

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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ADHD	Speech and Language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>• Hearing distinctions between sounds</li> <li>• Unable to speak or read with fluency</li> <li>• Difficulty in hearing instructions</li> <li>• Filtering noise to hear what is important</li> <li>• Low self esteem</li> <li>• Difficulty with comprehension due to poor prosody</li> <li>• Unable to hear other children read with poor projection</li> </ul>	<ul style="list-style-type: none"> <li>• Seeing and reading text</li> <li>• Struggle to read text on the board or on flashcards and whiteboards</li> <li>• Difficulty with background colours</li> <li>• Difficulty safely moving to group work without one to one adult support.</li> <li>• The need for bespoke resources</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty following with a finger</li> <li>• Eye tracking weakness</li> <li>• Sequencing and organising</li> <li>• Missing out or combining words</li> <li>• Reluctance to read aloud</li> <li>• Limited concentration and comprehension</li> <li>• Speech difficulties and phonological processing</li> <li>• Difficulties moving around</li> <li>• Difficulty using smartboard</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• use of specific or unfamiliar vocab</li> <li>• comprehension problems and ordering stories</li> <li>• unable to correctly recall sounds and words quickly enough for fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding words</li> <li>• Phonics, they may not be able to blend and need whole word reading</li> <li>• Comprehension especially inference and deduction</li> <li>• Concentrating long enough to sustain understanding</li> <li>• Comprehension misconceptions beyond the literal</li> <li>• Unable to apply empathy to reading</li> <li>• Presenting with good automaticity but not prosody</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to be understood when reading with others</li> <li>• Poor pronunciation leading to poor understanding</li> <li>• Unable to use distinguish some alternative or similar phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia barrier affecting progress in all subjects</li> <li>• Difficulties with decoding</li> <li>• Word reading is too slow to allow good understanding</li> <li>• Anxiety and lack of confidence</li> <li>• Excessive intervention times could prevent access to subjects they may flourish in</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence and self esteem</li> <li>• Unable to focus</li> <li>• May not want to read</li> <li>• Excessive intervention times could prevent access to subjects they may flourish in</li> </ul>

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> <li>• Adult and child signing if needed</li> <li>• Amplification of sounds</li> <li>• Ensure class acoustics are good</li> <li>• Vocab lists. Explanations and dictionaries so words can be revised</li> <li>• Well thought out position within the class</li> <li>• Use simple and repetitive instructions</li> <li>• Ensure mini- mic is working and check hearing aids daily</li> <li>• Additional phonics and spelling input if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure child is seated for maximum learning</li> <li>• Enlarged texts of individual and group reading books and overlays</li> <li>• Use of sound buttons in all phonics teaching</li> <li>• Audio texts</li> <li>• Technology for recording</li> <li>• Use whiteboard</li> <li>• Use of Braille if needed</li> <li>• Separate screen or mirrored iPad</li> <li>• Speak directly to child</li> <li>• Well organised displays</li> <li>• Interventions always in the same place</li> <li>• Budget for purchasing larger texts</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention of phonics</li> <li>• Sensitivity when asking to read in front of group or class</li> <li>• Support with tracking text</li> <li>• Bespoke comprehension teaching</li> <li>• Interventions always in the same place</li> <li>• Use of iPad to mirror smartboard to limit moving around</li> </ul>	<ul style="list-style-type: none"> <li>• Written/visual instructions</li> <li>• Pre and catch up teaching</li> <li>• List instructions and order pictorially</li> <li>• Repetitive whole word recognition lessons</li> <li>• Memory games to improve general memory</li> <li>• Ordering and sequencing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Whole word recognition alongside phonics</li> <li>• Regular breaks when reading</li> <li>• Adult support to regularly discuss what they have read</li> <li>• Comprehension practice focus on inference</li> <li>• Precision teaching depending on need</li> <li>• Use of a fidget toy</li> <li>• Alternative seating such as wobble cushion</li> <li>• Planned movement breaks</li> <li>• Ensure that some books related to specific interest</li> </ul>	<ul style="list-style-type: none"> <li>• Allow opportunities to read one to one as often as possible</li> <li>• Ensure reading is not a 'speech' lesson</li> <li>• Discuss what they have read to ensure understanding without affecting fluency</li> <li>• Focus on speech and pronunciation separate to reading</li> </ul>	<ul style="list-style-type: none"> <li>• Robust catch up programme</li> <li>• Read aloud to the child daily to develop comprehension</li> <li>• Close adult support</li> <li>• Precision teaching of phonics, whole word recognition and comprehension</li> <li>• Use of coloured paper or overlays</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that some books are of interest</li> <li>• Support with reading if needed</li> <li>• Movement breaks</li> <li>• Short tasks and achievable success</li> <li>• Reading never to be punishment</li> <li>• Allow them to see the potential that reading has to their self-esteem and as an outlet for their emotions</li> </ul>