

English: Information

Introduction

The National Curriculum English Programmes of Study begin with the assertion that English has a pre-eminent place in education and society. It continues that all the skills of language are essential to participating fully as a member of society. It cannot and must not be assumed that it is exclusively pupils with SEND that are not able to reach the expected standards in literacy. In 2023, 27% of Year 6 students in England did not reach the expected standard in their SATS reading tests, 29% in their writing tests, and 28% did not reach the expected levels in spelling, punctuation and grammar.

Ofsted's EIF (2023) asserts that the Intent of a school's Quality of Education will require leaders to construct a curriculum that ambitious and designed to give all learners, particularly those with SEND or high needs, the cultural capital they need to succeed in life. This statement resonates profoundly with teachers of reading who are aware that through reading in particular, pupils have a chance to develop culturally emotionally, intellectually, socially and spiritually.

English and supportive strategies for pupils with SEND

When considering English across age and proficiency, it can be helpful to align the skills of decoding, comprehension, transcription and composition with the potential barriers to learning. This may enable teachers to personalise provision for all pupils, not just those with SEND.

The list of strategies illustrates some of the adaptive teaching methods that may support learners with SEND to progress in English. The list not exhaustive and should be seen as a starting point to prompt responsive lesson planning and practice.

Reading

Decoding	Comprehension
Teach/ re-teach phonemes and graphemes using systematic synthetic phonics	Simplify language, repeat words and clarify meanings
Pre-teach new/ key/ subject specific vocabulary	Pre-teach new/ key/ subject specific vocabulary
Selecting a text at the appropriate reading level	Selecting a text at the appropriate reading level
Provide oral and/or written summaries	Provide oral and/or written summaries
Allow extra time for reading	Allow extra time for reading
Provide an individual printed copy of the text	Encourage the use of subject dictionaries and word banks

Use an appropriate font in an appropriate size with larger spacing	Chunk the content to avoid cognitive overload
Provide page and paragraph numbers	Help the pupil visualise the content (dual coding)
Provide longer reading texts in advance of class study	Differentiate questioning
Adapt the content (if appropriate shorten the text or look for the same content in another medium)	Teach techniques such as skimming, scanning, highlighting and sequencing
Allow an assistive technology or TA or peer to read the text aloud.	

Writing

Transcription	Composition
Pre-teach new/ key/ subject specific vocabulary	Pre-teach new/ key/ subject specific vocabulary
Selecting a text at the appropriate reading level	Selecting a text at the appropriate reading level
Adapt the format of Q/As to suit the task and time available	Provide knowledge organisers
Allow extra time for writing	Explicitly model how to plan writing
Enable or support shared notetaking	Allow extra time for writing
Allow assistive technology (dictation software, oral recording of notes).	Help the pupil visualise the content
Explicitly and systematically teach/ re-teach handwriting	Provide a model text
Provide appropriate paper for the activity e.g. Lined/ handwriting template/ gridded	Provide writing frames and proformas
Accept alternative forms of reports (spoken, recorded, art etc)	Provide an example (What a good one looks like WAGOLL)

Spoken Language

Speaking	Listening
Pre-teach new/ key/ subject specific vocabulary	Pre-teach new/ key/ subject specific vocabulary
Build a relationship to establish trust and confidence	Provide visual aids
Specifically teach body language expression	Provide accompanying written notes
Establish class rules for discussion and group work	Encourage pupils to take notes whilst listening
Accept an alternate form of information sharing	Use assistive technology to provide live captions, subtitles/ transcripts
Initially ask questions which require short answers	Repeat key words, instructions and concepts
Initially ask questions at information level and gradually expand the content	Provide instructions in writing and verbally

Encourage conversation/ answering questions on topics of knowledge (to boost confidence)	Ask the pupil to repeat oral instructions/ content
Provide ample waiting time	Shorten the listening time required
Enable choice rather than cold-calling for answers in class discussions	Provide written and manipulative activities
Provide questions for discussion in advance of the lesson to allow thinking time and reduce anxiety	Be concise with verbal information
Allow a speaking 'buddy' to take on their peer's voice in group and whole class interaction	Whilst giving instructions, pause to allow students to process the content

Spelling, punctuation and grammar

Explicitly and systematically teach/ re-teach SPAG rules and patterns
Provide SPAG lists
Play SPAG games
Enable retrieval practice through regular revision and tests
Use flashcards
Display tricky words and refer to them often

The Initial Teacher Training Core Content Framework (2024) and Early Career Framework (2024) outlines that every

teacher can improve pupils' literacy by:

- Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.
- Supporting younger pupils to become fluent readers and to write fluently and legibly.
- Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
- Modelling reading comprehension by asking questions, making predictions, and summarising when reading.
- Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).
- Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing 14 (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).
- Teaching different forms of writing by modelling planning, drafting and editing

Finally, when considering how to enable reading in the functional ways listed above, it is crucial not to forget the central aspect of teaching English and the English National Curriculum is fostering a love of reading by nurturing reading for pleasure.