

Adaptive teaching – Literacy. Quality First Literacy Teaching for All



- ✓ Pre-teach key words (so that students can understand the objective of the lesson)
- ✓ If necessary, use choral response of key words (no more than 3 words)
- ✓ Ensure all relevant context is understood before reading any text (the purpose of the text)
- ✓ Where appropriate, read under the visualiser and students use a ruler to track the text
- ✓ Check for understanding (cold calling/ whiteboards)
- ✓ Adapt teaching if students have not understood the text (use task managers, one to one checks)
- ✓ Think carefully about where you sit students with low stanines (consider the well-worn path)

Reading Stanines: (1-3 stanines are below average for age, and 9 is high)

A– Phonics gaps - Students need regular synthetic phonics to secure basic decoding skills (likely receiving intervention)

B – Weak word reading and comprehension (likely receiving intervention)

C – Limited by vocabulary, sentence structure, or grammar

D – Limited by comprehension or fluency

How do I support students on pathway A and B?

Read extended passages aloud to aid students' comprehension.

Keep independent reading to a minimum and suitably chunk texts and use simplified texts (try using Ai to support)

How do I support students on pathway C?

Teach vocabulary explicitly (words that are needed to understand the objective of the lesson)

Model and use sentence stems

Model how to use connectives to extend written responses.

How do I support students on pathway D?

Use short comprehension questions to check students' understanding of what they have read.

Chunk texts and ask students to write a six-word summary for each section

Ask students to give each section of text a suitable heading.

Students on E-J

E – At expected level but vocabulary is weak

Students need explicit vocabulary instruction

F – At/above expected level but comprehension is weak

Students need focused comprehension practice

G – Within expected range

Students may still need guided reading to secure fluency and full text access.

H – Strong readers with limited vocabulary range

Students need explicit teaching of higher-level vocabulary and modelling of sentence structure.

I – Strong readers with weaker inference/comprehension

J – Reading at/above expectations

