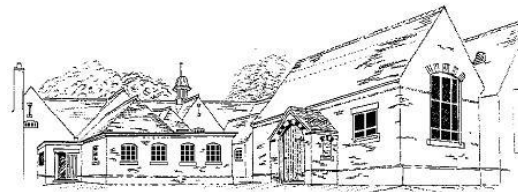


The Provision Planning Cycle for Cognition and Learning (CL)



Assess



Start here

In what areas do I need additional support in order to make progress?

- I get confused easily if learning goes too fast
- I have difficulty remembering what I have learned
- I find it hard to read because the words move on the page
- I find it difficult to remember my sounds when reading
- I can't segment words to help me spell
- I find it hard to blend words to help me read
- I find it difficult to remember my times tables
- I make lots of spelling mistakes
- I find it hard to talk about my learning
- I can't make links between my learning
- I can disrupt the class when I am finding the work too hard
- I don't like reading
- I don't enjoy coming to school
- I find it tricky to read with expression and fluency
- I need to sound out lots of words when I am reading
- I forget to use my full stops and capital letters
- My handwriting is large
- My letters are not formed correctly
- I often fall over or walk in to things
- I find it hard to run, skip, catch a ball etc



Plan

What support do I need?

- I need time to practice new skills over and over until I remember them
- I need learning broken down in to small steps
- I need new facts teaching to me in small groups
- I need visual reminders to help me complete tasks
- I need practical resources to help me work out answers in maths lessons
- I need to see new concepts in pictures to help me understand
- I need to act it out to understand
- I work better when I am in a small group and I can ask lots of questions
- I need instructions written down



Review

Referrals the SENDCO may need to make.

Cognition & Learning Team
Evaluation of Language Fundamentals
Hearing Test
Sight Test



Do

Provisions / Interventions

- | | |
|---|----------------------|
| ➤ Coloured overlays | ➤ Play skills |
| ➤ 1:1 phonics intervention | ➤ Toe by Toe |
| ➤ Booster groups | ➤ Plus 1 |
| ➤ Pre-teaching | ➤ Magic Spells |
| ➤ Word banks | ➤ Writing scaffolds |
| ➤ Fine motor skills | ➤ Concrete resources |
| ➤ Access arrangements from KS1/2 tests | |
| ➤ Memory games Individual task cards | |
| ➤ 1:1 daily reading | |
| ➤ _____ Words intervention | |
| ➤ Guided group support | |
| ➤ Breaking Barriers Numicon | |
| ➤ Write Away Together | |
| ➤ Talk partners | |
| ➤ Opportunities to work in a small guided group | |
| ➤ Berkshire Handwriting scheme | |
| ➤ Part completed examples | |
| ➤ Reading Revival | |
| ➤ Lift Off | |
| ➤ Daily Times Table Rockstars / Numbots | |
| ➤ Scaffolded PE lessons | |
| ➤ B Squared assessment | |



Documents

Dyslexia Screening
Handwriting Assessment



Scan the QR Code to
access this document
on the school website.



Other acronyms
associated with this area:

CL – Cognition & Learning