

St Charles Borromeo Catholic Primary School – Provision Map

Communication and Interaction

	Wave 1	Wave 2	Wave 3
Foundation Stage	<ul style="list-style-type: none"> Visual timetable displayed and also shared verbally. Learning objectives shared verbally and displayed on the interactive whiteboard (WALT – we are learning to.., WILF, what I am looking for..). Some use of Makaton and singing parts of the everyday routine. Use of the interactive whiteboard for lesson introductions and learning activities Instructions broken down to include small steps and also repetition of verbal instructions, if necessary. Seating plan during carpet times, to give children opportunities to be closer to the board or to an adult. Appreciation of different languages e.g. to answer the register, displays, some spoken language. Talking partners to discuss ideas, share responses and to give feedback from discussions. ‘Wow board’ to share and celebrate good work. Marking shared verbally with children. 	<ul style="list-style-type: none"> Time to Talk group (Reception). Opportunities for pre-teaching vocabulary. Sequencing pictures/text. Use of the resource ‘Semantic Links’. Voice recording equipment. EAL additional visual support to access language of subjects. 	<p>We work with the following support agencies:</p> <ul style="list-style-type: none"> Speech and Language therapists EAL Language support (REMA) Surrey learning support teachers for Learning and Language Specialist teachers from Freemantles School (specialist school for children with Autistic Spectrum Disorders)
Key Stage 1	<ul style="list-style-type: none"> Visual timetable displayed and also shared verbally. Learning objectives shared verbally and displayed on the interactive whiteboard (WALT – we are learning to.., WILF, what I am looking for..) . Opportunities to record and share ideas using individual whiteboards. Interactive displays and word walls with key vocabulary and words to support writing. Use of a visualiser to share children’s work and resources that may be too small for all to see. Marking recorded in children’s books and, where appropriate, shared verbally. 	<ul style="list-style-type: none"> ‘Time to Talk’ group. Opportunities for pre-teaching vocabulary. Sequencing pictures/text. Use of the resources ‘Semantic Links’, ‘Language for Thinking’ and ‘Think It, Say It’. Voice recording equipment e.g. sound buttons. 	<p>We work with the following support agencies:</p> <ul style="list-style-type: none"> Speech and Language therapists EAL Language support (REMA) Surrey learning support teachers for Learning and Language Specialist teachers from Freemantles School (specialist school for children with Autistic Spectrum Disorders)
Lower Key Stage 2 (years 3&4)	<ul style="list-style-type: none"> Visual timetable displayed and also shared verbally. Learning objectives shared verbally and displayed on the interactive whiteboard (WALT – we are learning to.., WILF, what I am looking for..) Use of the interactive whiteboard for lesson introductions and learning activities. Opportunities to record and share ideas using individual whiteboards. Interactive displays and word walls with key vocabulary and words to support writing. Use of a visualiser to share children’s work and resources that may be too small for all to see. Talking partners to discuss ideas, share responses and to give feedback from discussions. Marking recorded in children’s books and, where appropriate, shared verbally. Children encouraged to respond to comments. 	<ul style="list-style-type: none"> ‘Time to Talk’ group. Opportunities for pre-teaching vocabulary. Sequencing pictures/text. Use of the resources ‘Semantic Links’, ‘Language for Thinking’ and ‘Think It, Say It’. Voice recording equipment e.g. mini voice recorder. EAL additional visual support to access language of subjects. 	<p>We work with the following support agencies:</p> <ul style="list-style-type: none"> Speech and Language therapists EAL Language support (REMA) Surrey learning support teachers for Learning and Language Specialist teachers from Freemantles School (specialist school for children with Autistic Spectrum Disorders)

<p>Upper Key Stage 2 (Years 5&6)</p>	<ul style="list-style-type: none"> • Visual timetable displayed and also shared verbally. • Learning objectives shared verbally and displayed on the interactive whiteboard (WALT – we are learning to., WILF, what I am looking for..) • Use of the interactive whiteboard for lesson introductions and learning activities. • Opportunities to record and share ideas using individual whiteboards. • Interactive displays and word walls with key vocabulary and words to support writing. • Use of a visualiser to share children’s work and resources that may be too small for all to see. • Talking partners to discuss ideas, share responses and to feedback discussions. • Marking recorded in children’s books and, where appropriate, shared verbally. 	<ul style="list-style-type: none"> • ‘Time to Talk’ group. • Opportunities for pre-teaching vocabulary. • Sequencing pictures/text. • Use of the resources ‘Semantic Links’, ‘Language for Thinking’ and ‘Think It, Say It’. 	<p>We work with the following support agencies:</p> <ul style="list-style-type: none"> • Speech and Language therapists • EAL Language support (REMA) • Surrey learning support teachers for Learning and Language • Specialist teachers from Freemantles School (specialist school for children with Autistic Spectrum Disorders)