

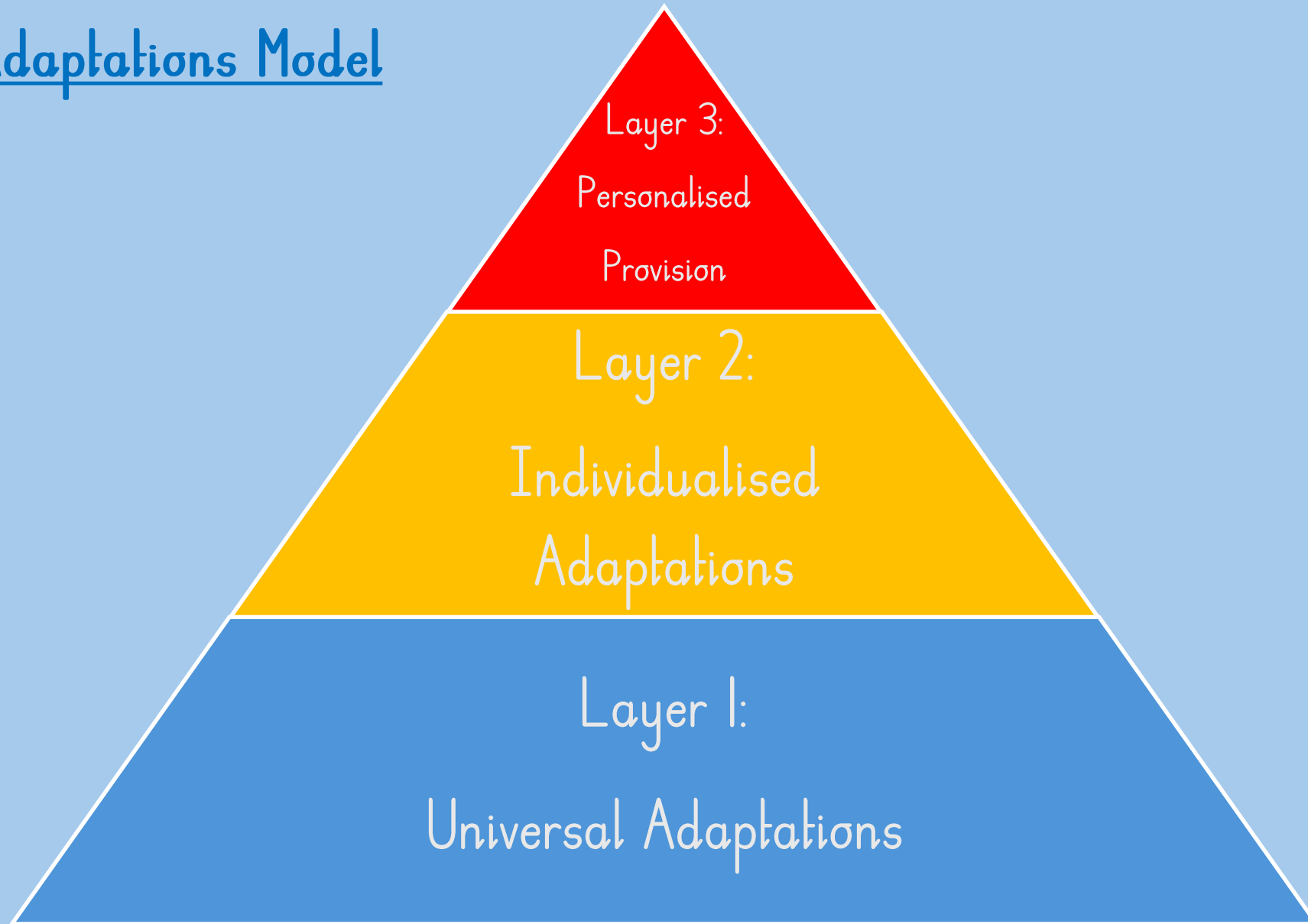


Developing a universal approach to adaptation

Practical tips and strategies

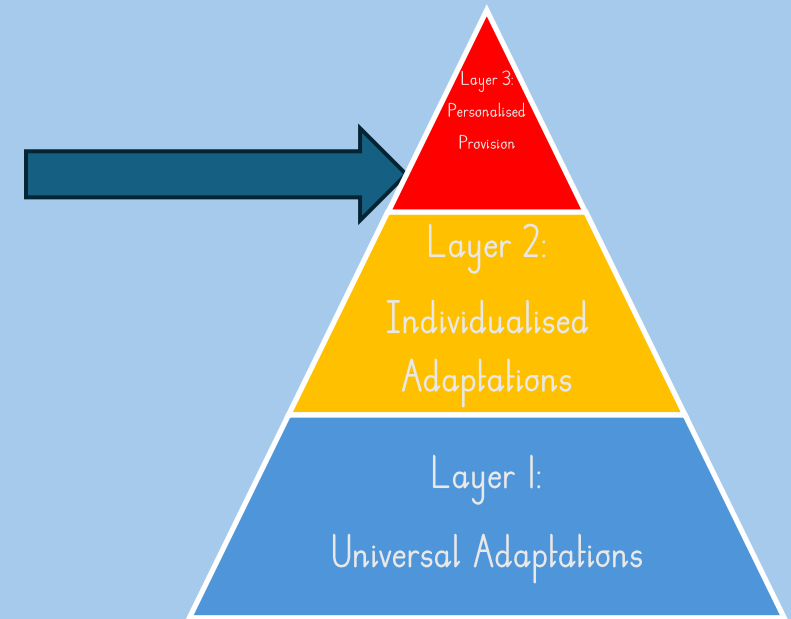


Layers of Adaptations Model



Layer 3

- For children with EHCPs and high-level needs.
- Includes specialist adaptations and 1:1 interventions which are often recommended by outside agencies.
- Includes personalised curriculum for those who need it
- Might include base provision, alternative provision etc.



Layer 2

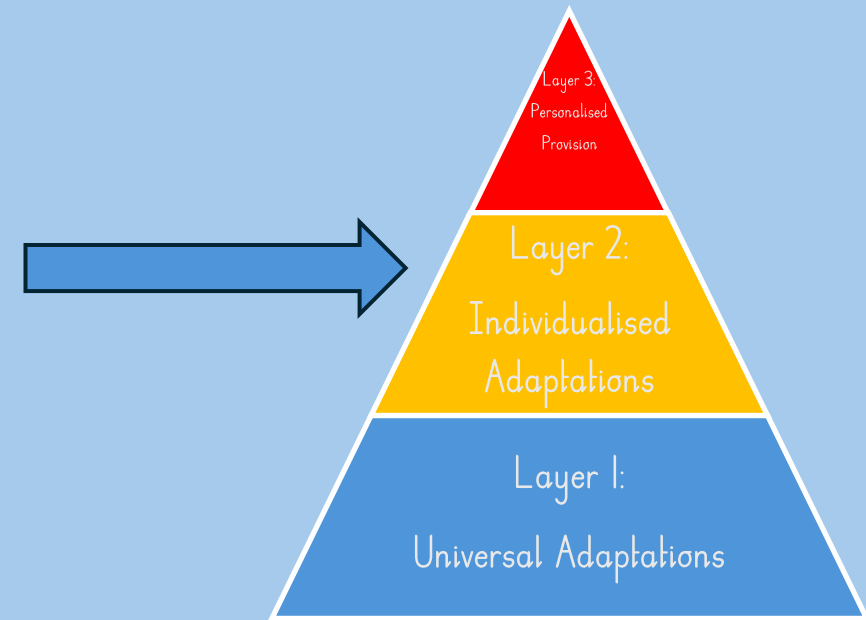
- Includes individual adaptations that can be used within whole class provision.



Task Management Board

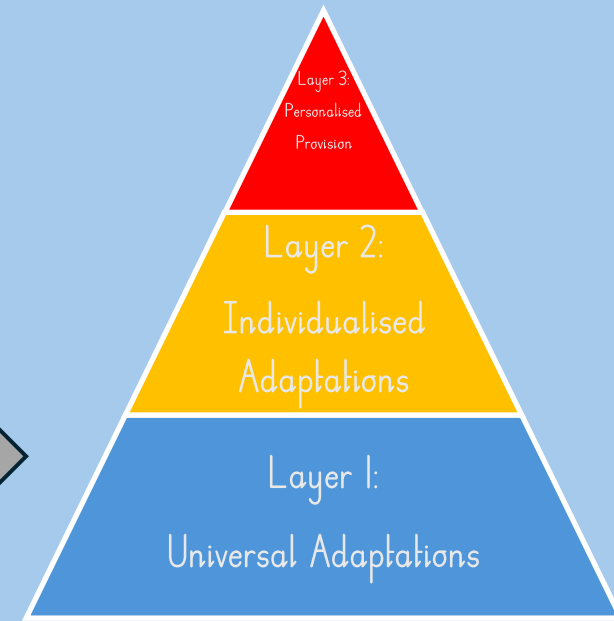
Task:	What equipment do I need?
1	
2	
3	
4	
5	

I will be finished when: ☐



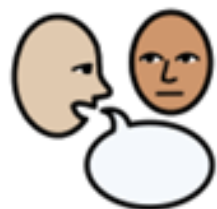
Layer 1 - Whole Class Adaptations

- Whole class adaptations for children one year behind
- Whole class adaptations support everyone.
- What is good for SEND children is good for all.





Colourful
Semantics



Oracy



Teach vocab
explicitly



Concrete
Resources



Maths mats



Symbols



**ADAPTATIONS
FOR LEARNING**

As teachers we make,
model and use...



Phonic mat



Displays



Word Mats



Flexible
grouping



AI



Steps to
success



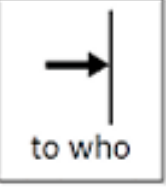
Colour coding



Structure
Strip



Colourful Semantics

 who	 doing	 what	 where
 to who	 describe	 when	 how

Colourful Semantics is used to support pupils in understanding and building sentences. By using colour-coded visuals to represent who, what, where, and actions, children can organise their ideas clearly, develop spoken language, and improve sentence structure for reading and writing.

what?

 sea
  water
  wind
  ship
  beach
  sand
  rain

 lightning
  thunder
  waves
  rocks
  storm
  robot
  wires

 otter

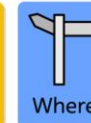
doing?

 crashed
  rumbled
  smashed
  rolled
  fell
  flashed
  moved

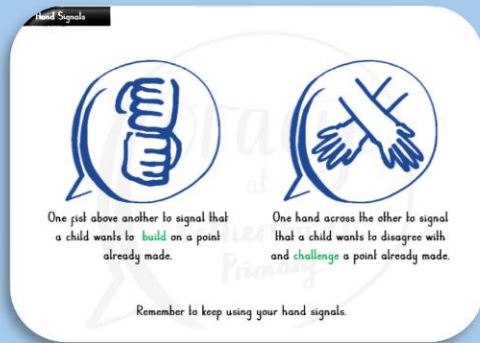
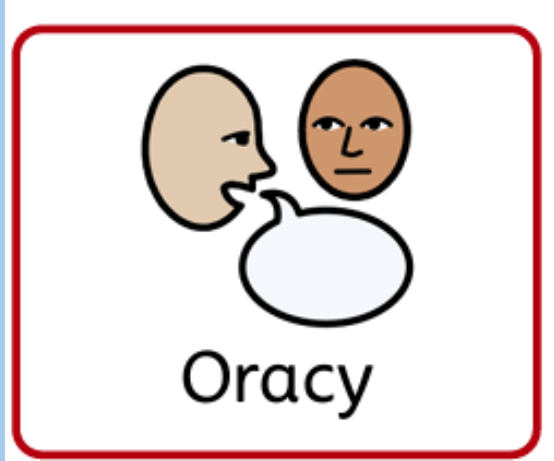
 roared
  rocked
  broken
  played
  sank
  blew

 Abcd Adjective	 Abcd adjective	 who?	 who doing?	 where?	 + and
 The formidable	 cunning	 wolf child	 crept	 into the village	
 the petrified	 horror-struck	 villagers	 ran	 away.	
 The dangerous	 ferocious	 wolf child	 snuck	 into the village	
 the aghast	 panicked	 villagers	 sprinted	 home.	

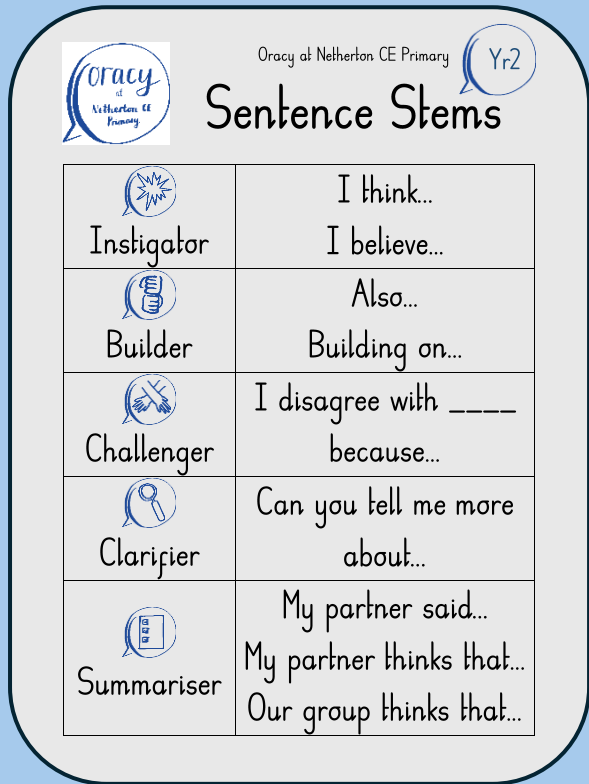
 Who?	 What doing?	 How?	 Where?
Rampaging rhinos	are stampeding	terrifyingly	across the plains

 How?	 Who?	 What doing?	 Where?
Terrifyingly	rampaging rhinos	are stampeding	across the plains

 Who?	 What doing?	 Where?	 How?
Rampaging rhinos	are stampeding	across the plains	terrifyingly



Oracy in lessons supports all pupils by giving regular opportunities to talk, listen, and explain their thinking out loud. This helps children develop confidence, deepen understanding, and prepare ideas verbally before reading or writing, making learning more accessible—especially for pupils who benefit from extra processing time or language support.





Teach vocab
explicitly

GUSU Vocabulary



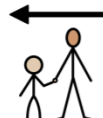
silky



ecstatic



friendly



escorted



accompanied



desolate

heart



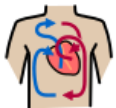
veins



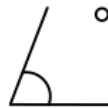
arteries



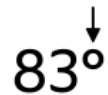
circulatory
system



Angle



degrees



scale



isosceles
triangle



Assured



Feeling confident and certain about something.

Responsibility

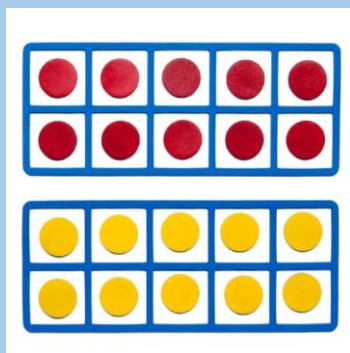


Something you are expected to do or take care of.

Teachers introduce each word by saying it, showing the action, explaining the meaning, and discussing how it is used, so pupils clearly understand and can use the vocabulary confidently in lessons. This consistent approach supports language development, understanding, and participation for every child.

$$2+3=5$$


Concrete Resources



Concrete resources (manipulatives) are objects or physical resources that children can handle and manipulate to aid their understanding of different concepts.

In Maths the mastery teaching approach encourages children of all ages to keep using these concrete resources, in EYFS, Key Stage 1 (KS1) as well as Key Stage 2 (KS2). While the abstract nature of maths can be confusing for children, through the use of these concrete, practical resources, they are able to 'see' the maths and make sense of what is actually happening.



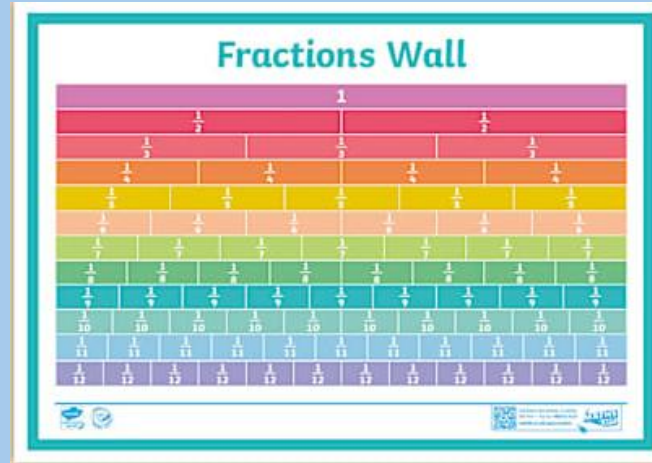
place value counters

dienes

numicon

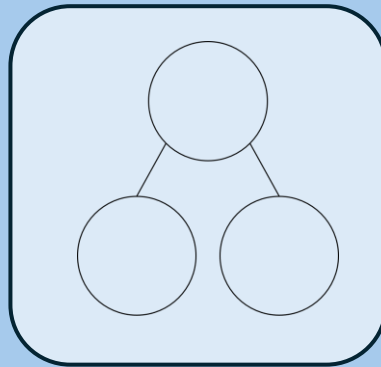


Maths mats



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

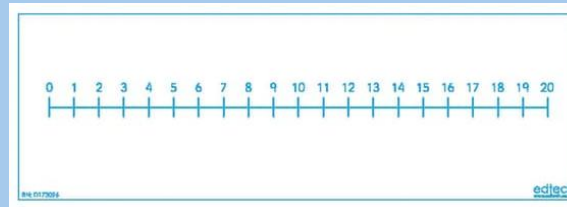
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Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

1x table	2x table	3x table	4x table	5x table	6x table
0 x 1 = 0	0 x 2 = 0	0 x 3 = 0	0 x 4 = 0	0 x 5 = 0	0 x 6 = 0
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4	1 x 5 = 5	1 x 6 = 6
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8	2 x 5 = 10	2 x 6 = 12
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12	3 x 5 = 15	3 x 6 = 18
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16	4 x 5 = 20	4 x 6 = 24
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25	5 x 6 = 30
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40	10 x 5 = 50	10 x 6 = 60
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44	11 x 5 = 55	11 x 6 = 66
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48	12 x 5 = 60	12 x 6 = 72
7x table	8x table	9x table	10x table	11x table	12x table
0 x 7 = 0	0 x 8 = 0	0 x 9 = 0	0 x 10 = 0	0 x 11 = 0	0 x 12 = 0
1 x 7 = 7	1 x 8 = 8	1 x 9 = 9	1 x 10 = 10	1 x 11 = 11	1 x 12 = 12
2 x 7 = 14	2 x 8 = 16	2 x 9 = 18	2 x 10 = 20	2 x 11 = 22	2 x 12 = 24
3 x 7 = 21	3 x 8 = 24	3 x 9 = 27	3 x 10 = 30	3 x 11 = 33	3 x 12 = 36
4 x 7 = 28	4 x 8 = 32	4 x 9 = 36	4 x 10 = 40	4 x 11 = 44	4 x 12 = 48
5 x 7 = 35	5 x 8 = 40	5 x 9 = 45	5 x 10 = 50	5 x 11 = 55	5 x 12 = 60
6 x 7 = 42	6 x 8 = 48	6 x 9 = 54	6 x 10 = 60	6 x 11 = 66	6 x 12 = 72
7 x 7 = 49	7 x 8 = 56	7 x 9 = 63	7 x 10 = 70	7 x 11 = 77	7 x 12 = 84
8 x 7 = 56	8 x 8 = 64	8 x 9 = 72	8 x 10 = 80	8 x 11 = 88	8 x 12 = 96
9 x 7 = 63	9 x 8 = 72	9 x 9 = 81	9 x 10 = 90	9 x 11 = 99	9 x 12 = 108
10 x 7 = 70	10 x 8 = 80	10 x 9 = 90	10 x 10 = 100	10 x 11 = 110	10 x 12 = 120
11 x 7 = 77	11 x 8 = 88	11 x 9 = 99	11 x 10 = 110	11 x 11 = 121	11 x 12 = 132
12 x 7 = 84	12 x 8 = 96	12 x 9 = 108	12 x 10 = 120	12 x 11 = 132	12 x 12 = 144



Maths mats are used to support pupils' understanding and independence in maths lessons. Resources such as number grids, number lines, multiplication squares, fraction squares, part-part-whole models, and tens frames are always available to help children visualise concepts, make connections, and explain their thinking. This consistent support builds confidence, strengthens number sense, and enables all learners to access and succeed in mathematical learning.

Complex Speed Sounds

r	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti	ci	nk
ph	le	mb	kn	wr	se					
ch	ck	ch	ck	ch	ck	ch	ck	ch	ck	ch
ch	ck	ch	ck	ch	ck	ch	ck	ch	ck	ch

Phonic mat

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	r	j
v	y	w	z	x
sh	th	ch	qu	ng
nk				

Speed Sounds Set 2

ay	ee	igh	ow	oo
may I play?	what can you see?	fly high	blow the snow	poo at the zoo
oo	ar	or	air	ir
look at a book	start the car	shut the door	that's not fair	whirl and twirl
ou	oy			
shout it out	toy for a boy			

Speed Sounds Set 3

ea	oi			
cup of tea	spoil the boy			
a-e	i-e	o-e	u-e	aw
make a cake	nice smile	phone home	huge brute	yawn at dawn
are	ur	er	ow	ai
care and share	nurse with a purse	a better letter	brown cow	snail in the rain
oa	ew	ire	ear	ure
goat in a boat	chew the stew	fire, fire!	hear with your ear	sure it's pure

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	y
	ck				ge					
	ch				dge					ch

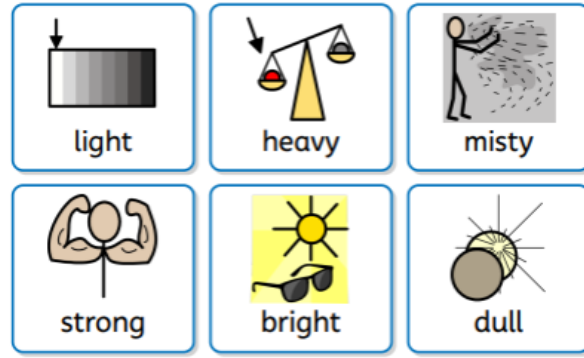
Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	
oo	oo	ar	or	air	ir	ou	oy	ire
u-e			oor	are	ur	ow	oi	ear
ue			ore	aw	er			ure
ew			au					

RWI phonic mats are used to support pupils during phonics and early reading and writing. The mat provides a clear visual reminder of sounds, letters, and graphemes, helping children apply their phonics knowledge independently and consistently in all lessons. This supports confidence, accuracy, and inclusion by ensuring every child has access to the same structured support.



Word Mats



Stanley's Emotions in the

Courtroom

Embarrassed

Nervous

Sad

Ashamed

Worried

Confused

Scared

Quiet

Unsure

small



Word mats are used to support pupils with vocabulary, spelling, and independent learning. By providing key words and visuals linked to the lesson, word mats help children recall language confidently, reinforce understanding, and apply new vocabulary accurately across reading, writing, and topic work.



Structure Strip



Where are they?



What does the creature look like?



Introduction

Include two questions and a sentence introducing the creature.

What does the creature look like?

Describe the creature's appearance.

What special abilities do they have?

Describe their special powers and abilities.

Where do they live and what do they eat?

Describe their habitat and diet.

Interesting facts

2 or 3 facts with bullet points.

You leave your mother. You fly off wearing Hennes' winged boots and cap of invisibility.

You fly over mountains, rivers and forests.



Settings

You reach a bleak, desolate place where the grey sisters live.

You find their cavern and you see them sitting around a fire.

You enter the cave but they cannot see you.



Settings Characters Atmosphere

Dialogue between you and the sisters.

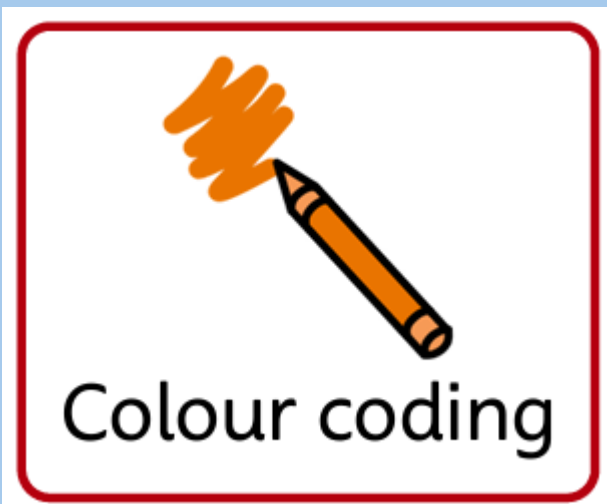
They eventually tell you the way to the Gorgons' country.



Characters

You return the eye and fly away.

Structure Strips are a simple but powerful tool that help pupils organise and structure their writing but crucially, they are not designed to stay forever. Their purpose is to guide thinking until pupils internalise structure for themselves.



Text Mark

- Look at the WAGOLL and highlight examples of the success criteria.
- Create a key for each part.

Success Criteria:

- ☐ Present
- ☐ Flashback — time shift
- ☐ Past
- ☐ Return
- ☐ Reflection

Zero traced the letter slowly into the sand, his finger careful and determined. Stanley watched beside him, offering steady encouragement despite the relentless heat pressing down around them. Months earlier, he had stood in a silent courtroom while a judge decided his future. The room had felt cold and echoing, and Stanley, who believed he was cursed, had kept his head lowered, too uncertain to defend himself. Back then, he had accepted the sentence quietly, convinced that fate had already chosen for him. Now, as Zero read the word aloud with growing confidence, Stanley understood something important: he was no longer the boy who stood silently in that courtroom. Responsibility had changed him.

Flashback Structure

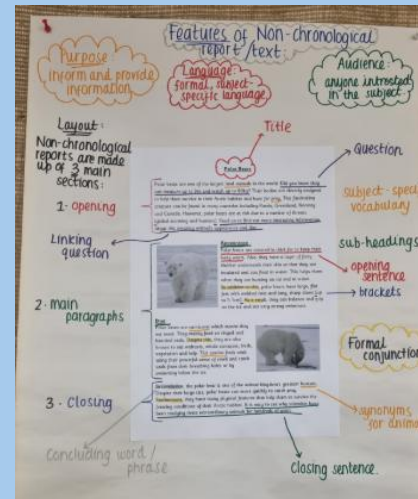
(Colour Coded)

Key: Present | Flashback | Internal Thought | Reflection | Motif

Zero sounded out the word slowly, tracing each letter carefully into the sand. Stanley watched beside him, offering quiet encouragement despite the relentless heat pressing down around them. He realised that someone finally depended on him.

Months earlier, he had stood beneath the judge's gaze, convinced that nothing he said would matter. The courtroom, which felt colder than the desert ever could, had swallowed his voice. He had believed the family curse controlled everything and that his choices did not matter.

Now, as Zero smiled proudly after reading the word aloud, Stanley felt something shifts inside him. Confidence had not appeared suddenly; it had grown slowly through responsibility.



The formidable dragon
(Smaug) had scales and
intricate patterns all over
his vibrant skin.

Let's justify with evidence

What does the hobbit hole description tell you about the hobbit?

Explain your answer using evidence from the text.

The text tells me that the hobbit liked visitors because it says 'he has lots of pugs for hats and coats'. It also says 'the hobbit was fond of visitors'.

The text tells me that the hobbit loved his clothes because it says 'wardrobes (he had whole rooms devoted to clothes)'.

The text tells me that the hobbit liked food because it says 'pantries (lots of these)'.

3 marks

Colour coding is used to support understanding as by using colours for punctuation, key parts of a text, and adding conjunctions, children can more easily identify important features, organise their ideas, and improve clarity in writing. This visual approach supports comprehension, memory, and independence for all learners.



Steps to Success

	Think of an idea.
	Say my sentence.
ABC	Use a capital letter.
	Fred Talk to spell words.
	Leave spaces between words.
	Use a full stop at the end.
	Use joining words to add to my sentence.



Steps to Success show children the small, clear actions they need to follow to complete a task successfully. It helps pupils stay focused and confident by reminding them of key skills step by step.

Multiplication

1	Line up digits by place value
2	$3 \times 2 =$ Multiply by the ones digit
3	$+$ Add a zero
4	$3 \times 2 =$ Multiply by the tens digit
5	$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$ add the answers together

Are you ready?

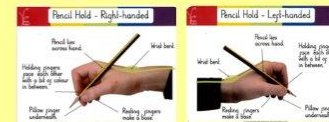
1. Check seating position



2. Slide, slope, push



3. Pen check...



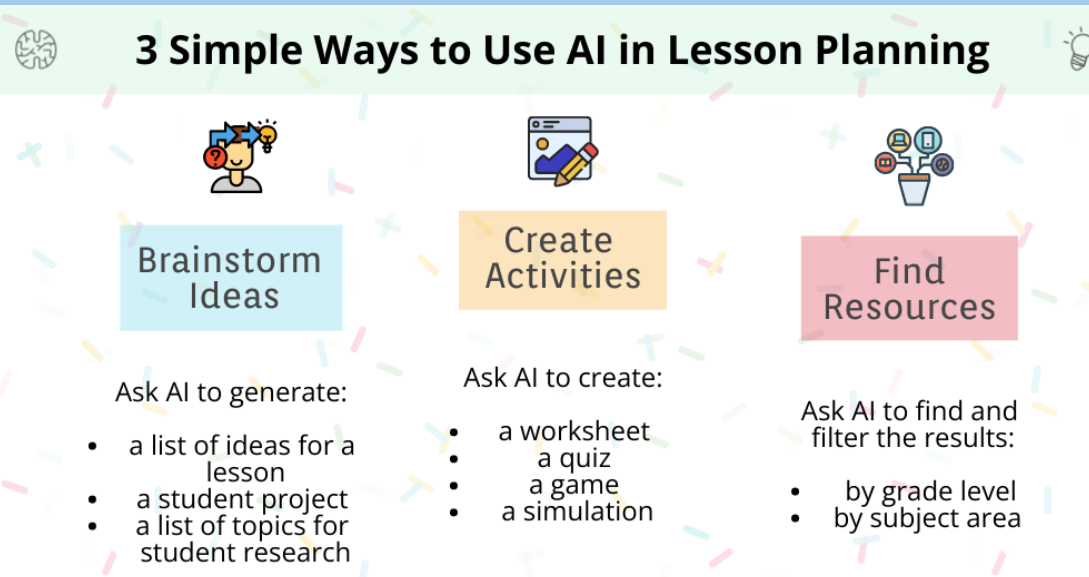


AI



ChatGPT
<https://chatgpt.com>

AI tools are used by teachers to support lesson planning and delivery. Teachers use AI to generate ideas, WAGOLs, adapted texts, and differentiated examples, ensuring learning materials are clear, accessible, and appropriately pitched for all pupils. AI is not used directly by children; it supports high-quality teaching and inclusive provision for every learner.

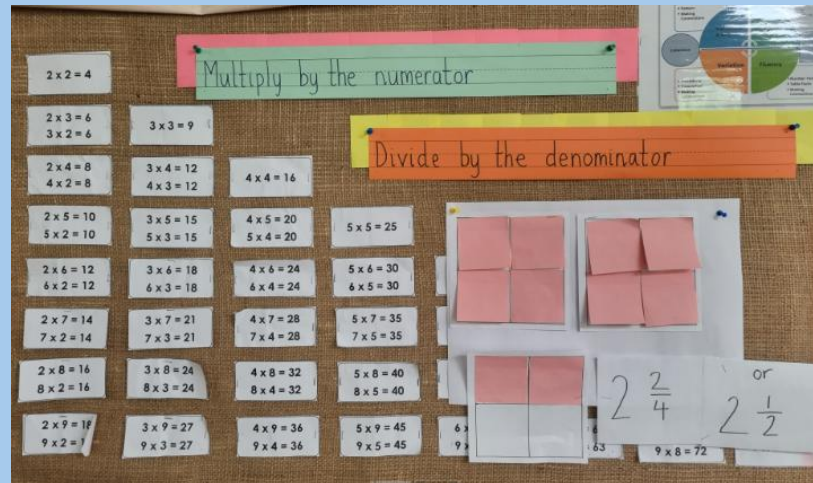
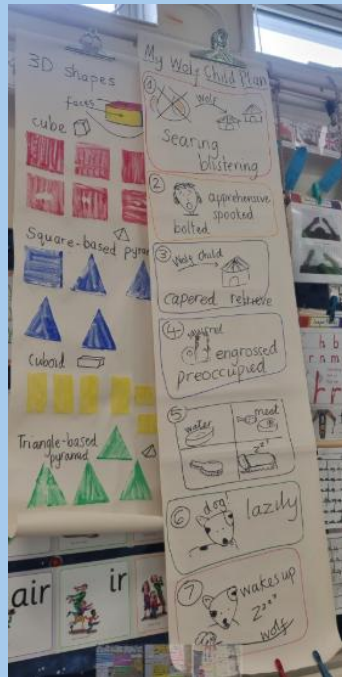
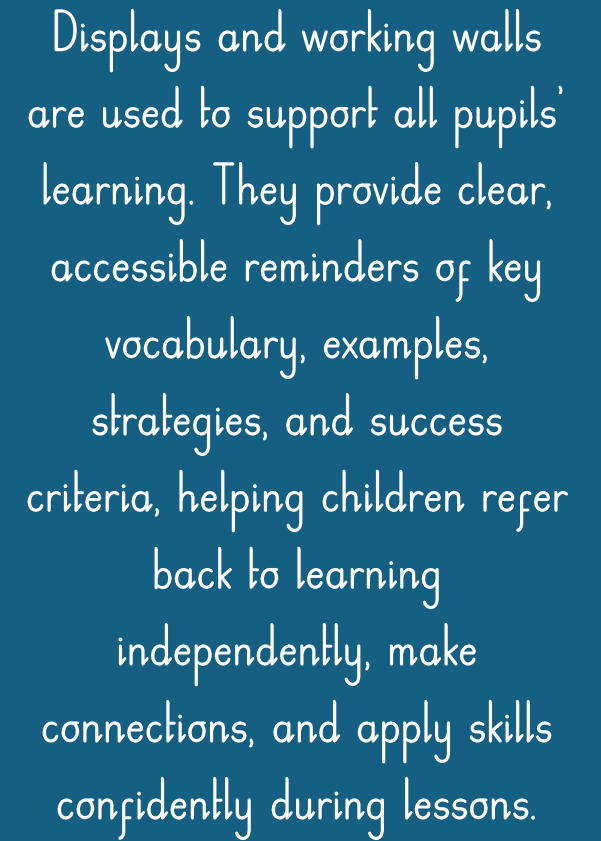




Flexible grouping

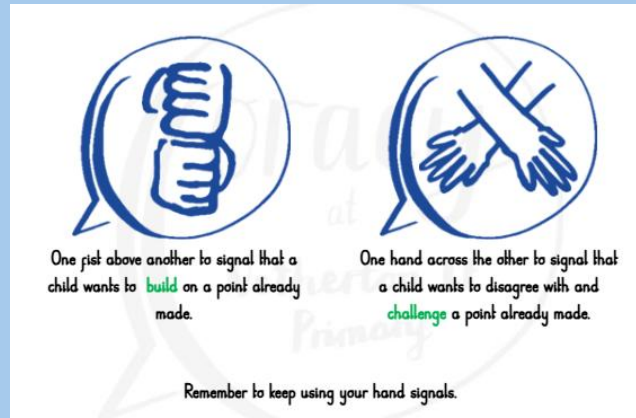


Flexible groupings are used to support pupils in accessing learning. Children are grouped in different ways depending on the task, learning objective, or discussion, allowing them to learn from peers, share ideas, and work at an appropriate level of challenge. This approach promotes inclusion, engagement, and progress by recognising that pupils' needs and strengths can change across lessons and subjects.





Symbols

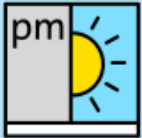


Symbols and actions, including the use of Widgit symbols, are used to support understanding and communication for all pupils. By pairing spoken language with clear visual symbols and physical actions, children can more easily follow instructions, learn new vocabulary, and remember key concepts.

Visual Timetable



Morning



Afternoon



Morning Jobs



Register



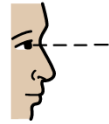
Morning Register



Afternoon Register



good sitting



good looking



lips closed

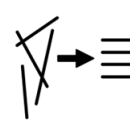


good listening

Welcome to
The Hall



alerting

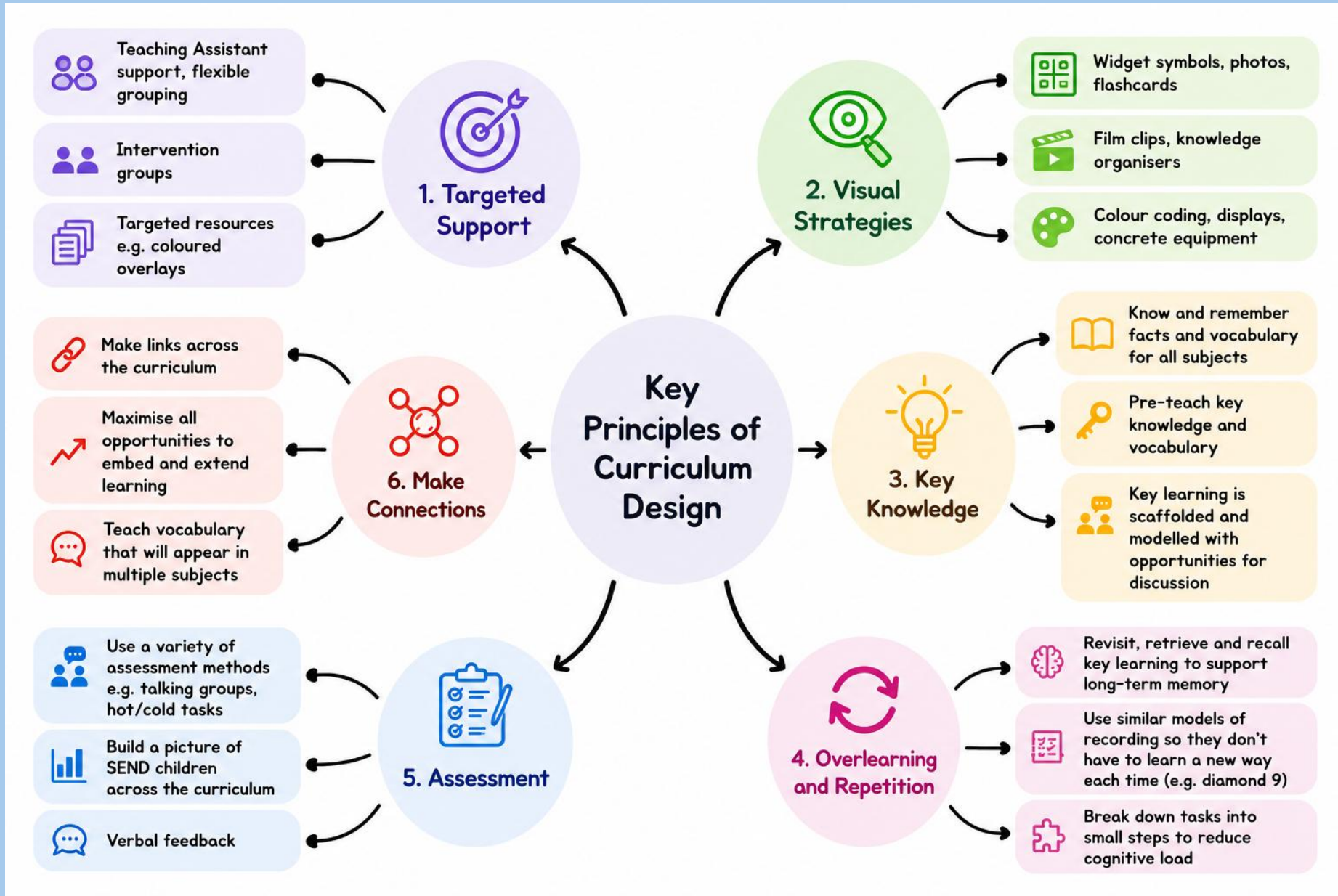


organising



calming

Curriculum Design and Assessment



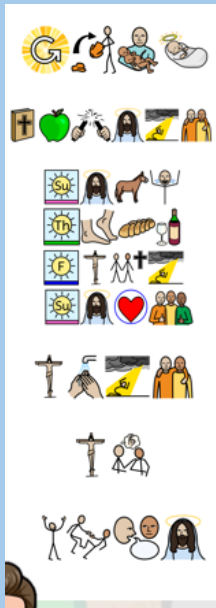
Golden Nuggets

Golden Nuggets are used to ensure all pupils clearly understand the most important learning from each lesson. These are the key pieces of information every child needs to know and remember, highlighted and revisited to support understanding, retention, and confidence, helping all learners focus on what truly matters.

Our 'golden nugget' key facts



The main parts of a flowering plant are leaves, flowers, stems, roots and fruit.
Healthy plants are strong enough to stand up straight, are green in colour, may produce flowers or fruit and have healthy looking leaves.
Seeds contain a food store and an embryo (baby plant), which are protected by a seed coat.
Embryos grow into roots, a stem and leaves; food stores provide the embryo with food, before it can make its own; and seed coats stop the seed from being damaged or drying out.
Life cycles of living things vary, but a bean plant life cycle involves: Bean, Germination, Roots, Leaves, Flowers, Fruit, Seed dispersal, Dies.



What do we mean when we say 'incarnation'?

God put on skin, became a human and was born as baby Jesus.

Where does 'salvation' fit into the Big Story of the Bible?

The Bible is a big story about God and his friendship with humans. Adam and Eve broke the friendship. Jesus came to fix this relationship by getting rid of sin. Christians call this 'salvation'.

What happened during Holy Week?

On Palm Sunday, Jesus rode into Jerusalem on a donkey and everyone cheered and celebrated. On Maundy Thursday, Jesus washed his disciples' feet and then he shared a meal of bread and wine with them. The bread was to remind them of his body and the wine was to remind them of his blood. On Good Friday, Jesus was put on a cross to die. Christians believe he did this to save people from their sins. On Easter Sunday, Christians believe that Jesus came back to life and appeared to his friends.

Why do Christians believe that Jesus is a saviour?

Christians believe that when Jesus died on the cross, he washed away their sins so that they can be friends with God again. This is called salvation.

What does the story of salvation teach Christians about forgiveness and hope?

In his life, Jesus taught people to forgive. On the cross, Jesus did what he taught and asked God to forgive the people who hurt him. This teaches Christians to also be forgiving.

How do Christians show their belief that Jesus is a saviour?

Christians show their belief that Jesus is a saviour in different ways. They might worship at church, help others in need and try to 'save' other people by telling them about Jesus.



There are seven continents in the world- Asia, Africa, North America, South America, Antarctica, Europe and Australasia.

India is in South Asia; it is the largest country in Asia and the seventh largest country in the world.

There are four seasons in India, during monsoon season the monsoon winds bring heavy rain from June to September.

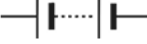
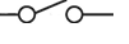
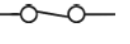
New Delhi is the busy capital city of India, there are many famous landmarks and buildings including the India Gate, Connaught Place and Red Fort.

The River Ganges is the longest river in India, Hindus make religious Pilgrimages to the River as they believe it washes away sins.

Assessment- Exit Tickets

Exit tickets are used to check pupils' understanding and knowledge at the end of lessons and units. They provide a simple form of assessment that can be completed in many ways (written, verbal, visual, or practical), allowing all children to show what they know and helping teachers identify key learning needs to inform future teaching.

Match the electrical components to their scientific symbol:

					
buzzer	closed switch	motor	battery	bulb	open switch

Exit Ticket

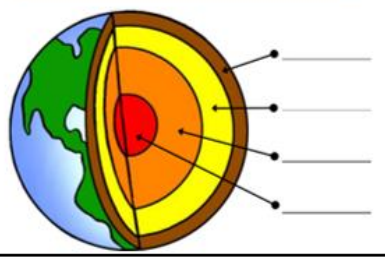
Why do you think Jesus didn't try to stop Judas from betraying him?



Exit Ticket

Label the layers in the structure of the Earth

mantle inner core crust outer core



Exit Ticket

Use the word bank and what you have learnt this lesson to answer the following questions:

Word Bank

- artistic form
- sculptors
- 3D
- materials
- abstract
- realistic

1. What is sculpture?

2. List some materials that are usually used for sculpture and some materials that are occasionally used for sculpture:



Exit Ticket