

Inclusion

ENGLISH



All sessions have the same structure (teacher, practise, apply) enabling learners to anticipate next steps, providing boundaries for their focus and ensuring they feel safe.



Learning is interactive. Use of talk - modelled, shared and peers - helps to stimulate vocabulary and understanding. Teachers are used as 'experts' and share their 'thinking voice'.



Consistent resources are used i.e. sound mats, sound buttons, terminology, pen grips, spelling mats, word banks (pictorial if needed) across all subject areas.



Opportunities for mark making and the development of fine motor control are explicitly planned for.



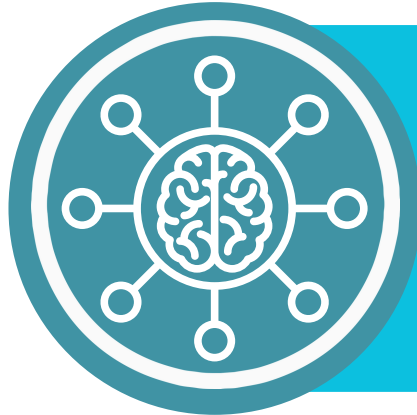
Targeted interventions - the most qualified adults are targeted to work with learners with the greatest need.



Reading books are matched to reading ability through targeted assessment.



Children may use digital tools, such as laptops to write, touch-type or Seesaw to voice record or video responses or use an adult as a scribe.



Vocabulary-rich environment. Teachers plan for cross-curricular knowledge building to consolidate and broaden experience, vocabulary and comprehension.

Adapted implementation, same intent