

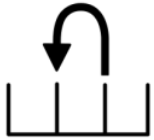



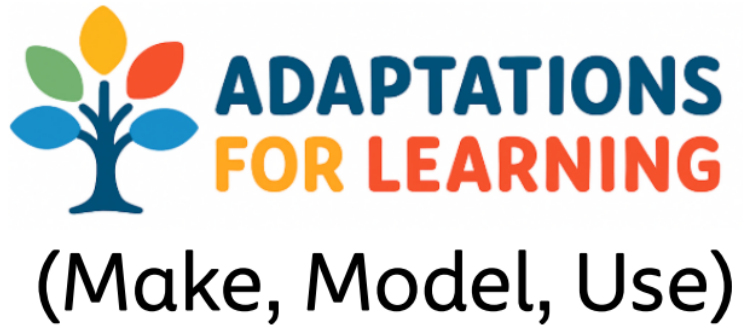












Supporting Learners in the Classroom

 Steps to Success	 Structure Strips	 Pre-teach	 Flashcards	 maths apparatus
 displays			 times table grids	
 knowledge organisers			 word mats	
 colour coding	 symbols	 Teach vocab explicitly	 AI	 phonics mats

At The Littletons School we use a variety of adaptations to support children in their lessons and to help them be engaged and successful learners.

These are the main adaptations for learning that we use across school.

Adding fractions with different denominators

+

1

$$\frac{7}{10} \leftarrow$$

Decide which denominator to change.

2

$$\begin{array}{r} \frac{1}{2} + \frac{2}{6} \\ = \frac{1 \times 3}{2 \times 3} + \frac{2}{6} \end{array}$$

Make sure you do the same thing to the numerator and denominator.

3



Write the new number sentence.

4

+

Add the fractions.

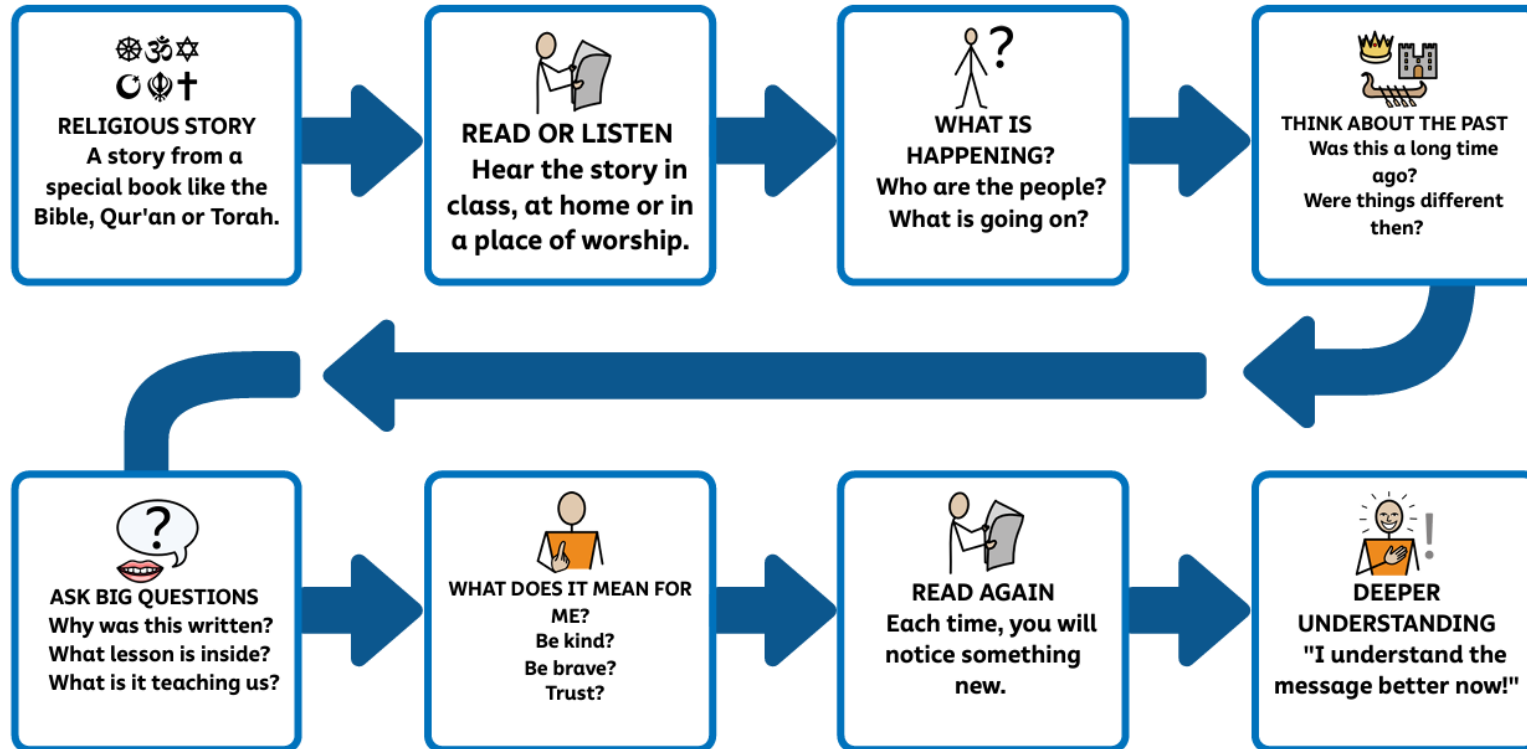


Steps to Success

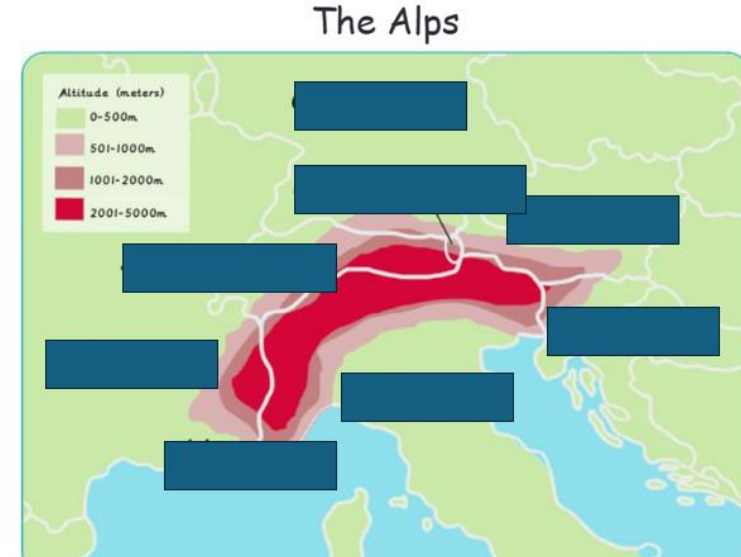
We use Steps to Success charts to help children follow each part of a process. This helps them to break down a task and supports them to become more independent.



Hermeneutics is a word for figuring out what stories or messages really mean. It's like having a toolkit in your brain to help you understand tricky or old stories especially ones from religious books.



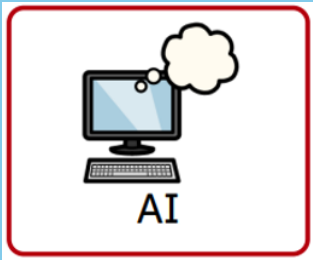
Sometimes the Steps to Success charts look different. This is one designed as a flow chart for work in Religious Education.



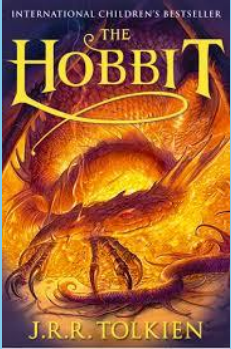
We use flashcards in many subjects to prompt recall of factual knowledge.

Visuals are crucial for children's learning because the brain processes visual information faster than text or speech, leading to faster connections, better memory retention, and improved understanding of concepts.





Sometimes it can be hard for children to read age-appropriate texts. We use different ways to make texts more accessible.



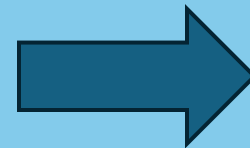
In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats—the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill—The Hill, as all the people for many miles round called it—and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and meadows beyond, sloping down to the river.

Here is the original text from ‘The Hobbit’.

A hobbit lived in a hole in the ground. It was not a dirty or empty hole. It was a cozy and comfortable home.

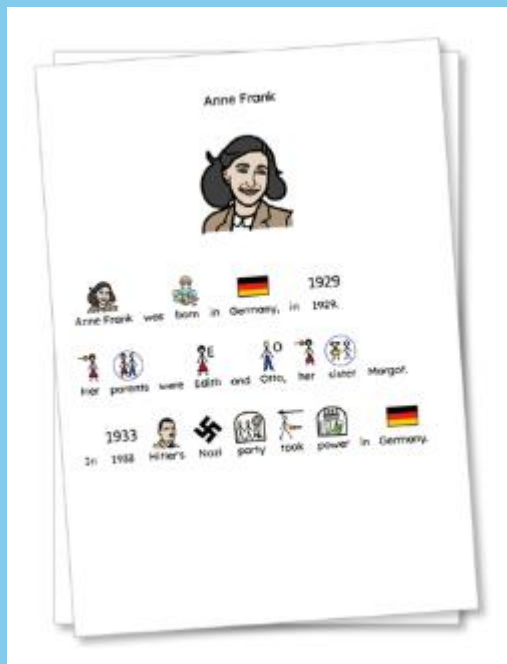
The front door was **circular** and painted green, with a shiny yellow knob in the middle. Inside, there was a long tunnel with nice walls, soft carpets, and chairs. There were lots of hooks for coats and hats because the hobbit liked having visitors.







The tunnel had many rooms along it, like bedrooms, a kitchen, and places to store food and clothes. Everything was on one floor, so there were no stairs. The best rooms were on one side, and they had round windows to let in light.







Here is the text after it has been simplified by AI. We insert new vocabulary into the accessible version.

In this example,
we have used
symbols to make
the text more
accessible.












 was the  wife  of  and 

of  from  1533 to 1536.  Life  Anne was  born

 around 1501 and  grew up  with her  brother  George,  sister

 Mary and  their  parents,  Thomas and  Elizabeth Boleyn,  at

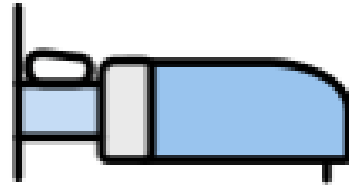
 Hever Castle  in  Kent.  In 1513, she  travelled to the

 Netherlands and  France to be  maid of honour to  several

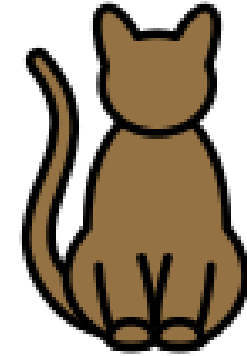
 queens,  including  Henry VIII's  sister,  Mary.

We can also use special fonts to help children with dyslexia access a range of texts.

Dyslexia fonts can improve readability by reducing letter confusion and minimising visual crowding. These fonts feature heavy bottoms, unique character shapes, and better spacing, which helps reduce the visual distortions many dyslexic readers experience.



bed



cat



hut



dot



миграция
migration



фактор толчка
push factor



фактор
притяжения
pull factor



климат
climate



население
population



изменять
change

We can also support children with English as an additional language.

We can produce resources with dual language and symbols.

~~3.5~~
↑

целое число
integer

247
200
40
7

раздел
partition

+

добавлять
add

3-1-2=

вычитать
subtract

3x2=

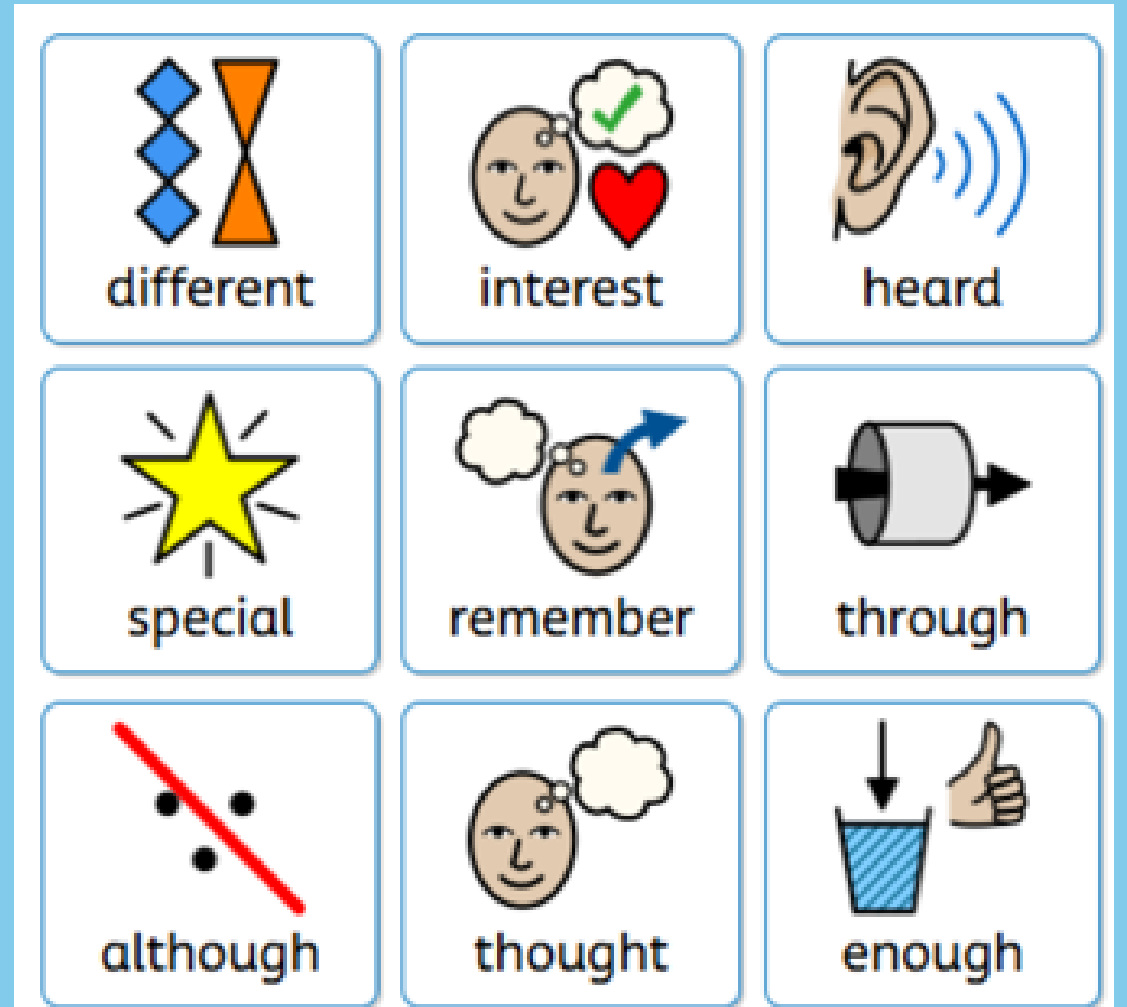
умножить
multiply

$a*b=b*a$

коммутативный
commutative



Word mats are vital educational tools that enhance children's learning by providing immediate, visual access to vocabulary, supporting independent writing, and boosting confidence. They help expand vocabulary, improve spelling accuracy, and offer topic-specific terminology. These resources reduce cognitive load, allowing children to focus on creating content rather than just spelling.





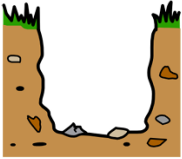
In the middle
of the night,



On top of the
cliff,



With a
sudden crash,



In the hole,



In the
darkness,



On the beach,

**We use word mats
to provide sentence
starters that
children could use.**



word mats

Ted Hughes the Iron man





Perseus



Medusa



Polydectes



Hermes



Athena



gorgon



Andromeda



Atlas

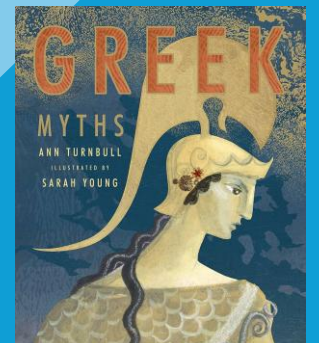


serpent

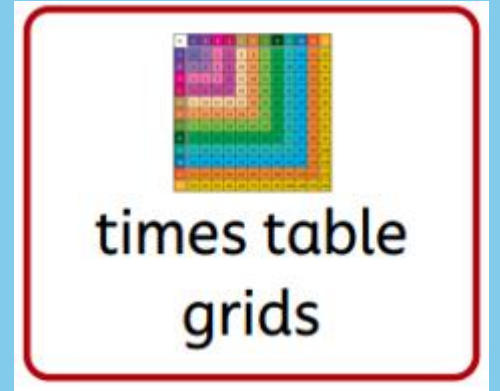


word mats

We also use word mats for the names of characters so that children can access the correct spellings when writing.



We make sure we use number grids that improve children's ability to access resources. By using colour coded grids, children can easily track where they are with their finger.



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

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



sentence stems



I know that...
because...



I think that...
because...

$$\begin{array}{r} 2 \\ +3 \\ \hline \rightarrow 5 \end{array}$$

The answer is...
because...



I agree because...



I disagree
because...



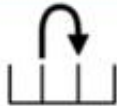
I noticed that...



This happens
because...



Here is another
example of...



If I know... then I
know that...



I can prove this
by...



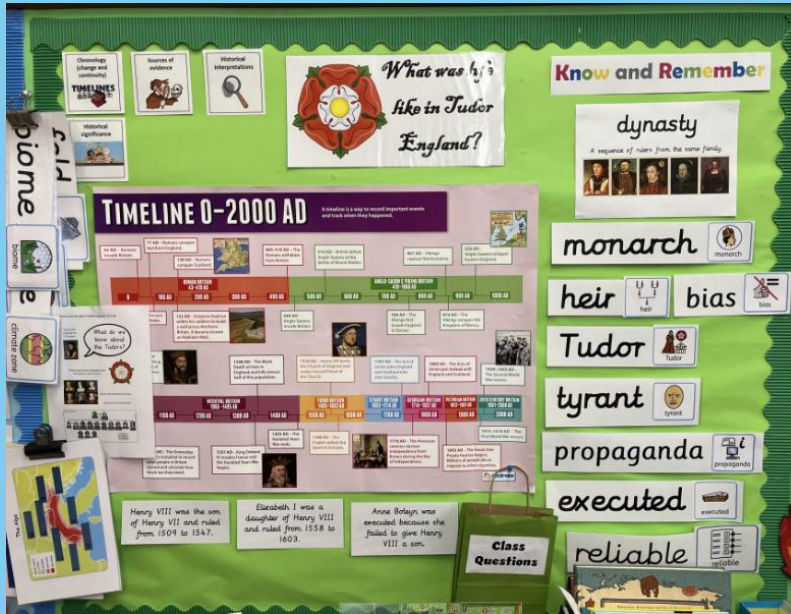
I can check this
by...



The correct
answer is...

We use sentence stems to help children speak and write in full sentences.

Using symbols also helps children to find which sentence stem they need.

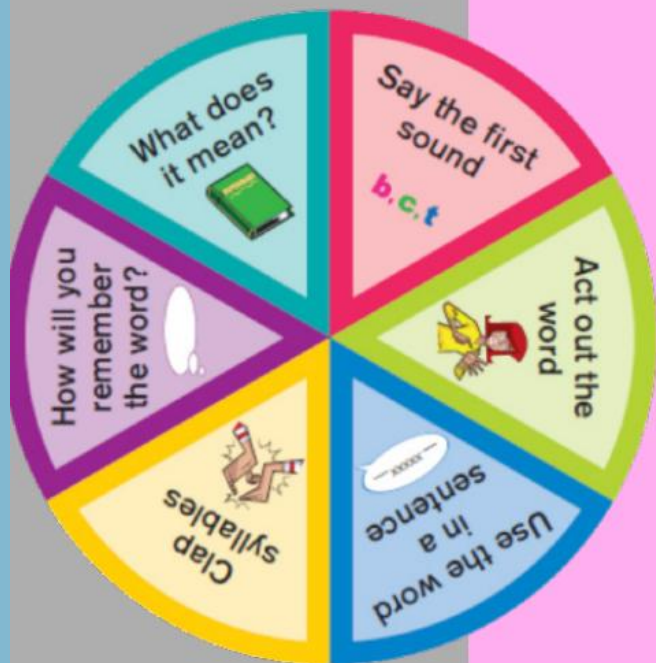


We try and make sure that all our displays support learning.



We make sure that vocabulary is in a font size that can be seen by all children wherever they are sitting in the room.

Images are also used to support the meaning of each word.

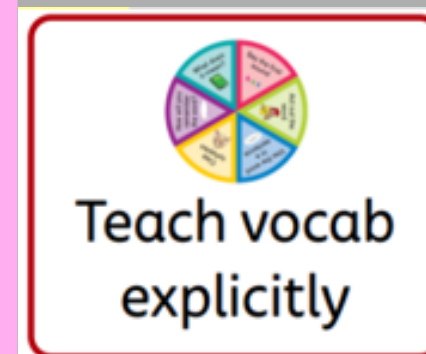


wisp

A wisp is a small, thin piece of something.

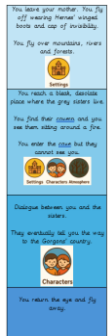
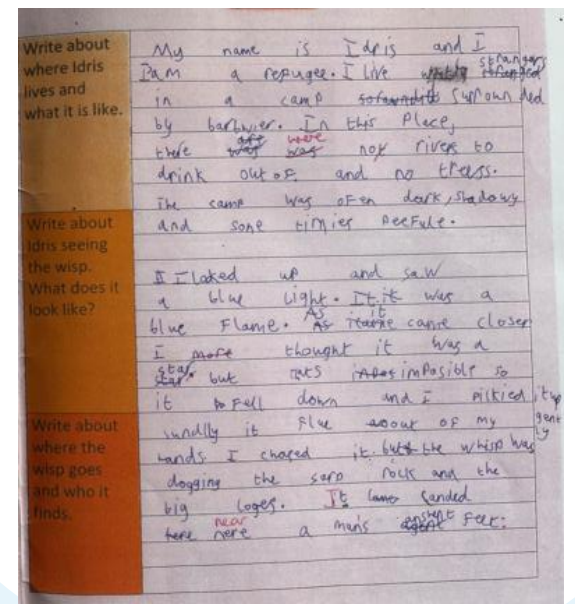


A wisp of smoke rose in the air.



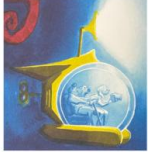
We teach words explicitly so that children learn new vocabulary through a variety of approaches. This helps to secure their understanding.

Structure strips are a classroom scaffolding tool. They are long, narrow strips of paper glued into the margin of a child's book to guide writing, paragraph structure, and planning. They help students organise their thoughts and manage the length and focus of their work




They can use pictures, symbols, vocabulary and sentence openers.

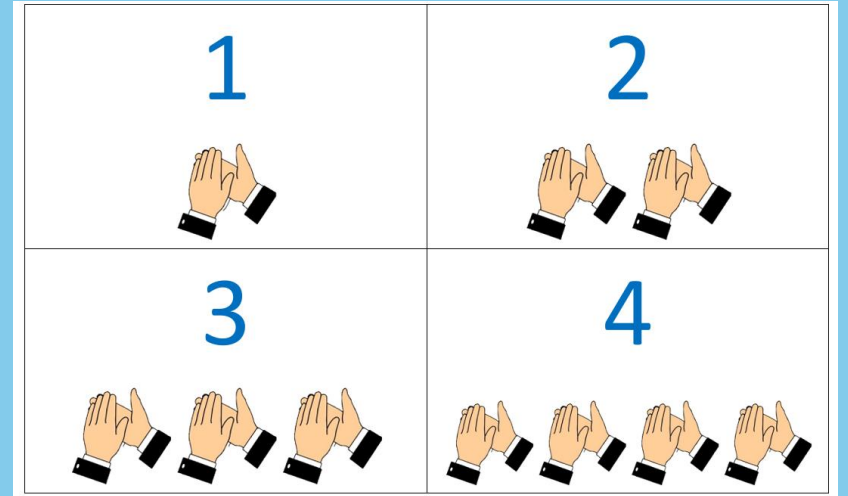
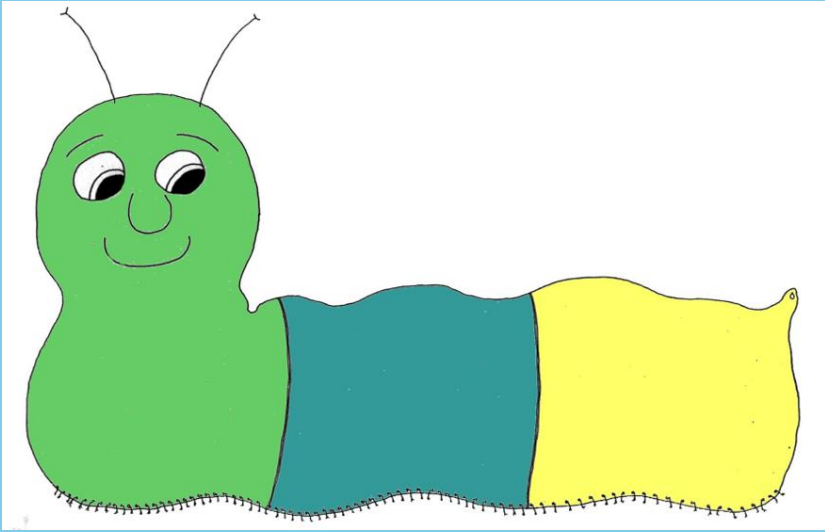









Where are they?



What does the creature look like?

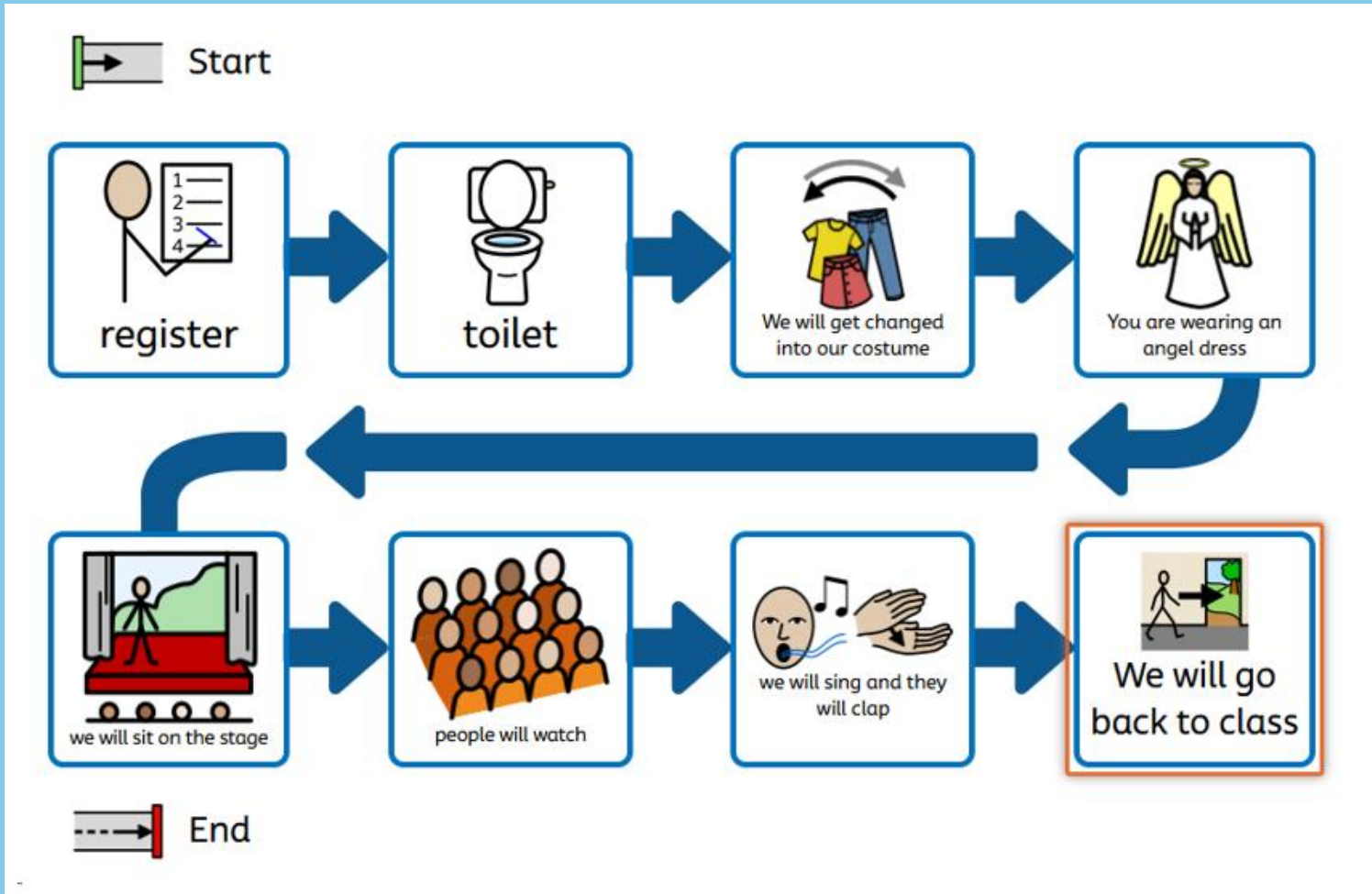


Word Square

It means: 	Here's a picture: 
New Word: 	
Here it is in a sentence: 	A word it goes with is: 

We use lots of speech and language resources across the school to help children develop speech sounds, understand language and to be able to have conversations with others.

Social Stories

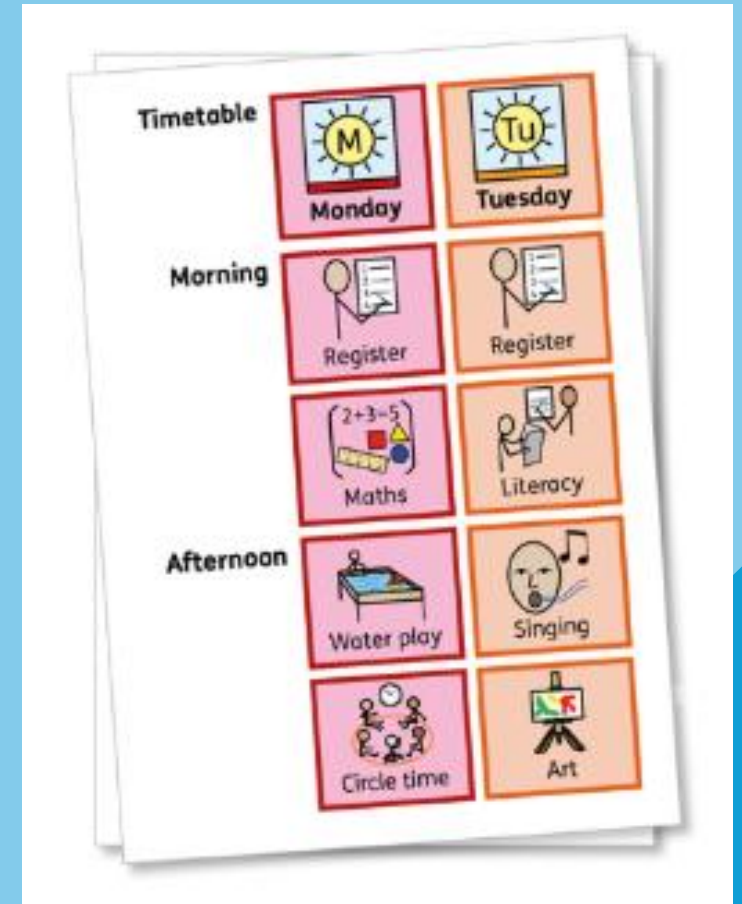
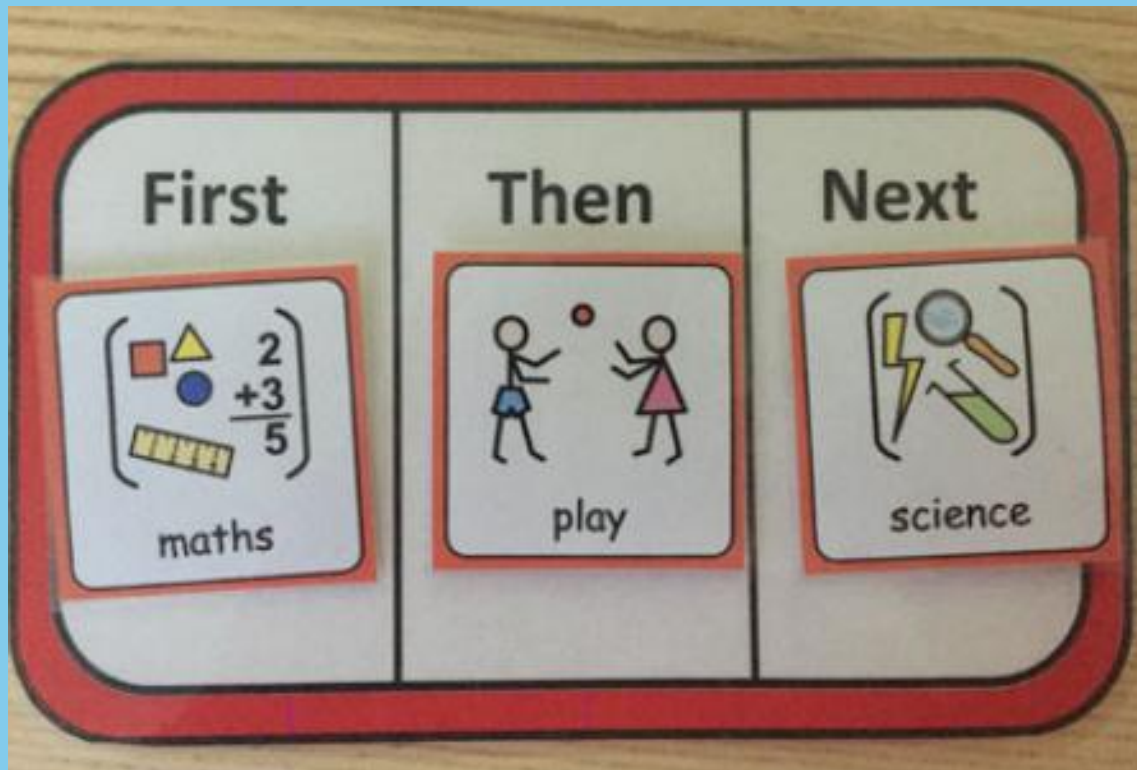


We use social stories to help prepare children for special events in school.

Social stories are short, personalised narratives designed to teach social skills, reduce anxiety, and improve coping strategies for children. They provide concrete, visual guidance on what to expect, how to behave, and how to understand other perspectives in different situations.

This Social Story is about the Reception Nativity performance.

We use visual timetables and 'Now and Next' boards to reduce anxiety and to help children know what they need to do next.



Some children need individual adaptations such as coloured overlays, wobble cushions, writing slopes and task management boards.

