



Strategies to remove potential barriers in the curriculum Subject: English (Reading)

Potential barrier	Strategies to overcome barrier
Phonics – word reading	<ul style="list-style-type: none"> • Daily Little Wandle phonics sessions • All staff are highly trained (continuous CPD given) • Daily, individual, personalised tutoring of the bottom 20% • Daily, small group tutoring for children not working at ARE • Texts are carefully matched to children’s phonic knowledge • Children are assessed at least every 6 weeks to track progress and identify specific strengths and weaknesses • Spotlight children – sit in eye line of the reading teacher, daily readers • Most skilled reading teachers work with the learners with the greatest need • All children continue with phonics until they have passed the Phonics Screening Check
Comprehension	<ul style="list-style-type: none"> • Daily Shared Reader sessions which focus on ‘questions to talk about’ and ‘questions to read and answer’ • Pre-teach the skill • Retrieval practice • Give examples of what the questions may look like and what they are asking. • Scribe answers, use voice recordings or record answers instead of asking for written response • Sentence stems • Use pictures/videos instead of text • Repeated explicit teaching using ‘think aloud’ when demonstrating using the skills to answer questions • Working walls • Adapted text at their reading level so that they can comprehend the text instead of their working memory focusing on decoding
Vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • ‘Colour’ words when reading to children (Red/Green words) • Provide the children with real examples to explore • Sentence stems • Provide lots of opportunities for children to practice and apply new vocabulary • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice

	<ul style="list-style-type: none"> • Use voice recordings or photos to reinforce vocabulary • Tier 2 vocabulary is carefully chosen and taught, and then used in the classroom to reinforce.
Reading across the curriculum	<ul style="list-style-type: none"> • Reading with a peer who can read to them • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements
Reading for Pleasure	<ul style="list-style-type: none"> • Texts are carefully chosen and are re-read again and again in the classroom (based on Pie Corbett's Reading Spine) • Reading for Pleasure sessions to encourage enjoyment in reading • Class Readers are read daily which helps to extend vocabulary, develops knowledge of language patterns, rhythm of language and different text structures. • Book Swap • High-quality books, including books that are based on difference and diversity • Singing/rhymes/poetry • Story props are used to help children understand and rehearse familiar stories.