

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in the white space between these shapes.

Things to consider before attempting a whole school approach

What do we need to consider ?

- ▶ Curriculum led or individual needs led
- ▶ Universal support v specialist intervention
- ▶ Nature of setting [mainstream v specialist provision]
- ▶ Level of SLT support on site

What do we need to consider ?

- ▶ Key Stage
- ▶ Communication Friendly Classrooms status?
- ▶ Senior team engagement - top down v bottom up roll out
- ▶ School development plan
- ▶ Teachers needs

Whole school training package

- ▶ Herts have a 1½ hour basic training package for schools - delivered by SLT
- ▶ Looking into developing a parent support package

Whole school training package

All SLT's have attended training BUT

- ▶ Only those who have some experience in using it can support a whole school approach
- ▶ Less experienced SLT's can include specific target in individual programmes and offer the training package [or part of it] to key staff implementing the programme
- ▶ May just be task training for Agent of Change for the child's programme and home

What level of classroom
application is appropriate
to aim for?

MAINSTREAM SETTING

Minimum universal application

- ▶ Teachers and TA's know the question colour links
- ▶ Colour cards are available and accessible in every class
- ▶ One activity where used regularly
 - e.g. supporting idea generation for narrative/topic fact recall

Key Stage 1 - potential focus

- ▶ Early years
 - ▶ question word/colour links
- ▶ Single question focus for the session/day/week
- ▶ Using questions to elicit information
- ▶ up to 3 element sentence creation [oral & written by end of reception]

Key Stage 1 - potential

- ▶ Year 1
 - ▶ written sentence support for selected literacy targets
 - ▶ introducing adjectives
 - ▶ linking verbs to yellow words
 - ▶ diamond words linked to reading and spelling [is, was, can]
 - ▶ Supporting higher level question comprehension
[e.g. How can you find out? How do you know?]

Key Stage 1 - potential

▶ Year 2 *As per year 1+*

CORE LEVEL - sentences

- ▶ Connectives [coordination and early subordination]
- ▶ Making more interesting sentences by adding a colour/shape element
- ▶ Sentence types and uses [e.g. commands, questions, riddles, poems] → **allows for repetitive framework**

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

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

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

What level of classroom
application is appropriate
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NEWLY TRAINED SCHOOL

Village Primary School

- ▶ Received training in Sept 16
- ▶ Link SLT is a S/L base SLT
- ▶ Yr 1pupil 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
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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