



Interventions for Reading (decoding) Difficulties

Ensure concepts of print are established (**see reverse side**).

Ensure text is at the correct level – pupil reading to an adult at instructional level (90-95% accuracy), pupil reading independently at above 95% accuracy (recreational level).

Take a running record or use the PM Benchmark Kit, analyze the errors, and put relevant strategies in place (see '**How to Guide for Strategies to Develop Reading Skill**').



Before beginning reading, 'warm up' the text first.

If sound-symbol knowledge is insecure, make trigger cards, and review them daily (**see 'How to Guide for Trigger card' sheet**).

Write high-frequency words on cards, secured with a key ring or treasury tag, and check daily (**see 'Trigger card' sheet**).

Consider paired reading to develop confidence and fluency (**see 'How to Guide Paired Reading' sheet**).

Check to see if a coloured overlay/tracker makes a difference.

Write reading prompts on a bookmark so all who read with the pupil use consistent language when prompting (**see over** for suggestions of prompts).

Play snap, pairs, and lotto with unknown words following the sequence of matching, selecting, and naming (**see 'How to Guide Matching, Selecting, Naming' sheet**), and provide pictorial support initially when possible.

Use ICT (e.g., Wordshark, Cambugs, Clicker) to support word recognition. Make books based on pupils' interests using ICT e.g., Clicker.

Use a multisensory approach to developing phonic skills (**see 'How to Guide for Alphabet Arc' sheet**).

Teach high-frequency words via the Precision Teaching or ERT method.

Use an evidence-based intervention program – e.g., Accelerated/write; Phonographic; Toe by Toe - or refer to 'What works for Pupils with Literacy Difficulties' (Brookes, 5th Edition, 2016). Ensure a baseline/end-of-program assessment is in place.

Mild to Severe

Universal to Targeted

Set up a bespoke program, this should include the following elements:

- Training in letter/sound knowledge (e.g., Using Letters and Sounds)
- Teaching concepts of print (**see reverse side**)
- Training to manipulate the phonemes within words
- Applying letter and sound knowledge to word reading and writing.
- Reading text at an easy level (for reinforcement, practice, and confidence)
- Reading text at an instructional level (to practice decoding words in context with teacher support)

Concepts About Print (as identified by Marie Clay)

1. Can the pupil identify the front and back of the book?
2. Can the pupil distinguish between print and picture?
3. Can the pupil identify where to start reading?
4. Does the pupil know print goes from left to right?
5. Does the pupil return to the left at the end of a line?
6. Can the pupil match one spoken word to one written word?
7. Does the pupil understand the concept of first/last?
8. Can the pupil identify the top/bottom of a picture?
9. Does the pupil understand the left page is read before the right page?
10. Does the pupil know the meaning of a full stop? (Ask: 'What is this for? Do you know what it is called?')
11. Does the pupil know the meaning of a question mark?
12. Does the pupil know the meaning of a comma?
13. Does the pupil know the meaning of quotation marks?
14. Can the pupil distinguish between capital letters and lower-case letters?
15. Can the pupil point to one letter/2 letter?
16. Can the pupil point to 1 word/2 word?

Examples of Reading Prompts

(Prompts should be short, clear, and direct, giving maximum information in minimum words)

To develop a word-to-word correspondence

- Read it with your finger – did it match?
- Were there enough words?
- Did you run out of words?
- Use your finger to make it match
- Point to each word.
- Run your finger underneath while you say it slowly.

To encourage attention to visual information V

- Do you think it looks like 'went'?
- What can you see at the beginning/end?
- Do you know this phoneme?
- Say the first sound.
- Start the word off.
- Blend the sounds/phonemes.

To encourage attention to meaning – **M**

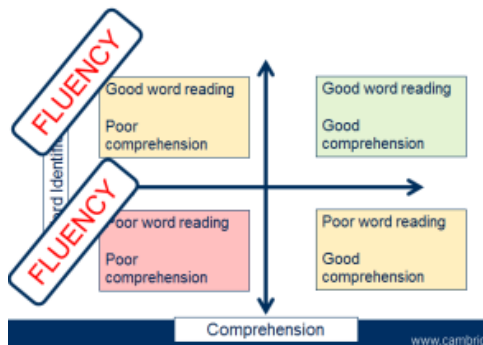
- You say.... Does that make sense?
- Look at the picture and think about what is happening.
- What word would fit there?

To encourage attention to structure – **S**

- You say.... Can we say it that way?
- Does that sound right?
- Is that a capital letter?
- Remember to listen and think: does it sound right?

To encourage attention to fluency

- Change your voice when you see these marks on the page “.
- Make it sound like talking.
- Make it sound like a story you would love to listen to.



8 Key Comprehension Strategies

Make Connections Connect what you read to what you already know.	Infer Use your own schema and clues from the book to understand what you read.	Create Images Create images in your mind as you read.	Ask Questions Ask questions to help you understand.
Determine Importance Think about the most important idea!	Synthesize Bring ideas together to make a new idea.	Monitor Understanding Check to make sure you are understanding what you read.	Use Fix-Up Strategies Use strategies when you get stuck on a word.

