



How To Support Students With Reading

If you have a student who has SEND, have you:

- Read their Pupil Passport to see if they have specific strategies with regard to their reading?
- Made sure they are not feeling exposed to peers by being forced to read aloud in class, and not correcting every mistake if they do read aloud?
- Included strategies so that they can access text they can't read – eg choral reading / following in the book as someone else reads / I read, you read / reading round the class with the option of a 'pass'
- Made sure you are using assistive resources where needed eg larger print for visually impaired students; reading rulers and overlays
- Made sure text is accessible: backgrounds in off-white to reduce visual glare; double line spacing; unfussy fonts such as Ariel and Calibri

If you have a student who is two years below their reading age. Have you?

- Pre-taught and discussed [Tier 2 and 3 vocabulary](#)
- Broken down texts to manageable chunks.
- Re-read texts and followed up with comprehension questions to ensure understanding.
- Supported text with visual images to clarify understanding .
- Encouraged students to show understanding through drawing and other visual representations.

If you have a student who is one year below their reading age. Have you?

- Pre-taught and discussed [Tier 2 vocabulary](#)
- Used a range of reading skills approaches to teach the text - [skimming, scanning and zooming in and out](#)
- Ensure that reading is accountable by explaining the relevance of reading the text.
- Used a range of oral techniques including targeted questioning to support comprehension.
- Used listing and mind-maps to check understanding of texts.

If you have a student who is reading at least a year above their reading age. Have you?

- Used extension words to develop vocabulary – such as [synonyms and antonyms](#)
- Encouraged greater discussion of ideas through probing questioning to stretch and challenge students
- Used extension tasks to further develop student reading skills
- Discussed and referred to the context of the text to encourage further discussion
- Used group work to support reading with students given clear roles to 'decode' and 'discuss' the text – predictor, questioner, clarifier and summariser