



An Inclusive English Curriculum

Planning Inclusive Lessons

Literacy is a core skill which underpins all curriculum areas and enables access to the broad and balanced curriculum and everyday life.

Children acquire literacy skills at different ages and at differing rates often well before they reach school age, and as a result may start school with varying levels of skills. Children with SEN, including those with autism, ADHD and dyslexia are often visual learners.

After a period of Quality First Teaching, some learners may demonstrate difficulty in learning to read, write and spell. It is important that delays are identified and addressed as soon as possible, to support their learning and motivation to learn.



Creating an Inclusive Environment

Seating

- Seating positions should allow all learners to communicate, respond and interact with each other and the teacher in discussions.
- Learners are prepared for any changes to seating plans.
- Learners must have a clear view of flashcards/word cards/ whiteboard. Learners must be able to see the teacher's mouth and hear their voice when they are enunciating sounds.
- Furniture is suitable and learners have the equipment they require e.g. sloping board, foot block.
- There is room for learners with mobility difficulties to access resources and equipment.

Sound and Light Issues

- Background noise is reduced.
- Interactive whiteboards are non-reflective to reduce glare.
- There is sufficient light for written work.
- Learners use hearing and low vision aids where necessary.
- The teacher's face can be seen- avoid standing in front of light sources.
- Video presentations have subtitles for deaf, hearing impaired and those with communication difficulties.

Multi-sensory Approaches

- Use visual aids or other concrete supports when dealing with abstract topics.
- In reading comprehension activities, encourage learners to illustrate the story setting; draw the main character and annotate with notes.
- Summarise sequences of events through mind maps, role play and drama.
- Use symbols, puppets etc to support understanding of character, setting and story events.

Resources

- Make available a range of accessible materials including:
 - Chunky pencils
 - Different coloured crayons
 - Individual whiteboards and pens
 - Pencil grips for learners who need them
 - Alternative methods for recording.
- Provide well-maintained and attractive reading areas, containing a range of appealing and challenging texts.

Low-arousal Areas

- A low-arousal area (quiet area with calming, sensory resources) is available for planned and unplanned sensory breaks.



An Inclusive Phonics Curriculum

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Phonics is a precise and structured lesson that is taught discretely each day from Reception to Year 2. Before Reception, learners should be immersed in stories, rhymes, songs and poems to support their understanding of language.

From Reception onwards, the consistency of the rigorous pattern of phonics lends itself to being a highly inclusive lesson. The structure, pace and repetitive nature of lessons enables learners to apprehend the next steps and work within the clear boundaries.

In order to maximise the learning potential and outcomes for all learners, there are a number of things that a teacher should consider. Teachers must carefully plan the resources that will enhance intended learning:

- Phoneme fans to revisit previously learned sounds
- Phoneme frames support segmenting to spell
- Sound buttons support blending for reading
- Magnetic letters, letter cards, phoneme cubes etc, can be supportive of learners who find pen grip and handwriting challenging
- Plan to use concrete resources
- Make resources available after the lesson.



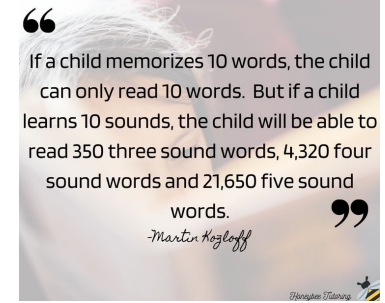
How can I support learners who struggle with attention?

- Carefully consider the pace of the lesson. A fast-paced lesson will keep learners alert and active – but ensure they have the time and support needed to be accurate with enunciation or skills application.
- Interactive lessons provide opportunities for learners to engage in different ways. In phonics, learners will be vocal when practising saying sounds, decoding and reading. There will also be opportunities for letter formation and writing.
- Use specific, targeted questioning to challenge and support learners.



How do I teach learners to enunciate the sounds?

- Be aware that some learners may find it difficult to enunciate phonemes accurately. Plan for plenty of opportunities to model and practise enunciation.
- Describe the mouth and tongue movement to say the sound and consider providing mirrors to allow learners to watch themselves saying the sound. Where possible, adults can support learners to say and then hear the sounds in words when segmenting and blending.
- Provide opportunities to decode words of differing length to meet the needs of all learners, as well as words that contain the new phoneme in different positions.



How can I support learners who are resistant to mark-making or who have poor fine motor skills?

Phonics is a tool for learning to read and spell. A reluctance to mark-make or form letters may not be indicative of difficulty with GPCs. Learners will be introduced to letters and mark-making opportunities.

Opportunities to develop fine motor skills can be encouraged through play and targeted support:

- Include a finger gym or fine motor skills station in your classroom with activities such as pegging, threading, using tweezers to complete intricate objectives.
- Provide opportunities for mark-making on different scales and with different media.
- If a learner is reluctant to write, reduce the reliance on whiteboards and pens in phonics lessons and consider using magnetic letters or phoneme cubes to build words. However, learners will need to be taught how to form letters and use phonics for spelling.
- Provide specific targeted support with handwriting.
- Praise all attempts at mark-making and point out specific successes and next steps



An Inclusive Reading Curriculum

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To become skilled readers, learners need to be explicitly taught the phonic code and practise applying it. Learners should develop all aspects of fluency, including the expression needed when reading aloud. In order to comprehend what they read, learners need to know about the content, i.e., the background knowledge, be familiar with any complex vocabulary and also know about the genre, e.g., if it is a mystery story. Learners also should be taught about the way different printed texts can be structured.

Throughout the primary phase, learners should be part of reading lessons which follow the sequence of 'teach, practise and then apply'. Teachers should share the learning objective or reading strategy. They should model this through reading out loud, but also through thinking out loud, explicitly modelling the reader's comprehension processes.

Learners should have the opportunity to practise within a scaffolded and supported environment where they are able to receive feedback which supports them with achieving and progressing. Learners should then apply teaching through independent practice. Once learners have mastered the phonics code, allow them to frequently revisit texts that have been taught. Through the re-reading of familiar texts, learners will build sight vocabulary, develop reading fluency, and deepen their understanding.

The more that you
READ,
the more **THINGS**
you will know.
The more that you
LEARN,
the more **PLACES**
YOU'LL GO
-Dr. Seuss



How can I support learners who struggle with developing fluency (including phonics knowledge and word recognition)?

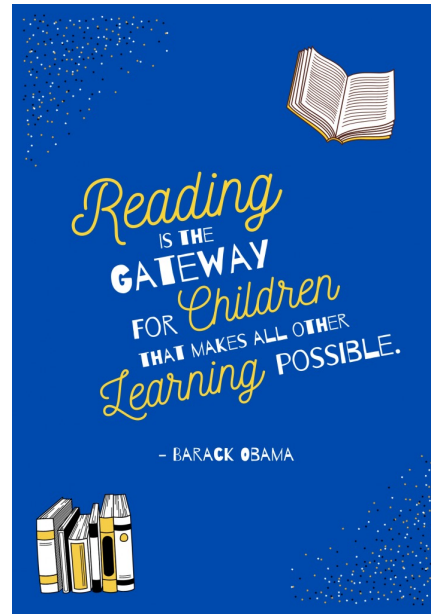
- Where learners are not yet secure with phonics, their phonics knowledge must be assessed. Phonics teaching can then be correctly pitched for developing learners' knowledge of phonics and skills such as blending for word reading. Use the same scheme or approach which is used for whole-class teaching 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 such as Bingo, Pelmanism (matching pairs) or Snap. Consolidation can also come through learners being able to independently 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; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Ensure that learners have sufficient practice in reading, and re-reading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.
- Identify and pre-teach tricky or new words – find them in the book and tell the learner to look at them carefully. Write them on a whiteboard or on a flashcard and practise reading them before reading the text.



An Inclusive Reading Curriculum

How can I support learners who struggle comprehending texts (including vocabulary, reasoning and print-concepts)?

- Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. Making links with other books will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment- they will want to read on to find out what happens next!
- 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; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.
- Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.
- Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- Have class 'read-alouds' which gives all learners access to age- appropriate texts. Plan for discussions at key points which will deepen all learners' understanding. Listening to texts being read out loud will also extend learners' vocabulary.
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding.



- ### How can I support learners who struggle with attention?
- Wherever possible and practical, allow the learner choice in the reading material, e.g., choosing a text from a selection of texts.
 - Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, 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.
 - Timetable reading sessions so they are short and frequent; some learners may benefit from multiple shorter sessions each day.
 - Where reading sessions are required to be longer, plan for regular movement breaks. This could be a palm press at the end of each page, a hand massage at the end of each double page, ten chair presses at the end of each chapter, etc.





An Inclusive Writing Curriculum

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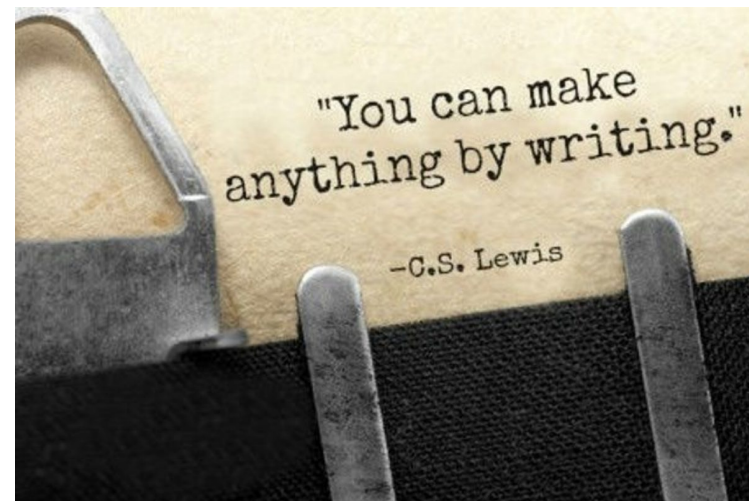
Teaching writing is an opportunity to be playful – with language, with grammar, with ideas. Through the use of rich texts to stimulate writing, teaching new words and grammar in context and writing for purpose, learners become independent, creative writers and thinkers. Work to create a culture where mistakes are part of the learning process and are even celebrated.

Throughout the primary phase, language-rich classrooms are vital to this. In addition, learners need opportunities for oral rehearsal and to develop their thinking out loud – with a partner, in small groups and in whole-class teaching. Use this as an opportunity to model back the correct grammar or to up-level learners' language so that they are exposed to and have opportunities to explore high-level vocabulary and different sentence structures. Be playful with language – learners will make mistakes, but they will experiment and enjoy the effect words can have.

Always write for purpose so that what learners are writing is rooted in context and meaning. In the EYFS, this could be writing a letter to the pirates who stole their construction toys to ask for them back; in Year 6 it may be from Charles Darwin recounting his travels and discoveries. Use pictures and actions to support oral rehearsal, embedding new learning and reinforcing new language.

How can I support learners who are reading below age-related expectations?

- 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.
- Learners should have plenty of practice writing using the phoneme-grapheme correspondences they know and using the letter formation they have been taught. 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. This will support them to find and use adventurous and topic-related language. Ideally, the words for these word banks will be the ones you have generated together in skills lessons and added to your working wall, so they will be the ones learners have already begun to use and explore.
- Use story maps with actions. Story maps are an excellent way to develop early reading skills and support learners with oral rehearsal. If you draw your story map from top to bottom, left to write, learners can point at each symbol as they retell it. 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.



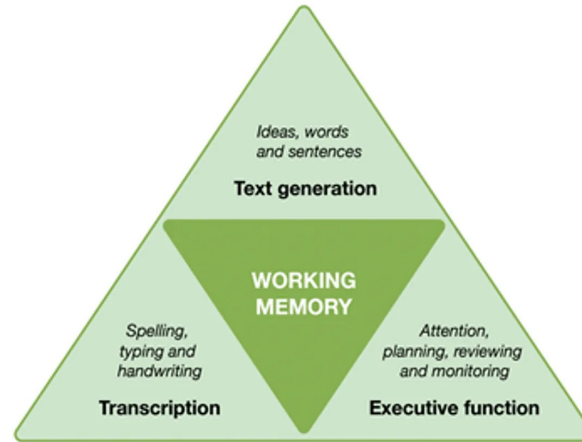


An Inclusive Writing Curriculum



How can I support learners who struggle to retain vocabulary?

- Identify new, interesting or useful words in a text or topic together (e.g., in the plenary of the first lesson looking at a new text) and add them to the working wall 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. Practise saying them together in a high voice, a low voice, a fast voice, and a slow voice. Devise an action together, then say the word and show the action to reinforce.
- 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



How can I support learners need additional time to develop conceptual understanding?

- Pre-teach. For example, if you are starting a new text on a Monday and know a learner will need more time to process it, find time for them to read it (ideally with a peer or an adult) on the Friday before. This allows them to explore it in their own time, ask any questions they may have and then be the expert when the class reads it on Monday.
- 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.

