revisited and will revise previous learning (comprehension terms like 'inference' and 'authors intentions').

Ensure books are matched carefully to each child's reading attainment.

All classes to have a whole class reading display with key names, settings and vocabulary to ensure that all children are accessing the novel.

All children to receive 3-4 whole class reading lessons a week to promote a range of text types as well as teach and practise a range of comprehension skills.

Pre-read whole class reading texts and pre-teach vocabulary for whole class reading linked texts.

Give children opportunities for 1:1 reading regularly with an adult.

Accessible books in the library (including dyslexia friendly novels).

Have opportunities for paired or group work in whole class reading lessons.

Use visual aids or other concrete supports when dealing with abstract topics - for example, teaching about rhythm in poetry through clapping and pacing. When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama - e.g. to explore a scene or build sound collages for a poem.

In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character. Use activities involving drama skills such as hot seating.

Allow pupils enough time to complete reading tasks with appropriate support

Highlight key words or phrases for the main message of the text or words they are going to come across.

Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.

Give simple instructions for reading activities, as well as their purpose, eg “Read the next few pages of... and think about why the character acts as he does...”.

Use Nessy computer programme for reading practice.

Structured phonics interventions following Sounds Write

Use of technology for access - text to speech software, scanning pens

Use coloured overlays for reading for those who need it.