



CURRICULUM ADAPTATIONS IN ENGLISH

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>
<p>Pre-teach key knowledge and vocabulary.</p> <p>Ensure layered (multiple) reads of key vocabulary.</p> <p>Use of worked examples to model - WAGOLL</p> <p>Use of working walls to build the bigger picture and to retrieve prior learning.</p> <p>Use of visualiser to model and share worked examples.</p> <p>Use images or objects in comprehension</p> <p>Use of Stem sentences, sentence starters, word banks and word wheels.</p> <p>Use of scaffolds to prevent cognitive load - E.g. close passage, sentence starters.</p> <p>A visual framework can be used as a consistent guide for paragraph planning or structuring extended writing.</p> <p>Jotters and Magpie Books to collect ideas/notes.</p> <p>Choice of font/colour of font and sizing.</p> <p>Use of iPads and recording devices to support rehearsal and writing of sentences.</p> <p>Consider short-bursts e.g. if writing an extended piece, chunk support into sections to avoid cognitive overload.</p>	<p>Avoid unnecessary figurative language.</p> <p>Give specific contextual use of words, with images to support understanding.</p> <p>Pre-teach key knowledge and vocabulary.</p> <p>Ensure layered (multiple) reads of key vocabulary.</p> <p>Check children's understanding before starting their task, appropriate to their needs.</p> <p>Give children time to process and practice, using oracy stems to articulate responses.</p> <p>Reduce adult talk and length of input.</p> <p>Consider short-bursts e.g. if writing an extended piece, chunk support into sections to avoid cognitive overload.</p> <p>Use of working walls</p> <p>Exposure to a variety of language-rich texts.</p> <p>Curriculum adjustments according to child's interests.</p> <p>Purposeful opportunities for speaking and listening.</p> <p>Use of Magpie Books and jotters to gather ideas and notes.</p>
<i>Physical and/or Sensory</i>	<i>Social, Emotional and Mental Health</i>
<p>Consider pupil choice and preferences when writing and recording work</p> <p>Consider positioning of children to meet their sensory needs</p> <p>Consider children hard of hearing when reading aloud.</p> <p>Use of sensory aids as part of usual provision e.g. gloves, audio/visual support.</p> <p>Consider pupil sensory audits and adaptations. Visual books.</p> <p>Use of technology including iPads, talking tins and laptops.</p> <p>Break writing times up into small bursts with active breaks facilitated.</p> <p>Use of concentration aids, finger-strengthening exercises, wobble boards, flexibility over where children write.</p> <p>Wide range of texts which refer to a range of personalities and individuals.</p>	<p>Pre-teach vocabulary/reading</p> <p>Use of working walls</p> <p>Consider carefully the groupings – prepare the children for their groups</p> <p>Where appropriate, pre-teach skills of cooperation and interaction for practical work.</p> <p>Controlled choices</p> <p>Clear expectations (i.e. 3 sentences, 1 paragraph)</p> <p>Use of adult scribe, my turn your turn, paired work</p> <p>Use of laptop, whiteboards, choice of writing tool</p> <p>Allow children to work to their own interests and write about these</p> <p>Teacher modelling of 'getting stuck' and positive attitudes towards perseverance.</p> <p>Rewarding and praising effort, not only academic content</p>