

Strategies to remove potential barriers in the Latin (AFL) curriculum



Potential barrier	Strategies to overcome barrier
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> • Use alternatives to written recording, e.g. scribing, videos, voice recordings • Provide word bank, picture cards and/or vocabulary mats that the learners can point or refer to • Sentence stems
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Give one or two instructions at a time. • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Use voice recordings or photos to reinforce vocabulary
Reading	<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,
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, pictures, word banks • 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
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
Pronunciation	<ul style="list-style-type: none"> • Offer plenty of choral repetition (we do) • Provide plenty of oral opportunities to practise • Encourage mixed ability talking partner activities
Adult – pupil communication listening, questioning and talking	<ul style="list-style-type: none"> • Think carefully how you communicate with children. Consider the length of the input. • Consider the level and range of questions that can be access by different pupils and adjust accordingly • Teach and empower children to ask for help • Check for understanding

Additional strategies

- Take regular student voice about what they like/dislike most about their lessons and respond accordingly
- Let children choose their own challenges where possible (for example, working in a smaller space to make it more difficult, or choosing a piece of equipment to allow them to complete a task successfully).