

Barriers to and solutions for Engagement, Progress and Achievement in Reading

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> Hearing distinctions between sounds Difficulty hearing instructions 	<ul style="list-style-type: none"> Reading text 	<ul style="list-style-type: none"> Following the text 	<ul style="list-style-type: none"> Recall of instructions use of specific/unfamiliar vocab 	<ul style="list-style-type: none"> Understanding what is happening 	<ul style="list-style-type: none"> Being able to stay focused 	<ul style="list-style-type: none"> Difficulty in comprehending what is happening 	<ul style="list-style-type: none"> Finding 1/1 and small group work challenging
Solutions Identified: subject lead, SENCO , class-teacher teacher	<ul style="list-style-type: none"> Signing Various ways of delivering instructions Amplification of sounds Address acoustics Visual prompts Consider seating position with in the room 	<ul style="list-style-type: none"> Enlarged texts Make sure that children who need glasses are wearing them when required to do so. Consider seating position when using the board Overlays Sound buttons Braille Audio texts 	<ul style="list-style-type: none"> Pairing with another child in guided reading or sitting next to the teacher Helping child to track text when reading 1-1 Consider use of card rulers to help child to follow from one line to the next. 	<ul style="list-style-type: none"> Written/visual instructions Repeated instructions for individuals Pre and re teaching 	<ul style="list-style-type: none"> Talking together about what is happening Time to discuss the behaviour of characters within books and how they interact with one another. Be aware of texts where meanings are implied rather than explicit. Explain sayings and idioms for the child 	<ul style="list-style-type: none"> Keeping sessions fast paced and active In guided reading give the child a strategy for following the text such as using a card ruler to follow line by line. Change readers frequently in guided reading Allow children to sit in a position within the room wher distractions are minimised when reading. 	<ul style="list-style-type: none"> Discussing text while reading Encourage children to ask meanings of new words or record them in reading record book to check later. Recap action in class reading books to assist with following a longer story from day to day. 	<ul style="list-style-type: none"> Allowing them to sit next to own choice of child in guided reading Teacher to be aware of texts which may have challenging content or where specific issues are explored or come up in the context of a story.

- Variety in methods of individual and group reading
- Keeping sessions engaging
- Grouping children sensitively