

Phonics

Possible indicators may include

Significantly behind peers

Requires constant overlearning

Difficulty retaining Information

EHCP

MyPlan

1-1 TA Support

Scribing answers for child

Text printed on coloured paper

Use of technology to read texts and record answers.

Use of aids to access texts (hearing aid/magnifier)

Referral to external agencies as needed

One Page Profile

Individual SEND Plan written (ISP)

Adapted texts Group/individual work

Extra reading sessions for 'Priority Readers'

Use of strong readers to support peers where necessary

Position in class PAT Dog Sessions Pre-read of texts used in class

Support as they move to KS2 with extra phonics in small groups

Interventions Inc. Nesy, Lexia, 1:1 Reading, Lightning Squad, Beat Dyslexia, Toe by Toe, word wasp

Quality 1st Teaching Read, Write Inc sessions Additional time Repeated learning

TAs supporting SALT targets Independent activities

Access to assistive technology e.g. chrome books, ipads Seating arrangements to support learning

Verbal praise. Feedback recognises progress and effort, not just achievement adapted learning intentions

Teaching and learning stepped from the 'Known' Collaborative learning, Paired writing, talk partners, small group

Pupil communication valued and responded to. Duration of activities is apt. Calm learning environment.

Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised.

Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level.

Opportunities to meet sensory need (Fiddle toys). Awareness of one-page profile info – Knowing the child

Dyslexia friendly teaching – PowerPoints/IWB slides on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources Quality texts and resources Agreed sensory breaks/Fizz breaks

Opportunities given to communicate and record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Concrete resources/multisensory approach Formative assessment used to adjust content

Individualised

Targeted

Universal

Respect
For All



Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)