

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

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