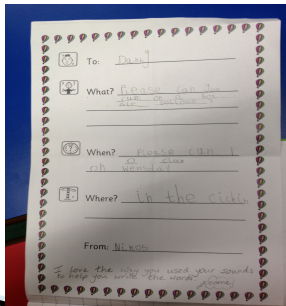


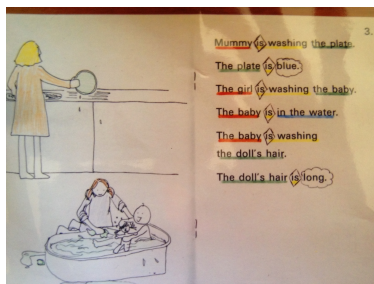
### Party invitation



### Key Stage 1 – potential

- ▶ Year 2 – CORE LEVEL cont'd
  - Adverbs [ How, When, Where]
  - Turning Adjectives into adverbs ['ly' words]
  - Supporting sentence recall for sentence dictation
  - Reading comprehension

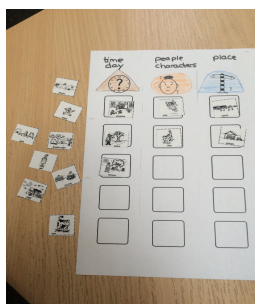
### Coded Text Comprehension – LTR



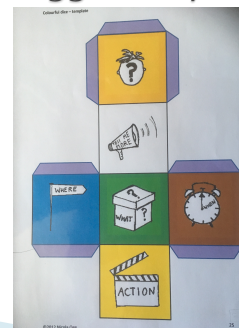
### Key Stage 1 – potential

- ▶ Year 2
  - BROAD LEVEL – ideas
    - ▶ Brainstorming @ 'ideas level' for narrative
    - ▶ Fact learning /recall
  - NARROW LEVEL – words
    - ▶ Topic vocab support
    - ▶ Coding the 'Word of the Week' – ensures variety i.e. not just nouns

### Black Sheep Press – STORY STARTER



### Nichola Ogg – Story Dice



### Key Stage 2/3 – potential

**First Step – easy way in for staff [who have receive basic training package]**

- ▶ Making up silly sentences with the children as a way to teach the basic coding combinations
- ▶ Expanding those silly sentences the extended coding

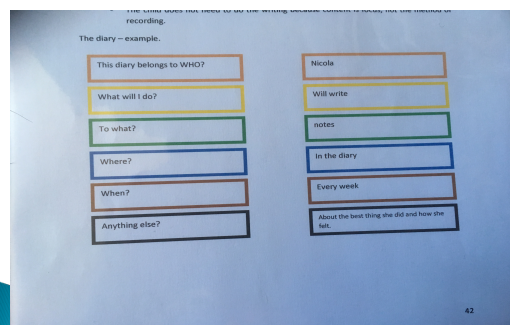
### Key Stage 2/3 – potential

- ▶ CORE LEVEL – sentences
  - Developing complex sentences by ‘adding’ a colour/shape
  - Developing complex sentences by ‘expanding’ within a colour [higher level subordinators/relative clauses]
  - Linking with Adverbials
  - Reading comprehension /fact searching/ text cohesion

### Key Stage 2/3 – potential

- ▶ BROAD LEVEL –ideas
  - Brainstorming for written narrative – fiction and non fiction
  - Fact Learning /recall
  - Diaries and Planners
- ▶ NARROW LEVEL – words
  - Similar vocabulary – topic words
  - Individual word learning targets

### N. Ogg – Diary



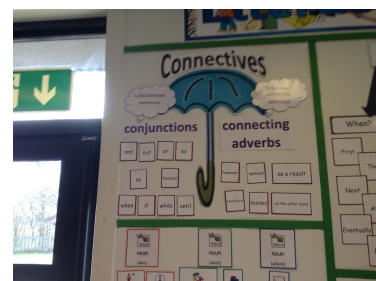
### N. Ogg – Planner

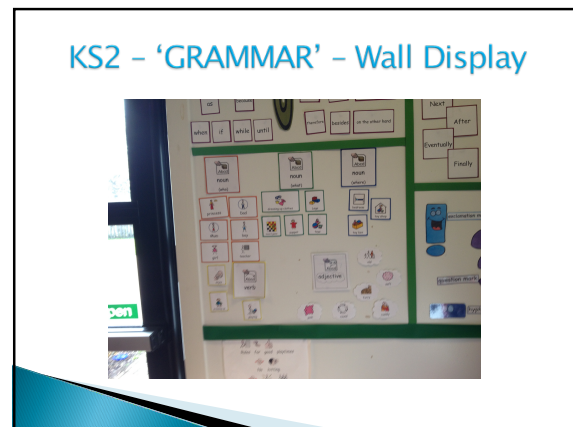
Colourful Semantics – A practical resource for the primary age CYP2/3/4/5/6/7/8/9/10/11/12

When?	What am I doing?	What do I need?	Where is it?	Who is helping me?	What am I feeling?
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday	e.g. Playing football	Football kit	At school	Mum taking me along coming with me.	I am looking forward to it.
Sunday					

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### KS2 – ‘GRAMMAR’ – Wall Display





What level of classroom application is appropriate to aim for?  
**NEWLY TRAINED SCHOOL**

Village Primary School

- ▶ Received training in Sept 16
- ▶ Link SLT is a S/L base SLT
- ▶ Yr 1 pupil had high levels of coding for S/L programme
- ▶ Teacher in first class [ mixed R/Yr1] has coding resources on her interactive whiteboard

Village School

- ▶ Uses it for fiction brainstorming [ Who is in the story, Where is the story happening etc]
- ▶ Extended use for sentence creation and writing with non SLT children
- ▶ Planning to support teacher to use in yr2/3 class next year

What level of classroom application is appropriate to aim for?  
**SPECIALIST SETTING**

### Advantages of Specialist setting

- ▶ More uniform population...ish
- ▶ Higher percentage of pupils viewed by staff as benefiting from the approach
- ▶ Staff more skilled at multiple support strategies
- ▶ Specialist Visual Support strategies already in place across the setting :-  
*signing, symbol use, PECS, picture support*
- ▶ Symbol writing software

### Advantages of Specialist setting

- ▶ Highly differentiated curriculum
- ▶ Restricted language input is more acceptable [as opposed focus on expansion as priority]
- ▶ Overlearning/frameworks - reusable resources
- ▶ More inter-professional joint planning
- ▶ Probably higher SLT profile and presence
- ▶ Easier to integrate SLT programme into the curriculum ?

## School with Speech and Language Base

Infant and Junior in Separate Schools

### BASE STAFF

Needs led Coding for Spoken and Written language as part S/L programme & individual literacy

BUT

- ▶ All base pupils exposed to question colour links regularly
- ▶ All literacy Grammar support work from classroom linked to coding
- ▶ Reading recovery programme [ FISHER]- all sentence level tasks coded  
All narrative work is coded at the start

### Host Schools

- ▶ All received training [ teachers & TA's] + update workshops have been offered
- ▶ Base teaching staff offer support/answer questions
- ▶ Coding resources accessible in every class
- ▶ Sentence level - full coding KS1 for some literacy tasks and early SPAG
- ▶ Sentence level - KS2 learning how to use some SPAG skills and sentence expansion
- ▶ Black Sheep Press coded and used at KS1
- ▶ Vocabulary support intermittent

### MLD - Coding up in every class



Year 3/4

Year 5/6



# CORE LEVEL –

Sentence support – spoken and written

