

Name

Date

Class

Universal Planned Dyslexia friendly classroom.	Additional Planned support in class.	Specific or 1:1 support.
<ul style="list-style-type: none"> • One Page Pupil profile read by all staff working with child. • Cream or similar coloured background for the Inter- active white board. • Visual timetable. • Visual or practical equipment for learning new maths concepts. • Lists and visual prompts displayed in the room for writing:- date/alphabet/commonly reversed letters/number squares/mathematical language and symbols. The use of these is not seen as cheating but as self help and attention frequently drawn to them. • High frequency word walls in class. • Topic word walls or table mats. • Whole class system to indicate when help is needed. Eg a traffic light system out on the desks • Clear structured instructions. <p>Strategies</p> <ul style="list-style-type: none"> • Teaching mind maps as alternative method to plan work. • Use of talk partners pairs or threes is taught. • Flexible groupings. • Writing and talking buddies. • Study buddy to contact if not sure about homework. • Child to put dotted lines under words they are unsure of spelling. • Listening to the pupil voice and pupil feedback about their learning. • Personal targets incorporated in to learning objectives. <ul style="list-style-type: none"> • Rewarding effort. • Rewarding and recognising skills in all curriculum areas not just those which require reading and writing. 	<ul style="list-style-type: none"> • No hands up time. • Think time for processing regularly given by CT. • Ongoing assessment to identify the most effective support and identification of when to modify and change support. • Multi-sensory learning. • 'Chunking instruction' – not too much information at once. • Post it notes/small white board for instructions or a key word. • Position in class with good view of board without having to turn. • Different coloured paper for worksheets. • Individual place mats/bookmarks for key words/information. • Regular group support in literacy and creative curriculum to aid planning/writing/spelling /comprehension. • Regular group support in maths for problem solving/basic skills over teaching. • Support for focusing attention and listening skills. • Use of jottings for mental maths. • Awareness of self esteem / group the child is sitting with. • Additional time to finish work. • Use of ICT programmes for individual learning. • Provide parents with key concepts/ vocabulary to learn at beginning of topic. (see also topic webs) • Opportunity to rehearse 'talk' with adult or partner 	<ul style="list-style-type: none"> • Individual education targets and plans (IEP) written with the pupil and parents. • Coloured reading ruler. • Pencil grip or different pen. • Mind maps, story board and story planners • Mnemonic stories to remember specific words/right from left etc. • Pre tutoring of specific text either in group or to have opportunity to take home. • LSA support in literacy. • 1:1 reading practise. • Paired reading at school and at home. • In class Laptop/l pad. • Scribe. • Orally recording ideas. • Differentiated spellings to ensure clear understanding of spelling patterns. • Additional support/check to ensure homework is written down correctly. • Check list to help organisation of equipment. • Close partnership with parents to ensure self esteem does not become an issue. • Child to be encouraged to identify own learning style. • ELSA support for self esteem. <p>Assessment</p> <ul style="list-style-type: none"> • COPS or LASS assessment in school. • Language assessment in school. (BPVS, Blanks levels of Questions, Renfrew tests,) • In school FMS/GMS/visual perception screening. • Private EP assessment • Merton EP assessment. • Merton LBL assessment. • Dyscalculia assessment . • Some parents pursue private dyslexia assessment and class teacher will follow the assessment advice.