

Differentiated Ideas for Classroom Learners

Visual word banks	Mind maps	Mastery tasks (not dependent on prior learning – name/label/state tasks)	Colour coding
Keyword references (regular direction to related display or visual reminders to prompt recall)	Roles allocated to students at start of activity (note taker / speaker / diagram producer)	Developmental tasks (dependent on prior learning and involve high order skills – can create a deeper understanding)	Annotating diagrams / photographs (notes or short explanations added to visual representations)
Card sorts (matching activities / choosing activities)	Buzz groups (students given a short time to discuss in pairs groups and feedback)	Verbally rehearse (student verbalises exactly what they want to write – staff repeat back with minor errors, for example tense or grammar, modified if necessary)	Amended texts – spaced paragraphs, clear font, numbered lines, highlighted keywords
Cloze procedure (a prepared text with words omitted – missing words may or may not be provided alongside depending on ability)	Seating plans (suitable groupings to support learning)	Pre-teach / re-teach (Over learning to improve retention)	Structured guidelines (explicit instructions for each paragraph or sentence)
Working wall	Hot seating	Blooming questions Low / high order	Bullet points and note taking

<p>Concrete support (real life items to support unfamiliar vocabulary)</p>	<p>Open and closed questioning</p>	<p>Exit pass (Students express something they have learnt or how they feel about their understanding as they leave the classroom. Could verbally or recorded on post-its or 'passes')</p>	<p>Debate</p>
<p>Writing frame (prepared guide to structure written element of task)</p>	<p>Must/should/could All / most / some</p>	<p>Select from a range of output options relating to the same subject (create a display, role play, comic strip, drawing etc)</p>	<p>Listening frame (student provided with a number of keywords or facts that they listen out for in the lesson and they mark off or are rewarded for)</p>
<p>Task sheet</p>	<p>Timers</p>	<p>Longer wait times for answers (processing time)</p>	<p>Model answers ("Let's do one together" tasks)</p>
<p>Confidence indicators (traffic light feedback, thumbs up/down or similar)</p>	<p>Moving timetable / lesson schedule</p>	<p>Student talks through the teacher demonstration</p>	<p>Coloured overlay</p>
<p>Laminated write on/ wipe off (e.g. Marking scales, clock face, place value grids, fractions etc.)</p>	<p>Answers before questions</p>	<p>Vary time given to complete task</p>	<p>Fiddly tools / bluetac stress ball</p>
<p>Targeted questioning</p>	<p>Planning for 'chance' questions (For example, prepared prior to lesson at a range of difficulty levels – colour coded in advance. Coloured lolly sticks each with a student's name to match ability)</p>	<p>Change activity (break up task with brief activity to retain engagement e.g. a riddle, puzzle etc.)</p>	<p>Sentence starters</p>
<p>Highlighters (to identify key/important information, or words that need further explanation)</p>	<p>Individual White boards</p>		<p>Student presentation</p>

		Ask a more able student to recap on the previous lessons learning for other pupils	
Keyword discussion (time to introduce and become familiar with new vocabulary)	Exemplify (provide clear illustrated examples)	Simple language	Mnemonics (a rhyme or pattern to help remembering words, spelling of facts) Because – big elephants always upset small elephants
Reading ruler	Bingo pad options (a number of choices of how to present the topic – students choose the way they prefer but must complete a certain number – maybe 3 in any row)	Use of ICT (Access to laptop, recording to evidence learning, starters, timed activities etc.)	Students produce test style questions on the topic they are studying for each other or the next class
Remove unnecessary information	Movement and memory (actions to prompt recall)	Open ended tasks to support higher ability students	Cut and stick