



St Martin's C of E Primary and Nursery School

PHASE 3

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<p>Social Communication</p> <ul style="list-style-type: none"> • Say what you mean (explain double meanings, avoid sarcasm etc.) • Emotional literacy lessons in class • Clear use of language of choice and consequences. • Overt expectations made explicit • Prompt cards for group roles and conversation skills • Whole school awareness and training <p>Language</p> <ul style="list-style-type: none"> • Clear and simple explanations • Chunking instructions • Check understanding – Think, Pair, Share strategies • Model correct sentences • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary • Guided reading for decoding and comprehension, especially inference • Whole school awareness and training 	<ul style="list-style-type: none"> • Pupil's attention and focus established before giving instructions • Clear and simple instructions, breaking down longer instructions • Clarify, display and refer back to new and/or difficult vocabulary • Check for understanding • Consistent use of positive language • Give time before response is needed • Collaborative working opportunities • Key vocabulary displayed/available • Consistent use of terms • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Positive Marking • Paired reading • Structured phonic programmes • Consistent implementation of Choices and consequences 	<ul style="list-style-type: none"> • Clear whole school behaviour policy • Consistent use of choices and consequences • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of rules – visual prompts to support if needed • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Clear communication with parent/carer including Dojo. 	<ul style="list-style-type: none"> • Uncluttered and well organised learning environment • Appropriate lighting • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support • Allow thinking time • Summarise key points at start and end of lesson • Good quality print and photocopying

