



# Moorside Junior School Whole School Provision Map - Cognition and Learning - July 2014

Wave 1 Quality First Teaching for All	Wave 2 To meet age related expectations	Wave 3 Additional and Different for some pupils
<p><b>TOP 5 - MUST HAVES</b></p> <ul style="list-style-type: none"> <li>• Make learning multisensory (visual, auditory and kinaesthetic)</li> <li>• Tasks are clearly explained or modelled - success criteria are clear as are outcomes.</li> <li>• Use different coloured background on SMART boards.</li> <li>• Worksheets uncluttered and in Comic Sans or Sassoon - size 14 font</li> <li>• Use writing frames / word banks to support writing tasks</li> </ul> <p><b>Strategies to Support difficulties with Memory</b></p> <ul style="list-style-type: none"> <li>• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do.</li> <li>• Planning shared with TAs, supply teachers and PPA teachers</li> <li>• Personalised and differentiated teaching, including questioning</li> <li>• Present learning in small chunks. Recap on previous learning at the start of each lesson.</li> <li>• Set SMART targets (specific, measurable, achievable, relevant, timed)</li> <li>• Teachers use a range of access strategies that will help children overcome barriers to learning eg use of models, images, visual timetables</li> <li>• Organisation of the classroom environment is conducive for learning eg background noise is kept to a minimum, light source is in front of the teacher, children are seated to maximise engagement</li> <li>• Use of differentiated learning walls/colour coding to support learning and organise ideas</li> <li>• Have spare equipment such as pens, rulers etc. for students who forget or lose them to minimise their frustration with themselves</li> <li>• High Quality Phonic Work</li> <li>• Pupils given time or 'phone a friend' before responses are required.</li> <li>• New or difficult vocabulary is clarified, written up, displayed and referred to.</li> <li>• Pupils are provided with relevant and accessible resources and 'concrete' apparatus eg. word lists, number lines, dictionaries, spell checkers.</li> <li>• Alternatives to written recording are used - adult scribe / laptops / computers</li> <li>• Use of ICT as an access strategy, IWBs have cream background</li> <li>• Use of ITPs</li> <li>• KIRF - Key Instant Recall Facts for maths used half termly- NYCC</li> <li>• A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook - NYCC / handy hints file in every class</li> <li>• Use of peers to maximise opportunities for learning eg Talk Partners</li> <li>• Use of procedural facilitators eg mind mapping, writing frames, flow charts,</li> </ul>	<ul style="list-style-type: none"> <li>• Y3 Literacy Support Sir Kit's Quest</li> <li>• Further Literacy Support</li> <li>• Booster Provision including 1:1 Tutor Scheme</li> <li>• Springboard materials targeted to different pupils according to need, linked to current class unit of work.</li> <li>• Targeting Pupil Progress TPP (NYCC) support (maths)</li> <li>• Additional small group focused guided writing sessions</li> <li>• Additional small group work on mental maths, maths language and calculations using games to support eg Numbershark</li> <li>• Additional guided reading sessions using texts which are age appropriate and with a suitable level of challenge</li> <li>• Inference Comprehension Support</li> <li>• Phonic Intervention Support in small groups with a variety of materials eg Wordshark, Letter and Sounds /</li> <li>• SEAL groups to work on self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly individualised programmes based on independent evidence of what works eg DCSF 'What works for pupils with literacy difficulties' Ref: 00688-2007BKT-EN</li> <li>• Reading Intervention- NYCC</li> <li>• Electronic Library</li> <li>• Breakthrough to Literacy</li> <li>• Access to high interest / low reading age reading material</li> <li>• PNS wave 2 interventions modified for individuals or pairs eg ALS, Springboard out of year support</li> <li>• Teach Phonological Awareness using Wordshark / L&amp;S</li> <li>• Teach spelling strategies to suit needs / style of pupil</li> <li>• Highlight parts of words causing difficulty and focus on that section using multisensory approach</li> <li>• Individual session with visiting specialist (Speech and Language)</li> <li>• Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary eg making word mats, picture dictionaries etc</li> <li>• Teodorescu handwriting</li> <li>• Frequent home/school communication</li> <li>• Memory strategies explicitly taught and personalised to the learning task and students learning style</li> <li>• Agree a discreet signal with a pupil to indicate when they need help in class e.g. by turning over a coloured card.</li> </ul>

diagrams accompanied by higher order questioning and teacher dialogue to extend learning

- Teaching Assistants provide support and promote independence as much as possible
- Have coloured overlays and coloured paper readily available for those who require it
- Visit pupil at onset of task to ensure that he/she is clear about what to do

#### Strategies to Support difficulties with **Sequencing**

- Allow for frequent practise using rhyme, rhythm, games, songs etc.
- Displays of charts lists of essential vocabulary, diagrams.
- Sequencing strategies explicitly taught
- Provide sequencing frames/writing frames/flow charts to aid the structure of the lesson

#### Strategies to Support difficulties with **Speed of Processing**

- Tasks are clearly explained or modelled - success criteria are clear, as are outcomes.
- Repeat instructions and questions using the same language.

#### Strategies to Support difficulties with **Visual discrimination/perception**

- Organisation of the classroom environment is conducive for learning e.g. background noise is avoided; light source is in front of the teacher.
- Have coloured overlays (in particular coloured rulers) and coloured paper to write on easily and freely available for those who require it
- Ensure IWBs have cream or coloured background
- Try to ensure as much natural light available in the classroom.

#### Strategies to Support difficulties with **Auditory discrimination/perception**

- Provide text and sound together
- Exaggerate new word vocabulary by separating sounds/syllables at first and then as it would be spoken normally.
- Use of Bug club which has the opportunity for children to listen to the text being read.

#### Strategies to Support difficulties with **Phonological processing**

- Repeat new vocabulary and ensure similar sounding phonemes are clearly received - identify syllables
- Make connections with already known words e.g. root words.
- Encourage and accept logical/plausible spellings if accuracy is not possible.
- Make reference to the phonic system to make connections between phonemes and reading/spelling.

#### Strategies to Support difficulties with **Reading**

- Never assume or presume that students know 'what style of reading is required for different tasks
- Teach what type of reading is required for different things such as exam questions, reading for gleaning facts, for specific information, for general

- Pupils given extra time to answer questions and complete work
- Readers for the Mathematics and Science assessments / tests
- Use of individual laptops for recording work
- Transitional Review Meetings with parents, child and inclusion manager from secondary school
- Additional homework to practise the efficient method for calculations using the 4 operations

overviews, for pleasure

- Only ask student to read aloud if they readily volunteer.
- Encourage use of line markers to help keep place.
- Ensure worksheets are dyslexia friendly - plenty of white space, larger font (comic sans or arial)
- Pair up student with a 'good' reader whenever possible.

#### Strategies to Support difficulties with **Writing/Spelling**

- Alternatives to written recording are used including mind mapping
- Use of ICT/word-processing whenever possible, including homework
- Use of procedural facilitators eg writing frames with suggested openers and sentence starters accompanied by higher order questioning and teacher dialogue to extend learning
- Allow students to present work in other formats such as taped (video/audio), word-processed - mind mapped (*Kidspiration. Inspiration*)
- Use cloze procedures,
- **Avoid** asking student to **copy** at all times.
- Ensure the student is **facing** the board/written source. Sitting to one side or with their back to the board disadvantages students with dyslexia.
- Always allow student to write on lined paper, offer various line widths - student to choose which would suit them best.
- Use *Paired Writing* strategy when the object of the lesson is appropriate.
- Encourage personal dictionaries
- Help students find ways to remember spellings such as mnemonics
- Do not over correct a student's work with corrections. Mark spellings within a whole school policy which is inclusive and takes into account dyslexic difficulties and gives consistence of expectations.
- Classroom access to ACE dictionaries
- Use target word sheets for specific spelling/vocabulary with graphics if possible.
- Provide revision cards with rules for use as a reference in class and at home