The Reading Circle: Supporting the Acquisition of Reading Skills:

Inclusion
Wellbeing
Equalities

This Reading Circle is not intended to be a comprehensive guide to the teaching of reading. The purpose of the Reading circle is to provide opportunities for discussion and/or investigation when considering the needs of learners who may be experiencing literacy difficulties.

- Wellbeing for Reading
- Reading Comprehension
- Listening and Talking
- Sight Words
- Learning Environment
- Phonological Awarness
- Working Memory and Processing
- Phonics

Introduction

Welcome to the refreshed 2024 Reading Circle.

The Addressing Dyslexia Toolkit Working Group developed the Reading Circle in 2015 to help educators gain an understanding of how literacy skills have developed for the child or young person they are working with who may be experiencing literacy difficulties. In spring 2024 the Reading Circle was refreshed and provides educators with additional support follow on support to the Education Scotland Early Level Reading Resource - Learning to read in the Early Years: A professional support overview | Resources | Education Scotland. The Reading Circle can be used in early learning, primary and secondary settings and may also be beneficial for children and young people for whom English is not their first language, as well as for adults. Developing as a reader is linked to positive attitudes and experiences, as well as skills. Curriculum for Excellence recognises the fundamental importance of reading for enjoyment within the reading experiences and outcomes.

The Reading Circle provides:

- Descriptions of the key areas involved in the acquisition of reading skills
- Share approaches to help understand and support reading difficulties
- A discussion/planning tool to record discussions with colleagues, staff and, where appropriate, the learner. The planning tool can highlight strengths and difficulties and offer guidance to plan the next steps appropriately.

Responding to literature and texts play a central role in the development of children, young people and adult's knowledge and understanding. The definition of 'texts' needs to be broad and future proof: therefore within Curriculum for Excellence, a text is the medium through which ideas, experiences, opinions and information can be communicated.

Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy and English framework reflect the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication. encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose.

Navigating the Reading Circle.

Each section of the Reading Circle includes a descriptor, areas for consideration and supports and approaches. Hyperlinks are included throughout this resource from page 3 to aid navigation to the section required. The 'back' button will navigate to the main Reading Circle content on page 4 of this resource.

The development of reading involves a range of skills. Select a heading in the contents list to explore the different sections within the Reading Circle.

Contents
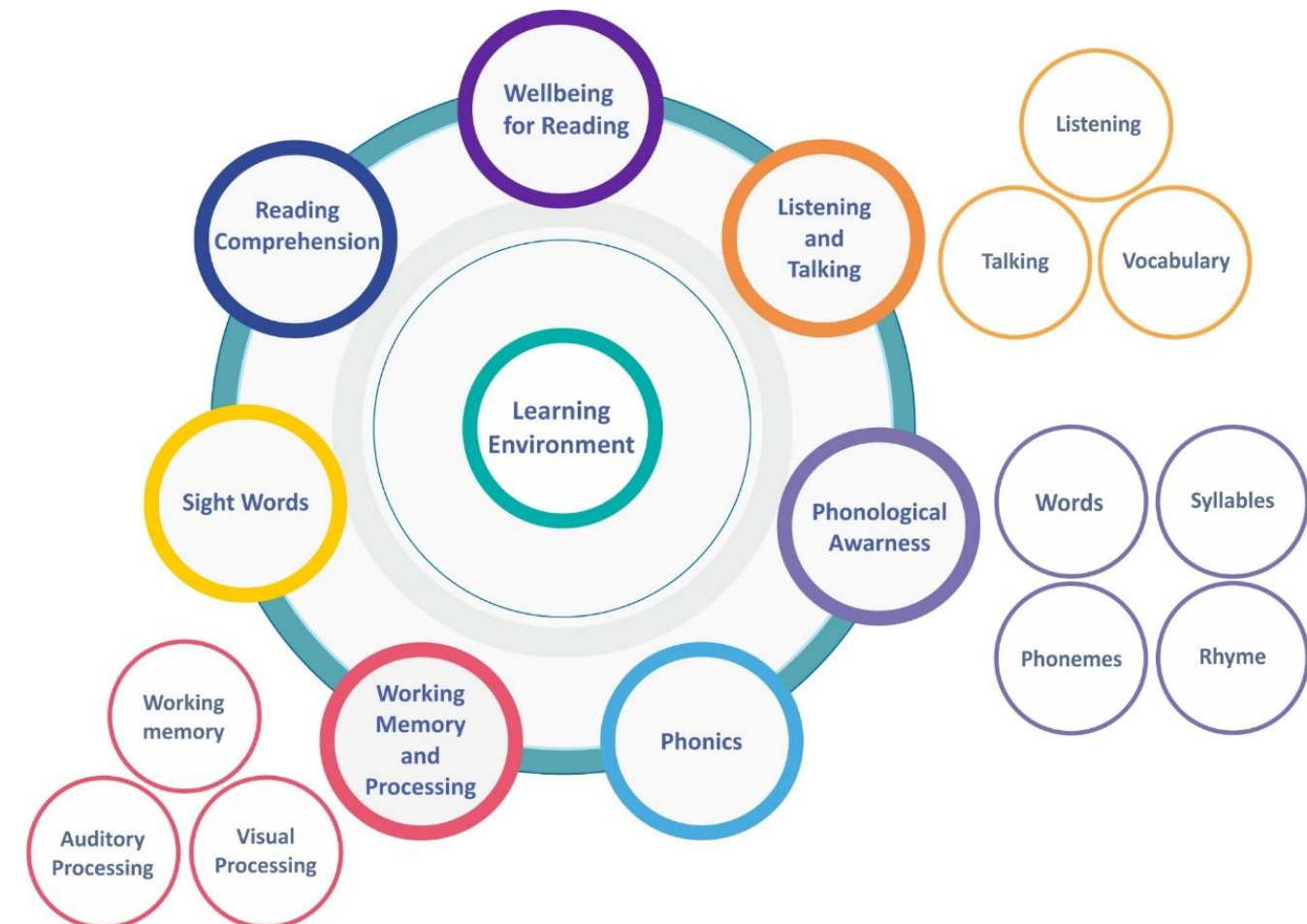
Wellbeing for Reading

Supporting a learner in all environments (home, early years and childcare, primary, secondary and community settings.

A child or young person's wellbeing is influenced by their health – mental and physical health, emotions, everything around them, different experiences and needs they have at different times in their lives.

The Wellbeing for Reading section of the Reading Circle includes information on:

Vision

Hearing

Language development

Interrupted learning

English as an Additional Language /Bilingual learner

Experiences and their access to reading.

Everyone at every stage of a learner's journey shares the responsibility for creating a positive ethos and a climate of respect and trust that will support wellbeing. This includes:

- Establishing open, positive, supportive relationships where learners will feel included and nurtured
- Creating a positive environment where learners will feel listened to and respected
- Support to develop their confidence in reading
- Modelling behaviour which promotes rich language and literacy experiences
- Being sensitive and responsive to the needs of the individual learner.

Further information on understanding wellbeing is available. [Understanding wellbeing - Getting it right for every child: understanding wellbeing leaflet - gov.scot (www.gov.scot)](www.gov.scot)

Supporting a language rich environment.

A language rich environment supports children and young people to develop their language and communication skills. This would include opportunities from early years to experience:

- Conversations
- Play
- Music, song, rhythm and rhyme
- Being read to and told stories
- Text and pictures (including books)
- Effective inclusive learning and teaching
- Age appropriate.

If a child or young person experiences difficulties in the acquisition of literacy skills it is important to gain an understanding of their strengths and areas of difficulty. This is often called a learner profile and should be used to ensure appropriate planning, support and monitoring . If children do not experience a language rich environment in their formative years this may impact on the development of their literacy skills. Some areas to consider highlighted below may impact on, or contribute to, the enjoyment and development of reading skill are listed in this section Please note this list is not exhaustive. You may wish to use your local authority's wellbeing assessment procedures.

Areas to consider when supporting literacy difficulties through a wellbeing focus.

- Language for enjoyment
- Relevant family information
- Ensure the learners voice is heard and they can participate
- Attendance and Tracking data
- Additional support for learning planning, e.g. Previous support input, transition, ASN plan, Childs Plan (terminology may vary)
- SEEMiS information
- Partner agencies involvement
- Set goals which are achievable and motivating for the learner.

Building knowledge of the child or young person as a reader:

- Knowledge of the child or young person , their interests, context and range of skills should be used to identify strengths and potential barriers to reading and engagement.
- Work in partnership with child/young person, families and colleagues to explore, understand and identify interests, strengths, needs, barriers and wider experiences.
- Build knowledge of the child/young person as a reader in relation to their language development and the five components, considering how they might impact each other.
- Strengthen the child/young person's identity as a reader, valuing their motivations and choices.

Responsive planning of universal approaches:

- Learning and teaching should be planned in response to the identified strengths and barriers for all learners.
- Use what you know about the child/young person to identify the pedagogical approaches needed to support progress.
- Adapt practice to ensure that children and young people experience success as a reader, building on their strengths in order to overcome barriers.

Considering interventions

- The rationale for chosen interventions should be based upon the context and needs of the child/young person. Through dialogue with others, establish a clear understanding of specific needs/barriers before considering an intervention.
- Ensure decisions around chosen interventions are research-informed and appropriate to your school context. Understand the purpose of a chosen intervention, how to implement it effectively and evaluate its impact.

Wellbeing for reading - further approaches and information.

Early years. Learning to read in the Early Years: A professional support overview | Resources | Education Scotland   Chapter 1: Introduction - Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing up in Scotland Cohorts - gov.scot (www.gov.scot) Bookbug - Scottish Book Trust Tips for supporting reading | Supporting literacy at home | Learning at home | Parentzone Scotland | Parentzone Scotland (education.gov.scot)

Broad General Education Scotland Reads: Paired reading partners | Resources | National Improvement Hub (education.gov.scot) Responding to the needs of young people with EAL at Holyrood Secondary School | Secondary | Promoting improvement through sharing highly effective practice **To share with parents and carers** Advice for parents to encourage children and teens reading - Scottish Book Trust Tips for supporting reading at home. Parentzone Scotland

Wellbeing for Reading – Vision

Children and young people may have motor and/or perceptual problems with vision that could cause them to have difficulties in following text and learning to read. Thus, improving vision can have a very positive effect on the child's confidence and progress in reading. Symptoms of visual problems may include:

- eye strain under fluorescent or bright lights
- glare
- same word may seem different, or words may seem to move
- headaches when reading, watching tv, smart phone, tablet screen, computer monitor
- patching one eye when reading
- difficulty tracking along line of print causing hesitant and slow reading.

It is sometimes difficult to assess if a child has any visual difficulty at an early age. However if the child is rubbing his/her eyes a lot, seems to have difficulty in focusing and tires easily when doing close book or computer tasks, then observe if these difficulties are also present when playing other games or listening to a story (without following in book). If the child has these difficulties, then it would be best to seek professional advice from a qualified orthoptist but report the circumstances under which the child is apparently struggling.

Approaches to consider and further information

- Discuss with named person/parents/carers and the child or young person -age stage as appropriate.
- Discuss with the learner their seating position in the classroom
- Discuss with parents/carers for them to consider an assessment with an Optometrist//Ophthalmologist
- Read and share the Dyslexia Scotland Leaflets
    - Dyslexia and visual issues
    - Visual Issues - Frequently Asked Questions
- Screen filters - ColorVeil adds a colour filter to screens helping with eye strain and/or Visual Stress - ColorVeil: Screen color filter | Help with dyslexia and eye strain (east-tec.com)
- Ensure textual resources are accessible -Informed Level | Inclusion, Wellbeing and Equalities Professional Learning Framework | Resources | Education Scotland - 'Accessibility - An Introduction' (PPT)
- Discuss with the child/young person areas which may improve their access to text.

Wellbeing for Reading -Hearing

Children and young people may have underlying hearing difficulties that could impact on their ability to identify individual sounds in words and also identifying and using the patterns of sounds. This will negatively impact on their ability to develop in to confident readers.

For consideration.
- Are there any indications that the learner may have hearing difficulties?
- Have there been frequent ear infections at an early age?
- It is noticed that the learner needs to see the face of who is speaking to understand them?
- Does the child or young person appear to have difficulties:
  - Following instructions
  - Concentration
  - Confusion over common sounds
  - Auditory discrimination
  - Asking for instructions to be repeated
  - With phonological awareness
  - Poor articulation of sounds
  - Repeating polysyllabic words
  - Understanding tone and pitch – plan opportunities to observe this.

Approaches to consider and further information
- Discuss with named person/parents/carers. It may be appropriate to suggest referral to GP /Health Visitor/ Audiologist to explore possible hearing difficulties or Glue Ear.
- Consider the following approaches:
  - Provide symbolised environment
  - Keep instructions short
  - Appropriate word banks on class wall or in personalised book
  - Early phonological screening.
  - Alphabet on the wall - design to be age/stage appropriate
  - Consider seating plan in class
- Ensure textual resources are accessible download the Accessibility- An introduction (PPT) Informed Level | Inclusion, Wellbeing and Equalities Professional Learning Framework | Resources | Education Scotland.
- Discuss with the child/young person areas which may improve their access to text

Wellbeing for Reading - Language Development

Early speech and language difficulties may be indicative of later difficulties in acquiring literacy and ongoing language problems may also be associated with reading comprehension difficulties. If there are problems with a child's speech and language, then early intervention is likely to produce the best outcome for the child. Children may have difficulty in sounding out words and have problems with phonological awareness. A case history of early development and information about early/ previous/ ongoing input from Speech and Language Therapy is helpful.

Consider the child/young person's early years' language experience e.g.

- Access to literacy rich environment
- Is their language development age and stage as expected e.g. vocabulary?
- Does the learner have a neurodevelopmental difference e.g. autism ADHD, dyslexia?
- Does the learner struggle to repeat polysyllabic words
- Is the delay general or specific?

Approaches to consider and further information

- Adapt approaches and strategies to meet the learner's developmental needs Child Development | NHS GGC
- Partnership working. Discuss with named person/parents/carers - it may be appropriate to suggest referral to SaLT (Speech and Language) for advice
- Further assessments to ascertain vocabulary knowledge e.g. link with support for learning/ASN teachers
- Review and adjust the pace of learning appropriate for the learner
- Break/chunk instructions down
- Ensure that there is enough wait time between questions
- Make good use of talking and listening activities. Some examples and links are below
  - Talking, listening and questions | Resources | National Improvement Hub (education.gov.scot)
  - Jigsaw group Jigsaw | TeachingEnglish | British Council | BBC
  - Diamond 9 Diamond 9 – Group discussion | HIGHLAND LITERACY

Professional Reading

- Educators and professionals - Speech and Language UK: Changing young lives
- Autism Tool Box - What does neurodiversity mean? | Autism Toolbox
- Autism Tool Box - Communication stages   Communication | Autism Toolbox
- POLAAR resources and literature reviews – all in downloadable zip file Primary One Literacy Assessment and Action Resource (POLAAR) | Learning resources | National Improvement Hub (education.gov.scot)
- Early Language Development - Speech and language development - what to expect 3 - 5 years Learning to talk | 3 to 5 years | Start for Life (www.nhs.uk)
- How to start reading – and find it easy! - Scottish Book Trust
- Chapter 1: Introduction - Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing up in Scotland Cohorts - gov.scot (www.gov.scot)
- Developing listening skills in secondary school | National Literacy Trust
- Listening skills - BBC Teach

Wellbeing for Reading - Interrupted learning

Interrupted learning happens for a range of factors. These may include children and young people who:

- Have experienced a number of transitions to different schools, authorities and countries for example moving due to family circumstances
- Missed a significant amount of schooling through ill health
- Have not had an early learning experience.

Some of the children and young people may exhibit signs of literacy difficulties due to missing out on certain stages in the teaching of phonological awareness, phonics teaching or vocabulary assimilation. If this has not been compensated for at home then children and young people may have only limited experience and/or language for the learning environment they find themselves in at primary and secondary school. It will be important to ensure that such factors are taken into account and appropriate learning ad teaching is provided identify and support any missed areas.

For consideration

- Are there any indications the learner may have gaps in learning? e.g.
- Was the learner one the youngest in their class when they started school e.g Jan/Feb birthday?
- Did/does the learner have extended/regular periods of absence due to ill health?
- Is the learner care experienced? (currently or previously Looked After)
- Is the learner from an Armed Forces family?
- Did /does the learner have general poor attendance /regular lateness?
- Is the learner from the Gypsy travelling community?
- Is the learner a young carer?
- Is the learner a refuge asylum seeker?

Approaches to consider and further information

- Liaise with parents/carers/named person/pastoral care colleagues to gather relevant information
- Learner entitlement - ensure the learner has an opportunities to participate in, and share their views and learning experiences
- Ascertain learning level
- Use timely, appropriate assessments to identify gaps which will inform next steps in learning
- Establish if the learner accesses any support groups/outside agencies
- Keep transition information up to date to support sudden moves
- Ensure appropriate transition planning is place - for some learners this can be two years transition planning. Additional support for learning: statutory guidance 2017 - gov.scot (www.gov.scot) (Chapter 6)

Wellbeing for Reading - English as an Additional Language (EAL) /Bilingual learner

For children who speak languages other than English at home, the assessment process of literacy difficulties/dyslexia will require very careful consideration. Consideration will require to be given to the child's first language, as well as, English and this may require assistance from a professional who shares the same language as the child. It must be remembered that the phonology of the child's first language is likely to be different from English and scripts too, may be different. As an example, Polish children who have wholly developed literacy skills will have experience of decoding in alphabetic script but in the case of children exposed to logographic scripts, the relationship between sounds and symbols will be markedly different. Even though children may not have learned to read in their first language they will have been exposed to environmental print. It is important to consider whether the child or young person's difficulties with language extend beyond them having English as another language.

For consideration.
Working in partnership with families, highlighting the strong research evidence of the cognitive benefits in being plurilingual, find out;
- What language/languages are spoken at home?
- Have they recently arrived in the country?
- If the family need or are accessing support– Community learning/Adult literacy projects/ local authority EAL services
- What is the learner's previous learning experience?
- When did they start school
- Are they reading in their first language at home?
- Are English reading materials available at home?
- Links with your local authority local authority EAL services
- If possible, ascertain their reading level.

Further professional learning
- Use timely, appropriate assessments to identify gaps which will inform next steps in learning Assessing and Monitoring | Addressing Dyslexia
- Supporting Bilingualism and EAL Learning module https://blogs.glowscotland.org.uk/glowblogs/supportingbilingualism/
- English as an Additional Language (EAL) - Wakelet
- The University of Edinburgh (School of Education) has recorded a webinar session specifically for teachers and parents with lots of helpful links on the webpage (scroll down)
- BBC Learning English – Various levels, stories, grammar, pronunciation

Reading experiences and access to reading
Supporting children and young people to develop a love of reading and reading for pleasure has a significant positive impact on all outcomes. It is important we support children and young people to develop a love of reading through consideration of the interactions, experiences and spaces on offer and that we value and respond to the interests of the child to develop meaningful engagement with reading. Where possible, work together with families to nurture a love of reading. An interpreter may be required.

Consider the child/young person's experience of reading

Explore if the child or young person:

- has been given opportunity to use and make choice from a range of texts and formats e.g. comics , digital ebooks, graphic novels?
- has access to reading at the home, nursery, school, community?
- can access support from their family to read at home, are they reading and being read to?
- chooses to read on a regular basis?
- enjoys being read to?
- appears relaxed when reading?
- enjoys reading at home
- is confident in their approach to reading when interacting with peers?
- avoids books/reading , do they exhibit different , anxious and or distressed behaviour before and during reading activities?
- understands their own strengths and areas of difficulties of their reading skills?
- is able to express their thoughts about reading?
- If family members experience literacy difficulties explore with them access to adult literacy services.

Approaches to consider and further information

- In discussion with the child or young person review their strengths, areas of need and next steps. The Reading Circle Planning Tool can support this.
- Ensure the reading material is age /stage appropriate
- Ensure that the choice of reading material is of interest to the learner and engages them - Give them opportunities to choose their reading material and share their views about it
- Provide a range of formats to encourage reading e.g. comics, no word picture books, digital/eBooks, and audio books alongside unabridged printed books to read and listen at the same time.
- Provide access to storytelling/audio books in class, at home, libraries, online
- Drawing, creating craft related to reading text.
- Use of ICT to support learners with literacy difficulties and dyslexia - Technology Support | Addressing Dyslexia
- Making books - personal books – e.g. Book Creator App
- Ensure there is flexibility in approaches and methods to allow learners to demonstrate their learning . Visit CALL Scotland's website for a wide range of support strategies. http://www.callscotland.org.uk/home/
- Provide a positive environment and opportunities where other people can be heard talking about books.

Listening and Talking

Descriptor

Listening and talking are core skills for life and learning and are central to learning and teaching in all subject areas and all stages.

Listening and talking skills develop from infancy and can be encouraged with activities incorporating sounds, songs, repetition and stories.

Effective listening skills are the ability to actively understand spoken information and engage with the information appropriately. This may include providing feedback, asking of pertinent questions, following instructions and reciprocal conversation. A planned approach to developing listening and talking skills in the early years will lay the foundations for reading and writing as well as developing social and communication skills. They are important because listening and talking:

- Are often a learners first experience of language.
- Helps to develop their concentration skills – ready to learn.
- It helps them to learn new words by developing language and vocabulary skills.
- It helps them to develop grammar and reading ability.

In order to make good progress in reading fluency and comprehension, learners require frequent and varied experiences of listening and talking activities.

This section focuses on 3 areas – Listening, Talking and Vocabulary.

Listening

Areas for consideration

Does the child/young person:

- have good listening skills?
- show understanding and engagement when listening to information and stories
- focus on what is being said?
- the difference between similar letter sounds and words
- follow age appropriate instructions?
- follow a series of instructions?

Approaches to consider and further information

- Liaise with parents/carers/named person/pastoral care colleagues to gather relevant information, it may be appropriate to suggest referral to GP /Health Visitor. Possible glue ear or unknown hearing difficulty.
- Ensure you are using appropriate language and expectations
- Consider seating positions in class and use of fidget toys to help to sit and focus (When children and young people are sitting appropriately this reduces distractions for them and enables them to focus more easily on what the speaker is saying)
- Say the child or young person's name before speaking to them.
- Thinking about what is being said
- Observations in class with instructions and peer interaction - Observe and specifically support
- Use sound games, age stage appropriate e.g. Sound Stories learner listens and on given word they make the right sound
- Go on a listening walk inside and/or outside. What sounds do you hear?
- Use good listening prompts
- Do they need individual instructions, shortened instructions, visual clues to attend to the task
- Use individual/small group activities to play sound discrimination games. These can include fine sound discrimination games which highlight high, low, short and long sounds.
- Simplify the instructions
- Use visual clues
- Discreetly check learner has understood the task
- If and when appropriate ask child to repeat instructions
- Use visual clues/symbols
- Include a focus on story telling/oral information sharing with engaging ways to find out the learners level of understanding. Use of real books, E Books, and audio books

Modelling and scaffolding - How to talk so children will listen?

- Say child or young person's name before speaking to them.
- Keep it simple – reduce the load.
- Tell – don't ask.
- Keep it concrete and avoid ambiguous language.
- Be a positive role model.
- Explicitly teach listening skills.

What are good listening behaviours? - Give Me 5!

- Looking at the person who is talking
- Sitting still
- Staying quiet so that everyone can listen
- Listening to ALL of the words
- Thinking about what is being said.

Talking

Areas for consideration

- Is there a discrepancy between the child or young person's reading ability and their verbal communication skills – age and stage appropriate?
- Is there a discrepancy between the child or young person's ability to demonstrate their knowledge and understanding through talking and what they demonstrate by writing -age and stage appropriate?
- Does the child or young person instigate conversations, do they have a social awareness of talking?
- Is there a discrepancy between the child or young person's reading ability and their verbal communication skills – age and stage appropriate?

Approaches to consider and further information

- Consideration of the child or young person's early childhood development - Have they experienced a nurturing start in life and if so adapt approaches and strategies to meet the developmental needs. Partnership working with families and health professionals – look at the 'Wellbeing for reading' section.
- Plan opportunities for the child or young person to develop discussion and conversation skills e.g.
  - o Role play experiences
  - o Help tell a story
  - o Open ended questions
- Collaborative learning - Dylan Wiliam - Collaborative learning | Learning resources | National Improvement Hub (education.gov.scot)
- Planning opportunities for the child or young person to engage in conversation and develop vocabulary range
- Using ICT to support learners with literacy difficulties and dyslexia Technology Support | Addressing Dyslexia
- Flexibility in approaches and methods to allow learners to demonstrate their learning . Visit CALL Scotland's website for a wide range of support strategies.
  - o Expertise in Communication and Assistive Technology - CALL Scotland, Edinburgh
  - o Posters and Leaflets (callscotland.org.uk)

Vocabulary

Areas for consideration

- Does the child/young person use an age and stage appropriate range of vocabulary?
- Is there a discrepancy between their reading ability and their verbal communication skills – age and stage appropriate?

Approaches to consider and further information

- Encourage and plan for discussion opportunities.
- Story telling.
- Support the use of audio books to provide exposure to a wide range of vocabulary.
- Clarifying new words and summarising texts lit13_teachingreadingcomprehensionfinaldraft.pdf (education.gov.scot) – Vocabulary section pg 46.
- Identifying and using appropriate vocabulary - first level | Literacy and English activities | Resources for practitioners | Scotland Learns | National Improvement Hub (education.gov.scot).
- Vocabulary building | National Literacy Trust.

Phonological Awareness

Descriptor
The early stages of phonological awareness before letters and words are introduced.

What is phonological awareness and why is it important?

Phonological awareness is a key component of early reading development and is a **listening skill** . It provide opportunities to recognise the rhythms and sounds of spoken language, hear, explore and play with the sounds and patterns and supports early readers begin to make connections between sounds they hear and print in their environment.. Some children will be able to do this naturally but others may need more help.

There are several stages in the development of good phonological awareness.

- **Words**: noticing individual words.
- **Rhyme**: noticing rhyme and saying words which rhyme (Some learners never understand rhyme but learn to read regardless).
- **Syllables**: breaking words up into syllables and putting syllables together to say words.
- **Phonemes** (sounds): this is called phonemic awareness. It's the ability to tune into words in such a way as to notice that they are made out of different sounds (phonemes), to break words down into these individual sounds and also to blend individual sounds into words.

Phonological awareness is **not** to be confused with phonics. Phonics is the link between sounds (phonemes) and written letters (graphemes) and is the next big step on the journey to reading. Once learners can work with single phonemes, they can then understand that letters represent specific sounds and learn to blend them together to make words – reading!

Phonological Awareness
- Is **the awareness of all of the sounds of language**. This includes: recognising sounds, adding sounds, taking apart sounds and moving sounds around.
- Helps children become prepared to learn how letters and sounds go together in words
- Relates only to speech sounds, not to alphabetic letters or letter strings; it does not require knowledge of written alphabet letters or letter patterns.

Phonemic awareness focuses specifically on recognising and manipulating phonemes, the smallest units of sound.

Phonics requires students to know and match letters or letter patterns to sounds and to use this information to decode words.

Phonological Awareness - Words

Descriptor

Noticing individual words.

Areas for consideration

Does the child or young person:

- appear to have difficulty identifying where one word finishes and the next starts?
- Demonstrate an understanding that single words are separate units of sound?

Approaches to consider and further information

- Introduce lots of multisensory learning incorporating concrete supports e.g. plastic letters, finger writing in sand.
- Elkonin (sound) approach boxes - linking one box for each sound or phoneme.
- Segmentation/blending boxes.
- Sound programs which local authorities may recommend.
- Alphabet blocks - http://www.bbc.co.uk/cbeebies/shows/alphablocks
- Counting the words when reading together – using fingers, counters, bean bags etc.

Phonological Awareness - Rhyme

Descriptor

Noticing rhyme and saying words which rhyme.

Learning to identify words which rhyme is an important stage in developing good phonological awareness. Rhyme can help children with listening skills and especially hearing words that sound the same at the end. Rhyme 'trains' their ear. For example, if a child can hear that b**at** and h**at** rhyme and that b**ag** doesn't, then that means the are beginning to hear the difference between individual sounds (phonemes).

The next stage would be for the child to give their own rhyming words ~ such as c**at** and r**at**.

Some learners may never understand rhyme but learn to read regardless.

Approaches to consider and further information on rhyme for all early readers irrespective of age.

- Using the word 'rhyme' to ensure that they understand the concept is important...... "yes Anna does rhyme with banana"
- Ensuring there are opportunities to identify rhyming words should be provided in fun, engaging activities and should take place in different contexts and environments.
- A selection of indoor and outdoor games to support the development of rhyme - Glasgow Dyslexia Support Service (gdss.glasgow.sch.uk)
- Rhymes - BBC Bitesize

Consider

Does the learner appear to have good listening skills?

Approaches to consider and further information

- Look at the 'Wellbeing for reading' section.
- Demonstrate why listening is important. (Listening underpins al language development.

Consider

Does the child or young person recognise rhyme and understand what rhyme is?

Approaches to consider and further information

- Use lots of singing and rhyme time.
- Games and tasks with rhyming words – multisensory tasks age and stage appropriate e.g. feely bags, pictures, cards listening games, treasure hunts to find rhyming objects.
- Use visual reinforcement e.g. pictures, images.

Consider

Can the child or young person replicate the rhythm of rhyme?

Approaches to consider and further information

- Use of clapping when singing rhymes, marching to the beat, movement to the beat.
- Use lots of singing and rhyme time Bookbug's songs and rhymes app - Scottish Book Trust
- Include a focus on rhyme in planning.
- Rhyming word patterns – early level | Literacy and English activities | Resources for practitioners | Scotland Learns | National Improvement Hub (education.gov.scot)

Consider

Can the child or young person generate rhymes - can they independently create a similar rhyme?

Approaches to consider and further information

Games and tasks with rhyming words e.g. I spy with rhymes, rhyming wheels, inventing new rhyming words, visual displays, rhyming riddles, access to books – printed and e books or audio.

Consider

Can the child or young person discriminate between different sounds?

Approaches to consider and further information

- Use lots of singing and rhyme time.
- Discuss with named person and or parent.
- Listening and understanding what rhyme means.
- Nursery Rhymes on CBeebies Radio - CBeebies - BBC
- **CBeebies Watch and Sing** - Watch and Sing - Clips and songs for kids - CBeebies - BBC
- **Book bug** - Bookbug - Scottish Book Trust

- **Singing using song websites e.g.** [Singing nursery rhyme lyrics with babies and children | Words for Life](#)
  [Bussongs | Nursery Rhymes & Kids' Songs | BusSongs.com](#)
  [Sing With Our Kids - Free children's songs and resources for early learning literacy through singing](#)

Phonological Awareness - Syllables

[(Back to contents)](#)

Descriptor

Syllables are the building blocks of words.

A syllable is part of a word, every syllable has a vowel (a, e, i, o, u) and all words are made up of one or more syllables. Long or unfamiliar words can be broken down into syllables which are easier to read and spell. Knowing how to break up a word (segmenting) into syllables is useful because:

- It can support reading skills.
- It can help to pronounce new and unfamiliar words.
- It can help with spelling new words as breaking down into smaller chunks make the patterns easier to remember.

Those learners who are able segment and blend syllables at the early stages of reading and spelling generally progress more easily and it helps with future fluency and accuracy.

Breaking words up into syllables and putting syllables together to say words. Early readers (irrespective of age) need to be taught that a syllable is a word or part of a word containing one vowel sound and develop an awareness of rhythm in music and spoken language. This will lead on to an appreciation of syllables and the ability to count syllables, but these skills need to be taught separately.

Areas for consideration

- Has the child or young person developed the rhythm of language through tapping and clapping syllables?
- Does the learner have an awareness of sequence and positional language, e.g. first/middle/last etc?

Approaches to consider and further information

- Hearing and Segmenting Syllables – [films and activities](#)
- [Reading: The sounds of English - BBC Teach](#)
- [Syllables - BBC Bitesize](#)

Phonological Awareness - Phonemes

Phonemes (commonly referred to as 'sounds') are the smallest units of spoken sound. This can be presented by either a single letter or combination of letters.

For example:

The spoken word 'shop' is comprised of three phonemes: sh - o - p

The spoken word 'right' is comprised of three phonemes   r – igh - t   (sounds): This is called phonemic awareness. It's the ability to tune into words in such a way as to notice that they are made out of different sounds (phonemes), to break words down into these individual sounds and also to blend individual sounds into words.

Areas for consideration

Can the child or young person:

- identify and hear individual sounds created by either a single letter or combination of letters?
- Identify similar sounding/looking letters?
- Recall the shape of a letter and how to write it?
- Recall that this is the written representation of a sound?

Approaches to consider and further information

- **Do not rush through the reading programme.**
- Introduce lots of multisensory learning incorporating concrete supports e.g. plastic letters, finger writing in sand.
- Assessment procedures within the learning environment.
- Elkonin (sound) approach boxes - linking one box for each sound or phoneme e.g. Elkonin Boxes | Reading Rockets.
- Introduce lots of multisensory learning incorporating concrete supports e.g. plastic letters, finger writing in sand.
- Help the learner understand the orientation of letters using visual discrimination tasks which involve the learner placing 3 or 4 pictures / objects in a particular order depending on verbal instruction for their orientation.
  Literacy Games: Board games, cards / Web based games/ Apps /Gaming software.
- The Addressing Dyslexia Toolkit has some free downloadable resources to try. Select the Phonics tab for resources and films Strategies and Resources | Addressing Dyslexia Addressing Dyslexia
- Make use of the Scottish Phoneme Chart. Glasgow Dyslexia Support Service (gdss.glasgow.sch.uk).
- Alphabet Awareness – an A4 sheet with illustrated upper- and lower-case alphabet letters.
- Further information on phonemes - Glasgow Dyslexia Support Service (gdss.glasgow.sch.uk).

Pronunciation

When working with phonemes it's important that they're pronounced correctly. Usually, the pronunciation of vowel phonemes is straightforward. The **video** below gives some guidance on how to correctly pronounce consonant phonemes.

Select here to watch a Scottish Phoneme Video - short film for discrete pronunciation of phonemes.

Phonics

Descriptor

Phonics involves the skills of hearing, identifying and using the patterns of sounds to read. The explicit and systematic teaching of phonics should develop understanding of the sounds (phonemes) and corresponding letter/s (graphemes) which represent them. Phonics instruction should provide opportunities to blend, segment and manipulate sounds using children and young people's current level of skill. Successful implementation of a phonics programme relies on a number of factors. The approach taken to teaching phonics should have a strong evidence base.

Phonics requires students to know and match letters or letter patterns (graphemes) to sounds (phonemes) and use this information to decode words.
We have **44 sounds/phonemes** that we use in our spoken language: However, we have only **26 letters**. (44 sounds/phonemes = 138 graphemes/spelling representations)
Before readers of any age start learning phonics, they need to develop strong competencies in phonological awareness and build an awareness that sounds, letters and words work together to help with reading and writing.

Phonics helps us to **decode** and read words- Teaching reading by training beginners to associate letters or letter patterns with their sound(s) and how they are blended to form words means even if a child or young person has no understanding of what a word says, they may still be able to phonetically sound it out.
Phonics helps us to **encode** and spell words. Instructional practice that emphasises how spellings are related to speech sounds in systematic ways.

Areas for consideration

Can the child or young person:

- Look at the letter/s and know which sound/s the letter/s represent?
- (Making the links between grapheme-phoneme?
- Hold sounds in order and then blend together to make words?

Approaches to consider and further information

- Teaching phonics requires a technical skill in enunciation; phonemes should be articulated clearly and precisely. Proper pronunciation of individual letter sound (pure sound) is very important for supporting blending skills. Make sure when the learner is pronouncing a sound, they do not add extra vowel sound (See phonological awareness section) [ConsonantPhonemes (youtube.com)](youtube.com)
- Elkonin (sound) approach boxes - linking one box for each sound or phoneme e.g. Elkonin Boxes | Reading Rockets
- Introduce lots of multisensory learning incorporating concrete supports e.g. plastic letters, finger writing in sand
- The Addressing Dyslexia Toolkit has some free downloadable resources to try. Select the Phonics tab for resources and films Strategies and Resources | Addressing Dyslexia
  - Alphabet Awareness
  - Manipulation of letters, sounds and words
- Sound programs which local authorities may recommend.

Working memory and processing

Working memory is the system responsible for temporarily storing information and using this information in your thinking.
While short-term memory refers to the short-term storage of information, working memory also involves the manipulation of stored information.
Auditory memory is the ability to take in information presented orally, process it, retain it and then recall it. Visual memory is the ability to remember visual details.

The importance of working memory
Your working memory is closely related to your ability to keep your attention on a task or activity. You use your working memory for a number of everyday activities, for example:

- Remembering instructions about what to do next (e.g. keeping a recipe or driving directions in your head while carrying out the task).
- Keeping all the parts of an equation in your memory while you calculate it.
- Reading and remembering what you have read.
- Problem-solving.
- Sequencing a task - performing the various steps of a task in a certain order.
- Focusing on the task at hand, without being distracted by irrelevant stimuli.
- Following a conversation.
- Planning, organising and structuring your daily life.

Working memory

Descriptor
Working memory is the system responsible for temporarily storing information and using this information in your thinking. While short-term memory refers to the short-term storage of information, working memory also involves the manipulation of stored information.

Areas for consideration
Can the child or young person:
- Get started on a task
- Stay focused on a task
- Complete a task
- Plan and organise a task with multiple steps
- Comprehend what they have read.

Approaches to consider and further information

- Clear classroom organisation is very important
    - Ensure the child or young person has a seating position which allows access to the teacher and displays etc.
    - Place memory aids on the child's desk rather than classroom walls if possible.
- Effective Teaching strategies
    - Keep instructions as brief and simple as possible.
    - Where possible, break instructions down into individual steps
    - Repeat instructions if necessary.
    - Ask the child/young person to repeat the instruction back to you.
    - Give extra processing time when answering questions.
    - Encourage the child or young person to ask if they have forgotten an instruction.
    - When giving instructions, encourage the pupil to make notes, repeat back to you and explain what they have to do.
    - Support the child or young person to explore ways or recording tasks, revising works for them e.g. , visual mapping, lists, images , voice recordings
    - Try to give instructions in multiple ways, e.g. digitally, verbally and visually. Allow them to take a photo of instructions/homework etc. For practical activities/classes this could be a recorded film on how to use equipment.
    - Use visual memory aids such as useful spellings lists, alphabet strip, word attack skills. Ensure the child knows how to use these effectively.
    - Use a recording device to allow playback of information.
    - Using Working Memory to support reading: [working-memory-reading.png (2136×1598) (wordpress.com)](#) (Highland Literacy)

Visual processing

Descriptor

Processing visually presented information, retaining the information and being able to recall it.

Areas for consideration

- Does the child or young person experience.
- Confusion in what the individual letters and numbers mean?
- Difficulty finding information in work books, printed text?
- Losing their place while reading aloud.
- Difficulty concentrating on books with small print and/or many words on a page.
- It takes longer to copy notes from the white board.
- Difficulty in picking out details in words or images.
- Trouble scanning for information contained in written materials.

Approaches to consider and further information

- Ensuring any memory recall activities are fun, engaging activities and take place in different contexts and environments.

Keep Games/activities

Pairs/ Bingo

- Using cards containing pictures, turn over all cards. Children must remember the location of cards to find pairs/ match card to board.

What's missing?

- Using a variety of items, learner studies them before one is removed. Learner guesses what item is missing

Magic Cup game

- A ball is hidden under one of 3 cups. The child focuses on which cup the ball is under as they are moved around. The child then has to identify the cup hiding the ball.

Memory Strategies

- The Repeating Strategy involves receiving information and repeating it until the information is needed – this strategy is therefore only useful when information needs to be remembered for a short time. As soon as the repeating is stopped or interrupted, the information will fade. This strategy may be used to remember a phone number until it is dialled, enter numbers in a calculator or to remember a verbal instruction. Activities to practise this strategy include children/young people hearing a list of numbers to repeat in their head and then recall verbally, write or enter in a calculator; and following verbal instructions to colour a pattern, make a shape pattern, draw items in sequence or carry out an action.

Auditory processing

Descriptor

Processing orally presented information, retaining the information and being able to recall it.

Areas for consideration

- Does the child or young person?
- Appear to have difficulty following instructions?
- Gets easily distracted by background noise?
- Has difficulty differentiating two distinct sounds?
- Has difficulty recalling the order of sounds in a word?

Approaches to consider and further information

- Ensuring any memory recall activities are fun, engaging activities and take place in different contexts and environments.

Games/activities
I went shopping......

- Items are added to a shopping list or music list are listened to, recalled in sequence and an item added.

Following instructions

- Children/young people listen carefully to instructions and carry out action, for example, "pat your head then clap your hands twice". Include more steps for more challenge.

Listen to story and answer questions

- Sharing an unfamiliar short story or text . Encourage them to remember key information. Children or young people then answer questions, could be digitally answered.

Chinese Whispers

- Pass a whispered message/ number to around the group then pass this on to the next person

Memory Strategies

- The Picturing Strategy involves remembering a series of items by creating a short story to connect the items in sequential order. This allows semantic connections to be made and visual images are produced, allowing random objects to become a meaningful story. If information is meaningful, it is more likely to be recalled. Activities to practice this strategy include linking objects or words seen or heard by making up a story and then recalling; studying a scene then recalling items seen; and listening to an unfamiliar story and visualising important parts then answering questions.
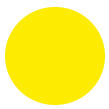
Sight Words

Descriptor

Sight words are a set of high frequency words. When a learner learns to recognise them automatically, it can increase their reading fluency and comprehension. More than 75% of the average children's book is made up of sight words. Some sight words can be decoded using phonic knowledge; however, many sight words are irregular and cannot be read using phonic skills alone. To read these words automatically the learner will need to recognise these words as a whole.

Consider

Can the learner recognise whole words automatically?

Approaches to consider and further information

- Repeatedly expose learner to words – revisit to overlearn
- Sequence of 5 teaching techniques. - Adult reads words and puts it in a sentence to give it meaning. Highlight tricky bit(s). Model 1) to 4) before learner does each.
  - See & Say   Learner sees the word on the flash card and says the word while underlining it with finger.
  - Spell Reading   Learner says the word and spells out the letters, then reads the word again.
  - Arm Tapping   Learner says the word, then spells out the letters while tapping them on their arm, then reads the word again.
  - Air Writing   Learner says the word, then writes the letters in the air in front of the flash card.
  - Table Writing   Learner writes the letters on a table, first looking at and then not looking at the flash card
- Consider visual memory and support with visuals -e.g. visual mats, word wall / Glossary's.
- Visual memory games.
- Consider visual discrimination skills.
- Memory strategies.
- Visual perception games.
- Hang words around the classroom/ school building and draw attention to them/ search for them.
- Create a big word poster – talk about the letters it contains and illustrate to show meaning.
- Be Active – e.g. put focus words into a hopscotch grid; create a life size word board on the floor; build a word card city; place one on/beside each stair; write words on a beach ball; place words on a Twister mat; put the words under bubble wrap and stamp as you read! create a word web using string to climb through.

Consider

Can the learner recognise high frequency (common) words?

Approaches to consider and further information

- Use of common words to play and practice with in an age and stage appropriate layout and design.
- Bingo – High Frequency Words – Scroll down to the Literacy -Reading tab , Strategies and Resources | Addressing Dyslexia Addressing Dyslexia
- http://www.ictgames.com/literacy.html
- http://www.familylearning.org.uk/sight_word_games.html
- Recognition in context - point out the words when reading books (Dr.Seuss book contain a lot of them!)
- Make up stories together using the words.
- Learn to type using common words. This uses muscle memory.

Reading Comprehension

Descriptor

Awareness of how to understand and process text.

The Ability to process and understand the content of the text across a range of text formats.

Comprehension is the ability to understand, remember, and make meaning of what has been read. It is the main reason we read. Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading (phonemic awareness, phonics, fluency and vocabulary – see 5 components of reading) it also requires the reader to draw upon general thinking skills.

Why is comprehension important?

- Children and young people with developed reading comprehension abilities can predict, infer, make connections, and analyse what is being read.
- Even before becoming independent readers, children and young people can begin practicing and developing comprehension skills when books are read aloud to them.
- Children and young people who comprehend what they read are both purposeful and active readers.
- Comprehension allows readers to draw meaning and information from text, and it also transforms reading from a purely functional activity into one that inspires thought and feeling. Fluency and comprehension are closely tied - A child or young person cannot fully understand the meaning and ideas behind a text without the ability to read it fluently.

Consider

Is the learner able to read text, process and understand the information.

Approaches to consider and further information

- Use of summative assessment.
- Is there a difference between their oral ability and reading ability.
- Talk to the learner to establish if they have an independent understanding of the text.
- Can they recall **and** retell the text in their own words.
- Is the learner able to process and understand the information of a text when read to?
- Scotland Reads: Paired reading partners | Learning resources | National Improvement Hub (education.gov.scot)

Consider

Does the learner understand the questions or get confused?

Approaches to consider and further information

- Ensure that the question is at the appropriate level, check that the learner understands the what the words used within the question actually mean.
- Model thinking out loud to support reflection on the text – inference.
- Use of differentiation – multisensory approaches, support the learner to use any existing clues in the text or images.
- Provide 'wait' and 'thinking'time.
- Use the appropriate type of question Primary Comprehension Tips: Knowing The 8 Question Types | Primary & Secondary English Tuition Centre | Voted #1 English Tuition Class (augustineenglishclasses.com)

Consider

Does the learner use pictorial, contextual and/or grammatical cues?

Approaches to consider and further information

- Observation of child or young person's skills within school and link in with home.
- Consider use of Miscue Analysis.
- Introduce lots of multisensory learning incorporating concrete supports.

Consider

Does the learner regularly have to refer back to the text to find information?

Approaches to consider and further information

- Ensure curriculum subject areas resources are accessible.
- Access to text recognition software.
- Support the development of skimming and scanning skills.
- Refer to wellbeing section – vison.
- Support short term memory.
- Teach skimming , scanning and highlighting etc.

Ways to develop comprehension skills for reading- Approaches to consider and further information

- Drawing a scene from the text.
- Reading and listen to same unabridged version of the text at the same time.
- Model thinking out loud to support reflection on the text – inference.
- Make a story board.
- Story stones.
- Re-tell the story with puppets.
- Role play area with books.
- Open ended questions that prompt children to think deeply about the text.
- Encourage reflection/ relate to stories - ask students for their opinions.
- Story maps.
- Re-sequence a story.
- Mixed up sentences.
- Make predictions.

Learning Environment

Descriptor

A literacy rich environment promotes, supports and enriches listening, talking, reading and writing. It models high standards and sets high expectations for literacy.

Learners are supported with their language development from birth. They experience rich language and literacy environments which include; use of language through play, conversations, singing rhymes, experiences of being read to, oral storytelling, access to printed pictures and text and opportunities develop their reading skills.

Children and young people are supported to develop their confidence and enjoyments of reading and will have frequent opportunities to interact with books in a range of environments at home, the library, early learning and child care settings , schools and families.

Good practice for all learners

- Inclusive practice and pedagogical approaches.
- Support for all areas of early literacy – irrespective of age and stage.
- Are there are opportunities to support reading across the totality of the curriculum?
- Is the curriculum accessible and ensures that learners have opportunities to read and demonstrate their skills.
- Is the learner regularly read to and is there a range of age-appropriate genre/text types used? e.g.- fiction, non-fiction, typed and handwritten.
- Is the learning environment appropriately and consistently labelled with text and pictures?
- Is the learner exposed to a wide variety of environmental print?

Approaches to consider and further information

- Children significantly increase their language comprehension and expression when listening to stories read aloud, either at home or at school.
- Provide motivating reading material
- Ensure textual resources are accessible Informed Level | Inclusion, Wellbeing and Equalities Professional Learning Framework | Resources | Education Scotland. Accessibility - An Introduction (PPT).
- POLAAR Literature review and environment assessment   - Primary One Literacy Assessment and Action Resource (POLAAR) | Learning resources | National Improvement Hub (education.gov.scot)
- Supporting learning at home - Supporting literacy at home | Learning at home | Parent Zone (education.gov.scot)
- Supporting Inclusive school communities - Dyslexia and Inclusive Practice: Professional Learning Resource | Learning resources | National Improvement Hub (education.gov.scot)
- Supporting Inclusive classroom Practice in primary and secondary. The CIRCLE Framework.
  CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) | Resources | Education Scotland
- Books for All (callscotland.org.uk)
- Story sacks   How to make and use a story sack | National Literacy Trust
- Stories online   Storyline Online - Home
- CBeebies website e.g.   CBeebies - Jackanory Junior - Clips (bbc.co.uk)
- Planned and appropriate opportunities to for learners to engage in reading e.g. individually, as a class and paired reading.
- Supporting Learners and Families | Addressing Dyslexia

Consider other areas to support curriculum accessibility.
- Is the resource easy to use – have they been taught/shown how to use and access the resource?
- Does the learner know where the resources are and are they appropriately labelled?
- Do all staff having an awareness of learners literacy needs and does planning for teaching and learning effectively take account of this?
- Do learners have regular planned opportunities to experience reading and demonstrate their learning?
- Is there a balance between the availability of printed books and digital/eBooks for the learners to access? Are audio versions available?
- Is the learning environment lacking in examples of language/literacy?
- Do learners have access to a range of strategies to support their reading?
- Does the learner have opportunities to take part in conversational role play?
- Does the leaner have regular opportunities to play using vocabulary e.g. cvc (consonant, vowel, and consonant) and rhyming games
- Is there learner involvement/input in the planning and assessing of reading?
- Using ICT to support learners with literacy difficulties and dyslexia - Supporting Learners and Families | Addressing Dyslexia Addressing Dyslexia
- Flexibility in approaches and methods to allow learners to demonstrate their learning . Visit CALL Scotland's website for a wide range of support strategies. http://www.callscotland.org.uk/home/
- Understanding what is 'text?' Examples of different formats for learners to develop their writing skills.
  Novels, short stories, plays, poems, reference texts, the spoken word ,charts, maps, graphs and timetables , advertisements, promotional leaflets , comics, newspapers and magazines ,CVs, letters and emails ,films, games and TV programmes , labels, signs and posters ,recipes, manuals and instructions ,reports and reviews ,text messages, blogs and social networking sites ,web pages, catalogues and directories.
- Literacy across learning: Principles and practice (education.gov.scot)
- CALL Scotland webinars. Webinar: Technology and Dyslexia - Free Accessibility Features (callscotland.org.uk)
- Free online books - e.g. calibre - Download calibre (calibre-ebook.com) Storyline- http://www.magickeys.com/books/
- Free online publications out of copyright -Gutenberg - http://www.gutenberg.org/ebooks/

Effective planning

Planning for effective, inclusive teaching and learning is a legal entitlement for children and young people who require additional support and facilitates a variety of learning opportunities and takes account of:
- Different levels of reading material
- Organisation of opportunities for children and young people to respond or complete tasks in different ways
- Providing individual or small group support from adults or other children and young people
- Learning intentions and success criteria are shared orally and visually and understood by all and linked to previous learning
- Appropriate literacy targets

Approaches to consider and further information

- Provide appropriate planning access the 'Introduction to Planning for learners with ASN' (PPT) -[Informed Level | Inclusion, Wellbeing and Equalities Professional Learning Framework | Resources | Education Scotland](#) -
- [Planning and Monitoring | Addressing Dyslexia Addressing Dyslexia](#)
- Find out what the local authority tracking and monitoring mechanisms are e.g SEEMIS and use the information to plan next steps for the learner.
- Monitoring planning – highlight where reading opportunities are planned
- Provide reading areas in class or break out spaces - with design input from learners
- Promote and model quality use of digital/eBooks and printed books within teaching and learning – balance
- Include visual communication within the learning environment
- Literacy Games - Board games /cards/Web based games/Apps /Gaming software
- Local council libraries
- Local authority guidance and documents for developing literacy skills . Use evidence-based reading programmes – your local authority may have recommended programmes
- Alphabet and key word displays – age and stage appropriate in layout and design
- Reading approaches to consider - Reading buddies/ Reciprocal reading/ Paired reading /Audio books – Books for all/ Calibre/ Coloured overlays or glasses/"Goodreads"
- Colour filters for screens: [ColorVeil: Screen color filter | Help with dyslexia and eye strain (east-tec.com)](#)
- Professional discussions with colleagues

Peer and Self Assessment

- [Dylan Wiliam - Self and peer assessment | Practice exemplars | National Improvement Hub (education.gov.scot)](#)
- [Collaborative planning and professional development | Practice exemplars | National Improvement Hub (education.gov.scot)](#)

Curriculum Co-Design

- [Curriculum Co-Design | Practice exemplars | National Improvement Hub (education.gov.scot)](#)

The Reading Circle Reflective Planning Tools.

Two flexible tools based on the Reading Circle are available to support effective support, planning and implementation. Both tools are shown below and are available to download in adaptable Microsoft Word files on the Addressing Dyslexia Toolkit. Reading Circle | Addressing Dyslexia Addressing Dyslexia.

1. **Individual Reading Discussion/Planning Tool.** This reflective tool provides opportunities for discussion, exploration and planning when considering the needs of learners who may be experiencing literacy difficulties. It can be used to record areas of strength, difficulties and next steps. The collated information can be used within an identification pathway and to evaluate progress within an agreed time scale.

2. **Establishment Reading Planning Tool.** This reflective tool provides opportunities to support effective planning when considering the needs of learners who may be experiencing literacy difficulties. Designed to be flexible, this tool can be used to discuss and evaluate supports, approaches and evidenced based programmes, to identify what is working well and why, what needs to improve, next steps and areas of required professional learning. The collated information can be used to support evidence based improvement planning.

1.

Individual Reading Discussion/Planning Tool - Access the full Reading Circle here on the Addressing Dyslexia Toolkit. This reflective tool provides opportunities for discussion, exploration and planning when considering the needs of learners who may be experiencing literacy difficulties. It can be used to record areas of strength, difficulties and next steps. The collated information can be used within an identification pathway and to evaluate progress within an agreed time scale.

| Name | | Class | | School | | Date | |

Wellbeing for Reading: - (Vision, Hearing ,Language development, Interrupted learning, EAL/Bilingual/, Reading Experiences).

Listening and Talking: - (Listening , Talking & Vocabulary)

Reading Comprehension

Phonological Awareness: (Words, Syllables, Rhyme, Phonemes).

Sight Words

Working Memory and Processing: - (Auditory processing, Visual Processing, Working memory)

Phonics

Learning Environment:

Next Steps:

2.

Establishment Reading Planning Tool - Access the full Reading Circle here on the Addressing Dyslexia Toolkit. This reflective tool provides opportunities to support effective planning when considering the needs of learners who may be experiencing literacy difficulties. Designed to be flexible, this tool can be used to discuss and evaluate supports, approaches and evidenced based programmes, to identify what is working well and why, what needs to improve, next steps and areas of required professional learning. The collated information can be used to support evidence based improvement planning.

| Establishment/faculty/ department/class | | Date | |

Wellbeing for Reading: - (Vision, Hearing ,Language development, Interrupted learning, EAL/Bilingual/, Reading Experiences).

Listening and Talking: - (Listening , Talking & Vocabulary)

Reading Comprehension

Phonological Awareness: (Words, Syllables, Rhyme, Phonemes).

Sight Words

Working Memory and Processing: - (Auditory processing, Visual Processing, Working memory)

Phonics

Learning Environment:

Next Steps: