Wincanton Primary School Individual Pupil Provision Mapping - Evidence of Implementation of the Somerset GRT

Cognition and Learning

Pupil: Year Group: Class:	Autumn Term Yr:	Spring Term Yr:	Summer Term Yr:
Universal: Phonological awareness			
Sound Linkage A cumulative multisensory phonological awareness programme. Activities to support identification of words and syllables; identification and supply of rhyming words; identification and discrimination of phonemes; blending, segmentation, deletion, substitution and transposition of phonemes within words			
Letters and Sounds Phase 1 Support a range of teacher strategies and activities to develop syllable detection, rhyme, alliteration, phoneme blending and segmentation, phonological awareness			
Unlocking Letters and Sounds phase 2-5 Catch-Up interventions a range of teacher strategies and activities to develop syllable, rhyme initial sound/alliteration and initial, middle and final phoneme knowledge.			
Universal: Reading			
Unlocking Letters and Sounds phase 2-5 Catch-Up interventions a range of teacher strategies and activities to develop syllable, rhyme initial sound/alliteration and initial, middle and final phoneme knowledge and application for reading. Alongside development of reading Common Exception Words.			
Opportunities for success in reading (reading books with over 95% accuracy and reading familiar books)			
Paired Reading with an adult			
Paired Reading with a peer			
Explicit teaching of fluency including re-reading for speed, intonation and response to punctuation			
Explicit teaching of reading skills such as inference, scanning and summarising			

Being read to and talking about text, developing comprehension skills such as summarising, predicting and inference			
Sound mats, key words, phonics games, plastic letters, ability and interest appropriate reading books			
Text-to-speech functions in Microsoft, Google, iPad,			
Use of abridged versions of texts to support access to more challenging material			
Reading wall, personal reading poster or book, containing words that are known, partly know and new words. Words ticked when they are read correctly.			
Universal: Spelling			
Look, Say, Cover, Write—this can be adapted to suit learners' needs such as additional stages for tracing over the words, air writing, writing in sand, verbalising the word using letter names etc.			
Mnemonics– Use visuals, colour, pictures, words within words, sounds or rhymes to help remember letters within words, or 'mental hooks'.			
Rainbow writing— multisensory sight word method for learning spellings with opportunities to then write the word in a chosen colour on a fresh page without any visual prompt			
Teach 'etymology' the roots, suffixes, and prefixes of words using multisensory techniques such pictures, sounds and videos to learn the meaning of the roots, suffixes and prefixes			
Use of 'boxes' font when introducing words – supporting CYP to see the physical structure of a word, using visual clues as well as spelling strategies			
Precision Teaching–			
Key word mats with picture clues, phonic mat, vocabulary lists, glossaries			
Personal spelling book in alphabetical order that can be added to			
Mini Whiteboard to test out spellings before putting pen or pencil to paper			
Phoneme frames to support segmenting for spelling			
'Ask Siri' on an ipad if a CYP does not know where to start with a spelling			

Free online spelling games, KS1 and KS2			
Universal: Recognising Common high frequency words			
Pre-teach, teach and revisit HFW using a multisensory approach, overlearn and use in context			
High Frequency word lists and flash cards			
Word fan/mat for high frequency words and common exceptions words.			
Precision Teaching			
Unlocking Letters and Sounds DfE validated programme for assessing and teaching phonics, Foundation to end of Year 2			
Universal: Writing/Recording			
Opportunities to talk before writing and to 'talk like an expert'			
Writing support such as pen grips, writing slopes, alternative methods of recording using technology, word spacers			
Dictate functions in, Microsoft, Google, iPad, with training on their use			
Provide an example of the finished product			
Write on alternative lines to leave space for editing			
Coloured paper or exercise books			
Teacher modelling the writing or examples of a 'good one'			
South Warwickshire School Skills Classroom Strategies list of classroom strategies to support writing/recording, all ages			
Organising: **Magpie books for word finding** and word mats related to the topic			
Model the thinking process around language choice, grammar and live mark when writing			
Allow additional thinking and writing time, give print outs of text, sit close to and facing the board			
Word banks and scaffolding materials such as sentence starters, graphic organisers, pictures, labels, images, writing frames, story boards or story maps, key words on post-its that can be moved around, learning how to mind map			

Support writing with colour, images, actions, sensory experiences and drama			
Universal: Numeracy			
Know starting point and **begin by visiting prior learning with low stakes and high success activities** to build confidence and engage CYP			
Use of recap of skills required before teaching new material			
Understand the numeracy specific barriers and strengths of learners			
Access to worked examples and real-world examples such as shopping, train/bus timetables, money management			
Allow the CYP to talk through their learning and thinking			
Reinforce understanding of maths using 'hands-on' diagrams and models			
Follow Concrete, Pictorial, Abstract sequence of learning to introduce new concepts			
Use Thinking Aloud teaching to scaffold problem solving. Narrate the thought process			
Other specific classroom strategies are listed in Identifying and Supporting Pupils with maths difficulties tracking doc - pages 12-21			
Opportunities to consolidate learning through use of concrete resources such as manipulatives, place value grids, pictorial supports such as pizzas/cakes			
Provide visuals such as times table grids, number lines, number square etc..			
Universal: Cognitive Barriers to Learning (executive functioning) Working memory			
Recognise, repeat, reduce. Recognise the pressure on working memory, repeat key information in the same way, reduce pressure on working memory			
Pre-teaching and revisiting of key information and new topics			

Make explicit links to prior learning by 'thinking aloud' and modelling how to 'open the right box' in the working memory			
Hands on practical learning opportunities movement and rhyme, discussion and structured talk			
Practical demonstrations rather than explanations Visual aids such as **colour, highlighting, pictures, videos, checklists, flow charts, boxes, ask steps, now and next boards, white boards, post-its with key words, key word and sentence starter key rings, print outs of information on the board**			
Universal: Cognitive Barriers to Learning – Speed of Processing			
A calm quiet environment when giving instruction			
Give time to process any information that is given either orally or in written form			
Give extra time to complete tasks. This may include to think and recall to answer a question, formulate a sentence, recall sounds for spelling, retrieve sounds for reading, It is also important to be aware that the CYP may find tasks more tiring than other pupils.			
Chunk information			
Accompany talk with demonstration where possible			
SEND Support: Phonological awareness			
To include Universal support plus targeted interventions in small groups or one-to-one using evidence-based learning principles:			
Individualized Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention double the rate of progress in reading and spelling.			
Toe by Toe- structured phonetic approach to Phonic literacy			
Sound Linkage A cumulative multisensory phonological awareness programme. Activities to support identification of words and syllables; identification and supply of rhyming words; identification and discrimination of phonemes; blending, segmentation, deletion, substitution and transposition of phonemes within words			

Phase 1 Teaching Programme Letters and Sounds six-phase teaching programme to help practitioners and teachers teach children how the alphabet works for reading and spelling.			
Unlocking Letters and Sounds, Systematic, Synthetic Phonics Programme			
SEND Support: Reading			
Phase 1 Teaching Programme Letters and Sounds six-phase teaching programme to help practitioners and teachers teach children how the alphabet works for reading and spelling. Primary ages, free to access			
Unlocking Letters and Sounds, Systematic, Synthetic Phonics Programme			
Individualised Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention double the rate of progress in reading and spelling.			
SEND Support: Spelling			
Spelling Detectives – group spelling intervention,			
SEND Support: Recognising Common high frequency words			
First 100 High Frequency Words or **Common Exception Words**			
Precision Teaching- 1:1 intervention for targeted area of development			
Individualized Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention double the rate of progress in reading and spelling.			
SEND Support: Writing/Recording			
Motor skills support interventions: activities			
Write from the Start Book 1 and 2- fine motor intervention.			
Speed-Up!- handwriting intervention- fine motor intervention.			
SEND Support: Numeracy			
Times table Olympics – Times Table learning			
Numbot- Number bonds and facts learning.			
Perform With Times Tables- 1:1 coaching system for success with multiplication and division.			

Plus 1 and Power Of 2- coaching systems for maths success			
Numicon Materials- assessment and step by step number understanding activities- number pattern and calculations 1			
Number Detectives – group number intervention			
SEND Support: Cognitive Barriers to Learning (executive functioning) Working memory			
• **1:1 or small group support to learn and use memory support strategies**.			
• **Small group or 1:1 memory game**			
• **Refer to Universal Strategies**			
SEND Support: Cognitive Barriers to Learning – Speed of Processing			
• **Refer to universal strategies** for speed of processing			
• **1:1 or small group support to develop and use their own toolkit of strategies** to support their speed of processing needs			