

Cognition and Learning Provision Map 2021-22

Universal Whole Class-Wave 1

- Differentiated curriculum planning and work- ability groups, computer partners, discussion partners, pair share, flexible grouping
- buddy reader/ writer
- suitability/ accessibility of text is checked and appropriately differentiated before being provided to pupils to read
- differentiated delivery- simplified delivery, questioning, going back over points
- opportunities to speak ideas before writing
- use of physical objects to create/ verbalise sentence before writing e.g. counters one word per sentence
- memory aids- checklist, reminder cards, memory games
- differentiated outcome- expecting different amounts of work
- handouts/ worksheets have minimal writing, well-spaced out and organised with pictures/ symbols instead of words where possible
- differentiated tasks- modifying worksheets or tasks for different abilities
- background to handouts in a pale colour instead of white- according to individual child need
- ICT used where appropriate e.g. spell checker/ thesaurus, YouTube to show explanations of concepts/ researching, voice recognition
- write stories when the focus is ideas and creativity rather than handwriting
- Different learning styles- visual auditory, kinaesthetic- multi-sensory hands-on learning
- people sat in a position where h/she can see the board clearly, is able to hear and is close to an adult for support where appropriate
- different resources close to hand- word banks, personal spelling logs, keyword cards, phoning maps, visual prompts and clues, reading rulers, number lines, coloured resources and different fonts
- clear visual classroom displays
- use of writing frames
- visual timetables with clear symbols
- topic related word display
- extra praise and encouragement!
- chunking information to help with understanding
- Prompt available for organisation e.g. remembering what to do first thing in the morning/ packing up at the end of the day
- clear classroom routines and purposes for each lesson are made clear
- clear language and no sarcasm to avoid confusion
- when writing on the board teacher reads aloud what they are writing- facing front when speaking always
- coloured pens used when writing on the board to organise writing

- extra time given to complete tasks
- a copy of writing is given to pupil, instead of copying from the board – where appropriate
- learning objectives may need to be typed and handed out to allow maximum use of learning time on teaching task
- catch up interventions
- Strategies to improve concentration and attention
- Regular ½ termly assessments
- Read write Inc.- accelerated reader

Wave 2- small group

- Pupil encouraged to use highlighters and different coloured pens to organise text being read or written
- use of raised lined paper to help all children write on the lines/ sandpaper for resistance
- guided reading with a teacher/TA
- guided writing with a teacher/TA
- handwriting groups
- individual use of ICT programmes
- targeted readers
- designated group support in the delivery of IEP targets for literacy and or numeracy through additional phonic work
- specialist reading books
- handouts/ worksheets printed on coloured paper where visual stress has been identified
- specific phonics groups
- catch up sessions

Wave 3- one to one support

- Individual support in the delivery of IEP targets for literacy and numeracy through precision teaching
- Referral to advisory services for possible identification of specific learning difficulty
- Referral to educational psychologist
- pre-teaching of key concepts
- individual literacy programmes
- individual arrangements for SATs if necessary- extra time, rest breaks, readers, scribe
- personalised curriculum

- PFSA support