



## Adaptations to remove potential barriers in the curriculum

### Subject: Maths

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

#### 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.