

## Quality First Teaching – 4 Areas of SEND and English Specific

Communication and Interaction	
Quality First Teaching Strategies	English Specific
<ul style="list-style-type: none"> <li>• 'Rules' of good listening displayed, taught, modelled and regularly reinforced.</li> <li>• Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card, action).</li> <li>• Pupil's name or agreed cue used to gain individual's attention – and before giving instructions.</li> <li>• Instructions broken down into manageable chunks and given in the order they are to be done.</li> <li>• Checklists and task lists – simple and with visual cues.</li> <li>• Delivery of information slowed down with time given to allow processing.</li> <li>• Pupils are given a demonstration of what is expected.</li> <li>• System of visual feedback in place to show if something has been understood (e.g. thumbs up).</li> <li>• Talking partners or similar used to encourage responses.</li> <li>• TAs used effectively to explain and support pupils to ask and answer questions.</li> <li>• Classroom furniture and groupings consider whether pupils with speech &amp; communication needs can see visual prompts and the teacher.</li> <li>• Access to a quiet, distraction free workstation if needed.</li> <li>• Use of visual timetables.</li> <li>• Minimise use of abstract language.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Word banks – small but specific and linked to the current written work. Widgeits used.</li> <li>• Thesauruses or an ipad to use as a thesaurus.</li> <li>• 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.</li> <li>• 'Working walls' to develop understanding of new vocabulary.</li> <li>• Children to use ipads to take photos of close ups of the working walls.</li> <li>• Parents advised of any new vocabulary if required so it can be reinforced at home.</li> <li>• Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns.</li> <li>• When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama and oracy activities– eg to explore a scene</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school</li> <li>• Sentence stems available for how to phrase sentences.</li> <li>• Whole class responses so children can pick up from their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols, pictures, puppets etc to support understanding of character, setting and story events.</li> <li>• 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. Provide children with images/objects if they struggle with drawing/fine motor.</li> <li>• Use adapted questions in whole class reading lessons that give children multiple choice answers or hints to where the answers are found/stem sentences to start the answers. Use widge symbols to help visualise.</li> <li>• 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.</li> <li>• Summarise sequences of events through mind maps, spider plans, role-play, drama etc. Use this to support written work.</li> <li>• 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).</li> <li>• Clear Pre-teaching of new vocabulary paired with actions to help recall.</li> </ul>
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Cognition and Learning	
Quality First Teaching Strategies	English Specific

- '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.
- 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.
- Sentence Stems for definitions.

- Use adapted questions in Whole Class Reading lessons that give children multiple choice answers or hints to where the answers are found/stem sentences to start the answers.
- 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.
- Use sentence stems for children to recall definitions.
- Use sentence stems for children to orally compose sentences.
- 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 echo reading as a technique to support with confidence when reading aloud.
- 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).

- Taught oracy techniques.
- Whole class responses to questions so children can pick up from their peers.

- 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. Can be paired with widgits to help visualise.
- Thesauruses/ipad to use as a thesaurus
- Sound/phonics mats to support spelling (Little Wandle)
- Common exception word mats for the current level of spelling
- Travelling post it notes/Spelling target slips 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 EPAT, pathways to progress, Little Wandle keep up/catch up, Little Wandle Rapid Catch up, SOS spelling, precision teaching, Write from the Start, Doodle 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

	<p>storyboard of pictures as a scaffold for writing a narrative.</p> <ul style="list-style-type: none"> <li>• Target words specific to all children with words commonly spelt incorrectly.</li> <li>• Ready to write routines for handwriting and letter formation.</li> <li>• Read out dictated sentences to reduce cognitive load of composition. This can be done at the start of a writing task for children to then continue independently (if able).</li> <li>• LW Mantras used for letter formation.</li> <li>• Oracy outcomes once per half term in each afternoon subject to develop speech and language in a range of contexts.</li> </ul>
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	English Specific
<ul style="list-style-type: none"> <li>• Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</li> <li>• 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate) .</li> <li>• Give the pupil a classroom responsibility to raise self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a set time for written work – use visual sand timers or electronic ones.</li> <li>• Ensure groupings provide positive role models</li> <li>• Transition from whole class work to independent or group work is taught, clearly signalled and actively managed. I do – we do – you do approach.</li> <li>• Plan for short bursts of writing and allow children to have breaks between (if needed).</li> </ul>

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| <ul style="list-style-type: none"> <li>• Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency.</li> <li>• Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up</li> <li>• Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources</li> <li>• Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.</li> <li>• Make expectations for behaviour explicit by giving clear targets, explanations and modelling.</li> <li>• Where possible, create a quiet area both for working and as a 'quiet time' zone .</li> <li>• Use a visual timer to measure and extend time on task – start small and praise, praise, praise.</li> <li>• Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate).</li> <li>• Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary.</li> <li>• Ensure that tools/equipment are easily accessible and available for use.</li> <li>• Use pupil's name and ensure you have their attention before giving instructions.</li> <li>• Chunk instructions and support with visual cues.</li> <li>• Make use of different seating and grouping arrangements for different activities.</li> <li>• Personalise teaching where possible to reflect pupils' interests.</li> <li>• Communicate in a calm, clear manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Give sentence starters so pupils can start writing straight away without worrying about how to start their work.</li> <li>• Model how you want an answer to an oral question to be started so children can structure their thoughts. Provide sentence stems on flipchart.</li> <li>• Approach the pupils first once independent work begins so you can check they have understood the task and whether they need any further support.</li> <li>• 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.</li> <li>• Adapted planning to give writing frames (where needed) and lots of visual images to support ideas.</li> <li>• Use sentence stems, chanting, rhymes and songs to embed the meaning of writing features and word class.</li> <li>• First sentence to be dictated (if required) so children are aware of expectations.</li> </ul> |
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<ul style="list-style-type: none"> <li>• Keep instructions, routines and rules short, precise and positive.</li> <li>• Listen to the pupil, giving them an opportunity to explain their behaviours.</li> <li>• Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil.</li> <li>• Have a range of simple, accessible activities that the pupil enjoys using as ‘calming’ exercises.</li> <li>• Allow pupil to have a safe place to store belongings and fiddle toys.</li> <li>• 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.</li> <li>• Use Social stories when appropriate.</li> </ul>	
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Sensory Needs	
Quality First Teaching Strategies	English Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> <li>• Give as many first hand ‘real’ multi-sensory experiences as possible.</li> <li>• Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye.</li> <li>• Try out different paper/Smartboard colours to try to find best contrast.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage oracy outcomes as an alternative to some written work.</li> <li>• Lined paper with spaces sufficiently wide to accommodate pupil’s handwriting.</li> <li>• Highlight lines to identify where letters should be positioned.</li> <li>• Mark starting point for each line with a purple dot.</li> <li>• Ensure a range of different pen/pencil grips are available and allow the child to choose one most</li> </ul>

- 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.

#### 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.

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.
- Gross motor interventions to support with shoulder arm and wrist movement for writing (Bee Active).
- Ready to write poster and rhymes to remember how to be positioned before writing.

- 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?
- 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.