

Example of a Provision Map based on Area of Need: Dyslexia (Secondary)

Quality First Teaching for All	Group teaching and learning	Additional and Different for some pupils (1:1)
<p>IDP phase 1- all staff are aware of T & L strategies to support dyslexia.</p> <p>Our planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. 'Assessment for Learning' principles in place.</p> <p>We personalise and differentiate teaching, including questioning</p> <p>We use teaching assistants to provide support and promote independence.</p> <p>Strategies to Support difficulties with Memory</p> <p>We present learning in small chunks. We recap on previous learning at the start of each lesson.</p> <p>We set SMART (Specific, Measurable, Achievable, Relevant, Timed) targets.</p> <p>Teachers draw on a variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals.</p>	<p>Guided reading/writing/phonic /talk/maths – increasingly personalised</p> <p>In class support from additional adults to work with small groups on specific interventions</p> <p>Guided frameworks to support note-taking</p>	<p>We give opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary</p> <p>We teach memory strategies explicitly taught and personalised to the learning task and students learning style.</p> <p>We use practice cards and memory cue cards to help recall essential information/facts</p> <p>We arrange a 'peer study buddy' the C&YP can call from home to ask about homework, 'kit' needed etc.</p> <p>We set up binders, files labelled dividers with student to help them organise their work.</p> <p>We help C&YP to clear out unnecessary papers regularly</p> <p>We agree a discreet signal with a C&YP to indicate when they need help in class e.g. by turning over a coloured card.</p> <p>We provide area where materials can be stored securely within school and help to pack bag at the beginning of day</p> <p>We provide tutor to check homework, coursework, study and revision schedules</p> <p>Students are given additional time to answer questions and complete work</p> <p>We allow additional time for processing by slowing down</p>

<p>We make learning multisensory, (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.</p> <p>We allow plenty of time for recall. Pupils are given time or support, before responses are required. We allow time to talk through ideas/concepts and discussion.</p> <p>New or difficult vocabulary is clarified, written, displayed (with graphics where practical) and referred to.</p> <p>We use peers partners to maximise opportunities for learning e.g. Talk Partners</p> <p>We visually 'draw' concepts to support learning e.g. draw what a paragraph looks like.</p> <p>Resources Memory Cards</p> <p>Symbols are used to support written information – including notices around school, menus in dining room, resources in cupboards etc. C&YP are provided with relevant and accessible resources e.g. word lists, number lines, dictionaries, spell checkers.</p> <p>We use 'concrete' apparatus such as time table squares, calculators, magnetic letters/numbers</p> <p>We use displays in classrooms of keywords</p>		<p>presentation including answering questions.</p> <p>We make use of picture cards for association</p> <p>We use e-learning tools such as Language Masters to aid learning of common words and words which are easily confused.</p> <p>We teach phonological awareness. <i>Sound Linkage</i> material</p> <p>In MFL we allow an option to learn another language which is phonically similar e.g. Italian or Spanish may be easier than French for an English speaking dyslexic student.</p> <p>We individualised programmes based on independent evidence of what works eg DCSF 'What works for pupils with literacy difficulties' Ref: 00688-2007BKT-EN</p> <p>We provide the 'Reading Intervention' programme- NYCC</p> <p>We provide time for Individual session from the EMS</p> <p>We provide access to high interest/low reading age reading material.</p> <p>We make use of talking stories (on computer) now appropriate titles for KS3 and 4</p> <p>Tactile Letters – Smart Kids magnetic letters</p> <p>We teach spelling of high frequency subject specific vocabulary using fun interactive ICT materials such as <i>Wordshark</i></p> <p>We enable access to <i>wordbar</i></p>
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<p>and information to support organisation – e.g. when to bring certain ‘kit’ to school, visual timetables. Use of differentiated learning walls to support learning and teaching.</p> <p>We provide concise notes with lots of visual rather than textual information – flow charts, diagrams, concept maps.</p> <p>KIRF – Key Instant Recall Facts for maths are used - NYCC</p> <p>We teach C&YP how to use a planner effectively and teach strategies to help them become more organised such as use of post-its, colour coding etc.</p> <p>We have spare equipment such as pens, rulers, pencils etc these C&YP with dyslexia will forget or loose them. We expect this to be the norm, accept it and we don’t draw too much attention to the fact they are disorganised. We try to support them to become more organised.</p> <p>We have homework on labels prior to the lesson which can be quickly stuck into planners and have homework on ‘Fronter’ to be accessed from home</p> <p>Strategies to Support difficulties with Sequencing</p> <p>We allow for frequent practise using rhyme, rhythm, games, songs etc.</p>		<p>We teach spelling strategies to suit needs/style of students ref: NYCC handbook –</p> <p>We highlight parts of words causing difficulty and focus on that section using multisensory approaches.</p> <p>We teach student to use a Dictaphone.</p> <p>We use ICT, video and cover-to-cover audio tapes to support and limit the amount of reading which may be required</p> <p>We provide access to Dragon Natural Voice 10</p> <p>Look, Say, trace, cover write, check strategies</p> <p>SOS</p> <p>Mapping</p> <p>Mnemonics</p> <p>Resources <i>Letters and Sounds</i> materials</p> <p>Alphabet arcs/magnetic letters</p> <p>Colour change pens and paper</p> <p>Play dough for letter formation</p> <p>Sand trays to practice letter formation and letter patterns/words</p> <p>THRASS charts</p> <p>Access to a variety of different pens /pencils with differing</p>
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<p>We explicitly teach sequencing strategies.</p> <p>Resources</p> <p>We use displays of charts/ lists of essential vocabulary/ diagrams.</p> <p>We provide sequencing frames/writing frames/flow charts to aid the structure of the lesson</p> <p>Strategies to Support difficulties with Speed of Processing</p> <p>Tasks are clearly explained or modelled – success criteria are clear, as are outcomes.</p> <p>We repeat instructions and questions using the same language.</p> <p>Strategies to Support difficulties with Visual discrimination/perception</p> <p>Organisation of the classroom environment is conducive for learning e.g. background noise is avoided; light source is in front of the teacher.</p> <p>Resources</p> <p>We have coloured overlays (in particular coloured rulers) and coloured paper to write. This is easily and freely available for those who require it.</p> <p>We ensure IWBs have cream background</p>		<p>grips, hardness/light-up pens etc.</p> <p>Coloured paper</p> <p>Gelboards</p> <p>Whiteboards</p> <p>If reading speed and comprehension of read text, processing and handwriting speed are all a real issue we consider access arrangements for internal exams and tests throughout the whole of secondary education. We give additional time (approx 25%) for tests and exams in all years. We consider application for various access arrangements for national exams in good time.</p>
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We try to ensure as much natural light available in the classroom.

We use ICT programs such as Claro software which provides 'colour ruler'/overlay on screen or virtual reading ruler application from Crossbow

Strategies to Support difficulties with Auditory discrimination/perception

We provide text and sound together

We exaggerate new word vocabulary by separating sounds/syllables, then as it would be spoken normally.

Strategies to Support difficulties with Phonological processing

We repeat new vocabulary and ensure similar sounding phonemes are clearly received – identify syllables

We help make connections with already known words e.g. root words.

We encourage and accept logical/plausible spellings if accuracy is not possible.

We refer to the phonic system to make connections between phonemes and reading/spelling.

Strategies to Support difficulties with Reading

We never assume or presume that students know what style of reading is required for different tasks. Therefore:

We 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

We only ask student to read aloud if they readily volunteer.

We ensure worksheets are dyslexia friendly – plenty of white space, larger font (Comic Sans or Arial)

We pair up student with a 'good' reader whenever possible.

Resources

We provide line markers to help C&YP keep place.

We provide appropriate reading material e.g. High Interest /low reading age books, non-fiction texts with appropriate reading age level.

Strategies to Support difficulties with Writing/Spelling

<p>We give alternatives to written recording, including mind mapping</p> <p>We provide range of strategies to support the dyslexic pupil ref: Dyslexia Handbook – NYCC</p> <p>We avoid asking student to copy at all times.</p> <p>We ensure the student is facing the board/written source. (Sitting to one side or with their back to the board disadvantages students with dyslexia).</p> <p>We use <i>Paired Writing</i> strategy when appropriate for the learning outcome of the lesson.</p> <p>We help students find ways to remember spellings such as mnemonics</p> <p>We do not over correct a students work. We mark spellings within a whole school policy that is inclusive, takes into account dyslexic difficulties, and gives consistence of expectations.</p> <p>Resources Post-it notes</p> <p>Small THRASS charts A5</p> <p>We use procedural facilitators e.g. writing frames with suggested openers and sentence starters accompanied by higher</p>		
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<p>order questioning and teacher dialogue to extend learning</p> <p>We allow students to present work in other formats such as taped (video/audio), word-processed – mind mapped (<i>Kidspiration. Inspiration</i>)</p> <p>We have photocopies of notes with tapes to be practised at home</p> <p>We use cloze procedures,</p> <p>We always allow student to write on lined paper, offer various line widths - student can choose which would suit them best.</p> <p>We encourage personal dictionaries</p> <p>We ensure classroom access to ACE dictionaries</p> <p>We use target word sheets for specific spelling/vocabulary with graphics, if possible.</p> <p>We provide revision cards with rules for use as a reference in class and at home</p> <p>We use ICT/word-processing whenever possible, including homework</p> <p>General</p> <p>We find evidence of what students knows in different ways – models, concept maps, posters, ICT drama etc.</p>		
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We use Learning Walls – displaying how to learn e.g. different ways to take notes- bullet points, concept maps/spidergram , colour/highlighting, cloze passage/keyword hunts, summary sheet. KWFL/QUADS grids

We display pictures/poster of role models – well known people who are successful and have dyslexia displayed around school.