

Ormskirk Church of England's *Golden Thread* of Quality First Teaching Strategies

Cognition and Learning

- Interleaved spellings (familiar spellings repeated weekly) in weekly tests. Common exception spelling test, individualised and sent home.
- Lots of opportunities to read, including Big Read and class novel at the end of the day.
- Access to dyslexia friendly texts, including Barrington Stoke books.
- Use of AI to make a text age appropriate.
- Pre-teaching vocabulary, use of Knowledge Organisers and retrieval tasks to embed learning.
- Explicit teaching of spelling rules using consistent scheme of work throughout school (No Nonsense Spelling).
- Concrete, Pictorial and Abstract approach in Maths.
- Specific praise.
- Experiential learning and real-life examples.
- Memory games.
- Overteaching.
- Carefully sequenced curriculums, across and within years.
- Word mats and phoneme mats.
- Visual prompt for composition of letter.
- Targeted questioning based on need.
- Sharing WAGOLLS.
- Needs-based intervention.'
- Multi-sensory approaches to Phonics and number bonds.
- Seating positions.
- Check-ins.
- Task ladders.
- Tidy workspaces encouraged.
- Resources clearly labelled.
- Paired reading.
- Learning material presented in a range of ways, including text, videos images.
- Purposeful classroom displays, including alphabet, numberlines and working walls.
- Thinking time.
- Clear expectations across school.
- Uncluttered worksheets.
- Use of cloze procedures to minimise copying from the board.

Communication and Interaction

- Use of name when speaking to a child.
- Careful consideration of seating positions.
- Wait for quiet before giving instructions/teaching.
- Check in with children when starting a task and additional prompts when needed.
- Recast language.
- Ask children to repeat back or talk to partner.
- Use of gestures during Phonics and Mastering Number.
- "I wonder if..."
- Conflict resolution.
- Adult modelling.
- Class-presented worship and opportunities to present projects to class.
- Older children as role models, including playground buddies.
- Visual timetable.
- Use of images on PowerPoint slides, Knowledge Organisers and teaching materials.
- Social groups.
- Story times.
- Processing time.
- Limit time on carpet / chunk input.
- Use of visuals and manipulatives.
- Social stories.

Physical and Sensory

- Ground floor classroom for each year group. Lift, multiple accessible toilets and ramps.
- Fidget toys, wobble cushions, weighted blankets and other sensory aids.
- Enlarge text or copy resources onto coloured paper and printing of PowerPoint slides.
- Seating plan to suit need.
- Blinds and lights to manage lighting.
- Blinds and carpets to soften the echo.
- Subtitles on PowerPoint.
- Opportunities to eat in quiet areas.
- Neutral environments.
- Calm room in Nursery, Reception and Year 1.
- Swimming, including additional needs-based sessions.
- Exercise bikes.
- Darts and table tennis as options at breaktimes.
- Access to Busy Bees and Library.
- Peer support.
- Laptop and iPad provision.
- Inclusive trips and P.E. lessons.
- Pencil grips and easy grip spring scissors.
- Working space outside each classroom for groupwork and opportunities for quieter learning and regulation.

Social, Emotional and Mental Health

- "I belong" – sense of belonging, including being a part of collective worships.
- Strong relationships including support from key adults.
- Playground buddies.
- Structured social play, including Busy Bees at lunchtime.
- Relationship-informed behaviour policy.
- Visual timetables and consistent routines.
- P.S.H.E. curriculum and additional needs-based lessons.
- School pets, including guinea pigs and Pebbles, the school dog.
- Presenting projects to build self-esteem.
- Use of sense of humour to diffuse some situations.
- Stories to model and reflect.
- "Ask it baskets" in every classroom.
- Enhanced transition e.g. meeting new teacher more frequently and visiting new spaces.