The English Curriculum

Power of Reading

At Minchinhampton, we implement The Power of Reading created by CLPE (Centre for Literacy in Primary Education), which is a proven professional development programme that supports our staff to evolve a high-quality English curriculum which develops reading comprehension and writing composition and fosters a whole school love of reading and writing.

The Power of Reading puts quality children's literature at the heart of English learning and enables all the teaching and learning, in English, to be centred around one text. This allows the children to enjoy reading and be fully immersed into a text. This enables the children to have a deeper understanding of the variety of texts, author's language, the impact of illustrations and opens the discussion of life experiences. It also supports us in raising engagement and attainment in language, vocabulary, reading and writing.

English in EYFS - Nursery

For our nursery pupils the focus is predominantly on their communication and language development and developing a love of reading and books. The development of children's spoken language underpins all seven areas of learning and development and the back-and-forth interactions from an early age form the foundations for language and cognitive development. The children are encouraged to engage in extended conversations about stories, learning and using new vocabulary throughout their play. Through engaging activities, they begin to develop their phonological awareness – counting and clapping syllables, spotting rhymes and recognising names with the same initial sound. They are encouraged to ask questions to find out more and to help with the connection of ideas. The development of these language skills helps them to use talk to organise themselves and to build narrative into their everyday play. This ultimately leads on to the early writing of names, labels and captions.

English in EYFS – Reception

For our reception children, the texts open up a multitude of learning opportunities. The children are led through a series of discussions and engaging creative experiences prior to reading the text. Pupils begin their writing journey through a variety of opportunities in mark making. As the pupils become more confident and secure in their phonic awareness, they will begin to form CVC words and start to use them in their written responses. At the heart of all the learning is the development of rich language, ensuring all pupils are able to access the texts. These experiences are creating the foundations in which KS1 will be able to continue to build on.

The English curriculum is pieced together using the following principles:-

[C1: Disciplinary Knowledge](#)

We want children to understand what it is to be a writer; to be able to put their thoughts/opinions down on a page. Pupils will be exposed to rich texts using the Power of Reading scheme from The CLPE. Each unit covers the key skills across reading, writing and speaking & listening that are relevant to that year group/phase. Providing plenty of opportunities for writing is one of the key offers from the PoR units.

C2: Substantive Knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression. We make links back to previous relevant knowledge and make this explicit to the children in the elicitation exercises we carry out at the outset of each unit.

C3: Botheredness & Purpose

Wherever possible, we aim to link our English units to our curriculum e.g. Science where we narrow the focus of a topic and go deep- this to generate purpose for writing. We want pupils to be able to write their truths, using their knowledge from (for example) Geography and then use their skills from English to present their thoughts in the most appropriate manner.

C4: Spirituality

We want our pupils to have a reverence for learning and life; to be experiencing awe and wonder daily; to have a sense of something bigger beyond themselves. We want them aiming to live their lives by strong values and principles. We strive for spiritual growth...we are committed to developing our understanding and appreciation of the interconnection of the self with the universe; including inculcating and polishing all the innate qualities that allow one to feel a better communion with a higher sense of being. Pupils being able to reflect on their spirituality within their written pieces is something that we look to include across their time at our school.

C5: Threads

Wherever possible we plan for units of work to deliver one of our core threads as well as the subject specific objectives. For example our 'Plastic Planet' unit delivers on our Eco thread. During this unit pupils will not only engage with the Geography skills required, but also with a book pertinent to that unit, called One Plastic Bag, which focuses on the fight against plastic and the development of recycling in Ghana.

Teaching methods used in English
Lessons/ units will/ may include the following strategies:-

Re 'Engagement':
We aim to always provide a purpose for the learning whether it be a letter protesting the use of single use plastics or a debate piece weighing up the pros and cons of

chopping down the trees in the rainforest or a script about their learning for an episode of Horrible Histories. Giving the pupils a purpose works to keep the engagement levels high.

E1: Establish strong relationships

- **5F's**- Be firm, fair (consistent), friendly, funny, flexible--

- **Be authoritative**— (this as opposed to authoritarian) – set boundaries// provide support// give of your time

- **Behaviour as learning**- always see behaviour as part of the curriculum, as an opportunity for learning. Break incident down into—what did? What happened? What could do to make amends? What could do next time?

- **Detectives**—be behaviour detectives—looking for symptoms/ making a hypothesis/ trying strategies to improve the situation.

E2.Establish a learning culture- growth mindset & learning powers

- **Own it**- pupils encouraged to develop their own ideas/ own questions/ own success criteria/ give own feedback (see PA1).

- **Describe learning**- Praise learning by describing/ acknowledging it specifically and/or describing how it makes you feel. eg 'You have used really strong adjectives. This description paints a really clear picture of the scene for me. I feel like I'm actually there.'

- **Any response is a good response**—work with pupil responses as the raw material for learning in a lesson as opposed to looking for the correct response.

- **Open it up**- give tasks for pupils which have no one answer/ where there is no ceiling to the learning/ where there is lots of scope for discussing the learning process and celebrating effort and ideas rather than correct answers.

- **Wonderful mistakes** should be seen as positive building blocks for learning. Everyone in class to be interested in, even excited by mistakes as an opportunity for learning to take place. 'My Wonderful Mistake' Exit cards- children write as they go out. Talk about mistakes as **F**irst Attempt **I**n **L**earning. Teachers share their mistakes. (see E5)

- **Targets**- encouraging pupils to be looking for the next step in their learning— start target statements with 'I am beginning to…' or 'I am learning to,,,' rather than 'I can…

- **Split screen objectives**—include two layers of objectives in any one lesson- one regarding the core learning, the other to fulfil the skills implicit in achieving that objective- eg a learning power of mindset.

E3: High expectations & formative intervention

We want to inspire SEN and vulnerable children to develop a passion for all aspects of the English curriculum. We respond to their needs when planning and delivering lessons. If a pupil or pupils struggling to understand the learning we support them through:-

- **Peer support**- pupil works with another pupil on the concept they are struggling

with

- WAGOLL- folder of best work from the year before to demonstrate expectations to the pupils.

- Excellent examples- best generated from previous work by pupils.

- Support the skill- eg if they are struggling to solve a problem because of times tables knowledge- then give them the times tables to refer to.

- Simplify the skill—same skill but simpler version

- Pre- teach—pre-empt learning taking place the next day and pre-teach the objectives beforehand to boost confidence.

E4.Engaging activities to start unit/ lesson:

- Stimulus- look at objects/ pictures/ video- discuss

- Purpose- class receive a letter/ invitation/ message in a bottle

- Visit- pupils go on a visit to place of interest to stimulate their interest/ questions/ ideas.

- Role play—pupils engage in role play/ freeze frames/ hot seating etc around the subject.

- Crime scene—pupils come across a crime scene related to their subject and try to work out what has happened

- Stories—pupils read a story that related to their subject// provided with a headline and asked to guess the story.

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)

- Keeping it open

- A range of answers—discuss each of a multiple choice of possible answers- eg multiple definitions in a SPAG lesson or possible suggestions for a fluency task in reading.

- Keep it challenging

- Asking why-- rather than is this sentence a clause ask why is this a clause rather than a sentence?

- Asking for clarification (explaining. defining, giving examples, supporting, enquiring)

- Can you develop on that? What do you mean by..? How does that help? Does anyone have a question to ask about that?

- Examples- Ask- 'give me an example of what you mean' // Ask another pupil to follow up on a response by providing an example.

E6, Engaging ways to get a response/ keep them on task
The quality of interaction in a classroom is prerequisite for good learning.

- Hot seat questioning-- For example hot seat 3 different pupils in role as characters from class story/Power of Reading text, ask a 4th to summarise what they have said and the class to vote on what they think.

- Chat Show—pupils up in front of class- interviewer and interviewee. Announced as would do with real chat show etc etc

- Trading Cards—create top trump cards for say characters of settings in a story.

- Microphone- fake microphone for pupils to share their ideas

- Track the reading- read text but leave off a word for them to read to ensure they are reading with you.

E7.Dealing with wrong answers or no answer

Develop a culture where all responses and mistakes are valued and where 'don't know' is never allowed.

- Wait time---Ensure you give pupils the appropriate amount of 'wait time.'

- I'll come back to you--- If a child is unsure of an answer, tell them you will come back to them. Perhaps they could discuss the answer with their talk partner in the meantime.

- Yes but—if pupil says they don't know, say 'yes but if you did know, what would you think?'

- Phone a friend - Let them have the choice of phoning a friend if they are struggling to find an answer but they need to be the ones to relate the answer on to the class.

- Ask the audience-- Suggest to the pupil that they ask the audience which of several possible answers is the best or the correct one

E8: Working together, talking

- Talk partners- again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners .

- Peer markers- pupils need to be taught to do this. Important that peers don't write in pupil book- pupil writes in own book with peer guidance.

- Develop it—one pupil gives their response- then another is asked to qualify or build on their response- then a third is asked to qualify the response further and so on

- Snow-balling- individual pupils develop an idea/ response--- then join with a partner to share their responses—then pair joins with a group etc etc

- Basketball – rather than 'serial table tennis'—ask one pupil- then onto another as extension of the first response- then onto another as extension of the second response.

- Debates- groups / pairs to persuade other groups/ pairs re their point of view

- Hot-seating- pupil in character/ with opinion- others asking questions/ challenging

- E9: Engaging with Challenge

- Embrace difficulty- encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'.

- The pit—talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.

- Mysteries—pupils using their skills and knowledge to solve a crime or mystery. Design so all members of a group have a part to play. Drip feed information as lesson or unit progresses. Use hot seating/ objects/ photos/ etc as stimuli. Examples:- who killed our plant? Why is this boy crying? Where is the thief hiding?

E10: Organisation

- Flexible groups— groups decided daily or within a lesson- based on ongoing evaluation of learning.

- No set seating plan- given flexible grouping- pupils have no set places in classroom or at least no set group to work in.

- Help desk-

- Guided groups- possibly teacher and TA working with up to 4/5 groups through one lesson- on input/ sessions tailored to their needs… eg more able off the carpet during whole class work…eg less able working with teacher as well as TA at some point during the lesson, eg set two groups off- work with two others- then send these two off and track back to original two etc etc

E11- How can we help our vulnerable/SEND learners with this?

Engaging students in the learning process increases their attention and focus and moves them to more critical thinking. However for some vulnerable learners or those with SEND, their needs provide additional barriers to engaging with learning. Therefore it is important for teachers to adapt and use strategies to promote engagement, such as;

- ∉ Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil:
  - o become more alert,
  - o remain focussed or
  - o become calmer.

This approach could form part of a wider sensory diet. These resources could include but are not limited to:

- o Wobble cushion
- o Wobble stool
- o Stretchy resistance chair band
- o Fidget resources
- o Theraputty
- o Movement breaks
- o Standing desks
∉ Offer a visual task timeline as part of a task slicing approach
∉ Offer frequent and planned refresh/refocus breaks built into a visual timeline
∉ Use of a table top timer to show how long the child has to work for
∉ Develop self-monitoring and regulation skills as part of a whole class approach through Zones of Regulation
∉ Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active, engaged learner
∉ Record instructions using a voice-recording device for the pupil to play back as required
∉ Ask the child to explain in their own words what they are learning/their task
∉ Break larger tasks into small steps and offer a motivator for successful completion of each one.
∉ Keep focused activities short and intersperse with child-led activity
∉ Offer a privacy board to limit visual stimuli/distractions

Re: Thinking
We want our pupils to be making links between what they have read and what they may choose to write. Pupils need to be able to not only speak/write their own truths, but sometimes put those aside and speak/write someone else's, no matter how hard that may seem.

T1: Generating thinking/ P4C

- Visualisers- many uses- eg evaluate a pupil's writing.. eg demonstrate peer marking…eg analysising responses to test…eg evaluate photo of a DT product.

- Bad models – provide pupils with a poor example of some learning and ask them to analyse where it goes wrong and how to improve.

- Links—develop synthetic thinking by asking pupils to make links between different objects/ statements etc

- Which one is better? Provide pupils with two or more examples of the learning (algorithm/ text etc) and they discuss which one is better and why.

- Would You Rather?—Give pupils a choice- would you rather eg would you rather be Macbeth, Hamlet or Othello

- Statements- Generate responses to a statement and discuss—eg This character

is the hero of the tale. This event was brought on by…

- Alternative explanation—start with one explanation – perhaps an incomplete one eg re a simple answer to a comprehension task and then asking the pupils to provide 1-3 others that offer better explanation.

T3: How can we help our vulnerable/SEND learners with this?

• Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful

• Limit concurrent processing demands

• Offer short, personalised instructions in the correct task sequence

• Encourage the pupil to make a checklist

• Increase general visual support to aid recall and support thinking. This can be in the form of word webs, picture cues; visual task timelines, story maps and graphic organisers

• Develop a 'Park It' system. The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later. These can be reviewed with an adult at an appropriate time

• Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of thinking

• Teach the effective use of jottings and diary use;

• Reduce language levels – focus on key words and points needed for delivery;

Re Clarity of Learning:

CL1: Know their starting points

- What went wrong- take a look at a piece of work and work out/ discuss where they went wrong

- Range of answers- provide pupils with a range of answers and discuss which ones are correct/ which ones most likely or best answer.

- Cold task- pupils complete a written task without scaffolding or support

- Structured observations- useful where pupils need to develop a particular skill eg skimming/scanning for reading; technique in sport; breaking maths problem into parts.

- Pre-mortem- evaluate work from last year's cohort and decide on where

misconceptions occurred previously.

- Immersion –before trying to elicit prior knowledge, immerse pupils in the topic- eg visitor in/ resources layed out/ trip out

- Elicitation - task completed - including recap on previous learning and then upcoming learning. This includes 'heard the word' for key technical vocab

CL2: Be clear about the end point and the big picture

- Sharing the learning intention- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

CL3: Be clear about the steps to get there

- Success Criteria- The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work . The success criteria can take many forms. Examples might include a model algorithm; a modelled piece of writing; a writing frame; a self-evaluation checklist; a learning mat or a list of vocabulary. Basically they are a visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson

- Model success criteria- instead of a list, success criteria could be a good model of the learning- eg a model algorithm; a modelled piece of writing; a learnt re-tell, a demonstration sketch—where these can be annotated with success criteria-this makes learning even clearer.

- Choose from --success criteria—Coin success criteria as 'Choose from……' when the success criteria are like a tool kit of possible options eg features of a good narrative eg choice of methods in maths

- Every time success criteria- some success criteria can be constantly shared/ displayed/ - eg those that are important every time you do maths/ write/ read. Eg in maths always double check answers and line up in columns eg when writing always remember cursive handwriting and check for punctuation.

- Higher level success criteria—often real success depends on more subtle, higher level principles being adhered to—eg with narrative writing- what effect do you want on the reader? Have you avoided obvious clichés in descriptions? Have your adjectives told reader something they would not otherwise have known? Have you shown reader how character feels rather than telling them? Does your writing make the reader want to read on?

- WAGOLL- folder of best work from the year before to demonstrate expectations to the pupils.

- Excellent examples- best generated from previous work by pupils. Carry out pre-mortems on these pieces. V good use if compare against a not so excellent but still excellent example- decide with pupils why is one even better. Important to do this with narrative writing to show 'ticking the test criteria boxes' text against a 'successful' piece of writing.

- The learning journey displayed—either showing stage reached in say literacy;

context for this learning within broader curriculum. Could be on interactive whiteboard/ on large whiteboard/ on learning wall.

Evidence and research shows that supporting high quality teaching improves outcomes for pupils with SEND. The EEF 'Five-a-day Principle' of High Quality Teaching benefits for SEND demonstrates offers five specific approaches below that are well-evidenced as having a positive impact. These strategies should be use daily and flexibly in response to individual needs, as the starting point for classroom teaching for all pupils, including those with SEND. These strategies can be applied and adapted to all subjects within the National Curriculum and Early Years Foundation Stage.

	Outcome	Aims	Examples
1. **Explicit Instruction**	Teacher-led approaches with a focus on clear explanations, modeling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	Use clear and succinct language when explaining things to pupils, checking their understanding frequently. Use dual coding to aid students' understanding of new content. Model how to complete a task before expecting pupils to work independently.	*Diagrams, images or tables on a mini-whiteboard.* *Teaching skills and concepts in small steps.* *Use examples and non-examples.* *Use clear and unambiguous language.* *Anticipate and plan for common misconceptions.* *Highlight essential content and remove distracting information.* *Simulations or virtual experiments to support hands-on practical work.* *Curiosity cube.* *Object association - making links*
2. **Cognitive and metacognitive strategies**	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and	Support pupils to recall previously learned content, before they move on to new content. Help pupils to organise their thinking by 'chunking' the content into smaller steps.	*Low stakes quizzing* *Incorporate phrases such as "My turn, your turn", providing opportunities for low stakes recall of knowledge.* *Learning is broken down into a series of very short but engaging tasks.* *Task slicing.* *The pupil can record (draw and/or write) their ideas on post it notes and 'park' them*

		Ask metacognitive questions that support pupils to plan, monitor and evaluate their own learning.	*for later.*
	evaluate their own learning		*Limit copying. Give the pupil their own table top copy to highlight/interact with.*
			Limit movement between instructions and beginning the task so that the pupil can begin work immediately.
		Think about the learning environment and potential sensory overwhelm, reduce overload and use resources/equipment to meet identified sensory need.	*Show what 'finished' looks like. Include top down models and working examples.*
			Precision Teaching.
			Support for organisation- timelines, diary, equipment, days.
			Using Pupil Interests
			Flash cards
		Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time.	*Memory matching*
3. **Scaffolding**	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.	Use scaffolding in a way that reduces pupils' reliance on adult support, lessening scaffolds over time. Provide scaffolds in a non-stigmatising way (i.e. providing them for a small group or pair, rather than only for 1 pupil)	*Interactive, multisensory and reflect early learning experiences.* *Role Play.* *Stem sentences/parrot responses* *Continuous Provision learning* *Market place - pupils sharing learning and picking up learning*
		Visual Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.	*A task planner.* *A list of the steps a pupil needs to take.* *Model examples of work* *Images that support vocabulary learning.* *Checklists.* *Visualisers to improve the quality of explanation and modeling.* *Visuals to support vocabulary.* *Manipulatives and tools on hand to support retention.*

		Verbal Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.	*"Let's look at this together..."* *"What have you done before, that will help you with this task?"* *"Don't forget, your work needs to include..."* *Model thinking whilst reading – 'Think out loud'*
		Written A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.	*A word bank.* *A writing frame.* *Sentence starters.* *Clearly identifying how much the child is expected to write using markers on a page.*
4. **Flexible Grouping**	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	Work with several different pupils, forming temporary groups when several pupils have the same current difficulty. Promote peer tutoring, facilitating pupils learning from one another. Interventions should be carefully targeted through identification and assessment of need. The intensity of intervention (from universal to targeted to specialist) should increase with need.	*Peer feedback and a peer buddy to check work with - Talk partners.* *My turn/your turn activities so that the pupil can work collaboratively with another to complete a task.* *Use talk partners to model new activities and offer pre-teaching to make the unfamiliar feel familiar.*
5. **Using Technology**	Technology can be used by a teacher to model	Utilise technology as part of the delivery of interventions.	*Speech-to-text software.* *Voice recording device to aid memory or to record their ideas for writing and*

	worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	Support pupils to use technology to record their learning.	*check back.* *E-books and audio books.* *Voice recording devices to record whole class instructions and give to individuals who need to hear them several times.* *Opportunity to record learning via different methods - word processing, powerpoint, story frames, video.*

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

- Immersion- before asking them what they know, pupils immersed in the topic / provided with experience to stimulate their interest/ ideas/ existing knowledge.

- Wonder wall- Pupils record their questions on yellow stickies on learning wall. When answer found this placed next to the question on another sticky

- Magpie Books- generate ideas from:- own reading, thesaurus work, shared writing, class discussion, group work. Have available and use:- during independent writing, across the curriculum….. pupils need to be taught how to use them.

- Pupils as teachers—pupils conducting mini-lessons for other pupils; pupils writing their own test rather than doing the test; pupils explaining a concept in their own words rather than completing an exercise.

PA2: Pupil self-evaluation

- Journal entries- pupils record their understanding re a topic or concept in their books or reflection journals
- Highlighters- pupils colour code the success criteria/ or writing toolkit and then highlight in their work where sc achieved.
- Writing toolkits- better used as prompt and/or starting point for discussion rather

than a tick list.

- Mark your own- pupils to mark their own work using guides/ check lists etc

- Reviewing targets- pupils to review their own targets. Could scan through writing book identifying places where target been met. Could self-mark their hot task at the end of a writing unit.

- Self evaluation prompts -use standard prompts for self evaluation eg' I changed my attitude about…'

PA5: How can we help our vulnerable/SEND learners with this?

Use short instructions and keep information brief. Don't overload the child with too much information at a time.

Use visual reminders and checklists e.g. use colours, cartoons with speech bubbles.

Encourage jottings or notes to reduce the load on their memory & use highlighters.

Give them extra time to process information and think about what they see or hear.

Use of a voice recording device such as: Talking Tin, for the pupil to record their ideas for writing and check back;

Visual/itemised timetables/kit lists/routines; chronological 'to do' lists.

Short, timed tasks using a sand-timer.

A list of the steps a pupil needs to take.

Monitoring and self-evaluation

Give clear tasks with progression built in.

Traffic light system, smiley face symbols.

Checklists.

Learning common routines. "What do you need to do this task?" "What are the steps (beginning, middle, end)?" What does 'finished' look like?"

Re Proof of learning:

PL1: All student response systems

- Talk partners- again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk

partner and review their perf as talk partners . Create cards to show how expected to behave as talk partners

- ● Mini white boards-- for example ask the children to write down their method for solving a maths problem. Make sure they all hold their boards up at the same time.

- ● Hand signals- thumbs up down or sideways// 5 finger scale of understanding. When doing this ask a question that is cognitive rather than about a feeling (latter being v unreliable) –ie use thumbs as way of voting for which of three answers they think it correct.

PL2: Picking up on and responding to needs quickly:

- ● Do a quick check- move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through-

- ● Mini-lesson- provide those pupils who need it with another mini-lesson- explaining concept in different way

- ● Stay on the carpet- Pupils self-evaluate how confident they are to start working independently- using traffic lights/ thumbs up etc- if feeling panicked or lacing confidence then teacher re-explains in different way.

- ● Peer support- pair them up with someone who does understand/ provide group with an expert.

- ● Support the skill- provide the pupils who need it with a resource to support them- for example a x tables square if it is there knowledge of times tables standing between them and achieving the learning.

- ● Simplify the skill- Change the task for the group who are struggling to make the learning more accessible for them.

- ● Go back to the beginning- start again with the group who are struggling and take them right back to the beginning of your teaching/ the unit/ the concept to the point where they do begin to understand.

- ● Repetition/ practise/ over-learning- provide those struggling with further opportunities to repeat and over-learn the skill/ concept.

PL3: Feedback pupils to teacher
Learning is revisited to ensure that important knowledge and vocabulary has a chance to enter the long-term memory.

- ● Elicitations/Cold Tasks - pupils revisit these

- ● Stories— pupils tell/ write a story to demonstrate learning. Use anecdotes, analogies, parables.

- ● Create a game- to help pupils to demonstrate their understanding

- ● LSA's observing - all pupils/ some pupils across class and checking their understanding.

- Mole voting– pupils shut eyes before voting for an answer– or one of possible answers- see above.

PL4: Retrieval Practice

- Misconceptions retrieval– Misconceptions can be general, based on on previous lessons or classwork. Often ones that pupils can find confusing, tend to always get wrong or aren't necessarily true to begin with.

- Heard the Word vocab elicitation - at start of unit and then revisited at the end

- Brain dump- Pupils write down on whiteboards as much as they can about the given topic/unit. This could be timed e.g. 5 mins to…or as much time as you choose. Quite a useful starter for lessons.

- Cops and Robbers -Your own knowledge and recall…vs …Information you have 'stolen' from your peers….

- Picture prompt eg Explain in your own words, from memory, how each picture/symbol is linked to what we have studied about Howard Carter and Tutankhamun:

- Finish the answer…Give pupils a sentence starter (or a collection of them) and they then must complete the rest of the answer.
  e.g.The Romans were not successful on their first attempt of invasion of Britain because….

PL5: How can we help our vulnerable/SEND learners with this?

Proving learning is particularly challenging for vulnerable children and those with SEND because they tend to show their learning in very individual ways. The challenge is therefore how to demonstrate both how and why progress is taking place.

Some children may find the organisation to record their learning challenging. Therefore some ideas to support organisation include;

- *'Talk for writing' strategies*
- *Rainbow sentences to help group ideas.*
- *Use post it notes – one idea per post it notes, then write each one as a discrete sentence*
- *Talking tin (pupil records one idea/sentence at a time)*
- *Colourful semantics approach*
- *'Hold a sentence' activities.*
- *Practitioner modeled sentence stems.*
- *Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.*

Technology can be used to record their learning and reduce barriers and empower reluctant writers. Examples may include;

- *Speech-to-text software.*
- *Voice recording device to aid memory or to record their ideas for writing and check back.*
- *E-books and audio books.*
- *Voice recording devices to record whole class instructions and give to individuals who need to hear them several times.*
- *Opportunity to record learning via different methods - word processing, powerpoint, story frames, video, photograph.*

When letter formation/independent writing is not the focus, adults may scribe for the child, recording their learning and showing their understanding.