

How we help everyone shine in **Reading** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> • Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress. • Use clear, unambiguous language and keep unnecessary information to a minimum. • Give response time for verbal questions through oracy – nest, pair, share. • Repeat back teaching using, “My turn, your turn.” • Use visual timetable throughout the day. • Whole class movement break activities, which include alerting, calming and organising activities. • Make learning multi-sensory. • Use visual aids, concrete resources and equipment. • Explicitly teach new vocabulary and support using visuals. • Careful positioning of children away from distraction, near to information. • Teacher proximity to focus children for instructions to be repeated back. • All sessions to be taught with pace, changing activity regularly. • Set routines for transitions between activities. • Use, “I do, we do, you do” approach. • Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders). 	<ul style="list-style-type: none"> • Extra processing time is given when needed. • Larger print books can be made available, alongside dyslexia friendly fonts and slides on PowerPoints. • There is a huge focus on learning new vocabulary for all. Vocabulary acquisition is supported visuals (widgeit images). • Questions are read aloud to the child. • Individual books for each child in all lessons. • Time is given to consider questions, process and formulate an answer. • Language is purposefully kept simple and consistent throughout the sessions. •