



## **Inclusion and Engagement Support Team GEMs- Good Engagement Methods**

GEM's has been put together to demonstrate good engagement methods and practise to support CYP with SEND.

As specialist teachers, we wanted to produce a package to address and support some of the core challenges that professionals will encounter within their classrooms from CYP with SEND.

Within this document, you will find advice and activities which have been designed to increase knowledge of how to implement **pre-teaching** in your setting.

### **Useful websites include:**

[How to Pre-Teach Key Vocabulary to English Learners - Owlcation pre-teaching-vocabulary.pdf \(wordpress.com\)](#)

[Pre-teaching \(1\) - Bing video](#) - for supporting CYPs during school closures

[06 Using Visual Images to Pre-Teach Vocabulary - Bing video](#)  
['Struggling with mixed attainment in maths? Pre-teaching is the answer' | Tes News](#)

## **PRE-TEACHING**

### **What is pre-teaching?**

Pre-teaching is the teaching of certain skills, specific vocabulary, knowledge, and concepts that will support a CYP to access a particular lesson successfully. It lays the lesson foundations.

Pre-teaching is particularly useful for CYP who struggle with:

- vocabulary and language,
- have low esteem,
- find it difficult to learn new concepts,
- have EAL,
- may not have been exposed to a variety of experiences or who find it difficult to follow a lesson.

Pre-teach is most often taught in a session prior to the actual lesson and can be led by a teacher or teaching assistant. The sessions don't need to be long; 15 minutes can be enough. It may be useful have a pre-teach book that the CYP can refer to in the actual lesson to remind them of their pre-learning.

The sessions need to be planned and focused and all resources need to be prepared in advance.

It enables CYP to participate in lessons with more understanding and confidence, which in turn increases motivation, engagement, and self-esteem. Pre-teach can also be used at the beginning of a new unit/topic to check the CYP/group level of understanding, develop curiosity and interest.

If a topic is being taught over a few weeks, then a weekly pre-teach session would continue to add more information into the pre-teach book, thus building up the information available to the CYP during the lesson, which in turn supports independence, confidence and self-esteem.

**Pre-teaching research shows us:**

**'Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept' – (Polak, 2017; Earle and Rickard 2017)**

**'Pre-teaching prevents/minimises experiences of 'failure' in the lesson' – (Lalley and Miller 2006)**

**'When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging' – (Polak 2017)**

**'Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves – (Minkel 2015)**

**'Pre-teaching vocabulary facilitates the reading of new text by giving students the meanings of the words before they encounter them' - (Miller and Veatch 2007)**

## **Suggested strategies that can be used in pre-teaching sessions:**

### **1. Vocabulary lists –**

This could be a picture with the word underneath or a topic/subject specific word bank.

Importance is placed on the pupil's understanding and retention of the new vocabulary to enable the CYP to confidently use it in within the whole class lesson.

Novel Word Lists and Puzzles - this website provides lists of vocabulary words to be taught with specific novels. This can be a great resource for choosing what words to study from a particular novel. The site also provides puzzles that can be used to increase familiarity with vocabulary before reading.

<http://myvocabulary.com/word-list/novels-vocabulary//>

### **2. Video homework/homework sheet pre whole class lesson– (ensure the CYP has access to IT equipment needed)**

This can be particularly effective with older CYP. For homework prepare a video/sheet with the main points/vocabulary of an up-coming lesson. Homework is to watch the video/read the sheet and answer some basic questions, differentiated as appropriate to individual needs.

### **3. Word map/mind map –**

Particularly effective for visual thinkers.

[28 Top Mindmap Teaching Resources \(twinkl.co.uk\)](http://www.twinkl.co.uk/resources/28-top-mindmap-teaching-resources)

### **4. Physical movement –**

Use movements alongside pre-teaching, for example, action verbs i.e. stand up, sit down, jump or, prepositions i.e. next to, below, behind.

### **5. Matching labels to pictures –**

This could be turned in to a game or timed activity and could be extended depending on ability to include the meaning.

***NB: Pre-teach is not in place of differentiation during the whole class lesson.***

## Examples:

### English pre-teach lesson on Little Red Riding Hood (KS1)

This can be taught to one child or a small group as needed.

The child/children will need:

- An exercise book to stick pictures into with space for writing
- Pictures/photos of the vocabulary to be taught.
- A pen/pencil and glue.
- An iPad or tablet to search for images/videos for additional clarification.

1. Produce pre-selected pictures of vocabulary that may be unknown. i.e. forest, cottage, woodcutter, axe, picnic basket ....
2. De-bug the text (highlight unknown words to the child) and walk through the story (it is not necessary to read each page fully at this stage)
3. Explain each picture and discuss/clarify any misconceptions.
4. The child/children to stick pictures into their books and write/stick the correct spelling of each word.
5. At the end of the session ask the child/children to point to the pictures and say the word.
6. Teach the child the answer to a pre-agreed question from the whole class lesson. Practise asking the question and retrieval of the answer- adult to model. The teacher will select the child for the answer as planned and praise the child when they give the correct answer. This will help improve the child's self-esteem and keep them engaged in the lesson waiting for their question.

The pre-teach book will be referred to during the whole class lesson to encourage the child to work more independently.



The above format can be used for a variety of subjects including topic work.

## Lesson about The Beach (KS1)

The child will need:

- A photograph of a beach and associated equipment
- Prepared labels with yellow writing for the child to write over
- A pencil and glue.
- An iPad or tablet to search for images/videos.

1. Look at the picture of the beach and discuss. Have you ever been to a beach? If so, how did you feel? What could you see/hear/smell? Etc... If not visited a beach, then show examples on I pad/tablet.
2. Discuss what the child can see
3. The child will write over key words.
4. Ensure understanding of the words.
5. CYP to match the labels to the picture and glue in place.
6. At the end of the session ask the child/children to point to the labels and 'read' the words.
7. Teach the child the answer to a pre-agreed question from the whole class lesson. Practise asking the question and retrieval of the answer (as example above)

