



Strategies to remove potential barriers in the English (writing) curriculum

Potential barrier	Strategies to overcome barrier
Difficulties with Spelling	<ul style="list-style-type: none"> • Encourage to use 'fred fingers' • Phonics simple/complex speed sounds mats for children on tables • Large classroom simple/complex speed sounds chart visible and accessible • Common Exception/red word mats • Daily RWI spelling or red word spelling in ability groups • Encourage to 'have a go' and underline the word with dots (instead of using a more simpler word) • Teach the tricky letter in the word • Pre-teach specific spellings • Word mats • Key Vocabulary mats
Difficulties with Handwriting and fine motor skills	<ul style="list-style-type: none"> • Larger spaced lined books • RWI rhymes to support letter formation • Focus on letter formation before teaching to join • When appropriate, offer a laptop/tablet for writing • Scribing for children where appropriate • Sentence stems provided
Difficulties with Grammar	<ul style="list-style-type: none"> • Encourage children to speak in full sentences • Re-phrase children's speech to model grammatically correct speech • Sentence stems • Re-back work with children to improve the grammar • Pre-teaching/Discrete teaching of grammar • Colourful semantics
Difficulties with Punctuation	<ul style="list-style-type: none"> • Say the sentence before writing and use actions for the capital letter and full stop. • Looking for the subject, object and verb in each sentence. • Reading their work and taking a breath at a full stop. • Rainbow writing – using a different colour for each sentence • Reading their work whilst walking and changing direction for each new sentence. • Grammar teaching – what is a sentence • PiXL therapies for punctuation • Colourful semantics with additional resources for punctuation
Difficulties with Composition	<ul style="list-style-type: none"> • Teacher to explicitly model the writing process each lesson (thinking aloud) • Time for talking and sharing ideas before writing • Lots of time given to 'we do' • WAGOLL shown for each piece of writing • Sentence stems

	<ul style="list-style-type: none"> • Additional resources – word bank, pictures • Talking tins • Partner talk • Teacher to use examples from those children who have difficulties with composition to model writing to the class
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Provide the children with real examples to explore and ensure learning is practical and hands on • Vocabulary maps - Encourage children to tick the words that they feel confident with to help target language that still needs support • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Use voice recordings or photos to reinforce vocabulary
Difficulties with Reading	<ul style="list-style-type: none"> • Reading with a peer who can read to them • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements
Difficulties with Processing questions	<ul style="list-style-type: none"> • Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Difficulties with Working and long term memory	<ul style="list-style-type: none"> • Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice • Use of memory aids- posters, working wall, word banks, talking tins • I do, we do, you. Ensure we spend the most amount of time on the 'we do' and check that the child/ren know what to do • Keep instructions short and use visual prompts • Sentence stems • Colourful semantics
Difficulties with Attention and focusing	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple e.g clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Plan movement breaks and classroom jobs • Reduce the I do and more focus on the we do • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Difficulties with Change and transition	<ul style="list-style-type: none"> • Keep English lessons to the same time every day • Keep the expectations the same • Keep the routine the same (where possible) - short grammar session, WAGOLL, I do, we do, you do

