



Adapting Our Curriculum

Strategies...

- Closely monitored and supported by school staff, including SENCo.
- Guidance and information shared with parents e.g – parent consultation evenings, class newsletters, workshops.
- Use of challenges and extensions e.g – success criteria, responding to feedback, reasoning and problem solving, star challenges, questioning.
- Use of manipulatives and resources e.g – numberlines, numicon, word banks, sentence stems, phonics and sound mats, dictionaries.
 - Teacher modelling and examples, including working walls.
 - Scaffolding e.g – guided group, paired work, use of resources.
- Interventions and boosters e.g – RWI fast track phonics tutoring, precision teaching, SATS boosters, SPARK fine & gross motor, pre teaching.
 - Clear vocabulary, instructions and explanations shared.
 - Staff support, including the use of feedback.
 - Variety of tasks planned, to meet learning styles and needs.
 - Modified tasks and activities to meet the needs of children.
- Some children may require additional aids e.g – pencil grips, wobble cushions, now and next boards.
 - High quality teaching, including a calm, well organised learning environment.
 - Staff CPD and training.
 - Use of specialist support and external agencies e.g – speech and language therapist.
 - High and clear expectations of children.
 - Ongoing tracking and monitoring children's outcomes and attainment.