

Learning Support Department: Teaching Intent for Base Lessons

Intent:

As a Department, our overarching intent and purpose is to improve students' general literacy and basic numeracy skills and to meet individual specific learning needs. Our approach is a holistic one, taking into account the students' social and emotional development. At the same time, we aim to develop pupils' self-confidence, self-awareness and self-esteem.

Impact:

WRAT testing (Single Word Reading, Single Word Spelling, Maths Computation and Sentence Comprehension) and DASH (timed writing). These are used for two purposes:

- To inform a need for internal access arrangement for tests and assessments
- To monitor progress made by students.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Programmes:</p> <ul style="list-style-type: none"> • 'Reading With Phonics: Phonics in Context' (Sounds: short vowel sounds, consonant diagraphs and word endings') • Spelling 100 Common Words • Reading a range of texts • Taped stories (novels and short stories) • Reading Comprehension Activities • 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Cognitive training • Additional individual and small group activities reactive to student needs. 		<p>Programmes:</p> <ul style="list-style-type: none"> • 'Reading With Phonics: Phonics in Context' (Sounds: Long vowel sounds) • Homophones • Reading a range of texts • Taped stories (novels and short stories) • Reading Comprehension Activities • 5-10 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 5 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • 'Reading With Phonics: Phonics in Context' (Sounds: Long vowel sounds) • Reading a range of texts • Taped stories (novels and short stories) • Proof-reading exercises • Reading Comprehension Activities • 5-10 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 5 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • 'Reading With Phonics: Phonics in Context' (Sounds: 'ir', 'er', 'or', hard and soft 'c' and 'g', spelling rules) • Antonyms and Synonyms • Reading a range of texts • Taped stories (novels and short stories) • Reading Comprehension Activities • 5-10 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 5 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • 'Reading With Phonics: Phonics in Context' (Sounds: Consolidation of spelling strategies and phonics) • Reading a range of texts • Taped stories (novels and short stories) • Reading Comprehension Activities • 5-10 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 5 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Asses	Ongoing individual teacher assessment Standardised Assessments WRAT: <ul style="list-style-type: none"> ▪ Single Word Reading ▪ Single Word Spelling ▪ Reading Comprehension ▪ Maths Computation ▪ 10 Minute Free Writing 	Ongoing individual teacher assessment	Ongoing individual teacher assessment	Ongoing individual teacher assessment	Ongoing individual teacher assessment Standardised Assessments WRAT: <ul style="list-style-type: none"> ▪ Single Word Reading ▪ Single Word Spelling ▪ Reading Comprehension ▪ Maths Computation ▪ 10 Minute Free Writing 	Ongoing individual teacher assessment Review of individual student needs ready for Year 8.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p>Programmes:</p> <ul style="list-style-type: none"> • Spelling Through Morphographs • Rapid Reading (Level 7) • 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 5 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • Spelling Through Morphographs • Rapid Reading (Level 8) • 5 + 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 5 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • Spelling Through Morphographs • Rapid Reading (Level 9) • 5 + 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 8 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • Spelling Through Morphographs • Hodder Reading Project (Level 2-3) • 5 + 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 8 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • Spelling Through Morphographs • Hodder Reading Project (Level 2-3/ Level 3-4) • 5 + 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 10 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs. 	<p>Programmes:</p> <ul style="list-style-type: none"> • Spelling Through Morphographs • Hodder Reading Project (Level 3-4) • 5 + 5 Minute Writing Tasks (1 per cycle) • Typing.com (30 minutes/ cycle) • Tier 2 words: 10 words/ week • Cognitive training • Additional individual and small group activities reactive to student needs.
Assess	<p>Ongoing individual teacher assessment Rapid Reading Assessments (Level 7) Morphograph Assessments (every 5 lessons) Standardised Assessments WRAT:</p> <ul style="list-style-type: none"> ▪ Single Word Reading ▪ Single Word Spelling ▪ Reading Comprehension ▪ Maths Computation ▪ 10 Minute Free Writing 	<p>Ongoing individual teacher assessment Rapid Reading Assessments (Level 8) Morphograph Assessments (every 5 lessons)</p>	<p>Ongoing individual teacher assessment Rapid Reading Assessments (Level 9) Morphograph Assessments (every 5 lessons)</p>	<p>Ongoing individual teacher assessment Hodder Reading Assessments Morphograph Assessments (every 5 lessons)</p>	<p>Ongoing individual teacher assessment Hodder Reading Assessments Morphograph Assessments (every 5 lessons) Standardised Assessments WRAT:</p> <ul style="list-style-type: none"> ▪ Single Word Reading ▪ Single Word Spelling ▪ Reading Comprehension ▪ Maths Computation ▪ 10 Minute Free Writing 	<p>Hodder Reading Assessments Morphograph Assessments (every 5 lessons) Ongoing individual teacher assessment Review of individual student needs ready for Year 9.</p>

Description of Programmes:

'Reading With Phonics: Phonics in Context' Series of Books and Phonic Word Cards (Year 7)

Intent: To revise, revisit, reteach phonics.

- To expand vocabulary.
- To develop student's phonemic word sense through text and related work sheets.

Spelling 100 Common Words (Year 7)

Intent: For students to be able to read and spell the 100 high frequency common words.

Reading Comprehension Activities: Reading Fiction/ Plays/ Non-Fiction/ Poetry (Year 7)

Intent: To expose students to a wide range of text.

- To include a range of resources including LDA 'Reading Comprehension', 'Head Work' and other topical resources.
- To improve reading fluency, accuracy, confidence and expression.
- To be exposed to different types, genre and formats of text.
- To be able to gain meaning from text.
- To engage and stimulate students to be enthusiastic readers.
- To develop skills in: getting the main idea from the text; making inferences; noting details; using context clues.
- To complete written activities based on text.

Spelling Through Morphographs (Year 8)

Intent: To improve spelling knowledge and though learning spelling strategies and rules and to promote vocabulary growth.

- Introduces new Morphographs, rules and principles
- Integrates new material with what have already been taught
- Continuously review everything taught
- Mastery assessments every 5 lessons.

Rapid Reading (Year 8)

Intent: To raise reading levels.

- Promotes reading accuracy, fluency, comprehension and enjoyment through exposure to fiction and non-fiction texts.
- Writing for purpose and writing for enjoyment.
- Vocabulary extension and completion of associated grammar and punctuation worksheets.
- Developing note taking using knowledge organisers and research skills.
- End of level reading and reading comprehension assessments.

Hodder Reading Project (Year 8)

Intent: To teach and further develop reading skills and strategies through text extracts and more challenging reading tests.

- Promotes development of skills in active independent and confident reading
- Pupils are encouraged to 'read between the lines'
- Selecting information from texts.
- Formative and Summative assessments for each sub-unit of work.

5 Minute Writing Task (Year 7 and 8)

Intent: To use a visual prompt as a stimulus for creative writing, focussing on the use of the senses and encouraging writing fluency. To develop and encourage planning, editing and proof reading techniques to prepare students for the rigours of GCSE exams.

- Students plan their writing, then write for 5 minutes, read through and discuss, then are given an additional 5 minutes to expand on their ideas and work.
- Encourage students to write at length and to be a reflective writer.

Touch Typing (Typing.com) (Year 7 and 8)

Intent: To develop proficient touch typing skills and to develop personal independence thus decreasing the reliance on human scribes for exams and assessments.

Tier 2 Words (Year 7 and 8)

Intent: To build up a bank of high-frequency, multiple meaning words which will allow students to become mature language users.

- To promote recall and understanding of new vocabulary.
- To provide cross curriculum links.
- Build dictionary and thesaurus skills.
- Improve knowledge and use of different word classes in student's oral and written language.

Cognitive Development (Year 7 and 8)

Intent: To work on individual areas of weakness, in order to support successful learning across the curriculum .

- Memory games and activities- visual and oral e.g. The Shopping List game, memory,
- Handwriting programs, exercises and sheets
- Maths and Numeracy games e.g. Stile, Numicon
- Reading and Spelling games e.g. Trugs, Scrabble
- Following oral directions/ instructions
- Social skill development e.g. turn taking, rule following
- Homework support and differentiation, when appropriate
- Word retrieval of Tier 1 and Tier 2 words

Learning Support Department: Teaching Intent for Structured Study Lessons

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	GCSE Subject Support Study Skills: Organisation, Time Management, Learning Styles Reading and Reading Comprehension Work	GCSE Subject Support Study Skills: Note taking, Mind Maps, Flow diagrams Reading and Reading Comprehension Work	GCSE Subject Support Study Skills: Essay Writing, Command words for Exams Reading and Reading Comprehension Work	GCSE Subject Support Study Skills: Memory Techniques, Revision resources Reading and Reading Comprehension Work	GCSE Subject Support Study Skills: Revision for Yr. 9 Exams Reading and Reading Comprehension Work	GCSE Subject Support Study Skills: Review of Yr. 9 exams Reading and Reading Comprehension Work
Assess	Standardised Assessments WRAT: <ul style="list-style-type: none"> ▪ Single Word Reading ▪ Single Word Spelling ▪ Reading Comprehension ▪ Maths Computation ▪ 10 Minute Free Writing 	Access Arrangement testing	Access Arrangement testing		Standardised Assessments WRAT: <ul style="list-style-type: none"> ▪ Single Word Reading ▪ Single Word Spelling ▪ Reading Comprehension ▪ Maths Computation ▪ 10 Minute Free Writing 	
Year 10	GCSE Subject support Work Experience Placement research and contact Mock exam preparation Study and revision techniques	GCSE Subject support Work Experience Placement research and contact Study and revision techniques Managing stress and Relaxation techniques Mock exam preparation English and Science specific support	GCSE Subject support Mock exam preparation English and Science specific support	GCSE Subject support English and Science specific support	GCSE Subject support English and Science specific support	GCSE Subject support Work Experience English and Science specific support Study Skills: Review of Yr. 10 exams
Assess	Any outstanding Access Arrangement testing					

Year 11	GCSE Subject support Study and revision techniques Visit from Learning Mentor to discuss revision techniques	GCSE Subject support Study and revision techniques Study Skills: Review of Yr 11 Mock exams	GCSE Subject support Study and revision techniques	GCSE Subject support Study and revision techniques Managing stress and Relaxation techniques Visit from Learning Mentor to review revision and exam techniques	GCSE Subject support Study and revision techniques Managing stress and Relaxation techniques	
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Structured Study Lessons in Year 9-11

Intent: The purpose of these lessons is to support students in the core subjects (English, Maths and Science) and their option subjects. This could take the form of:

- homework support
- pre-teaching of content and skills
- re-teaching of content and skills
- help with organisation
- planning of revision
- task management
- making notes
- individual student support

It is anticipated that as the students mature, they will be more able to work independently and manage their own time effectively.