**SENIT Personalised Support Plan - Dyslexia**

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| **What is dyslexia?** | **Pupils with dyslexia may:** |
| *Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. The pupil may have difficulties with:*   * **Memory** – the pupil may struggle to retain information, may find it hard to hold questions, information or instructions in their head for long enough to act on them and may know something one day and forget it the next. * **Speed of processing** – the pupil may find it difficult to recall relevant information quickly and fluently in order to answer questions or perform other functions. * **Phonological awareness** – the pupil may struggle to hear, isolate and manipulate sounds in words. This can include struggling to recognise rhymes and syllables.   **These three areas together can form a huge barrier to accessing learning in the classroom, and could have a pervasive effect on reading and writing.** | * Have difficulty remembering strings of instructions. * Have weak sequencing skills (e.g. alphabet/ times tables/ time). * Show “place-keeping” errors, repeating or skipping words, letters, numbers, or whole steps of an assigned task. * Struggle to complete tasks or demonstrate over reliance on others - not because they are lazy or uncooperative, but because they have lost track of what they are doing. * Have poor recording skills -writing sentences -by the time s/he finishes spelling the first few words, s/he’s forgotten what s/he intended to say next. * Struggle with reading comprehension - while working hard to decode written words, the child loses track of the overall “gist” of the text. * Have poor organisational skills. * Struggle to copy from the board. * Require extra time to respond. * Have poor concentration/ attention. * Struggle to make and retain firm links between letters and sounds. |

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| **Supporting Pupils in Quality First Teaching** | |
| **Strategies that could help** | **Suggested resources** |
| * Give information in small repeated chunks - check understanding. * Scaffold learning e.g. writing frames (remove the blank page), prompt sheets, cue cards. * Plan to over learn skills and concepts (practice and repeat) to embed learning. * Ensure any reading material is at the correct level. * Practice/ prepare any texts to be read out loud. * Eliminating unnecessary tasks (e.g.: writing the date/ success criteria, copying out passages/ maths problems) * Reduce the number of tasks required to demonstrate competence (such as 5 maths problems instead of 25) * Increased time to complete tasks including quizzes, tests and other class based work. * Monitoring time spent on homework and adjusting as necessary. * Use multisensory strategies (see, say, write, feel) to practice skills | * Visual prompts in the classroom e.g. well labeled resources * Highlighters to support annotation of text or spellings. * Concrete images to give strong internal images for fluent recall. * Personalised word banks (limited to a few key high frequency Words/contextual words) and writing frames. * Alternatives to writing to demonstrate learning. E.g. model making/ ICT/ Mind Maps. * Using timers (sand/digital) to provide a method of prompting the pupil to increase time awareness. * Modifying background colour options on Interactive Whiteboards. * Alternative fonts and letter sizes for reading * Use handouts instead of copying from the board. * Use IT to support dyslexic learners e.g. Voice activated software (Dragon), Readers (Read Write Gold, Claro Speak) Spelling (Spell Better). |