



Support SEND Pupils in English

Writing

Barriers to English	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties writing at length (motor/co-ordination/attention difficulties)	Provide mark making opportunities on different scales to support development of fine/ gross motor. Allow rest breaks as required when writing at length. Scaffold writing pieces: Use a writing frame to chunk into smaller amounts, provide sentence prompt openers, work collaboratively – one child write, one generate ideas for writing.	Provide tools to support as recommended by professionals e.g. sloping board, pencil grip, coloured overlay. Use alternative methods of recording – mind maps, story boards, annotated diagrams, flow charts. Include motor activities planned into the day – e.g finger gym
Difficulties with spelling which impact upon overall writing.	Provide a word bank of possible words to be used within writing to support. Repeat and revisit key vocabulary – plan into the teaching sequence. Dictionaries readily available and age/level appropriate. Provide visual supports for pupils to refer to in the classroom – displays in KS1, sound mats, phoneme fans.	Pre-teach key words needed for a piece of writing prior to the lesson where adult support is available. Weekly spellings to include words associated with learning taking place to overlearn. Where adult support is available use tools to support spelling e.g. phoneme frames, magnetic letters.
Difficulties organising and structuring longer pieces of writing.	Scaffold pieces of writing to support – writing frames, sentence openers provided, a good example available to check against. Provide a checklist of features and an example of a good piece of work. (WAGOLL)- model the writing process clearly with explanation.	Allow children to talk through the structure of their writing from their plan with an adult – adult to scaffold and support understanding as required.
Handwriting difficulties	Highlight lines to help size and orientation of letters. Use alternative methods of recording – mind maps, story boards, annotated diagrams, flow charts.	Provide tools to support as recommended by professionals e.g. sloping board, pencil grip, coloured overlay. Include motor activities planned into the day – e.g finger gym Use a multi-sensory handwriting tool to re-teach letter

		formations which are inconsistent. – letter join
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Reading

Barriers to English	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties accessing class text due to decoding or vocabulary difficulties.	Use of shorter extracts where possible. Use 'Power of Reading' recommended strategies. Use paired, group or whole class reading to aid understanding and comprehension. Chunk the text into smaller, more manageable amounts. Highlight key words or information in the text.	Listen to books in audio format. Provide the same text in a different form e.g. a simplified version of a traditional tale. Do now always insist that children read aloud.
Phonics difficulties – impacting the ability to read information or text.	Provide texts to read independently or at home which are in line with the phonics teaching in school to consolidate learning. Ensure consistent teaching or 'red words' to develop fluency. Provide visual supports for pupils to refer to in the classroom – displays in KS1, sound mats, phoneme fans.	Alternative teaching of spelling e.g. whole word, precision teaching where adult support is available. Visual supports available as reference point to look at – including picture cues in line with phonic scheme. Highlight pupils for RWI intervention before/after school.
Difficulties extracting important information to answer questions about a text (comprehension)	Explicit teaching of techniques to support this e.g. scanning for key words, underlining important information Use cloze questions to support or offer multi-choices Consider the use of role play or dramatic improvisations to help aid understanding e.g. characters emotions, sequencing of events.	Provide alternative texts which support this – highlight key words/phrases. Reduce the amount of information needed to be read. Give a clue as to where the information can be found e.g. in paragraph 2. Present the information in a different form e.g. in a table, alongside an image.