

Possible adaptations and quality first teaching strategies for Cognition and Learning (CL)



'Next steps for learning derived from what the pupil can already do- referring back to earlier stages when necessary.	Links to prior learning explicitly made.	Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for publication.	Children to read allowed in class following some preparation or a pre teach so the child is familiar and comfortable with the text.
Make sure you know the level of difficulty of any text that you are expecting the pupil to read.	Key learning points reviewed at appropriate times during and end of the lesson.	Use of digital to reinforce and revise what has been taught.	Additional time to complete tasks if necessary.
Key word/vocabulary emphasized when speaking and displayed clearly.	Colour coded word walls in alphabetical order.	Range of coloured overlays/ reading rulers available to support independent learning.	Teach and model memory techniques.
Pre teaching of subject specific vocabulary.	Alternate ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.	Coloured paper for worksheets and coloured background on Interactive/Smart Boards.	Use different coloured pens to support learning spellings, identifying different sections of text etc.
Instructions broken down into manageable chunks and given in sequence.	Provide, and teach use of, a range of writing frames to aid organisation.	The use of texts which reflect interest and age range – high interest, low reading age – available to support a love of reading.	Minimise copying from the board – provide copies for pupils if necessary.
Teach sequencing as a skill e.g. sequencing stories, alphabet, numbers etc.	Alphabet strips accessible to support independent learning.	Text presented clearly, uncluttered, use bullet points and a clear font.	Teach pupils how to use planners, task lists etc.
Pupils encouraged to explain what they have to do to check understanding.	Key words and/or phoneme mats accessible to support independent learning.	Diagrams and pictures to add meaning alongside text.	Teach keyboard skills.
Resources, equipment, books make sure of consistent symbols and colour coding.	Mark writing for content, encourage the children to highlight one or two words themselves that may be incorrect to be looked at later.	Cloze procedure exercises to vary writing tasks and demonstrate understanding.	