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| Potential barrier | Adaptive Teaching Strategies |
| Difficulty with vocabulary | * Pre-teach and read key vocabulary, then ensure multiple and regular exposure to these words. - Display and provide key vocabulary on maths wall and word mats eg synonyms for add, subtract, multiply, division and equals and key topic vocabulary which is pre taught prior to topic teaching
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| Insecure fact knowledge – number bonds, times tables | * Retrieval practice daily as lesson starter
* Multiplication squares/ number bonds and hundred squares provided for reference
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| Needing extra time to process questions | * Always allow for plenty of thinking/talking/practise time before asking children to comment or do
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| Difficulties with sequential procedures | * Break tasks up into small chunks
* Provide task planners for steps to success
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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 | * Reduce the amount of knowledge to be remembered, repeat and display important information
* Use of memory aids- posters, working wall, word banks
* Explanations of complex tasks and concepts are simplified
* Activities are structured so that children can use available resources such as word banks, number squares
* 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
* Encourage use of manipulatives to solve a problem
* Scaffolds provided to support – steps for success, access to adult support
* Encourage pupils to make notes and jottings to remind them.
* Give pupils a target number of questions 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.
* 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?
* Incorporate some questions which appeal to learners interests or apply to real life so can see relevance and maximise motivation.
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