

Name	Year
Class Teacher	Teaching Assistant
Background information ... was diagnosed with dyslexia in by.... OR ... displays the following traits: difficulties in accurate and fluent word reading; persistent difficulty with spelling; difficulties with phonological awareness; difficulties with verbal memory; difficulties with verbal processing speed; poor organisation.	
Do's <ul style="list-style-type: none"> • Use a daily visual timetable. • Use positive praise to reinforce good approaches to learning. • Give specific positive feedback regularly. • Have clear classroom organisation and labelling of resources. • Provide an overlay to use whilst reading. • Give additional 'thinking' time when answering questions and in conversations. If possible pre-prepare – e.g. give question to think about. • Make sure additional time is given to complete tasks and/or reduce the amount of writing required. • Offer spelling support in the way of personalised word mats or word book and phoneme chart. • Provide a 'help' drawer or box with supportive resource materials. • Check with him/her 1 to 1 that he/she knows what he/she should be doing. • Avoid black on white. • Use cream/peach for background on Active Inspire Flips/Slides and provide exercise books with blue or cream pages. • Keep format for worksheets simple - use large type and double space text and ensure there is not too much on a page. • Reduce/avoid copying from the board – provide desk top copies of what is on the board. If this is not possible, begin each line with a different coloured dot so that tracking is easier. • Teach phonics/spelling using a structured, multisensory approach with lots of opportunities for overlearning. • Cue him/her in to receiving an instruction by gaining his/her eye contact and saying his/her name before giving a verbal instruction. • Teach the pupil to use strategies to support weak memory e.g. rehearsal, visualisation, mind mapping, making links and note taking. • Allow to dictate/word process sometimes rather than always requiring handwritten work. • Get the pupil to repeat back instructions. • Only mark taught spellings. • Teach using visual and kinaesthetic approaches – use visual clues and visual strategies to increase effectiveness. • Use a voice recorder (talking tin) as a memory aid. • Additional individual reading with TA with specific strategies e.g. precision teaching sight vocabulary, rapid phonics intervention, strategies to work out unfamiliar words. • Use book introductions to support understanding of what is read. • Pre-teach important information before it is needed. • Provide book flap or page sticker prompts to avoid letter reversal e.g. b and d. • Create a bookmark for spellings taught. • Use scribes – adults or pupils or speech to text dictation software. • Use alternative ways to record understanding when the learning objective is not to write or spell. 	
Don'ts <ul style="list-style-type: none"> • Cause the pupil to feel different or separate from their peers. 	
Other information/ <u>Update end of Year</u>	