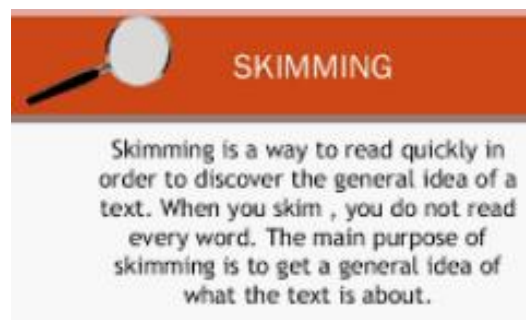


Supporting children with Specific Learning Difficulties / Dyslexia

Dyslexia is a learning difficulty that affects the skills involved in accurate and fluent word reading and spelling. In school, we aim to support children by using the strategies listed.

General:

- Celebrate strengths, build self-esteem, targeted praise
- The more senses a learner uses as they learn, the deeper the learning experience will be
- Appropriate and manageable targets set for the child
- Break down / chunk instructions to aid memory
- Class prompts written up in brief to support processing and memory during the lesson
- Use visuals to support text
- Use concrete objects or diagrams when possible when teaching topics
- Limited amount of copying
- Slides printed out so they can be referred to during the lesson where appropriate
- Positioned near the front of the class
- Working in mixed ability pairs or groups to guard against overloading and fatigue
- Encouraged to verbally express and summarise knowledge
- Creative projects to reduce writing
- Visuals alongside new topic words to aid memory
- Coloured background of interactive whiteboards
- Well-spaced and sized text and bullet or numbered lists
- Avoid homework being given out at the end of the day to enable it to be written more accurately
- Read text to children as appropriate – study buddy or adult
- Allow processing time eg paired discussion before putting hands up
- Jotting notes on post it notes for them or teaching them to do so
- Be aware they may know something one day and forget the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Talk with them about strategies they can use to help them remember.



Reading / phonics:

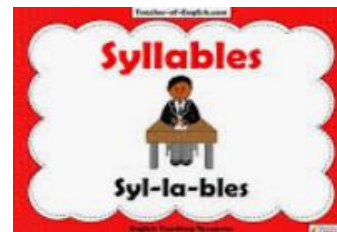
- Structured phonics using multi-sensory appropriate
- Structured reading programmes
- Paired reading
- Teaching reading strategies: breaking words down (chunk, syllables, prefixes, suffixes)
- Colour overlay as appropriate for visual stress

Supporting children with Specific Learning Difficulties / Dyslexia

- Verbal comprehension answers or limited written answers
- KS2 – Barrington Stoke reading books – low reading, high interest books
- Encouraged to take mental photographs or scenes being read
- Encouraged to read out loud to support with reading and comprehension
- Reading comprehension strategies: skimming, highlighting key words in the question, highlighting text
- Story time to enable all children to have good story knowledge and enjoyment

Writing / Topic:

- Use of writing frames
- Extra time to plan – include some visual methods of planning with notes
- Different ways to record including mind maps
- Visuals – b / d, word mats, sound / word display (spellings, conjunctions, etc)
- Planned proof reading / editing time - it is more difficult to think about punctuation and grammar when writing so re-reading to check for errors is important.
- Proof reading tick list to aid remembering the different aspects
- Teaching anchor words (basic common words within the topic), Goldilocks words (useful words for the topic which are just right), Step on words (specific to the topic only)
- Use of laptop as appropriate.



Multisensory Spelling / Phonics:

- Phonics groups, Precision Teaching – multisensory to maximise impact
- Mnemonics, words within words, pictures to go with words to aid memory
- Rainbow writing while saying letter names to aid motor memory and auditory memory
- Revisit new words frequently – over-learning
- Teach spelling rules and spelling families
- Use different colours for different parts of words to highlight the tricky parts
- Break spellings into syllables
- Spelling shields
- Word of the week
- 5 recently learnt spellings for proof reading in work
- Personal spelling list
- Spell checker if appropriate.