English Provision Map

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This document is designed to list some of the interventions and other supportive resources that are available for children at St Wilfrid's to support all learners to access the English curriculum

Wave 1 - Universal Provision

Quality First Teaching
Differentiated Curriculum
Differentiated Delivery
Differentiated Outcome
Increased Visual Aids/ concrete resources
Visual timetables
Pictorial representations used to support teaching
Well-sequenced daily lessons - small steps planning
Opportunities to practise maths skills through the wider curriculum
Anticipation of misconceptions
Partner work and Kagan Strategies
Adult modelling of mathematical knowledge and skills
Developing opportunities for metacognition and self-regulation
Explicit teaching of relevant vocabulary
Accelerated Reader
Additional reads
Makaton/Widget
Use of writing frames, planning proformas
Chunking
Pre teach vocabulary/concepts
Illustrated dictionaries
EAL vocab groups
Dyslexia friendly classrooms
Immersive reader
Audio books

Wave 2 - Targeted Provision

Same day Catch up
Comprehension Express
Small group support in lessons
Little Wandle Phonics Catch up
Wellcomm
Precision Teaching
Cued Spelling
English on Track
Makaton
See and Learn
Toe by Toe
Word Wasp
Colourful Semantics
Communication books
Lego Therapy
Socially Speaking
Scanning pens

Specialist Provision

PSS Involvement
Dyslexia Pathway

What Is Quality First Teaching?

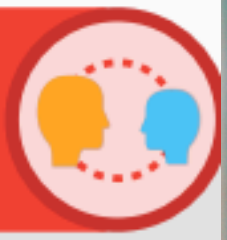
Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

High quality teaching benefits pupils with SEND

The 'five-a-day' principle

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



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 evaluate their own learning.



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.



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.



5 Using technology

Technology can be used by a teacher to model 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.

