

## Adaptation

outcome/resource/support/task/time/groupings/pre-teaching; pre-reading, background knowledge, vocabulary/additional concrete or visual resources/pre-prepared models- what a good one looks like/adjust the level of challenge/provide smaller steps- chunk learning/focus child for feedback or check in

- Be explicit: Don't assume knowledge and understanding. Be clear about what the task is. **What do you want them to learn?** Do you need to teach any vocabulary? Provide an example or model which shows them exactly what it is you need them to do
- Use concrete and visual resources: hands-on and experiential, use symbols, pictures and colour; this is particularly important when introducing a new topic or concept
- Minimise your talking time (be aware of how complex your language is too and aim to simplify it) and optimise pupils' talking time (proper discussion in pairs, groups or even whole class, but not just answering your questions)
- Make links to prior learning: start the lesson with revision, refer to previous work on the same topic, use mind maps etc to show links
- Regular revision and repetition: little and often works better than lots of input in one go which is not returned to for weeks. Think of it as a spiral of learning where you keep returning to a topic, with increasingly long periods in between each return; this is sometimes called 'spaced practice'
- Be predictable: predictability increases security and security means more learning. If, for example, you are teaching a new concept, keep the activity and/or context familiar; be clear on time and provide warnings leading up to that time; provide an example or model
- Break up learning tasks: build in movement from one task to another where possible, change pace, change activity, use breaks; new learning needs time to 'bed in' and breaks can help that process
- Use memory aids: for example, visual stimuli, songs and rhymes, whatever works – pupils can often come up with their own which work for them
- Model the process you are teaching and offer guided practice: use scaffolding and coaching