

Universal Offer

~ Coherent, sequenced teaching curriculum - Adaptive teaching and flexible groupings ~ Daily lessons (mix of text-led learning, discrete grammar and opportunity for stand-alone, independent writing) ~ Mix of retrieval practice activities in each lesson - Daily phonics lessons in EYFS and KS1 ~ regular (minimum 3 sessions weekly) opportunity for quality whole-class Guided Reading ~ High-quality texts with rich and ambitious vocabulary, linked to topic and/ or children's interest where possible ~ Calm, well-ventilated learning environment ~ Use of visuals / word mats when learning new vocabulary ~ High-quality WAGOLL used as exemplification, or worked examples ~ MTTT to practise key vocabulary ~ Explicit links between previous learning and existing knowledge (Grammar Flashbacks - CYS...last week, last month, last year?) ~ Processing time given & key words emphasised ~ Repeated, clear and manageable instructions ~ Instant hot-marking/verbal feedback during the lesson ~ Feedback for independent writing against success criteria ~ Written feedback given for spelling and/ or grammar mistakes ~ Adults say what they mean (avoid sarcasm, abstract vocabulary etc.) ~ Knowing the child (e.g. seating arrangements, dominant hand adaptive resources such as scissors ergonomic pencil grips, writing apparatus and other appropriate resources) ~ Sensitivity to children's lived experiences ~ Use of familiar school font (SassoonCRInfant in font 12 or larger) ~ IWB pastel shades (not too visually stimulating/busy with words/pictures) ~ Access to a range of recording equipment ~ Access to word banks for key topic words/statutory words and Speed Sounds Charts ~ Careful consideration of length of activities ~ Concrete resources/objects of reference/visuals ~ Cooperative Learning Structures (Kagan) ~ Promotion of 'Perfect Presentation' ~ sentence stems / genre-specific terminology scaffolds ~ DEAL drama ~ Visual timetable displayed in classroom ~ School Values, School Rules, Class charter, British Values and Restorative Approaches all displayed and referred to ~ English working wall displayed in classroom ~ High-quality fiction and non-fiction books in class library ~ Give children 10 seconds to answer a question ~ opportunities maximised for daily reading of high-quality text ~ fortnightly year group 'writing assemblies' to model exemplar writing ~ shared and/or modelled writes ~ child-friendly success criteria ~ clear and specific learning objectives ~ consistent revisiting modelling of ambitious vocabulary using Word Aware ~ consistent use of RWI terminology and pedagogy.

Targeted Offer

~ Individual task plan ~ Timers ~ Colour specific overlay rulers ~ Calm Boxes ~ Lap pad ~ Chewlery ~ Bean bags ~ Specialist chairs (where recommended by OT/physio) ~ Sloped writing aids ~ Fidget toys ~ Ear defenders ~ Wobble cushions ~ Timers ~ LO/Date prepared/written by adult ~ Individual writing scaffolds (enlarged where necessary) ~ Adults to be explicit with amount of work to be completed/ and expectation of outcome ~ SEND Support Plan ~ One Page Profile ~ Pre-teach vocabulary and key concepts ~ Use of child's name before instructions

Individualised Offer

~ Share planning with 1:1 staff prior to the lesson ~ Mirroring technology from IWB to IPAD ~ Assistive technology to record (IPADs, laptop, PODD Boards etc.) ~ 1:1 adult scribe/cut out ~ Sensory and brain breaks ~ Bespoke planning when appropriate using ability-appropriate picture books as text-led learning stimulus.

**English (Reading, Writing, Phonics and Drama)
Graduated response to SEND and children not
working at age related expectations (ARE)**



Our children ...

- *Are confident and able to achieve their goals.*
- *Have their voice heard and acted upon.*
- *Enjoy good health and wellbeing.*
- *Feel safe.*
- *Feel part of our local community.*
- *Are happy and have people they can trust.*
- *Know the people who love them and care for them are enabled to do this.*