



Guidance

Curriculum,
Examination and
Assessment

The National Literacy and Numeracy Strategies

Including all children in the literacy hour and daily mathematics lesson

Management guide

**Headteachers,
SENCOs, literacy
and mathematics
coordinators in
primary schools**

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The National
Literacy and
Numeracy Strategies

**Including all children in the literacy
hour and daily mathematics lesson**

Guidance on management issues for
headteachers, SENCOs, literacy and
mathematics coordinators

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* Stand-alone document, separately paginated

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Introduction

All teachers will have in their class some children who are not making adequate progress. Their lack of progress may relate to impairments in communication and interaction, cognition and learning, behavioural, emotional and social development, or sensory or physical needs. Alternatively, their lack of progress may stem from factors in the way they have been taught, or from gaps in their learning.

Many of these children will experience difficulties with literacy, mathematics or both.

To enable them to make progress in these curriculum areas, schools are expected to:

1. Implement the National Curriculum inclusion statement, ensuring that inclusive strategies are used to secure curriculum access to high-quality first teaching of literacy and mathematics for all children. The inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to children's diverse learning needs;
 - overcoming potential barriers to learning and assessment.
2. Plan **additional** or **different** forms of action (*School Action* and *School Action Plus*) to supplement the inclusive teaching available to all children. This action falls within four broad strands, as set out in Section 6 of the SEN Toolkit (DfES, 2001):
 - assessment, planning and review;
 - grouping for teaching purposes;
 - additional human resources;
 - curriculum and teaching methods.

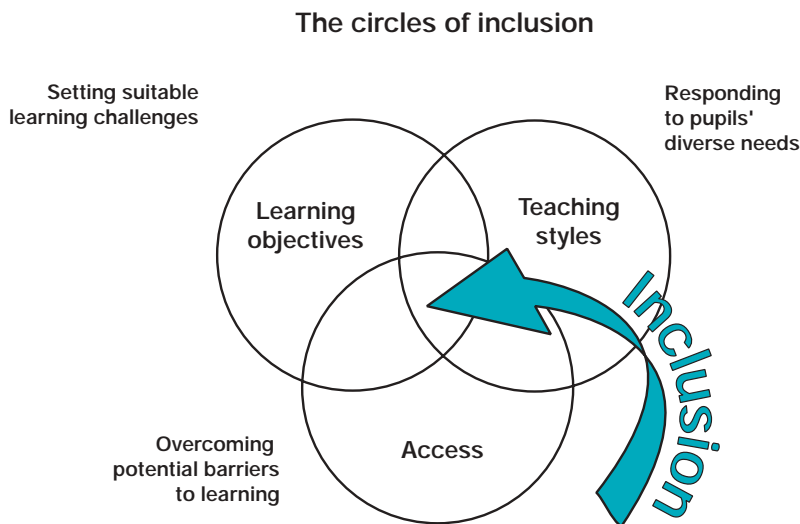
The purpose of this guidance file

This guidance file has been written for headteachers, SENCOs, literacy and mathematics coordinators in mainstream primary schools. It aims to:

- help schools to audit the provision they make in literacy and mathematics for children with special educational needs;
- support schools in tackling the management issues that arise from implementing SEN provision alongside other forms of intervention – the NLS and NNS intervention programmes such as Early Literacy Support (ELS), Additional Literacy Support (ALS), Further Literacy Support (FLS) and Springboards 3, 4, 5 and 6;
- provide further guidance on implementing the National Curriculum inclusion statement, in relation to special educational needs;
- illustrate how teachers can plan for the inclusion of children with special educational needs in simple ways that save time and reduce paperwork.

Inclusive teaching

The principles of the National Curriculum inclusion statement, as they relate to special education needs and literacy and mathematics, can be represented schematically:



Setting suitable **learning objectives** means that the teacher identifies outcomes for particular individuals or groups, which are different from those set for the class as a whole. The teacher needs to track back through the NLS and NNS Frameworks in order to identify learning objectives that are linked to the class topic, and that focus on earlier stages in learning appropriate to the needs of the children. Guidance on this process of tracking back is provided in Section 2 on pages 11–49 of this file.

Using particular **teaching styles** means that the teacher plans to vary teaching methods so as to match the unique needs of individuals or groups and secure motivation and concentration. For example, it might mean using the full range of visual, auditory and kinaesthetic channels when presenting information. It might mean setting some children a series of short tasks to match their current span of concentration, while other children are set extended tasks.

Access means finding ways of 'bypassing' barriers to learning: using a radio aid for a child with a hearing impairment; putting text on tape or having it read aloud by a peer for a child who cannot read; asking a teaching or learning support assistant to go over the teacher's instructions one by one for a child with a receptive language impairment. Here, what is taught (the learning objectives) remains the same for all: the appropriate access strategy will enable the child to work at the same level as the class as a whole.

Guidance on access strategies and teaching styles can be found in Section 3 on pages 51–67 of this file.

Teachers can use the three-circle model to assess the extent to which their classrooms provide inclusive learning. If differentiation is going well and children are fully included,

teachers will probably be using strategies from all three circles. Alternatively, children may be struggling because the teacher is targeting the right learning objectives but has not changed his or her teaching style to match the needs of a particular group – an example would be the over-use of worksheets. Or it may be that access is being provided (by a teaching or learning support assistant supporting the child in class, for example) but the child is accessing an inappropriate set of learning objectives which have not been differentiated.

How to use this guidance file

This file contains tools which headteachers, SENCOs, literacy and mathematics coordinators can use to support the management of inclusion.

In some cases the tools are adaptations of materials from other NLS and NNS publications and may be familiar to SENCOs and coordinators as a result of their participation in LEA training. The file aims to bring these materials together, in one place, as a ready reference source.

It also aims to bring together previously separate literacy and mathematics tools as single documents, so as to facilitate a coherent approach to managing inclusion issues across literacy and mathematics subject areas, and to simplify the task for managers.

There are four sections in the file.

Section 1 (Planning provision for children with special educational needs) contains:

- a pull-out document which can be used to audit the provision available in school to support children with special educational needs in making progress in literacy and mathematics;
- a leaflet addressing the issues of effective coordination of NLS and NNS intervention programmes (Springboard programmes, Early Literacy Support, Additional Literacy Support, Further Literacy Support and Booster classes).

Section 2 (Choosing appropriate learning objectives) provides guidance which SENCOs and coordinators can use to help colleagues identify appropriate learning objectives for children with special educational needs.

Section 3 (Managing access strategies and teaching styles) contains a number of tools for monitoring, evaluating and developing the accessibility of the curriculum.

Section 4 (Planning for children with special educational needs in the literacy hour and daily mathematics lesson) provides guidance on planning units of work for the class in literacy and mathematics, so as to take account of children's individual education plan (IEP) targets and the access strategies and teaching styles which help them to learn.

Notes on terminology

The terms *literacy hour* and *daily mathematics lesson* have been used for convenience throughout this file. Where the materials are used in relation to children in Reception classes, the reference is to inclusion within the broad teaching programme for literacy and mathematics, rather than an 'hour' or 'lesson'.

The term *children with special educational needs* has been used as set out in the 1996 Education Act. It includes children with disabilities, where those disabilities are associated with a significantly greater difficulty in learning than the majority of children of the same age, or where the disability prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age.

