

Strategies to remove potential barriers in the curriculum

Subject: Maths

Potential barrier	Strategies to overcome barrier
Difficulty with vocabulary and it's various synonyms	<ul style="list-style-type: none"> • Explain key vocabulary clearly when it is first introduced, then ensure multiple and regular exposure to these words. • Display key vocabulary on Learning Zone (synonyms for add, subtract, multiply, division and equals) and key topic vocabulary
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"> • Weekly mental maths tests YR-2—meeting with parents in September to explain these. A copy of each test is sent home for children to practise • Times tables tests Y3-5 (as above) • Regular verbal practise in class e.g. before lunch
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 – 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