

Quality First Teaching – 4 Areas of SEND and English Specific

| Communication and Interaction | |
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| Quality First Teaching Strategies | English Specific |
| <ul style="list-style-type: none"> • 'Rules' of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) • Pupil's name or agreed cue used to gain individual's attention – and before giving instructions • Instructions broken down into manageable chunks and given in the order they are to be done • Checklists and task lists – simple and with visual cues • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g. thumbs up) • Talking partners or similar used to encourage responses • TAs used effectively to explain and support pupils to ask and answer questions • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher • Access to a quiet, distraction free workstation if needed • Use of visual timetables • Minimise use of abstract language | <ul style="list-style-type: none"> • Images – lots. Ensure all elements of the English lesson can be visualised by the pupil and support this by displaying lots of images of the setting/object being used. Have an ipad on the desk to quickly find further images to support as needed. • Word banks – small but specific and linked to the current written work. • Thesauruses or an ipad to use as a thesaurus • Dictionary or an ipad to use as a dictionary • A range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary e.g. symbols, pictures, concrete apparatus, artefacts, role-play • 'Working walls' to develop understanding of new vocabulary • Parents advised of any new vocabulary so it can be reinforced at home • Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns • When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – eg to explore a scene • Use symbols, pictures, puppets etc to support understanding of character, setting and story events. |

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| <ul style="list-style-type: none"> • Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school | <ul style="list-style-type: none"> • In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character. • Use adapted questions in guided reading lessons that give children multiple choice answers or hints to where the answers are found/stem sentences to start the answers • Use activities involving drama skills such as hot seating. In drafting, e.g for writing a persuasive text, use role-play as part of the preparation. • Summarise sequences of events through mind maps, spider plans, role-play, drama etc. Use this to support written work. • In drama, explore non-verbal as well as verbal communication, and make use of drama techniques, such as mime, mirroring or tableau (which require no words), or soundscapes (which require no physical movement). • Clear Pre-teaching of new vocabulary |
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| Cognition and Learning | |
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| Quality First Teaching Strategies | English Specific |
| <ul style="list-style-type: none"> • 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence | <ul style="list-style-type: none"> • Use adapted questions in guided reading lessons that give children multiple choice answers or hints to where the answers are found/stem sentences to start the answers |

- Pupils encouraged to explain what they have to do to check understanding.
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and end of lesson
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Coloured paper for worksheets and coloured background on smart board (beige)
- Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children etc.
- Text presented clearly – uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Additional time to complete tasks if necessary
- Teach and model memory techniques
- Minimise copying from the board – provide copies for pupil if necessary
- Teach pupil how to use planners, task lists etc.
- Teach keyboard skills

- Make sure you know the level of difficulty of any text you expect the pupil to read
- Key words/vocabulary displayed
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Provide – and teach the use of – range of writing frames to aid organisation.
- Use sentence starters to help the pupil start a piece of written work.
- Alphabet strips stuck to desks for recognition and formation support.
- Have a range of coloured overlays/reading rulers available
- Don’t ask pupil to read aloud in class unless you know they are pre-prepared and are comfortable with this
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc. Identify the ‘tricky’ part of the word when spelling.
- Colour coded word walls in alphabetical order (if you have a bank of words on display)
- Plan for alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Images – lots. Ensure all elements of the English lesson can be visualised by the pupil and support this by displaying lots of images of the setting/object being described. Have an ipad on the desk in order to quickly find further images to support as needed.
- Word banks – small but specific and linked to the current writing.

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| | <ul style="list-style-type: none"> • Thesauruses/ipad to use as a thesaurus • Dictionary/ipad to use as a dictionary • Sound/phonics mats to support spelling (Little Wandle) • Common exception word mats for the current level of spelling • Travelling post it notes with a key spelling on that moves through the book with them. • Pupils may take part in a range of evidence based interventions such as EP Reader, pathways to progress, Little Wandle keep up/catch up, Little Wandle Rapid Catch up, SOS spelling, precision teaching, Write from the Start or print like pro for early letter formation. • Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing. • Pupils can use image technology to support the writing process – for example, by creating a storyboard of pictures as a scaffold for writing a narrative. |
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| Social, Emotional and Mental Health | |
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| Quality First Teaching Strategies | English Specific |

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| <ul style="list-style-type: none"> • Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate) • Give the pupil a classroom responsibility to raise self-esteem • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency • Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc. • Make expectations for behaviour explicit by giving clear targets, explanations and modelling • Where possible, create a quiet area both for working and as a 'quiet time' zone • Use a visual timer to measure and extend time on task – start small and praise, praise, praise • Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate) • Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary • Ensure that tools/equipment are easily accessible and available for use. | <ul style="list-style-type: none"> • Give a set time for written work – use visual sand timers or electronic ones. • Ensure groupings provide positive role models • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed. • Play calming music where appropriate • Plan for short bursts of writing and allow children to have breaks between (if needed) • Give sentence starters so pupils can start writing straight away without worrying about how to start their work • Approach the pupils first once independent work begins so you can check they have understood the task and whether they need any further support. • Teach pupils that everyone needs to learn new vocabulary and that even as adults we learn new words. Model occasions when you need to check the meaning of a word or how to spell a word using a dictionary. • Adapted planning to give writing frames (where needed) and lots of visual images to support ideas. |
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| <ul style="list-style-type: none"> • Use pupil's name and ensure you have their attention before giving instructions • Chunk instructions and support with visual cues. • Make use of different seating and grouping arrangements for different activities • Personalise teaching where possible to reflect pupils' interests • Communicate in a calm, clear manner • Keep instructions, routines and rules short, precise and positive • Listen to the pupil, giving them an opportunity to explain their behaviours. • Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil • Have a range of simple, accessible activities that the pupil enjoys using as 'calming' exercises • Allow pupil to have a safe place to store belongings and fiddle toys • Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet • Use Social stories when appropriate. | |
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| Sensory Needs | |
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| Quality First Teaching Strategies | English Specific |

Visual Difficulties

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
- Try out different paper/Smartboard colours to try to find best contrast
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this)
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Always use verbal explanations when demonstrating to the class.
- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a purple dot
- Ensure a range of different pen/pencil grips are available and allow the child to choose one most suited to them, unless OT have given a particular type.
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- Small group or 1:1 'Clever Fingers' type activities for fine motor skills/letter formation
- Small group or 1:1 handwriting activities (additional to usual provided for class) e.g. 'Speed Up' or the 'Teodorescu – Write from the Start' programmes
- Support the teaching of keyboard skills – use BBC Dance Mat to teach typing.
- Enlarged copies of texts – size determined by pupil and sensory support team/ophthalmologist
- Access to audio books
- Allow additional time to complete tasks
- Letter formation mats available on the desk.
- Sitting supports may be recommended by external agencies such as seat wedges, foot balancers and wobble cushions.

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Divide listening time into short chunks
- Use visual symbols to support understanding

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?

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| <ul style="list-style-type: none">• Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent• Seating should allow pupil to rest both feet flat on the floor – check chair heights Desk should be at elbow height• Sloping desk provided if possible• Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions• Seated where there are minimal distractions e.g. away from windows and doors• Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other• Break down activities into small chunks with praise for completing each part• Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding• Can the LO be photocopied or written into books for pupil?• Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc. | |
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