

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



Physical barriers

Teachers make available a range of accessible materials including: chunky pencils, pencil grips, individual whiteboards, laptops.

Well-maintained reading area

Appealing and accessible texts are available meeting reading challenges.

English concepts approached at an appropriate level of understanding

E.g. grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary.

Visual aids

Visual aids and concrete supports (symbols, word banks, etc.) when dealing with abstract topics.

Effective talk

Oracy and talk prioritised (including drama, hot-seating, story telling, etc.) to develop vocabulary, text composition and performance.

Adequate time provided

Pupils are allowed sufficient time to complete reading and written tasks with appropriate support.

Teaching assistants

Staff understand the topic they are supporting, have the required subject knowledge and have read any text being studied.

Adaptive Teaching in English



Pre-taught and embedding vocabulary

The teaching of new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different contexts.

Literal understanding

Teachers are aware that some students may struggle specifically with such techniques as metaphor and irony, that are not literal.

The purpose of the activity

The class knows the purpose of the activity, and the specific learning outcome. Some pupils will only need to provide one or two examples of appropriate literacy techniques to fulfil the task.

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating'. Each class also takes part in a fieldwork visit to bring our curriculum to life and give real meaning to our learning.

Teacher intervention/discussion

When students are working, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion.