

**Whitby Community College**  
Area of Need - Dyslexia - Summary of Provision

Wave 1 Quality First Teaching for All	Wave 2 Group teaching and learning	Wave 3 Additional and Different for some pupils
<p><b><u>Differentiation to support memory</u></b></p> <p>Students with Dyslexia have problems with working memory:</p> <ul style="list-style-type: none"> <li>- Recap previous learning at start of each lesson</li> <li>- Present learning in small chunks</li> <li>- Give students access to any PowerPoint's used; to revise/recap during own time.</li> </ul> <p>Some students will need time to process questions asked before giving their answer:</p> <ul style="list-style-type: none"> <li>- Allow plenty of time for recall</li> <li>- Give support (if appropriate) before responses required</li> <li>- Allow time to talk through ideas, concepts and discussion.</li> </ul> <p>Some students will have difficulty with new or complex vocabulary:</p> <ul style="list-style-type: none"> <li>- Use displays, or written prompts (with graphics where practical)</li> </ul> <p>Use multisensory teaching styles to aid learning. (visual, auditory and Kinaesthetic)</p> <ul style="list-style-type: none"> <li>- Use of peer partners/talk partners</li> <li>- Visually 'draw' concepts to support e.g. draw what a paragraph looks like.</li> </ul> <p><b><u>Differentiation to support sequencing</u></b></p> <p>Some student will have difficulties in sequencing and ordering information correctly:</p> <ul style="list-style-type: none"> <li>- Use displays of charts/lists or essential vocabulary/diagrams</li> <li>- Allow for frequent practice using rhyme, rhythm, games, songs</li> <li>- Provide sequencing frames/written frames/flow charts to aid the structure of the lesson</li> </ul> <p><b><u>Differentiation to support speed of processing</u></b></p> <p>Students are likely to struggle to process information in the first instance:</p> <ul style="list-style-type: none"> <li>- Repeat instructions and questions using the same language</li> <li>- Clearly explain tasks, linking clearly to success criteria and outcomes</li> <li>- Slow down presentation's to enable a chance to process what they have seen</li> </ul>	<p>Students participate in reading and comprehension programme during regular and set times including tutorial.</p> <p>Students attend designated lunchtime clubs to target organisation and study skills.</p> <p>Students given access to netbooks and IPADS to use in lesson to enhance visual perception, writing abilities and processing skills.</p>	<p>Student is allocated a teacher/tutor/Key worker to support general organisation in lessons through use of planner, checking equipment and up to date coursework. Also to support with creating study and revision timetables.</p> <p>Students are given additional time to answer questions and complete work if appropriate.</p> <p>Kindles given to access high interest/low reading age material</p>

### **Differentiation to support visual discrimination/perception**

Some students have difficulties in decoding written information:

- Students to have coloured overlay's in preferred colours to use in reading tasks
- Have coloured paper for students to write on
- Ensure IWB's have coloured background
- Ensure as much natural light available in classroom

### **Differentiation to support auditory discrimination/perception**

Some students have difficulties in processing and decoding verbal information:

- Provide text and sound together
- Exaggerate new vocabulary by separating sounds/syllables

### **Differentiation to support reading**

Some students will have difficulties in reading:

- Never assume or presume that students know what style of reading is required for different tasks.
- Teach what type of reading for gleaning facts, specific information, for general overviews or for pleasure
- Only ask the student to read aloud if they volunteer
- Ensure worksheets include plenty of white space and in larger font
- Provide appropriate reading age material

### **Differentiation to support writing/spelling**

Some students will have difficulties with writing and spelling

- Use alternatives to writing recording including mind mapping, use of video/audio where appropriate.
- Avoid asking the student to copy
- Ensure the student is facing the board, written source
- Use paired writing when appropriate
- Use writing frames
- Use of mnemonics to help remember spellings
- Do not over correct work, mark spellings within the whole school policy that is inclusive and taken into account their dyslexic difficulties
- Use ICT/Word processing whenever possible, including homework.

**Differentiation to support organisation**

Some students will have difficulties with personal organisation:

- Provide sequencing frames/writing frames/flow charts to aid the structure of the lesson
- Have spare equipment such as pens, rulers, pencils etc. as students with dyslexia may forget or lose them. Accept this and don't draw too much attention to the fact they are disorganised.
- Teach students how to use a planner effectively and teach strategies to help them become more organised such as use of post-its, colour coding, folding pages over etc.
- Provide lunchtime clubs to help students with homework or organisational skills.

We make students aware of their strengths not just focus on their areas for development or their weaknesses. We are highly aware of the impact on self esteem, self image and their view of themselves as a learner. We ask the student how they want/need to be taught – what works well for them in the classroom and record this in the Inclusion passport.