

Chawson First School – Wave 1 Provision Prompts 2021-2022

Wave 1 – Quality First Teaching

Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
- Differentiated curriculum – planning, learning, resources, scaffolding etc. - Pre-teaching of subject vocab - Teaching sequencing as a skill - Text presented clearly – bullet points, clear font, headings - Pupils encouraged to explain what they have to – check understanding - Links to prior learning explicitly made /retrieval practice integrated into lessons - Key learning points reviewed throughout lesson - Conceptual variation in Maths - Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders - Provide a range of writing frames - Word mats designed for specific subjects/lessons - Opportunities to work with a scribe or use ICT when necessary - Use of ICT/apps to reinforce what has been taught - Use of ICT/apps as solution to difficulties e.g. dictation, typing - Coloured overlays, coloured paper for worksheets & coloured background on SMART board - Extra time to complete tasks - Learning ladders to break down steps - Next steps display in classroom - Learning buddies/B's before me - Tactile resources e.g. lego phonics - Dual coding devices	- Structured class routines - Using songs for routines - Increased visual aids including dual coding - Visual timetables at eye level of children - Use of sign language/basic Makaton - Use of key words/vocabulary emphasised when speaking - Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play - Instructions in manageable chunks - Checklists and task lists - Delivery slowed down with time given for processing - Prompt cards used to support understanding - Talking partners used - Classroom seating plan considered so children can see teacher and visual prompts - Access to a quiet work station 'Word walls'/displays to develop understanding of new vocab - Minimise use of abstract language/language tailored to individuals - Eye contact as necessary for the child	- Emphasise positives in front of others to develop children's self-confidence - Give pupils classroom responsibilities - Refer regularly to school/classroom rules - Calming music - Weighted blankets - Team around the child approach - Use of ear defenders to support focus - Breaks between tasks - Moving around/sensory breaks - Interactive strategies eg. Whiteboards to hold up answers - Clear behaviour expectations modelled by staff - Quiet zone or sensory space - Visual timer/stop watch - Use post-its for questions rather than interruptions 'Fiddle' toys - Concrete resources easily at hand to support - Give a 'set time' for written work - Personalise teaching to reflect pupils' interests - Transition from whole class work to independent is taught and actively managed - Reward system for older pupils - Learning ladders to break down steps - Wobble cushion/resistance bands to support sitting in chairs or on carpet spot - Meet and greet at key transition points e.g. start of day, lunchtime etc.	Visual - Coloured overlays/ different coloured paper - Consider lighting – natural and artificial - Eliminate inessential copying from the board - Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge - Read aloud as you write on the board - Avoid standing in front of windows – your face becomes difficult to see - Use Ipad/Chromebook for reading if text is too small in physical book - Consider seating – sat at the front closer to board/resources Hearing - Careful seating – closest to the teacher - Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro - Slow down speech rate - Allow more thinking time - Repeat contributions from other children – their voices may be softer and speech more unclear - Check that oral instructions have been understood - Face the pupil when speaking & keep hands away from mouth Co-ordination - Sat at table where there is sufficient space - LH & RH pupils not next to each other with adjacent hands - Desks at elbow height - Sloping desk stand if appropriate - Seated with minimal distractions. - Encourage oral presentations or use of ICT as an alternative to written work where appropriate. - Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. - Dough disco to support fine motor - Range of fine motor and gross motor activities