

Inclusive Approaches and Adaptations Across All English Units			
Planning and Design • Provide clear learning intentions and success criteria using child-friendly language. • Share high-quality examples of texts, writing outcomes, vocabulary choices and spoken language before tasks begin. • Use teacher modelling and shared writing to demonstrate the processes involved in reading, writing and speaking. • Break complex reading, writing and oracy tasks into smaller manageable steps. • Provide scaffolds such as writing frames, planning templates, sentence starters and model texts where appropriate. • Use visual prompts, vocabulary mats, knowledge organisers and working walls to support independence. • Provide opportunities for pupils to rehearse ideas verbally before recording written outcomes. • Allow pupils to demonstrate understanding in different ways including discussion, drama, annotation, drawing, oral responses and written work. • Provide opportunities to read, write and speak for a range of purposes and audiences. • Ensure texts reflect diversity, different experiences and cultures, enabling all pupils to make connections. • Provide additional support without reducing the ambition or challenge of the curriculum.	Foundational Knowledge and Vocabulary Development • Identify and explicitly teach the foundational knowledge pupils need to become successful readers, writers and speakers. • Develop secure knowledge of: • Phonics and decoding strategies. • Spelling patterns, rules and word structures. • Sentence structure and grammar knowledge. • Text structures and features of different genres. • Reading comprehension strategies including retrieval, inference, prediction, summarising and vocabulary development. • Oral language structures including listening, questioning, explaining and presenting. • Explicitly revisit key vocabulary from texts and topics to develop depth of understanding. • Use retrieval activities, quizzes and regular opportunities to revisit previous learning. • Make links between reading, writing and wider curriculum knowledge to develop background knowledge and vocabulary. Grammar application • Vocabulary, Grammar and Sentence Support • Pre-teach vocabulary needed for writing tasks. • Use vocabulary mats including: • Definitions • Examples • Synonyms • Word classes • Subject-specific vocabulary Develop pupils' ability to: • Select ambitious vocabulary. • Understand word meanings. • Apply vocabulary accurately. • Adapt language for different audiences. Provide sentence scaffolds where appropriate: • "The author suggests..." • "This shows that..." • "A key feature of this text is..." • "The character changes because..."	Reading • Select ambitious, high-quality texts that are accessible through appropriate scaffolding. • Pre-teach key vocabulary before reading new texts. • Provide visual prompts, images and contextual information to support understanding. • Use teacher modelling of fluent reading, expression and comprehension strategies. • Provide opportunities for repeated reading to develop fluency and confidence. • Use guided reading approaches with targeted support. • Support pupils to develop strategies for unfamiliar vocabulary. • Provide sentence stems for responding to texts. • Use questioning frameworks to support: • Retrieval • Inference • Prediction • Summarising Writing • Explicitly teach the writing process: • Planning • Drafting • Revising • Editing • Publishing • Model writing through shared and guided examples. • Use worked examples to demonstrate vocabulary choices, sentence structures and organisation. • Break writing tasks into smaller stages. • Provide opportunities for oral rehearsal before writing. • Use writing toolkits and success criteria to support independence. • Provide additional opportunities to practise transcription skills including: • Handwriting • Spelling • Sentence construction	Communication and Language Support • Provide structured opportunities for purposeful talk throughout English lessons. • Teach pupils how to listen, respond and build on ideas. • Use discussion structures including: • Think-pair-share. • Talk partners. • Group discussion. • Debate. • Presentation. • Pre-teach vocabulary needed for discussion and performance. • Use visual prompts and sentence stems: • Sharing ideas • "I think..." • "My evidence is..." • "I agree/disagree because..." • Building on ideas • "I would like to add..." • "Another example is..." • Questioning • "Why do you think...?" • "How does this show...?" • Provide opportunities for pupils to rehearse responses before sharing publicly. • Allow alternative ways to communicate ideas including: • Verbal responses. • Drama. • Role play. • Recorded presentations. • Visual presentations.

	Explicitly teach: • Sentence construction. • Punctuation choices. • Paragraph organisation. • Cohesion. Grammar terminology.		
Cognition and Learning Support • Break reading, writing and speaking tasks into manageable steps. • Use explicit teaching and modelling before independent work. • Reduce unnecessary cognitive load while maintaining ambition. • Provide: • Chunked texts. • Highlighted key information. • Writing frames. • Vocabulary support. • Planning templates. • Use visual structures to support organisation: • Story maps. • Timelines. • Graphic organisers. • Mind maps. • Provide additional opportunities to: • Re-read texts. • Rehearse ideas. • Practise writing skills. • Review feedback. • Use peer support and collaborative learning. • Build independence gradually by reducing scaffolds over time.	Physical and Sensory Needs • Ensure English resources are accessible for all pupils. • Provide adapted resources where appropriate: • Larger print texts. • Digital texts. • Audiobooks. • Speech-to-text tools. • Word processors. • Writing supports. • Consider sensory needs when selecting texts, activities and environments. • Provide: • Quiet reading spaces. • Reduced distraction areas. • Comfortable working positions. • Allow pupils alternative methods of recording ideas: • Voice recordings. • Dictation. • Mind maps. • Oral presentations. • Support pupils with handwriting and fine motor difficulties through: • Pencil grips. • Writing slopes. • Reduced copying demands. • Additional time.	Social, Emotional and Mental Health (SEMH) Inclusion • Create a classroom culture where all voices and ideas are valued. • Encourage pupils to share opinions confidently and respectfully. • Celebrate creativity, effort and improvement. • Provide safe opportunities to discuss: • Characters' emotions. • Different perspectives. • Moral issues. • Real-world experiences. • Use texts that promote: • Empathy. • Inclusion. • Diversity. • Understanding of others. • Support pupils who may lack confidence through: • Partner rehearsal. • Structured discussion roles. • Small group opportunities. • Positive feedback. • Encourage pupils to see reading, writing and speaking as ways to express identity and ideas.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: • Where appropriate, pupils should be challenged through: • Explaining authorial choices and how language affects the reader. • Comparing themes, characters, viewpoints and ideas across texts. • Making links between texts, authors, historical contexts and wider knowledge. • Supporting opinions with evidence and detailed explanations. • Exploring vocabulary choices, figurative language and deeper meanings. • Evaluating the effectiveness of texts and author choices. • Independently selecting evidence and justifying interpretations.

English Area	Inclusive Adaptations
Reading Fluency	Provide repeated reading, modelled fluency, paired reading and targeted vocabulary support. Use accessible texts alongside ambitious content.
Reading Comprehension	Use structured questioning, visual prompts and explicit teaching of retrieval, inference, prediction and summarising skills.
Vocabulary Development	Pre-teach vocabulary using images, examples, word maps and practical contexts. Encourage pupils to apply new vocabulary in speech and writing.
Phonics and Decoding	Provide targeted intervention, repeated practice and multisensory approaches where pupils need additional support.
Spelling	Teach spelling patterns explicitly through word investigation, morphology and regular retrieval practice.
Handwriting and Transcription	Provide regular practice, adapted equipment and alternative recording methods where needed.
Grammar and Sentence Structure	Model sentence construction, use colour coding and provide sentence stems to support application.
Creative Writing	Use high-quality models, planning structures, vocabulary banks and opportunities for oral rehearsal.
Non-Fiction Writing	Provide clear text structures, examples, research support and opportunities to organise information visually.
Poetry and Performance	Use rhythm, drama, expression and performance opportunities. Allow pupils to explore language creatively.
Drama and Role Play	Use structured roles, rehearsal time and visual prompts to support confidence and communication.
Debate and Discussion	Teach discussion rules, provide sentence stems and allow preparation time before responding.
Oracy Across the Curriculum	Develop confidence in explaining, questioning, presenting and listening through structured talk opportunities.