

## English

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In phonics and reading adaptations may also include or be reflected through;

- Carefully consider the pace of the lesson.
- Interactive lessons provide opportunities for learners to engage in different ways.
- Use specific, targeted questioning to challenge and support learners.
- If a learner is reluctant to write, reduce the reliance on whiteboards and pens in phonics lessons and consider using magnetic letters to build words. However, learners will need to be taught how to form letters and use phonics for spelling.
- Praise all attempts at mark-making and point out specific successes and next steps.
- Use assessment information to target teaching and focus support on the needs of the learner.
- Use the same scheme or approach which is used for whole-class teaching in EYFS and Year 1 – this will support learners with making links and building on prior phonics knowledge.
- Whilst phonics should be the first strategy for common exception words, if learners have difficulty retaining words consider using precision teaching interventions or flashcards.
- Games can be used to engage learners.
- Learners could also have further opportunities to consolidate through playing games.
- Opportunities to revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts is key to building learners' confidence.
- Identify and pre-teach tricky or new words.
- Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know.
- Make links with other books.
- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading.
- Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter.
- Giving learners opportunities for re-reading.
- Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- Use drama and role-play activities to enable learners to explore the meaning of text through firsthand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.
- Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lollystick, cardboard pointing finger or a reading ruler.
- For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.

- Sharing the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.

## Writing

- Securing the basics of pen grip, letter formation and spelling allow learners to be able to focus on composing a piece of writing.
- For learners not secure with phonics, this should be a priority. This can be most easily provided through dictation activities.
- Use picture and word banks of key vocabulary.
- When learners are doing extended writing, make sure that they have word banks of key topic words with pictures to match.
- Use story maps with actions. Story maps are an excellent way to develop early reading skills and support learners with oral rehearsal. Use the same symbols and gestures to match each time, e.g., → for next, so that learners develop their independence and confidence retelling stories and using story language.
- Identify new, interesting or useful words in a text or project together. Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing.
- Rehearse new words.
- New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.
- Pre-teach/post-teaching.
- Create links in learning in different areas. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin's life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE. Also, make links to what learners have previously learnt – did they learn about the life cycle of a frog the previous year? This helps to embed learning.
- Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.
- Break the learning into chunks.
- Give learners movement breaks.

For further guidance and information on creating inclusive English lessons please refer to

<https://nasen.org.uk/page/nasenco>