

The 'Five-a-day' Principle at Hollinhey

1 Explicit instruction	2 Cognitive and metacognitive strategies	3 Scaffolding	4 Flexible grouping	5 Using technology
<ul style="list-style-type: none"> • Bridging back. • Ready to learn behaviour visuals – good sitting, good looking, good listening. • Modelling • Deliberate errors • Key vocabulary –vocab banks • Choral reading. • Slide decks are kept simple. • My turn, your turn... • Comparing two pieces of work and discussing the similarities and differences. • Now and Next. • Child repeats back. • Short, clear instructions. • Peer discussions • Visual and verbal instructions. • Modelling thinking out loud. 	<ul style="list-style-type: none"> • Call and response. • Bridging back, bridging forwards. • Editing stations for writing. • Self-marking and peer marking. • Quizzing. • Relating new learning to prior learning. • Mistakes are accepted and respected. • Same day intervention. • Verbal feedback. • Task sheets • How do you know? Explain that to me. • True or false? • Stem sentences. • Spaced retrieval. • Checklists. • Planning their work. • Pre-teaching. • Mind maps • Graphic organisers 	<ul style="list-style-type: none"> • TA deployment. • Scribe. • Partner work. • Small steps. • Visual aids. • Vocab mats and word lists. • Task lists. • Concrete objects, e.g., Numicon. • Colourful semantics. • Verbal support. • Say the sentence, count the words, cut-up sentences. • Visual aids, e.g., highlighted lines, start and finish dots. • Multisensory teaching. • Writing frames. • Mixed ability partners. • Planning grids. • STEM sentences. • Model examples of work using a visualiser. • Bridging back to a previous strategy. • Sentence starters. • Dictated sentences (including known words) • Word wall for bridging back • Adapted equipment 	<ul style="list-style-type: none"> • Child's voice • Coaching. • Use of oracy groupings. • Mixed ability grouping. • Peer guidance. • Thumbs up/thumbs down. • Using formative assessments to inform grouping. • Creating a safe learning environment where mistakes are expected and respected. • Class experts. • SEN groups fluidity/mainstream • Temporary groups for explicit reasons. • Collaborative peer work. 	<ul style="list-style-type: none"> • IDL • IDL number • Visualisers to show work. • Talking tins /postcards. • iPads. • Use of video clips. • Purple Mash. • TT Rockstars. • Visual overlays. • Widgit software. • Headphones. • Slidedecks. • Quizzing apps. • Visual stories on the IWB. • Laptops • Dictate on the laptop • Immersive reader on the laptops • Reading pens