

TRANSCRIPT: Differentiation in English lessons

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The class are in year 8. They are working from levels P6 up to within level 3 of the national curriculum and there is a range of disability within the group. So, for example, there are pupils with autism, pupils who are both HI and VI impaired, there was one pupil with cerebral palsy and the rest have learning difficulties.

In the lesson, I was trying to get the pupils to write clear, sequential instructions and, of course, the work was differentiated to meet the needs of individual pupils, to engage them in their learning and to enable them all to participate in the session, to make it as inclusive as possible.

I'm a firm believer, as well, that differentiation does help in behaviour management because if pupils do not understand what is expected of them, they will go off task and it could cause disruption within the classroom.

So the differentiation could be by outcome, by how I choose to group them, by the task that is presented, by my questioning, by my expectations as well.

So for the pupils who were working at the P-levels, they were using symbols to support their language and after sequencing the stages of making a jam sandwich, they then went down to the kitchen to make the sandwich. I was hoping that they would be able to follow the instructions that they'd used earlier with the support of the specialist support assistant in the class.

For those working at Level 1, they had access to a writing frame, so they were given a 'How to...' at the beginning. They only had to then infill the key words that they needed. The word bank at the bottom of the worksheet gave them support for spellings that they would be unfamiliar with, but they actually had to write the order of the sequence as independently as possible.

For my pupils who are working at Level 2A and within Level 3, I wanted them to do it completely independently. So they were given a sheet that just said 'How to....' and I asked them to write the instructions for making a cheese and ham sandwich. I was expecting them to use some time connectives, to make sure that they'd written in sentences and to read through their work to check that everything was in the correct sequence.

I see any support assistants prior to the lesson and they know exactly what to do in the lesson because I will have put down on my plan where they will be and what I'm expecting of them.

The staff are deployed according to the pupil needs so I know that, for example, my two boys working at the P-level, needed the specialist support assistant, because I

could rely on her to sign all the instructions for them and to use the motivator to keep one of the pupils on task.

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