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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
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| 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
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| 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.
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| 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
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| 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
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| 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
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| 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.
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