

Strategies to remove potential barriers in the curriculum

Subject: Maths

| Potential barrier | Strategies to overcome barrier |
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| Difficulty with vocabulary and it's various synonyms | <ul style="list-style-type: none"> - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. - Display key vocabulary on WW (synonyms for add, subtract, multiply, division and equals) and key topic vocabulary which is pre taught prior to topic teaching |
| Difficulty reading | <ul style="list-style-type: none"> - Partner with a child who can read key information to them. - Work in a smaller group with a TA |
| Insecure fact knowledge – number bonds, times tables | <ul style="list-style-type: none"> - Retrieval practice daily as lesson starter - Repetition for fluency in maths meetings |
| Needing extra time to process questions | <ul style="list-style-type: none"> - Always allow for plenty of thinking/talking/practise time before asking children to comment or do |
| Sequential procedures | <ul style="list-style-type: none"> - Give steps for success – written or visual – to remind children what to do next. - Repeat these types of questions in maths meetings alongside the steps for success |
| Loss of concentration on a difficult task | <ul style="list-style-type: none"> - Encourage use of manipulatives to solve a problem - Time is given to implement strategies to gain procedural knowledge using steps for success - Scaffolds provided to support – steps for success, access to CT/TA |

Additional strategies

- Check understanding through careful questioning – allow for partner talk, quiet thinking time and written example
- Introduce each topic with key language and skills needed