SUBJECT INCLUSION STATEMENT

# Inclusion in Early Reading

Every child at Forsbrook learns to read, whatever their starting point. In line with the DfE Reading Framework, phonics is taught every day from the start of Reception through Little Wandle, our systematic synthetic phonics programme, until pupils can read fluently. This continues into Year 2 and Key Stage 2 for any pupil still learning to decode.

**BARRIERS** Blending sounds · Remembering sounds · Speech and language · Attention · Confidence

## How we adapt teaching for pupils with SEND

Pupils are assessed every half term, so anyone falling behind is spotted quickly. We aim for every child to keep up, not catch up. Adaptations happen in class, alongside peers, matched to each pupil's SEN support plan and any EHC plan.

| PUPILS WHO... | HOW WE ADAPT IN EARLY READING |
|---|---|
| **Are not keeping up with phonics** | Same-day keep-up sessions where possible, using the same resources and routines as the lesson. Adults support where needed, then step back so pupils read independently. |
| **Find blending difficult** | Extra blending practice with oral games, sound buttons and magnetic letters, little and often, alongside the daily lesson. |
| **Struggle to remember sounds and tricky words** | Short, frequent revisits using the same Little Wandle mnemonics, friezes and flashcards in every classroom. |
| **Find it hard to concentrate** | Pacey, predictable lessons with lots of joining in, short tasks and seating close to the teacher. |
| **Find change unsettling** | The same lesson routine every day, familiar adults where possible, and the same resources in every class. |
| **Have sensory, physical or speech needs** | Clear modelling of sounds, hearing and speech advice followed, magnetic letters instead of writing, enlarged text and a quiet space. |
| **Are still learning to read in Year 2 or Key Stage 2** | Little Wandle Rapid Catch-up, starting from what each pupil knows, with decodable books that suit their age, while they still enjoy age-appropriate books in class. |

## Other groups of pupils in early reading

**Disadvantaged pupils**
Among the first heard read by adults; decodable books go home every week.

**Pupils learning EAL**
Oral language and vocabulary are taught with pictures, actions and talk partners.

**High-attaining pupils**
Move quickly on to a wide range of challenging books once decoding is secure.

## An inclusive learning environment

Little Wandle friezes and sound mats are the same in every classroom, reading areas are inviting and well stocked, and stories are read aloud every day.

**OUR AIM** **Every child learns to read fluently and confidently, and discovers a love of books.**
**Hope** that every child will learn to read. **Courage** to have a go at new words.