



Wave 1 Quality First Teaching for All	Wave 2 - Group teaching and learning	Wave 3 Additional and Different for some pupils
<p><b>TOP 5 - MUST HAVES</b></p> <ul style="list-style-type: none"> <li>• Make learning multisensory (visual, auditory and kinaesthetic)</li> <li>• Tasks are clearly explained or modelled - success criteria are clear as are outcomes.</li> <li>• Use different coloured background on SMART boards.</li> <li>• Worksheets uncluttered and in Comic Sans or Sassoon - size 14 font</li> <li>• Use writing frames / word banks to support writing tasks</li> </ul> <p><b>Strategies to Support difficulties with Memory</b></p> <ul style="list-style-type: none"> <li>• Chunk up classroom instructions and provide the appropriate prompts / AfL / apparatus. Refer to the <b>Working Memory Classroom Guide</b>.</li> <li>• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. 'Assessment for Learning' principles in place.</li> <li>• Personalised and differentiated teaching, including questioning</li> <li>• Present learning in small chunks. Recap on previous learning at the start of each lesson.</li> <li>• Set SMART (Specific, Measurable, Achievable, Relevant, Timed) targets.</li> <li>• Teachers draw on a variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals.</li> <li>• Make learning multisensory, (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.</li> <li>• Symbols are used to support written information - including notices around school, menus in dining room, resources in cupboards etc.</li> <li>• Allow plenty of time for recall. Pupils given time or support, before responses are required. Allow time to talk through ideas/concepts and discussion.</li> <li>• Pupils are provided with relevant and accessible resources e.g. word lists, number lines, dictionaries, ACE dictionaries</li> <li>• Use 'concrete' apparatus such as time table squares, calculators, magnetic letters/numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading/writing/phonic /talk/maths -increasingly personalised</li> <li>• In class support from additional adults on reading, writing and numeracy skills</li> </ul> <ul style="list-style-type: none"> <li>• Guided frameworks to support note-taking</li> <li>• Small group work daily on reading, sounds and memory skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use PIVATS to accurately track progress.</li> </ul> <ul style="list-style-type: none"> <li>• Wordshark personalised for individual children</li> <li>• Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary</li> <li>• Memory strategies explicitly taught and personalised to the learning task and students learning style.</li> <li>• Use practice cards and memory cue cards to help recall essential information/facts</li> <li>• Daily reading in school with an adult</li> <li>•</li> </ul>

- Displays in classrooms of keywords and information to support organisation - e.g. when to bring certain 'kit' to school, visual timetables. Use of differentiated learning walls to support learning and teaching.
- New or difficult vocabulary is clarified, written, displayed (with graphics where practical) and referred to.
- Provide concise notes with lots of visual rather than textual information - flow charts, diagrams, concept maps.
- Consideration of the use of peers to maximise opportunities for learning e.g. Talk Partners
- Visually 'draw' concepts to support learning e.g. draw what a paragraph looks like.
- KIRF - Key Instant Recall Facts for maths used half termly- NYCC
- Use of post-its for planning
- Have spare equipment such as pens, rulers, pencils etc

#### Strategies to Support difficulties with **Sequencing**

- Allow for frequent practise using rhyme, rhythm, games, songs etc.
- Displays of charts lists of essential vocabulary, diagrams.
- Sequencing strategies explicitly taught
- Provide sequencing frames/writing frames/flow charts to aid the structure of the lesson
- Sequencing games

#### Strategies to Support difficulties with **Speed of Processing**

- Tasks are clearly explained or modelled - success criteria are clear, as are outcomes.
- Repeat instructions and questions using the same language.

#### Strategies to Support difficulties with **Visual discrimination/perception**

- Organisation of the classroom environment is conducive for learning e.g. background noise is avoided; light source is in front of the teacher.
- Have coloured overlays (in particular coloured rulers) and coloured paper to write on easily and freely available for those who require it
- Ensure IWBs have cream or coloured background
- Try to ensure as much natural light available in the classroom.

#### Strategies to Support difficulties with **Auditory discrimination/perception**

- Post-it planning
- Students are given additional time to answer questions and complete work
- Allow additional time for processing by slowing down presentation including answering questions.
- Make use of picture cards for

- Provide text and sound together
- Exaggerate new word vocabulary by separating sounds/syllables at first and then as it would be spoken normally.

#### Strategies to Support difficulties with Phonological processing

- Repeat new vocabulary and ensure similar sounding phonemes are clearly received - identify syllables
- Make connections with already known words e.g. root words.
- Encourage and accept logical/plausible spellings if accuracy is not possible.
- Make reference to the phonic system to make connections between phonemes and reading/spelling.

#### Strategies to Support difficulties with Reading

- Never assume or presume that students know what style of reading is required for different tasks
- Teach what type of reading is required for different things such as exam questions, reading for gleaning facts, for specific information, for general overviews, for pleasure
- Only ask student to read aloud if they readily volunteer.
- Encourage use of line markers to help keep place.
- Ensure worksheets are dyslexia friendly - plenty of white space, larger font (comic sans or arial)
- Pair up student with a 'good' reader whenever possible.

#### Strategies to Support difficulties with Writing/Spelling

- Alternatives to written recording are used including mind mapping
- Daily spelling sessions based on NY spelling scheme
- Spellings sent home weekly

- Extra small group phonic sessions focusing on gaps in learning

- Extra guided reading sessions
- Active Literacy to promote phonological awareness
- Electronic library

association

- Teach phonological awareness using L&S
- Wordshark personalised for individual children
- *Units of Sound* phonic programme

- Individualised programmes based on independent evidence of what works eg DCSF 'What works for pupils with literacy difficulties' Ref: 00688-2007BKT-EN
- Reading Intervention- NYCC
- Individual session with visiting specialist
- Access to high interest/low reading age reading material.
- Paired reading
- HFW reading grid
- TRUGS game
- Use of CLICKER to read texts
- Wordshark personalised for individual children
- *Units of Sound* phonic programme
- Teach spelling of high frequency

- Use of ICT/word-processing whenever possible, including homework
- A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook - NYCC
- Use of procedural facilitators eg writing frames with suggested openers and sentence starters accompanied by higher order questioning and teacher dialogue to extend learning
- Use cloze procedures,
- **Avoid** asking student to **copy** at all times.
- Ensure the student is **facing** the board/written source.
- Always allow student to write on lined paper, offer various line widths - student to choose which would suit them best.
- Use *Paired Writing* strategy when the object of the lesson is appropriate.
- Encourage personal dictionaries
- Help students find ways to remember spellings such as mnemonics
- Do not over correct a students work with corrections. Mark spellings which the student is learning and are on their IEP
- Classroom access to ACE dictionaries
- Use target word sheets for specific spelling/vocabulary with graphics if possible.
- Provide revision cards with rules for use as a reference in class and at home

### General

Evidence of what students knows in different ways - models, concept maps, posters, ICT drama etc.

Learning walls - displaying how to learn e.g. different ways to take notes- bullet points, concept maps/spidergram , colour/highlighting, cloze passage/keyword hunts, summary sheet. KWFL/QUADS grids

Pictures/poster of role models - well known people who are successful and have dyslexia displayed around school.

- subject specific vocabulary using fun interactive ICT materials such as *Wordshark*
- HFW spelling activity – introduced by EMS
  - Play Trugs game
  - Teach spelling strategies to suit needs/style of students ref: NYCC handbook -
  - Highlight parts of words causing difficulty and focus on that section using multisensory approach.
  - Use ICT to support and limit the amount of reading which may be required
  - Tie in spellings with intervention work and positively mark in classwork.
  - Handwriting intervention including *write from the Start & Speed up*

If reading speed, comprehension of read text, processing and handwriting speed are of concern consider access arrangements for internal exams and tests. Give additional time (approx 25%) for tests and exams in all years. Consider application for various access arrangements for national exams in good time.