

# Waves of Support C&L Dyslexia

## Wave 1 – Universally available support or ‘quality first teaching’ strategies

### All staff have Dyslexia training

Class Teaching Team		
Dyslexia Friendly classroom	Difficulties with working memory	Reducing the demand on auditory memory
<p>A ‘no failure, only feedback’ / growth mindset Ethos, where everyone is prepared to learn from their mistakes. Encourage risk-taking. Take account of different learning styles and Allow thinking time. Appropriate adaptations to enable access to the Curriculum, including: changing colour tint on IAWB, using highlighters and colour to show links In work and important elements, have coloured Overlays available. Reduce the need to copy information – from the Board or from sheet to sheet. Use tools in English to support organisation, Models, writing frames, task boards, checklists. Use flexible grouping, including providing peer Readers as appropriate. Ensure placement in class maximises Opportunities for attention and listening. Develop the pupils organisational skills. Protect and build self-esteem by using praise and Building on strengths. Use display effectively. Mark positively. Allow extra time for the pupil to write down written instructions or give assistance. Provide and teach how to use working walls, word maps, lists, checklists, task boards templates and story boards as appropriate. Provide opportunities for repetition and over-learning.</p>	<p>Assessment through teaching to identify the areas of need in consultation with the learner. Clear and simple instructions, breaking down longer instructions and giving one at a time. Visual timetable. Visual cues and prompts. Social Stories™. Give time before response is needed. Shared next steps – so they know what to expect. Differentiated resource – teach the curriculum appropriate to the child, not their chronological age. Small group and individual support. Plan opportunities for success and celebrate those successes vulnerability; Give the ‘big picture’ and context at the start of a new topic and revisit throughout. Note-taking as an approach for all. Provide working walls, word maps, lists, checklists, task boards, templates and storyboards. Visual support/reminders – multisensory approach. Aim to provide ‘check-in’ support rather than constant individual attention. Provide opportunities for repetition and overlearning.</p>	<p>Acknowledge and encourage good oral contributions whenever possible. Metacognition approaches – learning to learn by trying to understand the learner’s difficulty and asking them what helps. Use strategies and approaches recommended in advice from assessments and consultations. Evidence-based interventions to develop skills Make simple adaptations e.g. font, line spacing, coloured paper, lighting etc. Encourage the learner to celebrate their strengths and achievements in all areas of life. Reading Allow extra time to read and absorb information. Avoid asking the child to read in front of others unless they want to. Teach strategies to help track words on the page. Spelling Mark written work on content rather than spelling. Highlight/tick the correct parts of the word rather than errors. Writing / Handwriting Reduce written homework requirements. Substitute an alternative task (e.g. work on NESSY or Wordshark) for spelling test. Allow and encourage alternative methods other than handwriting when recording work. Use of a scribe or voice recording for some tasks. Teach touch-typing. Encourage and support word processing for written work where possible. Check suitability of chair/desk, posture and paper placement.</p>

<p>Access to laptops and ipads as appropriate to produce and edit work.</p> <p>Maximise use of technology for voice-to text software. Teach children to use digital/dyslexia friendly alternatives to dictionaries. For example: Spell check on the iPad, personalised vocabulary book.</p>	<p>Memory activities and games to support the development of strategies to support memory, Working memory, Chunk instructions one step at a time and check understanding throughout task.</p> <p>Aim to provide “check-in” support rather than constant individual attention. • Give homework tasks and important instructions in pictorial or written form.</p> <p>Encourage use of different coloured pens to highlight work and provide markers.</p>	<p>Provide with left/right-handed pens and pencils as appropriate</p> <p>Provide high frequency word / topic word lists.</p> <p>Use inbuilt accessibility features of tablets, phones or laptops e.g. speech to text functions.</p> <p>Use dyslexia friendly software e.g. CLICKER.</p> <p>Use colour to highlight spelling patterns</p> <p><b>Mathematics</b></p> <p>Use manipulatives such as Numicon.</p> <p>Talk through number concepts out loud, communicating thinking in a verbal, diagrammatic and written form.</p> <p>Use number games.</p> <p>Use of visual programmes such as Number Shark to target gaps in learning.</p> <p>Follow a structured approach to build understanding of concepts.</p> <p>Acknowledge and encourage good oral contributions whenever possible.</p> <p>Metacognition approaches – learning to learn by trying to understand the learner’s difficulty and asking them what helps.</p> <p>Use strategies and approaches recommended in advice from assessments and consultations.</p> <p>Evidence-based interventions to develop skills.</p> <p>Make simple adaptations e.g. font, line spacing, coloured paper, lighting etc.</p> <ul style="list-style-type: none"> <li>• Encourage the learner to celebrate their strengths and achievements in all areas of life</li> </ul>
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**Wave 2 – Targeted approaches – children accessing these strategies may or may not be on the SEND register**

Class Teaching Team (teachers & TAs under the direction and guidance of the SENCo)		
Dyslexia Friendly classroom	Difficulties with working memory	Reducing the demand on auditory memory
<p>In-class Additional targeted teacher support                      In-class targeted small TA group support                      Pre-teaching opportunities in small groups.                      Overlearning opportunities in small groups                      Access to small group and individual support in English and Maths lessons.                      Ipad voice to text recognition                      Praise, reward and encouragement to build confidence                      High expectations for intellectual expectation                      Reduce the need for written response where oral will do                      Monitor tiredness and fatigue                      Give guidance on how to tackle tasks                      Multi-sensory methods of learning                      Sensitive seating in the classroom                      Encouragement of continuous cursive handwriting                      Colourful semantics,                      Precision teaching</p>	<p>Pre-teaching – e.g. provision of a teacher or TA (overseen by a teacher) to help prepare the learner for the new topic.                      Support pupils to copy from the board allowing extra time or provide a personal copy to have on their desk systematically • Use of a scribe, where appropriate so that the pupil can demonstrate his/ her abilities.                      memory interventions.</p>	<p>Multisensory teaching approach.                      Booster opportunities.                      Catch up programmes e.g Wordshark, Reading Plus, TT Rockstars, Purple Mash                      Guided reading support in small groups.                      Specific interventions to close the gap in learning.</p>

**Wave 3 – Specialist approaches – Children will be on the SEND register and have difficulties highlighted as ‘significantly different than the majority of their peers’.**

Internal (SENCo, Head of Inclusion, FLO)	External Support / Highly Specialised Approaches
<p>1:1 personalised support.                      Individualised curriculum                      Personalised Toolkits.                      Interventions tailored by SLTS/ SALT.                      1:1 Reader/ Scribe support, Exam accessibility arrangements.                      Liaison and supervision of specific and targeted interventions                      Advice through Pupil Progress Meetings and SEN reviews                      Referral to external services                      Resourcing targeted interventions Referral to Specialist Teaching Services (STLS) surgeries.                      Tinted Notebooks/overlays.                      High Needs Funding                      Signing / Signalong / Makaton                      Education Health and Care Plan</p>	<p>Utilising the ‘Local Offer’ through:                      Referral to LIFT to access support and advice of the Specialist Teaching Service                      Referral to Speech and Language Therapist.                      Referral to Educational Psychologist.</p>