



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

Lower School Curriculum Policy

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This policy has been written in conjunction with the following policies, documents and procedures:

- Early Years Curriculum Assessment & Observation Policy
- SEND & Inclusion Policy
- Safeguarding Policy
- Whole School Behaviour Policy
- Complaints Policy
- Equal Opportunities Policy
- Online Safety Policy
- Health and Safety Policy
- Parent Handbook
- Safer Recruitment and Vetting Policy
- Staff Handbook
- Visitors Policy

Rationale

Lancaster Independent School for Alternative Learning (LISAL) practices a curriculum adopted by over 1,000 Waldorf/Steiner schools worldwide, which has been successfully implemented since 1919 and adapted to meet local conditions and prepare children for life in the 21st Century. We are committed to offering an education designed at every level to meet the needs of the pupils at their various stages of emotional, intellectual and physical development. This is often referred to as an education for the 'Head, Heart and Hands'. The three elements of thinking (academic learning), feeling (development of engaging the emotions) and the willing (doing, often in artistic activity) are present in all our teaching.

At LISAL, there is an understanding that:

All students are entitled to, and should be offered, a comparable range of equal educational opportunities. Every child is unique, having individual aptitudes, abilities, interests and other characteristics, which need to be catered for.

The interplay between what lives within the pupils and what is to be brought to them as lesson content and skills requires constant flexibility. How a topic is presented to one particular class by one particular teacher will be quite individual. This relationship to the class is crucial; it allows the teacher to be aware of each child's inherent capacities and of how these are being fostered through what is taught. The teacher can then set expectations which are appropriate for the pupil's ability and developmental stage.

Steiner education is divided into three phases corresponding to three seven-year phases of childhood as Rudolf Steiner outlined. i.e. Kindergarten for young pupils up to age seven, Lower School from age seven to fourteen and Upper School for fourteen plus. LISAL comprises of the final year in Kindergarten (called Bridge Class). The school shares a premise with Appledore Montessori (2½ – 5 years) Nursery and has established strong links which allow children to transition smoothly into Bridge class and the Lower School (known as the Primary School) up to age 11.



Safeguarding is inherent in all our practices. In planning our curriculum and related activities, we promote the welfare of young people and vulnerable adults. We believe the welfare of the child is paramount and that no child should suffer harm of any form, either at home or at school. Everyone who works at or visits our school has the responsibility to make sure all our pupils are safe.

For the purposes of this policy, 'staff' also includes agency staff, volunteers, and students working in our school, and 'parents' includes carers and legal guardians – unless this is clarified further within the text.



Aims

LISAL aims to provide an education according to the understanding of the developing human being as set out in the education lecture cycles and books by Rudolf Steiner. The traditional Waldorf Steiner curriculum is being developed to include content and learning approaches relevant to life in the 21st century, for example we are seeking to increase the diversity reflected in our curriculum and consider where the use of technology may be appropriate. Our education delivers age-appropriate content, building on the connection between each child's personal development journey and humankind's shared cultural heritage and development. Our education is rooted in the belief that healthy and sustained enthusiasm for learning is achieved by introducing the right content and developing the right skills at the right time: not always at the earliest opportunity.

The Steiner Waldorf Curriculum is used as a source of inspiration and guidance to stimulate the creativity of the teacher. While doing our utmost to remain true to the spirit of Steiner Waldorf Education, we recognise that modifications to the curriculum may be necessary to meet the needs of the present children in our school. The academic, physical, social, moral, and spiritual growth of every child is held as a central objective of our education. Children's capacities and personal abilities are helped to unfold by providing them with a rich and carefully planned curriculum that enhances their own natural developmental growth.

- To provide our pupils with the basic skills needed to access learning as they grow and develop. This refers to pupils' ability to read, write and function mathematically at developmentally appropriate levels that complement the Steiner curriculum but also prepare them for transition to secondary education.
- To provide our pupils with a broad and integrated curriculum, paying attention to the social and emotional development of the pupils alongside their academic achievement, with a creative and explorative approach to learning
- To deliver an integrated curriculum where cross-curricular links are made in different lessons and which ensures that pupils are engaged and motivated in their learning.
- To enable pupils to feel involved and listened to, have informed opinions and ensure that the areas that they study are relevant in their lives.
- To ensure all pupils receive an active and experiential learning programme that involves the development of high-quality practical skills as well as academic learning.
- To develop pupils' sense of responsibility for their own learning through a project-based approach.
- To stretch and challenge each child in an age appropriate and relevant way.
- To develop healthy, young humans who are confident and conscious of their own uniqueness, skills and abilities and who have a healthy orientation to the world that they are moving into which allows them to fulfil their aspirations while being grounded by responsibility to others.
- To make possible the experience of life as a purposeful journey on which everyone may discover their gifts and talents and their capacity to bring relevant and worthwhile contributions to the world.
- To enable pupils to become free, resilient, creative human beings who lead lives of purpose and direction, who encourage independent thought and the pursuit of truth and are respectful of the rights of others.



- To enable children to become responsible and active citizens of the world, respecting and celebrating diversity.
- To enable all pupils to successfully transition to their next educational setting. With this in mind, the class 5 curriculum end points are at least as ambitious with those in the National curriculum.

The School aims to implement this Curriculum Policy through the schemes of work detailed in “The Educational Tasks and Content of the Steiner Waldorf Curriculum” edited by Martyn Rawson and Tobias Richter, the Art of Teaching (Waldorf UK), Sounds Write phonics programme, and using White Rose and Math4Love materials to support numeracy.

Teaching Approach

Experiential learning is at the core of Steiner education and pupils are seen as individuals with different learning styles and needs; they learn through creativity and use of the imagination, with understanding reinforced through practical activities.

When teachers are given the autonomy to work in a creative way within the scope of the curriculum it leads to a creative learning journey between a teacher and their class. The teacher has the time and freedom to expand areas that develop and strengthen their pupils’ abilities and capture their pupils’ interest. They can design lessons with their particular pupils in mind and respond to their pupils’ needs more effectively.

Teachers are always aware of the specific learning targets for their lessons and it is sometimes appropriate to communicate these directly to the children. However, all lessons are taught within the Steiner educational philosophy’s rhythm of TEACH, REST, RECALL. Opportunities for pupils to express their understanding are built into every aspect of teaching.

The teaching of PSHEE, RE, Human Values and on-line safety is integrated into the curriculum and is taught in context, relating to practical life however sometimes it is more appropriate to teach something discretely in a class lesson or assembly. It develops the children’s life skills and their understanding of others. Its aim is to support pupils to develop into self-assured, confident, happy young people. Pupils will learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence. Other external providers with expertise may be invited to cover specialist areas from time to time and some topics will be covered as a whole school in assemblies.

Play

Imaginative and creative play continues to be valued and given time throughout the Lower School. It supports physical, social and emotional development and allows children to learn through exploration, investigation and discovery. Using the imagination is an essential aspect of human intelligence. We recognise the important part that social play has in developing attention span, innovation, adaptability, imagination and empathy towards others.



Differentiation

Steiner education recognises that pupils learn in different ways at different times. Our staff understand that different children prioritise different aspects of their intelligence in their approach to learning. The priority of the teacher is to identify and continually re-assess for all pupils the routes most effective for them, taking into account their particular types of intelligence and their age.

The curriculum is adaptable and fluid and one of the many advantages of continuity of class teacher and small class sizes is that children are enabled to work in such a way that particular needs can be addressed by class and subject teachers. Differentiation of the curriculum is also facilitated by a number of pedagogical approaches, for example:

- Each lesson has a multi-sensory approach
- Keeping a rhythmic and balanced lesson
- Ensuring a variety of activities
- Ensuring a child-centred approach
- Ensuring a variety of levels of challenge are available
- Ensuring appropriate support or scaffolding is available

The key to effective differentiation lies in the Class Teacher's close personal understanding of their pupils and their learning capacity and skills. Schemes of work support teachers' understanding of progression and teachers' subject knowledge allows them to support pupils with next steps, be it consolidating or extending learning.

Class teachers work closely with the same group of pupils over the full 5 years of Lower School deepening understanding of their pupils and allowing teachers to respond effectively to specific issues as they arise as well as to adjust their approach as the needs and circumstances of pupils' change. Class teachers have regular meetings with colleagues who also teach their class, and also with their mentors, where information is exchanged, and they can ensure that the specific learning needs of individual pupils are fully recognised.

The College of Teacher meetings offer a supportive working environment in which issues can be discussed and solutions identified. In addition, pupil progress meetings are held with the Education Committee/SENDCo, strategies to support all pupils are discussed and implemented to ensure that all children make good progress relative to their starting points. Regular assessment and observations are made throughout the school to ensure early identification of SEND and also of more able pupils (see our SEND & Inclusion policy). Suitable adaptation of the curriculum and its delivery, can be enhanced by a number of strategies (see appendix III – Challenge for all and appendix IV – SEND support strategies).

Where teachers are concerned about a specific special educational need, they will discuss these with the SENDCo and an Individual Pupil Plan (IPP) may be developed for that child. For more information on this, please refer to the SEND & Inclusion Policy. Teachers recognise that there can be other factors contributing to children who do not make age related progress, as well as SEND (see our Safeguarding Policy).



Enrichment - Trips/Visitors

The Steiner curriculum is full of enriching topics and subject matter that give pupils a rounded experience. In addition to sessions in class, LISAL also takes learning outside the school and invites visitors into school.

The school has a programme of annual visits in line with the needs of the curriculum for each class. In addition to these annual visits, classes regularly utilise Lancaster's educational resources that are within walking distance from the school such as:

- Lancaster City Library
- Fairfield Community Orchard and allotment
- Lancaster City Museum
- The Maritime Museum
- Lancaster Priory and Castle
- The Cottage Museum

On the last Friday of each half term the school holds an assembly where pupils share learning with each other, parents and visitors.

Visits from local community and religious groups, the fire and police service and online safety experts are planned throughout the year. These visits are often tailored to fit in with the thematic block being studied.

Implementation

This policy is the responsibility of everyone who works at, volunteers for or visits LISAL in a teaching capacity. The Education Committee (EDCo) will ensure that arrangements will be made to bring this policy to the notice of all relevant staff (including new, temporary, and part-time employees), agency and other contract staff, volunteers, visitors and students during induction and throughout their time at the school so that they fulfil their duties to co-operate with this policy. This policy and procedure will apply in all these contexts, including school activities taking place offsite. This policy will apply to education both on and off site. LISAL expects services delivered by partner organisations to have safeguarding procedures in place. This policy should appear on the school website.

Leadership & Monitoring

The Senior Governance Team (SGT) is ultimately responsible for curriculum of the school, but oversight and development of the curriculum is primarily carried out by the Headteacher and SENDCo, supported by the College of Teachers. The curriculum will be monitored by a schedule of monitoring visits by the SLT which includes members of the Senior Governance team. Curriculum policy review (biannually) and curriculum delivery (at least annually) is reported and discussed by the SGT in line with our governance procedures.



Curriculum content

Much of the subject teaching within our curriculum is interwoven and for some subjects there are no discrete lessons. Subject delivery is described below in the broad intent and implementation for each subject area. A more detailed description of core subject related activities for each year group is set out in the Curriculum Table.

1. **Literacy**
 - a. **Reading & Phonics**
 - b. **Writing & Spelling**
 - c. **Speaking and listening**
2. **Numeracy**
3. **Life Science and Design Technology**
4. **Humanities including RE**
5. **PSHEE/SRE/ SMSC/ Human Values**
6. **Handwork**
7. **Modern Foreign Languages**
8. **Drama**
9. **Form Drawing**
10. **Allotment/Gardening**
11. **Art: painting, drawing, sculpture**
12. **Games and Movement**

Literacy

Intent

Speaking and listening/Drama

Reading & Phonics

Writing & Spelling

Language is our most important means of mutual understanding and therefore the primary medium of education. We underpin children's language skills with oral literacy. Through the use of quality stories/texts and rich language we cultivate children's imaginations. A strong culture of written literacy depends on this. As children progress through the developmental stages of movement and gesture to speech and into thinking we aim to give children the skills for mobility of thought which later will allow them to access universal concepts.

Implementation

English is taught in circle time, and in a cross curricular way through other subjects. The skills of reading, spelling and writing are taught in the Lower School through main lesson blocks and regular practice lessons. Phonological awareness is taught implicitly in Bridge and teaching of phonics and spelling become more explicit in Lower school (see Appendix I Phonics). Drama becomes a subject lesson for the older classes but all children practice and perform plays associated with our festivals throughout the year.



Numeracy

Intent

Through our teaching of the quality of number we aim to encourage children's observational skills and desire to question what lies beneath the world and its phenomena. We teach arithmetical and geometric concepts: these are linked to children's movement and rhythmical counting in relation to the body and is used to internalise a feeling for number. We aim for children to be able to reason and to problem solve and have a fluent, conceptual understanding in each mathematical area.

Implementation

From hand through heart to head, we give children practical activities in order that they experience mathematics for themselves before abstraction and generalisation. Maths experiences begin in practical situations and move into stories. Maths lessons are taught as main lesson blocks in Lower School and through additional practice lessons and when appropriate cross-curricular links are made eg measuring in handwork and craft lessons or weighing when baking. Reasoning, problem solving and creative thinking are supplemented through challenges, games and tasks from White Rose and Maths 4Love.

Life Science and Design Technology

Intent

We aim to cultivate an ecological consciousness by subconsciously nourishing their relationships with nature and their sense of unity within the whole. By not presenting fixed concepts to children, we aim to help them maintain a wider perspective on their studies leaving concepts to develop so that the faculties can germinate and grow rapidly in later years.

With design and technology we aim to enable pupils to become ethical and confident users of a range of technologies whilst also recognising the historical, societal and biographical aspects of technology. We aim to enable children to be fully engaged in and take ownership of the technology that surrounds them and of which they make use.

Implementation

Life Sciences are taught through main lesson blocks but opportunities learning through observation is integral to our practice and opportunities arise in many activities, such as nature walk, outdoor learning, gardening and allotment.

Within design and technology children work with simple technologies, for example during handwork or main lessons (e.g. carding combs, woodwork tools, drop spindles). They also create their own designs and evaluate their effectiveness, either during main lesson blocks or as a discreet subject. Online Safety is taught in assemblies and age appropriate lessons. See appendix 2 in the Online Safety policy for learning aims.

Geography

Intent

Geography concerns itself not only with the physical or natural geography of the world but also the influence of local human endeavor and particularly the child's place within their environment. Initially, geography grounds the child in their surroundings with the rhythm of work humans do. As



their consciousness broadens, so does their awareness of space and time, and their study extends from their immediate surrounding and the rhythm of the seasons to consider their local area (the geographic features of the landscape, how humans have shaped it over time, and how natural resources have shaped their lives), and finally to encompass a variety of climate zones and their cultures in order to foster an appreciation of cultural diversity. Throughout, human's partnership with nature is a central concept.

Implementation

Geography is taught through main lesson blocks, nature walks and explorations for the local area.

History

Intent

Initially, children experience other cultures, eras and ways of living through the narratives, myths and legends that feature archetypal relationships and life paths. The observation of the changing of the seasons and anticipation of festivals begins to build the child's sense of time. Children are given "a vivid concept of space and time in a living and pictorial way through experiencing how very different and how far away these former times were and how those cultures relate to their landscapes and climates". In this way, geography and history are inextricably linked.

Implementation

History is not an explicitly taught subject until class 4, when the child's awareness has expanded to comprehend a sense of chronology and historical time, however children's concepts of the past are being developed through story: fairy tales, myths and legends, traditional trades, festivals, rhythms of the day and year.

Religious Education

Intent

To provide children with opportunities to reflect upon some of the most fundamental questions asked by people, reflecting on what it means to have a faith and to develop spiritual knowledge and understanding. We aim to help children learn from religions as well as about them.

Implementation

RE is taught in main lesson blocks from Class 2 but also through assemblies, visits, visitors and celebrations.

Human Values / Social Moral Spiritual and Cultural (SMSC) / Personal, Social, Health and Economic Education (PSHEE)

Intent

Physical, emotional and mental wellbeing are recognised as having foremost importance in a child's development within Steiner education. Through these subjects we guide thinking to enable the children to develop their own personal values, to aid them in making and acting on informed choices, taking right and wrong into account, in all areas of their lives, now and in the future. We want our pupils to develop the knowledge, skills and attributes they need to manage their lives. We want them to acquire a tolerance and appreciation of and respect for their own and other cultures, and for



each other as individuals so that they can reflect on their differences and understand that everyone is free to have different opinions. We aim to help children to understand their own and others' behaviour and its consequences, and to distinguish right from wrong. In co-creating rules, children know their views count and learn to value each other's views and values.

Implementation

Weekly assemblies for all Lower School pupils provide opportunities for the children to engage with a different issue each week. Teachers form strong bonds with the children which encourages open communication, the class teacher creates a space in which the pupils can comfortably express their feelings. In circle time and within main lessons, the children are encouraged to form opinions, take part in discussions, sharing views and exploring moral and ethical issues.

Handwork

Intent

We aim to provide the children with guidance and time to perfect skills and ultimately create meaningful, functional and beautiful objects. Through engagement with ideas and materials the children will develop skills and independence which in turn allow them an experience of achievement and a life-long interest in creating objects which improve our lives through function and beauty. The need for full focus and commitment to the task, and the material evidence of engagement and acquisition of skills, is evident to the children and becomes a valuable learning experience by which the children and their teachers can find ways to work towards independence.

Implementation

In Bridge class children do seasonal crafts and in their final year undertake longer projects to develop their will and fine motor skills. In the Lower School children have timetabled handwork lessons and but handwork skills will also be seen in activities undertaken in other subjects

Modern Foreign Languages

Intent

One of the main aims of learning a foreign language is to generate a positive attitude towards other cultures and an appreciation of the universality of our human experiences despite cultural and language differences. Learning a foreign language extends ones understanding of the world whilst at the same time giving the child a greater range of possibilities for individual expression.

In the lower classes we aim to build up an extensive oral vocabulary and to awaken the children to the characteristic sounds, intonations and rhythms of the language. The children will discover that listening is absolutely key to the acquisition of a new language. The children are also introduced to many aspects of the foreign culture through traditional folklore and customs, as well as poetry and music.

The extensive linguistic material learnt orally in the younger classes forms the basis for the subsequent introduction of reading and writing, and a systematic understanding of grammatical usage from class four onward. Then they learn conceptual structure of the language, learn vocabulary in a more conscious way and express themselves more freely

Implementation



Modern Foreign Languages are taught through immersion in lessons from Bridge class and throughout Lower School. Children learn through songs, games and stories and also perform plays during the year.

Form Drawing

Intent

Through the practice of form drawing we aim to provide the children with a focused study of form, whereby they engage in multi-sensory learning; ears and eyes and voice, hands and feet, mind and memory all work together to reinforce each other. Through this work the children learn how to orientate themselves, seek out and recognise patterns, problem-solve, and experience the challenge of complete responsibility for the outcome.

Implementation

Form drawing is taught in discrete lessons. It begins as a main lesson block in Class 1 being the basis of the development of handwriting and then continues to be taught throughout lower school once a week, developing into Geometry in Class 5.

Allotment/Gardening and sustainable living

Intent

Through practical activity the children learn how nature works and gain an understanding of our human dependence on it. They develop knowledge and practical skills which will contribute towards a sustainable life. We want them to develop a respect for nature and have a sense of wonder and awe at the miracle of life. Through the steady rhythms of practical and seasonal work children can find ways to develop their equanimity and a peaceful mind. Through communal work they gain a foundation for grounded judgement *and* responsibility.

Implementation

Our younger children take part in gardening activities in our school garden. From Class 3 onwards they work on our school allotment once a week.

Art: painting, drawing, sculpture

Intent

We aim to provide the children with the opportunity to engage actively with artistic experiences through different mediums and across all subjects as an organic part of the whole education. Through engaging in art we become creative people, strengthening abilities to problem-solve and create what is needed to bring balance to our lives. The technical abilities which are acquired and perfected through these lessons are secondary to the inner growth which occurs through the creation of art.

Implementation

Painting lessons are timetabled each week for all children. Other artistic skills are developed in a cross curricular way in main lesson blocks.

Games and Movement



Intent

The movement curriculum seeks to develop children's spatial awareness, sense of balance and inner equilibrium in order that they can control and direct their fine and gross movement. The use of meaningful or age appropriate pictures as an impulse to movement or activity promotes a healthy, inner mobility to children's thinking, feeling and willing. This enables a more complete expression of individual intention.

Implementation

The movement curriculum seeks to support other aspects of the curriculum and can be seen in circle time activities, games, maths, literacy and form drawing but also in other areas as appropriate. Outdoor play is a significant element of the children's day whatever the weather. The weekly games lesson is taught at a local sports field and tennis club depending on the weather or aspects being taught.



Appendix i - Correlation of Phonic Phases

Teaching phase	Methodology: As a guide, formal phonic knowledge is taught in the following year groups. However, assessment of phonic knowledge takes place on entry and is ongoing; the individual activities provided and groupings reflect this.	DfE Phonic Phase
Kindergarten	Children hear the richness of language through oral storytelling, rhymes, songs and games	1
Class 1	<p>Pupils begin to learn grapheme/phoneme correspondence through story and pictures. Firstly, upper case letters are taught in an order chosen by the class teacher, however a mixture of consonants and vowels are taught early on in order that simple words can be spelt.</p> <p>Children are taught to identify and sound consonants in blends or clusters at the beginning and ends of words. They blend sounds associated with letters when reading, writing and generate CVC words. In oral work, games, rhymes and rhythmic movement they use onset and rime and change and blend phonemes.</p> <p>sh, ch, th are also taught</p> <p>Children are taught to recognise high frequency words through games and reading their writing</p> <p>Children copy and read words and sentences scribed by the teacher</p>	2
Class 2	<p>Children are taught to recognise a more extensive list of sight words using visual memory to recognise irregular words</p> <p>They begin to understand a range of spelling rules including vowel digraphs, long vowels, blends and silent letters.</p> <p>They build on phonetic knowledge: Consonant digraphs (initial and final), revision of: sh, ch, th, e.g. shop, rush and introduction of wh and recognition of other consonant digraphs</p> <p>They build on phonetic knowledge: double consonants: ll, ff, ss and ck used in word families e.g. bell, cuff, kiss, sack</p> <p>Recognise that letters can vary and have different sounds e.g. u in put/ cut/ use</p> <p>Recognise syllables and separate phonemes in words</p> <p>Build on phonetic knowledge: eg Double vowels ee / oo Vowel consonant digraphs: or – for – fork</p> <p>Simple long vowels: a-e/ay/ai; ee/ea; i-e and y as in fly; o-e/ ow/oa; u-e/ oo/ue</p> <p>Explore spelling rules eg adding ed, ing. Teaching the past tense</p>	2/3/4/5/6



	ng and vowel digraphs Poems and recitations bring the sounds into context and memory. Spelling and reading games. Increased opportunities for independent writing	
Class 3	Demonstrate the ability to use all blends and more complex spelling rules. Use rules for silent letters and consonant-vowel digraphs Recognise how prefixes and suffixes change a word's meaning. Use an apostrophe for contractions Learning the tricky parts of words Teach spelling of long words Recognise uncommon plurals	Revision of all the above and 6
Class 4	Teaching investigation of spelling rules Etymology Spelling games Dictionary/Thesaurus use	Year 3 – 4 Spelling Bank
Class 5	Teaching investigation of spelling rules Etymology Spelling games Dictionary/Thesaurus use	Year 5 -6 Spelling Bank

DfE Phonic Phase	Areas covered
1	Developing children's ability to listen, make, explore and talk about sounds
2	GPCs taught in a systematic way 1 s a t p 2 l n m d 3 g o c k 4 c k e u r 5 h b f f l l s s s vc and c-v-c words for reading and spelling
3	6 j v w x 7 y z z z qu Consonant digraphs ch sh th ng Vowel digraphs and trigraphs ai ee igh oa oo oar o oar or us ow ear air ure er Reading and spelling of high frequency words
4	Children learn to segment and blend adjacent consonants Enabling them to spell cc-v-c, c-v-cc and cc-v-cc words, Eg crop, sack, black
5	Teaching alternative graphemes for reading Teach split digraphs a_e, e_e, i_e, o_e, u_e (Alternative spellings) eg ai, ay, a_e, a Teaching alternative pronunciation for graphemes, eg chef , school , chief Children learn that phonemes have more than one spelling Practise reading and spelling two and three syllable words Practice writing sentences
6	Introducing past tense



	<p>Learning and investigating how to add suffixes Teach spelling of ng words Finding and learning the difficult bits of long words Learning and practicing spellings</p>
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Appendix ii - Challenge for All

When challenging all pupils, especially the more able, it is important to remember we can challenge through our questioning, our tasks and by our expectations.

Examples of tasks that explore at greater depth could be:

- What's the question? (if this is the answer, what could the question have been?)
- What's wrong with this? (can you explain what is wrong and correct the error?)
- Draw a picture to explain or demonstrate what you have worked out
- Find the pattern (describe a pattern)
- Compare and contrast (what is the same? What is different?)
- Explain how you know
- Prove it (convince me that you are right)
- Have you found all the possibilities?
- Apply it (use in a different context)

Use Blooms Taxonomy to which gives increasingly more complex tasks:

Remember (list, name, identify, describe, memorise)

Understand (interpret, summarise, explain, discuss)

Apply (information in a new situation)

Create (design, build, plan, invent)	Evaluate (judge, text, critique, defend)	Analyze (categorize, examine, compare/contrast, organise)
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Questioning strategies:

- Higher order questions: Might? Will? Would? Could? How? Why? Which?
- Socratic questioning: questioning that pushes thinking to be exact; Turn situations on their heads "What if..."; Questions that give birth to ideas; Ask for an explanation for a younger pupil

Develop an ethic of excellence

- Assign work that matters
- Study examples of excellence
- Kind, specific and helpful feedback
- Multiple revisions
- Opportunities for presentation



Appendix iii - SEND Support Strategies

<p>The Unique Child</p> <p>what a child might find difficult.</p>	<p>Positive Relationships</p> <p>what adults could do.</p>	<p>Enabling Environments</p> <p>what adults could provide.</p>
<p>For all children:</p>	<p>The school gets ready for the child, not vice versa.</p> <p>Schools making conscious decisions about whether they can meet a child's needs.</p> <p>SENDCO, class teacher and parent co-write the Individual Pupil Plan (IPP)</p> <p>Every child and adult could complete a personal profile - this is what I enjoy, this is what I don't like, this is what I'm good at, this is what I find difficult, this will upset me, if I'm upset this will make me feel better.</p>	<p>Provide biographies of atypical learners - e.g. dyslexic writers, autistic achievers.</p>
<p>Speech and Language</p>	<p>Refer children for a Speech and Language assessment. Parents should be able to self refer through GP, health visiting or directly to Speech and Language Therapy (SALT)</p> <ul style="list-style-type: none"> ● Follow guidance from SALT input ● Teach vocab explicitly - don't assume understanding ● Speak with clear enunciation ● Allow children sufficient processing time – children may need 10-15 seconds to process a question or instruction ● Break instructions down into small, single steps ● Use Makaton signs to support understanding of language 	<ul style="list-style-type: none"> ● Visual support for language – provide visual timetables, pictorial representations of instructions etc ● Differentiate for selective mutes - allow them to show their learning in other ways ● For pre-verbal or minimally verbal children, provide Picture Exchange Cards (PECs) to support communication ● For pre-verbal or minimally verbal children, provide AAC - augmented and alternative communication (e.g. Proloquo2Go) ● Use the software Communicate in Print



		to create visual support for communication
Social communication (including those with a diagnosis of Autistic Spectrum Conditions)	<p>Parents of autistic children will usually have a clear idea of their children’s needs. Ensure effective lines of communication with parents, drawing on their expertise of their children.</p> <p>Have high expectations of children – verbal ability may not in any way reflect cognitive ability.</p> <ul style="list-style-type: none"> ● Do not assume that autistic children will learn through imitation, or indirect approaches to modifying behaviour. Give clear, direct instruction about exactly what is expected of the child ● Use unambiguous language ● Use short sentences with plenty of processing time ● Moderate your volume ● Do not insist on eye contact – this may be painful for the child ● Break any tasks down into small steps, preferably with visual cues such as pictures. ● Model good relationships and good manners. ● Allow children to have sensory breaks, either inside or outside the classroom ● When children’s levels of stress/anxiety are rising, offer a change of environment ● Ensure that children have sufficient time outdoors ● Appreciate that autistic children are likely to exist on a day-to-day basis with a significantly higher level of anxiety, resulting in the possibility of them rapidly entering a ‘flight, fight or freeze’ mode. ● Allow children to stim without restriction, where this does not have a negative effect on other members of the class. Where stims may be intrusive in some way, provide a safe space for the child to stim, or help to redirect the stim into something more appropriate for the surroundings. ● Remain calm, despite the child’s emotional state ● Give plenty of time – no rush, no pressure ● Appreciate children’s personal space boundaries – they may be different to yours ● Teach children to be aware of others’ personal space boundaries, e.g. have children standing in hoops to visually demonstrate where others’ boundaries might be 	<p>All autistic children MUST be provided with a visual timetable in some form. In Kindergarten, for example, this may be in the form of a simple picture book for each day of the week.</p> <ul style="list-style-type: none"> ● Calm, regulated environment with a predictable rhythm ● A seating plan - consider smells, noise, heat, escape route, light and visual distractions, pads on furniture legs, ● First/then, now/next boards/cards ● Explicit social skills teaching, reading facial expressions and body language. ● Weighted blankets, large pieces of lycra for wrapping, wobble cushions and balls, one legged stools ● Ear defenders ● Chewelry or other safe chewing/oral motor stims ● Elastic ‘physiotherapy’ bands for around the legs of a chair, to give physical feedback ● Homework diary, and explicit instructions for what to write inside. ● Autism attention intervention programme



	<ul style="list-style-type: none">● Model inclusivity, e.g. by describing children’s strengths to each other and finding ways for children to join in in their own way● Use healing stories to demonstrate inclusivity● Talk about neuro-diversity and the positives it brings to our society● Be very aware of much lower rates of diagnosis amongst girls, and how ASC presents in girls● Children in kindergarten may need to be given explicit instructions, rather than being left to learn through imitation. Consider carefully how this can be achieved.● In Games ensure that there are clear, simple rules for each game that are applied fairly. Provide games with safe spaces so that children have the opportunity to opt in/out.● Use children’s special interests to engage them in activities	<p>(especially useful in Kindergarten)</p> <ul style="list-style-type: none">● Support parents in use of prescribed anxiety medication if needed - do not dismiss.● Teach zones of emotional regulation – allow child to choose own colours.● Explore scaling thermometers with adjectives, e.g. think of all the synonyms for ‘angry’; write them in order from mildly irritated to furious/raging etc; place on a thermometer so that children can begin to understand levels of emotion.● Appropriate teacher education that supports positivity towards neuro-diversity● TeamTeach or other training for de-escalation and emergency restraint
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ADHD, ADD, non-attentive	<ul style="list-style-type: none"> ● Give visual cues for progress - e.g. ticks as they achieve a small step. Give good quality, patient, loving, empathetic feedback. ● Allow children to set their own targets ● Give time limits and use egg timers etc as a physical cue ● Judicious use of selective partnering and seating ● Teach the 'Strong Sitting' programme ● Support parents by identifying a different neurology as the cause for challenging behaviour, not poor parenting ● Allow children to choose their own projects - use their interests to engage them 	<ul style="list-style-type: none"> ● Weighted blankets, lycra sheets for wrapping, wobble cushions and balls, one legged stools ● Fidget toys ● Extra physical activity, especially heavy work ● Elastic 'physiotherapy' bands for around the legs of a chair, to give physical feedback ● Support parents in using prescribed medications without judgment ● Visual timetables, now and next/first and then boards ● Homework diary – and instructions for what to write inside
Dyslexia	<ul style="list-style-type: none"> ● AVOID COPYING FROM THE BOARD, provide personal versions of any absolutely necessary information. ● Provide differentiation and allow children to record work in a way that suits them ● Investigate different ways of teaching reading ● Structured, cumulative, systematic spelling teaching ● Multi-sensory learning and over-learning ● Capitalise on children's strengths ● Help with organisation - timetable, homework diary, instructions in small steps ● Consider different formats for main lesson book. ● Work on phonological awareness through verses, rhymes, tongue twisters, listening skills (see Letters and Sounds Phase 1) ● Form drawing ● Whole to the parts - working from a known text learning orally before reading. ● Make letters into words with meaning straight away. ● Explicit tuition with step by step instructions ● Teach left handed pencil grip and writing explicitly. 	<ul style="list-style-type: none"> ● Provide Kindergarten assessment to identify children at risk of dyslexia aged 5: phonological assessment, rapid naming etc ● Multi-sensory 3D letter learning - multi-body part, multi material (stick in the sand, walking them, making body into shapes as a group, plasticine) ● Mobile letters to swap around. ● Concrete materials. ● Visual prompts - put a d next to a door, b next to a blackboard ● Consider cursive writing from Class 1, especially diagraphs



	<ul style="list-style-type: none"> ● Teach capital and lower case letters from the start. ● Teach letter names and letter sounds explicitly, explaining that one is the name of the letter, the other is the sound the letter makes (like the difference between 'dog' and 'woof'!) ● Allow plenty of opportunity for practice and repetitions ● Have high expectations of achievement. Assess content over form and presentation. ● Careful assessment - what are they learning and what are they capable of ● Make use of scribing and working in teams ● Separate spelling and writing. ● Explicitly teaching editing the day following a lesson involving extended writing ● Teach keyboard skills ● Learn a spelling rule individually, one at a time and use it through the week. ● Teach use of a dictionary ● Communication with parents - give ideas for practice at home 	<ul style="list-style-type: none"> ● Give sentence starters ● Provide writing frames/structures ● Give keywords for writing ● Books with lines. ● Coloured paper to make reading and writing comfortable. Buff or tinted better than white. ● Coloured overlays. ● Pencils not crayons ● Own writing book - that teachers do not look in uninvited. ● Reflective journalling (older children) ● Offer examples - story staircases, opening sentences, etc ● Have a good library of books and other reading material - non-fiction, graphic novels, Guinness Book of Records, Calvin and Hobbs, Richard Scarry, comics, make your own adventure books, Where's Wally, Agent Arthur, Asterix, Horrible Histories. ● Spelling try books/whiteboards (rub out the incorrect ones) ● ACE dictionary - and normalise in the classroom - teach the whole class
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Dyscalculia	<ul style="list-style-type: none"> ● Avoid assessing pencil skills ● Practice skip counting ● Opportunities to learn decomposition and recomposition of numbers ● Relate operations to one another: plus and minus; multiply and divide ● Work on anxiety - getting it wrong is part of exploring how to solve. ● Give plenty of thinking time ● Problem solving ● CHALLENGE - wider and deeper rather than faster and further ● Stanford University - free course, Jo Boaler, You Cubed 	<ul style="list-style-type: none"> ● Concrete visual resources - base 10, cuisinaire rods, numicon, bead strings, dice, dominoes, ● Number games: shut the box, mankala, snakes and ladders, ludo, cribbage, Tyrolian roulette, Frustration, bingo etc ● Rough paper
Dyspraxia (fine motor and organisational)	<ul style="list-style-type: none"> ● Skipping ● Working with beanbags ● Walking in rhythm ● Clapping games ● Body geography games ● Outdoor play ● Climbing ● Jungle gym ● Balancing ● Crawling ● Retained reflex integration program ● large form drawing ● Eurythmy ● Gestures to verses and recitation ● Separate the movements from the recitation, arms from feet ● Posture (be comfortable), ● Finger games ● Handwork ● Speech (tongue twisters) ● Eye movements with form drawing ● Recorder/flute ● Drawing and writing ● Threading/counting ● Buttons and laces ● Tying shoes, bows behind your back ● Vegetable cutting, Cutlery and spreading ● Teach pencil grip explicitly ● Oral motor skills - chewing different foods 	<ul style="list-style-type: none"> ● suitable furniture, tidy environment, not too cluttered ● homework diaries with clear instructions ● directions broken down into small steps with visual aids ● different pencil holds, allowing triangulation grip ● left handed scissors/implements (e.g. compass), adapted scissors ● Differentiated writing implements – offer a choice. ● Choice of handwriting grips ● Handwriting slopes, standing furniture ● Pre-teach motor activities, or practise at home. e.g. learn to crochet at home over the summer, teach compass skills. ● Spinning tops.



<p>Executive Function</p>	<ul style="list-style-type: none"> ● On your marks - single command for a tidy desk. ● Shorter tasks - broken down into small steps with deadlines ● Imaginative/visualisation activities - you're in the French lesson, what does it look like. ● Backward planning - imagine the end of the project, take small steps backwards. What happened just before the end? What happened just before that? 	<ul style="list-style-type: none"> ● Visual aids to a tidy desk - photo of what it looks like. ● Homework diaries - explicit instructions for what to write in them ● Help packing school bag - list of what to put in on each day
<p>Social and Emotional needs</p>	<ul style="list-style-type: none"> ● Read around disordered attachment ● Intolerance of intolerance - robust anti-bullying policy ● Trauma Informed Schools training ● R-Time ● Appreciation of children's home languages. 	