

Bradworthy Primary Academy: Inclusive Provision Map – Subject Specific Adaptations



All provision listed within this map lies alongside the school ethos, and the relational approach to teaching and learning.

Phonics	Reading	Writing	Maths
<ul style="list-style-type: none"> <input type="checkbox"/> Resources and visuals which make the phonics links explicit. <input type="checkbox"/> Consistent use of resources in phases of the lesson. <input type="checkbox"/> Opportunities to develop phonological awareness and listening skills through Phonics lessons and all learning experiences. <input type="checkbox"/> Use of discrete daily teaching opportunities. <input type="checkbox"/> Use of a working wall to support learning. <input type="checkbox"/> Modelling of segmenting and blending in all curriculum opportunities. <input type="checkbox"/> All adults support phonetically plausible attempts at spelling – using language from phonics lessons to underpin these skills. <input type="checkbox"/> Use of pace is considered for all learners to ensure they are engaged, but able to access the learning appropriately. <input type="checkbox"/> Use of interactive teaching styles. <input type="checkbox"/> Use of specific and individually targeted questioning to ensure all learners are supported and extended within their abilities. <input type="checkbox"/> Use of tutoring time to boost the progress of pupils who may be falling behind. The aim is for pupils to keep up with the phonics programme rather than catch up. <input type="checkbox"/> Opportunities within phonics lesson to practice letter formation and writing opportunities. <input type="checkbox"/> Support provided for pupils who need additional help with handwriting provision – triangular pencils, pencil grips, larger print booklets, use of dough disco to support development of fine motor skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> KS1 reading incorporating books which are closely matched to phonic knowledge. <input type="checkbox"/> Provision of stories being read aloud and analysed in KS1 & KS2. <input type="checkbox"/> Direct teaching of reading comprehension skills in discreet sessions. Skills defined, modelled and guided to develop independent application. <input type="checkbox"/> Application of precision teaching interventions to support sight recall of high frequency vocabulary (a particular focus for pupils with phonic delays). <input type="checkbox"/> Key vocabulary from shared texts displayed and revisited regularly during teaching. <input type="checkbox"/> Use of re-reading of familiar texts to consolidate progress for independent reading. <input type="checkbox"/> Use of pre-teaching of new and challenging vocabulary. <input type="checkbox"/> Lessons incorporate ignition of prior knowledge through 'connect' phase – consolidated with discussions prior to reading in lessons. <input type="checkbox"/> Use of class 'read aloud' texts, in which all pupils have access to age-appropriate texts. Use of discussion during these sessions to support children's understanding of these texts. <input type="checkbox"/> Use of props or guides to support readers and focus – lolly sticks / reading rulers etc. <input type="checkbox"/> Co-reading used as a key support strategy – pupils and adults share the reading of texts to ensure the cognitive load is manageable for increasing periods of time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of pen grips / pencil grips and interventions such as dough disco to ensure pupils have appropriate pincer grip prior to writing. <input type="checkbox"/> Use of dictation activities for pupils who are not secure in their use of phonics to develop the application of GPCs and letter formation. <input type="checkbox"/> Use of vocabulary banks and widgeit illustrations to support sentence construction. <input type="checkbox"/> Use of writing maps, or checklists, to help children structure their work. <input type="checkbox"/> Use of images to underpin the structure of a longer text – reinforcing grouping of ideas or themes. <input type="checkbox"/> Use of pre-teaching of vocabulary or grammatical concepts where needed. <input type="checkbox"/> Using themes in writing tasks which link to topics and areas of children's interest. <input type="checkbox"/> Incorporation of multi-sensory strategies to support children in understanding and remembering key vocabulary or concepts. <input type="checkbox"/> Use of modelling, shared and guided writing prior to every writing task. <input type="checkbox"/> Provision of opportunities for extended writing based on a child chosen theme. <input type="checkbox"/> Use of verbal feedback to support pupils in developing their written work. <input type="checkbox"/> Writing tasks broken into chunks with focus given to sentence structure and clarity. <input type="checkbox"/> Interventions to support children in constructing secure sentences (eg colourful semantics). <input type="checkbox"/> Pupils given additional time to complete writing tasks if needed. <input type="checkbox"/> Use of audio buttons for pupils to record sentences aloud prior to writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consideration given to introduction of new vocabulary to ensure the prevention of cognitive overload. <input type="checkbox"/> Vocabulary introduced with concrete – pictorial and abstract examples. <input type="checkbox"/> Use of pre-teaching of vocabulary and skills before a new concept is introduced. <input type="checkbox"/> Use of visuals and manipulatives to support pupils' understanding. <input type="checkbox"/> Provision of reading support to decode word problems or large amounts of text in lessons. <input type="checkbox"/> Use of strategies such as bar modelling and sketching to underpin the understanding of the word problem. <input type="checkbox"/> Use of visualisers and manipulatives to support understanding of key processes. <input type="checkbox"/> Provision of larger squared paper, or pre-populated methods to support pupils in accessing tasks. <input type="checkbox"/> Use of worked examples available via working walls or whiteboards. <input type="checkbox"/> Reduction in cognitive load where not linked to the main learning objective. <input type="checkbox"/> Use of familiar contexts for themed questions. <input type="checkbox"/> Use of instant feedback and marking. <input type="checkbox"/> Use of familiar visual representations to underpin new learning. <input type="checkbox"/> Use songs and rhymes to support children in developing fluency in key skills such as multiplication tables. <input type="checkbox"/> Pre-teaching or warm up of key skills required prior to a maths lesson (eg, practice the 5 x table before a lesson on dividing by 5). <input type="checkbox"/> Use of small step intervention programmes to consolidate understanding in key concepts, and reinforce retention of key learning.

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Science	Computing	History	Geography
<ul style="list-style-type: none"> <input type="checkbox"/> Use of widgeit word banks to support understanding and application of key vocabulary. <input type="checkbox"/> Use of scribe / pre populated resources to reduce written load where appropriate. <input type="checkbox"/> Adapted expectations when using literacy or numeracy skills in recording work. <input type="checkbox"/> Use of concrete resources, modelling and images to support understanding of key concepts. <input type="checkbox"/> Revision of key vocabulary and concepts in every lesson. <input type="checkbox"/> Pre-teaching of key vocabulary and concepts. <input type="checkbox"/> Group work used to support the progress and understanding of all pupils. <input type="checkbox"/> Worked examples used to support children in recording their findings and understanding. <input type="checkbox"/> Revision of prior learning made explicit with pupils – application of themes studied in previous years made explicit in teaching. <input type="checkbox"/> Use of visuals or now and next boards to support pupils when the routine of a science lesson is non-standard. <input type="checkbox"/> Pre-teaching of the use of specialist equipment for pupils who struggle with impulse control. 	<ul style="list-style-type: none"> <input type="checkbox"/> Model correct use of vocabulary throughout teaching. <input type="checkbox"/> Use of widgeit word banks and symbol cards to underpin understanding of key vocabulary. <input type="checkbox"/> Use of reader and / or scribe to reduce literacy expectations in sessions and allow pupils to focus on subject specific skills. <input type="checkbox"/> Pre-teaching of subject specific vocabulary. <input type="checkbox"/> Direct explanation and explicit teaching of prior understanding and links between units of work to consolidate progress. <input type="checkbox"/> Incorporation of children’s interests and experiences of computing included in teaching opportunities. <input type="checkbox"/> Misconceptions identified and corrected as soon as possible to ensure children develop independent debugging skills. <input type="checkbox"/> Use of checklists for pupils to ensure they are completing each step or phase of a task. <input type="checkbox"/> Use of now & next boards for pupils to identify how to work through longer tasks. <input type="checkbox"/> Use of strategic group or individual tasks. <input type="checkbox"/> Use of high contrast keyboard stickers to support visual learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional processing time given in longer tasks, or tasks involving use of text-based resources. <input type="checkbox"/> Use of widgeit word banks and symbol cards to underpin understanding of key vocabulary. <input type="checkbox"/> Use of reader and / or scribe to reduce literacy expectations in sessions and allow pupils to focus on subject specific skills. <input type="checkbox"/> Pre-teaching of subject specific vocabulary. <input type="checkbox"/> Direct explanation and explicit teaching of prior understanding and links between units of work to consolidate progress. <input type="checkbox"/> Use of sentence frames or starter prompts to support written responses to tasks. <input type="checkbox"/> Use of co-construction when creating responses to tasks through partner, group and guided learning. <input type="checkbox"/> Resources highlighted, streamlined or chunked to ensure the prevention of cognitive overload. <input type="checkbox"/> Opportunities for pupils to draft and redraft written work. <input type="checkbox"/> Use of storyboarding, flow diagrams and mind maps as alternative recording techniques. <input type="checkbox"/> Use of personal timeline or ‘pinning’ of learning on a standard timeline to support chronological understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of ‘threshold concepts’ on which key future learning is hinged. These are made a priority for all pupils. <input type="checkbox"/> Modelling and support for pupils with numeracy difficulties when analysing data or completing numerical based tasks. <input type="checkbox"/> Additional processing time given in longer tasks, or tasks involving use of text-based resources. <input type="checkbox"/> Use of widgeit word banks and symbol cards to underpin understanding of key vocabulary. <input type="checkbox"/> Use of reader and / or scribe to reduce literacy expectations in sessions and allow pupils to focus on subject specific skills. <input type="checkbox"/> Pre-teaching of subject specific vocabulary. <input type="checkbox"/> Direct explanation and explicit teaching of prior understanding and links between units of work to consolidate progress. <input type="checkbox"/> Use of sentence frames or starter prompts to support written responses to tasks. <input type="checkbox"/> Use of co-construction when creating responses to tasks through partner, group and guided learning. <input type="checkbox"/> Resources highlighted, streamlined or chunked to ensure the prevention of cognitive overload.

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PE	PHSE	RE	MFL
<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for regulation provided for pupils through lessons to ensure they are able to manage the change in structure during PE lessons. <input type="checkbox"/> Use of emotionally literate phrases and scaling for pupils to recognise their emotional regulation levels. <input type="checkbox"/> Use of adapted equipment wherever required – monitored and supported by specialist teaching staff. <input type="checkbox"/> Some pupils may need additional practice to develop key skills - supported by specialist staff. <input type="checkbox"/> Consolidation of gross and fine motor skills required to support progress in units of study. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of emotionally literate phrases and scaling for pupils to recognise their emotional regulation levels. <input type="checkbox"/> Use of relational approach to support pupils who may need additional discussion time. <input type="checkbox"/> Use of social stories and ‘thinking aloud’ to support pupils who struggle to empathise with others. <input type="checkbox"/> Modelling and ‘thinking out loud’ for pupils who need support to infer emotions or predict reactions. <input type="checkbox"/> Use of word cards and widgit symbols to support pupils in retaining key vocabulary and key concepts. <input type="checkbox"/> Supported reflection for pupils based on own thoughts & feelings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of key vocabulary prompts via word mats and widgit cards. <input type="checkbox"/> Use of sentence starters and writing frames to reduce cognitive load when recording. <input type="checkbox"/> Use of scribes / recording buttons / mind maps etc as alternative recording strategies. <input type="checkbox"/> Use of social stories and ‘thinking aloud’ to support pupils who struggle to empathise with others. <input type="checkbox"/> Use of multi-sensory teaching styles and integration of videos / images and objects. <input type="checkbox"/> Use of relational approach to support pupils who may need additional discussion time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonic approaches integrated into all input and used to underpin the revision of new vocabulary. <input type="checkbox"/> Reduction of writing expectation for some pupils – sentence frames, cloze procedure, scribes, audio recordings. <input type="checkbox"/> Use of songs and rhymes to support recall of key vocabulary. <input type="checkbox"/> Explicit modelling and teaching of specific strategies and new concepts. <input type="checkbox"/> Application of a cumulative approach to teaching – previous learning is regularly revised and built upon. <input type="checkbox"/> Multi-sensory teaching strategies are used to support pupils in remembering new vocabulary.

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Music	Art	DT / STEM	Drama
<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for regulation provided for pupils through lessons to ensure they are able to manage the change in structure during Music lessons. <input type="checkbox"/> Ear defenders and other sensory soothing resources made available to pupils who find noise challenging. <input type="checkbox"/> Physical use of rhythm and contact with instruments to support hearing impaired pupils in identifying pitch / volume / pace etc. <input type="checkbox"/> Use of word cards and widgit symbols to support pupils in recalling names of instruments and key musical concepts. <input type="checkbox"/> Pitch and composition symbols used to support pupils in reading notation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of tools of a range of sizes to ensure they are accessible for pupils with fine motor skill limitations. <input type="checkbox"/> Visual aids and worked examples provided for pupils – copies of a task showing incremental progress used to ‘build’ a finished piece. <input type="checkbox"/> Use of strategies such as modelling, demonstrating and co-production to support pupils in attempting new skills. <input type="checkbox"/> Use of word cards and widgit prompts to underpin new vocabulary. <input type="checkbox"/> Use of gloves for pupils who struggle with sensitivity to sensations. <input type="checkbox"/> Use of tape or frames to support paper or canvas as it is being developed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Direct teaching of tool use – including modelling and shared tasks with adults to ensure safety and pupil confidence. <input type="checkbox"/> Tools labelled and name cards used to support pupils in gaining confidence in using tools with increasing independence. <input type="checkbox"/> Visual aids and worked examples provided for pupils – copies of a task showing incremental progress used to ‘build’ a finished piece. <input type="checkbox"/> Use of strategies such as modelling, demonstrating and co-production to support pupils in attempting new skills <input type="checkbox"/> Use of gloves for pupils who struggle with sensitivity to sensations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for regulation provided for pupils through lessons to ensure they are able to manage the change in structure during Drama lessons. <input type="checkbox"/> Use of emotionally literate phrases and scaling for pupils to recognise their emotional regulation levels. <input type="checkbox"/> Use of relational approach to support pupils who may need additional discussion time. <input type="checkbox"/> Use of social stories and ‘thinking aloud’ to support pupils who struggle to empathise with others. <input type="checkbox"/> Modelling and ‘thinking out loud’ for pupils who need support to infer emotions or predict reactions.