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| Potential barrier | Adaptive Teaching Strategies |
| Difficulty with spelling | * Encourage use of segmenting * Phonics sounds mats for children on tables * Large classroom sound and vocabulary charts visible and accessible * Common Exception word mats • Daily RWI spelling or red word spelling in ability groups * Pre-teach specific spellings * Key Vocabulary mats |
| Difficulties with Handwriting and fine motor skills | * Larger spaced lined books * When appropriate, offer a laptop/tablet for writing * Scribing for children where appropriate * Pencil grips or different pencils / pens |
| Difficulties with grammar and punctuation | * Encourage children to speak in full sentences * Re-phrase children’s speech to model grammatically correct speech * Sentence stems to support * Read back work with children to improve the grammar * Colourful semantics * Provide visual prompts to remember punctuation. |
| Difficulties with Composition | * Teacher to explicitly model the writing process (thinking aloud) * WAGOLL shown for each piece of writing * Time for talking and sharing ideas before writing. * Sentence stems * Additional resources – word bank, pictures * Use story maps for oral rehearsal * Talking tins / Ipads to record ideas and play back as appropriate |
| Processing questions | * Give opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers * Prewarned of question so that has time to think. * Visual prompts |
| Working and long-term memory | * Begin each lesson with a review of vocabulary learnt in previous lesson. * Reduce the amount of knowledge to be remembered, repeat and display important information * Use of memory aids- posters, working wall, provocation areas, word banks * Explanations of complex tasks and concepts are simplified * Activities are structured so that children can use available resources such as word banks * Break tasks into manageable chunks and steps * Now/next sequencing boards to structure thinking for learning |
| Attention and focusing | * Create a working classroom environment that is calm and simple Eg clear routines, organised workspace * Use seating and proximity to engage all children- can you access target children? Are children seated in mixed ability groups to encourage all to be involved? * Give pupils a target number of questions/sentences to do as a goal – praise when they achieve this. * Use behaviour specific praise so pupils’ behaviour is labelled and they see what they are doing well. |