



TOP 5 - MUST HAVES

- Make learning multisensory (visual, auditory and kinaesthetic)
- Tasks are clearly explained or modelled - success criteria are clear as are outcomes.
- Use different coloured background on SMART boards.
- Worksheets uncluttered - font size 14 font
- Use writing frames / word banks to support writing tasks
- 5 minute boxes - to catch-up learning
- Frequent home/school communication

Individual or small group support strategies

- Reading Intervention- NYCC
- ALK - Active Literacy Kit
- Units of Sound

Universal provision - Quality First Teaching

- Additional small group work on mental maths, maths language and calculations using games to support
- Additional guided reading sessions using texts which are age appropriate and with a suitable level of challenge
- Inference Comprehension Support
- Phonic Support in small groups focus on Letters and Sounds
- Teodorescu handwriting

Strategies to Support difficulties with Memory

- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do.
Personalised and differentiated teaching, including questioning
- Present learning in small chunks. Recap on previous learning at the start of each lesson.
- Teachers use a range of access strategies that will help children overcome barriers to learning eg use of models, images, visual timetables
- Organisation of the classroom environment is conducive for learning eg background noise is kept to a minimum, light source is in front of the teacher, children are seated to maximise engagement
- Use of differentiated learning walls/colour coding to support learning and organise ideas
- Have spare equipment such as pens, rulers etc. for students who forget or lose them to minimise their frustration with themselves
- High Quality Phonic Work
- Pupils given time or 'phone a friend' before responses are required.
- New or difficult vocabulary is clarified, written up, displayed and referred to.
- Pupils are provided with relevant and accessible resources and 'concrete' apparatus eg. word lists, number lines, dictionaries, spell checkers.
- Alternatives to written recording are used - adult scribe / laptops / computers
- Use of ICT as an access strategy, IWBs have cream background
- Memory strategies explicitly taught and personalised to the learning task and students learning style
- A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook
- Use of peers to maximise opportunities for learning eg Talk Partners
- Use of procedural facilitators eg mind mapping, writing frames, flow charts, diagrams accompanied by higher order questioning and teacher dialogue to extend learning
- Have coloured overlays and coloured paper readily available for those who require it
- Visit pupil at onset of task to ensure that he/she is clear about what to do

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
- Individual To Do list



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.
- Clear structure for planning / recording
- Readers for SATs and assessments
- Pupils given extra time to answer questions and complete work

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**

- Provide text and sound together
- Exaggerate new word vocabulary by separating sounds/syllables at first and then as it would be spoken normally.
- Use of Text / Speak programmes - Google
- Makaton used in conjunction with speech

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.
- Teach spelling strategies to suit needs / style of pupil
- Highlight parts of words causing difficulty and focus on that section using multisensory approach

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.
- Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary eg making word mats, picture dictionaries etc
- Readers for SATs and assessments
- Reading Eggs & Reading Plus available for KS2 children to support with comprehension and reading speed.

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

- SLOW writing
- Talk for Writing strategies
- Write from the Start - handwriting Programme
- Speed-up - handwriting programme
- Alternatives to written recording are used including mind mapping
- Use of ICT/word-processing whenever possible, including homework
- Use of procedural facilitators eg writing frames with suggested openers and sentence starters accompanied by higher order questioning and teacher dialogue to extend learning
- Allow students to present work in other formats such as taped (video/audio), word-processed - mind mapped (*Kidspiration. Inspiration*)
- Use cloze procedures,



- **Avoid** asking student to **copy** if possible
- Ensure the student is **facing** the board/written source. Sitting to one side or with their back to the board disadvantages students with dyslexia.
- 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 student's work with corrections. Mark spellings within a whole school policy which is inclusive and takes into account dyslexic difficulties and gives consistence of expectations.
- 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
- Teach spelling strategies to suit needs / style of pupil
- Highlight parts of words causing difficulty and focus on that section using multisensory approach
- Multi-sensory approach to teaching.

Other

- Additional homework to practise the efficient method for calculations using the 4 operations
- Transitional Review Meetings with parents, child and inclusion manager from secondary school