



# Smart Reading Intervention Overview

Cause of Difficulty	Patterns	Solutions
Weak Eye Tracking	<ul style="list-style-type: none"> <li>• Finds small text harder</li> <li>• Finds chapter books too hard</li> <li>• Looks away from the page</li> <li>• Tends to be a bit fidgety</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the text large in the short term</li> <li>• Use a black pen to point at each word</li> <li>• Start finger tracking exercise routine</li> </ul>
Black/White Contrast Sensitivity	<ul style="list-style-type: none"> <li>• Mentions the text looking funny or moving around</li> </ul>	<ul style="list-style-type: none"> <li>• Place a tinted plastic overlay on the page</li> </ul>
Weak Internal Vocalisation	<ul style="list-style-type: none"> <li>• Word reading quite good</li> <li>• Low comprehension</li> <li>• Worst when reading silently</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the student's internal vocalisation of the words</li> </ul>
Weak Word Decoding	<ul style="list-style-type: none"> <li>• Struggles to decode words and blend phonemes</li> <li>• Sometimes a history of late speech development</li> </ul>	<ul style="list-style-type: none"> <li>• Do reading practice with trainertext</li> </ul>

Cause of Difficulty	Patterns	Solutions
Whole Word Reading Techniques (Optilexia)	<ul style="list-style-type: none"> <li>• Rushes through the text</li> <li>• Gets short words wrong</li> <li>• Can be surprisingly good with long words</li> <li>• Spelling atrocious despite doing well on spelling lists</li> </ul>	<ul style="list-style-type: none"> <li>• Make whole word reading harder, with unfamiliar vocabulary, less context and potentially nonsense words.</li> <li>• Make decoding words easier with trainertext.</li> </ul>
Weak Fluency	<ul style="list-style-type: none"> <li>• Word decoding good</li> <li>• No fluency to reading</li> </ul>	<ul style="list-style-type: none"> <li>• Phrase reread routine</li> </ul>
Attention Deficit	<ul style="list-style-type: none"> <li>• Diagnosed attention deficit</li> </ul>	<ul style="list-style-type: none"> <li>• Medication</li> <li>• Games</li> <li>• Content that suits the student</li> </ul>
Stress Shutdown	<ul style="list-style-type: none"> <li>• Reading practice sessions end prematurely with silence, a tantrum or running away.</li> </ul>	<ul style="list-style-type: none"> <li>• Chatting with the student</li> <li>• Short sessions</li> <li>• Facilitator training</li> <li>• Appropriate books</li> <li>• Trainertext</li> <li>• Games</li> <li>• Tracking progress</li> </ul>
Weak Short Term Memory	<ul style="list-style-type: none"> <li>• Particularly struggles with long words</li> </ul>	<ul style="list-style-type: none"> <li>• Use books with few long words</li> <li>• Use the phrase reread routine</li> </ul>