

## Cognition & Learning

### Universal

- Make sure you know the level of difficulty of any text you expect the pupil to read
- Key words/vocabulary emphasised when speaking and displayed clearly
- Pre-teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc
- Pupils encouraged to explain what they have to do to check understanding
- Resources, equipment, homework diaries make use of consistent symbols and colour coding
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and at the end of lessons
- Colour coded word walls in alphabetical order
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide and teach the use of a range of writing frames to aid organisation
- Alphabet strips stuck to desks
- Key words and/or phoneme mats on desks
- Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
- Use IT programmes and apps to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, e.g. to try out spellings, record ideas
- Range of coloured overlays/reading rulers available

- Coloured paper for worksheets and coloured background on smart board
- Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Close procedure exercises to vary writing tasks and demonstrate understanding
- Collaborative and self-assessment
- Learning style awareness – visual, auditory, kinaesthetic approach
- Learner groupings to support pupils with difficulties (paired recording with a fluent writer, dictation to a helper, groups where pupils take different responsibilities).
- Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Additional time to complete tasks if necessary
- Teach and model memory techniques. Reduce memory load
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc
- Mark starting point for each line with a green dot/paperclip etc as a visual cue
- Minimise copying from the board – provide copies for pupil if necessary
- Teach pupil how to use planners, task lists etc
- Teach keyboard skills
- Provide opportunities to revisit work or prior learning.

	<ul style="list-style-type: none"> <li>• Ask pupils to explain what they have to do to clarify understanding.</li> </ul>
<b>Targeted (SEN Support)</b>	<ul style="list-style-type: none"> <li>• Enhanced adaptive teaching, regular targeted small group, or individual support.</li> <li>• Delivery of evidenced based and impact interventions- time bound and quantifiable.</li> <li>• Will need additional professional support from skilled colleagues, e.g., SENCo, to aid curriculum modifications and develop strategies to address C&amp;L needs.</li> <li>• Planning may also consider advice from other professional support.</li> <li>• Psychometric Testing to report on cognition and clear identification of areas of need (Use of CCET).</li> <li>• Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills.</li> <li>• Appropriate exam access arrangements which are well established and a learner's normal way of working.</li> <li>• Specific use of a computer reader/human reader /word processor (with or without spell check active).</li> </ul>
<b>Specialist (additional to and different from)</b>	<ul style="list-style-type: none"> <li>• 1:1 or small group teaching from a specialist teacher or TA within school or from outside agencies</li> <li>• 1:1 or small group multi-sensory phonics programme e.g. 'Sounds-Write', 'Beat Dyslexia', 'Read, Write Inc' catch up programme</li> <li>• Additional multi-sensory follow up lessons using range of resources and methods.</li> <li>• Daily 1:1 reading, teaching through errors</li> <li>• Small group or 1:1 support for writing/reading – additional to literacy lessons</li> <li>• 'Reading Recovery' programme</li> <li>• Small group or 1:1 work on spelling programmes</li> <li>• Intensive support for pre-teaching concepts and vocabulary.</li> </ul>

- 1:1 or small group lessons to develop memory skills using appropriate resources.
- Revision sessions to revise and consolidate what has been learned.
- Use appropriate assessment tool eg PIVATs, BSquared.

**Please also refer to the Progressive Provision Banding documents, Band 4 onwards.**