

Adaptations to remove potential barriers in the curriculum Subject: Writing

Potential barrier	Strategies to overcome barrier
<p>Difficulty with recording information or literacy difficulties</p>	<ul style="list-style-type: none"> ● Children who struggle to record should save their writing stamina for writing and NOT record the CHOT ● Teacher to give examples of vocabulary to children who struggle with thinking of words or spelling ● Spellings should be given, where appropriate ● Teacher modelling to support children with sentence starter ● Use alternatives to written recording – for example peer recording, groups with allocated scribe role, drawing, adult scribing, word processing on laptop, mind maps, digital images, videos, voice recordings, use of Puppet Ed to record information. ● Additional time to complete writing tasks
<p>Difficulty with retaining vocabulary</p>	<ul style="list-style-type: none"> ● Use visual prompts to direct children ● Give one or two instructions at a time. Represent each one on a finger ● Use voice recordings, photos, prepared grids etc. as evidence of learning ● Teacher to leave CHOT language on the board to support children ● Working wall to have appropriate high-frequency vocabulary on
<p>Processing questions</p>	<ul style="list-style-type: none"> ● Children are given the time to talk with a partner before the teacher requests verbal answers ● Prepare pupils to contribute to feedback sessions ● Use sentence starters to support answering structures
<p>Working and long-term memory</p>	<ul style="list-style-type: none"> ● Reduce the amount of material to be remembered and repeat and display important information ● Retrieval practice within planned topics ● Use of memory aids - posters, working wall, provocation areas, word banks ● Lessons are structured so that children can use available resources such as word banks and cognitive overload is reduced ● Keep instructions short and use visual prompts eg. lists, diagrams. ● Break tasks into manageable chunks and steps ● Check in that the child/ren know(s) what to do

<p>Attention and Focusing</p>	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple. eg clear routines, organised workspace • Use preferential seating and proximity to engage all children - can you access target children? • Reduce the “I do” and more focus on the “We do” • Reduce cognitive overload by following the lesson structure
<p>Visual Prompts</p>	<p>Use visual prompts to support the pupil’s learning eg</p> <ul style="list-style-type: none"> • Pictorial task cards • Writing frames give the children a starting point to build on • Word mats to keep relevant vocabulary close to hand • Working walls • Task plans- provide instructions for a task visually using the headings What do I need? What do I need to do? What happens after that?
<p>Working for independence</p>	<p>All pupils should be able to participate in classroom learning and activities. Plan for involvement by:</p> <ul style="list-style-type: none"> • Providing plenty of opportunity for pupil participation • Carefully scaffold questions to build confidence • Ensure that you and other adults hold back, give thinking time, time to process and talk • Make explicit links to previous learning • Ensure that pupils are familiar with a range of resources they need to use • Provide supportive handouts • Ensure individual is facing the board

Additional strategies

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