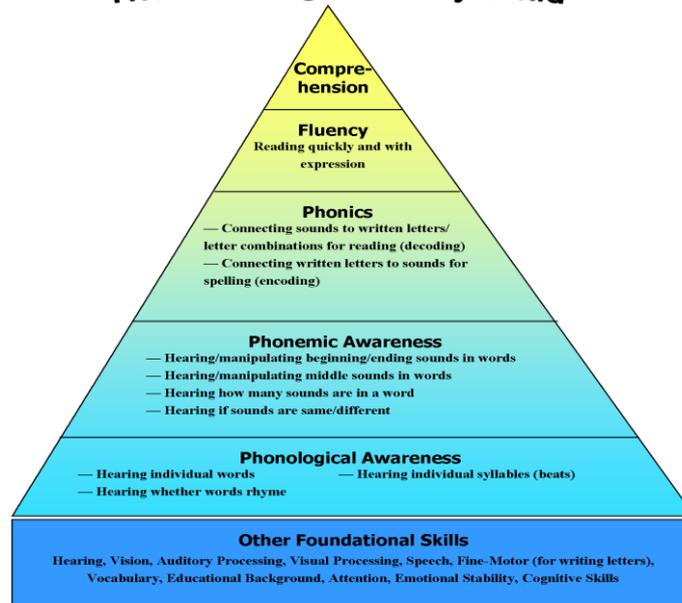




## Enabling and Adapting the Reading Curriculum



### The Reading Skills Pyramid



Created by Dite Bray, MSW in 2013 <http://www.atlantareads.org/>

At Corbridge and Broomhaugh Firsts we are able to support all pupils, including SEND and less experienced learners in the Reading curriculum on a personalised approach that can include:

- ✓ Immersion in stories/rhymes, songs and poems to support language development
- ✓ Preferred method of communication used
- ✓ Support for recording comprehension tasks
- ✓ RWI grouping throughout school – vertical grouping may be appropriate
- ✓ Regular assessment and flexible phonics grouping
- ✓ Revise, teach, practise, apply approach
- ✓ Lots of opportunities to hear, say, read and spell phonemes
- ✓ Segmenting and blending modelled through every day routines
- ✓ Segmenting and blending modelled throughout the curriculum
- ✓ Displays and personal phoneme charts
- ✓ Use of concrete resources – magnetic letters, word building games
- ✓ Application of sound buttons in texts across curriculum areas

- ✓ Use of phonic matched reading scheme books to build fluency and confidence
- ✓ Explicit teaching of comprehension skills e.g. asking questions/drawing inferences/predicting or summarising
- ✓ CEW peer tutoring intervention
- ✓ Additional small group or 1:1 RWI intervention
- ✓ Boosting Reading at Primary – in collaboration with Northumbria University
- ✓ Pre-exposure to classroom texts
- ✓ Use of hooks to engage visual learners e.g model, picture, object
- ✓ Focus on oracy – well managed environmental background noise.
- ✓ Visual prompts and organisers
- ✓ Opportunities for repetition and over learning
- ✓ Modelled ‘thinking out loud’ to scaffold thought processes
  
- ✓ Peer tutoring
  
- ✓ Adult scaffolding to further break down tasks and learning into smaller steps.