



Strategy	Use for	Details
Chunking	DYS, SPL, DSP, WM	Give students tasks in small steps, and teach explicitly how they can do this for themselves e.g. underlining and annotating questions with numbers to show the order of what they have to do
Cloze Sentences	DYS, SPL, EAL	Also called gap-fill sentences. Always give a bank of words to choose from so students have to select and not guess the answers. You can also use this without a word bank when you want them to try better synonyms e.g. he was feeling (happy)_____
Take up / processing time	DYS, SPL, WM, EAL	Allow the student time to understand and process instructions / questions
Modelling	ALL	Watch me do it (demo practical work or physical skill) / here is a model written answer (exam question / paragraph / conclusion / evaluation)
Sentence starters	DYS, SPL, WM	What are the common sentence starters for your subject? Put them on display round your board. Students choose most appropriate sentence starter for the task.
Task mixture and choice of task	ALL	Use a range of different tasks within a lesson or across a topic. Provide students with three types of task. Bronze/ Silver/ Gold to facilitate students to identify their strengths and set their own goals for learning.
I do, We do, You do	ALL	I do - Provide a model para/answer - explain to students how you arrived at this; We do - class answer question/write answer together using steps from 'I do'; You do - students do the task independently.
Pose, Pause, Pounce, Bounce	ALL	Use questioning techniques to differentiate and also assess the knowledge of learners by posing a question, pausing to enable students to respond, select answers from students and then build the discussion by drawing in responses from wider learners.
Students leading the learning	HS	Encourage students to lead one another and also facilitate sixth form students leading younger years. Give them 5 minute lesson plan proforma to help structure the activity.
Learning Mats	ALL	Provide mats with further instructions of the task set to enable students to access instructions to follow up the verbal instruction provided.
Divide and Conquer	ALL	Identify learners throughout the lesson which may benefit from additional instructions/ demos and give further instructions to the small groups only to ensure all understand and can access the lesson whilst others are able to progress if ready to..
Framework	ALL	Give the students a simple framework to link the learning in that lesson to the rest of the topic.
Tethering	ALL	Linking new ideas to existing ones. This can be differentiated depending on the prior attainment of the student. E.g immediately looking at applications for high starters or simple concepts for lower prior attainment.
Completion	ALL	Give examples that have increasingly more for students to complete.

Bloom's question stems	HS	Have a list of analysis, evaluate and synthesis question stems to hand for teacher and student to create extension questions off the cuff.
Devise a way to...	ALL	Have students devise a way of memorising a concept or how to carry out a skill. This could be using stories or mnemonics.
Key words	ALL	Provide students either with a glossary of key terminology for your subject or encourage them to make their own. Provide examples of key words can be used, and specify the key words they will need to include in extended writing tasks.
Images	EAL, DYS, SPL, WM, VI	Images connected to the words being used can help students to access the work. Use images to reduce the amount of text needed on slides and worksheets. Use memrise.
Model answers	ALL	Provide model answers for questions, and perhaps how those answers were arrived at. This gives students ideas as to how to go about a task and reduced ambiguity by making it clear what the outcome should be.
Graphic organisers	DYS, SPL, WM, EAL	Present information in a graphic way to allows students to organisation information.
Steps to success	ALL	Give students a step by step guide to approaching an extended task.
Comparison alley	HS	Draw comparisons between texts/concepts focusing on areas on commonality
Colour text on PPT	ALL	Black - info; blue - copy it; red - do it
Filtering and following	WM, DYS, ASP, SPL, VI.	Set their filter- explicitly show or tell your students what to look for in advance. Stress the information- highlight or emphasise the particular things you've asked them to look for. Using Gesturing, Accentuating, Highlighting.
Seating plans	ALL	Seat students according to your lesson. Do you want HS students leading groups? Do you want students with similar prior attainment challenging each other? Do you need to separate certain students?
Application of SISRA data	ALL	Regular review of class data to provide timely intervention strategies and ensure all learners are on target to meet their goals.
Socratic questioning matrix	PL, HS	Deeper questioning and anticipated deeper response is developed from top left to bottom right. Use as a follow up once initial question has been introduced, developing critical and evaluative responses
Deliberate practice for expertise	PL, HS	Improving the skills and knowledge students already have and extend their reach and range via deliberate practice. See Ericsson's 'The Making of an Expert'
More ideas...	ALL	Download the 'Differentiation Deviser' by Mike Gershon from the TES!

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DYS = Dyslexia, ASP = Aspergers, SPL = Speech and Language difficulty, WM = Working Memory difficulty, DSP = Dyspraxia, DSC = Dyscalculia, HS = High Starters, PL = Passive Learner, VI = Visual Impairment, HI = Hearing Impairment, MI = Motor Impairment, EAL = English as an additional language