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| Name of Pupil |  |
| Is there a family history of literacy difficulties? |  |
| Recent hearing/sight check? |  |

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| **Focus** | **Some of the typical signs or behaviours in pupils with literacy difficulties** | **√ or x** | **Suggestions to try** |
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| **Reading**  **Reading cont.** | **Reading Behaviours:** |  |  |
| * Rubbing eyes (watery or dry eyes), fidgety when reading, sensitivity to light, complains of headaches. |  | Has the pupil had a recent eye test?  Could they need a coloured overlay or Irlen’s assessment? |
| * Problems choosing a book at a suitable reading level. |  | Adult support to help getting books at the correct level. Barrington Stokes or similar books with a low reading age and higher interest level. |
| * Does not read for pleasure. |  | Books with a low reading level and high interest level will support with this. Encouraging reading of magazines, information from a website etc. |
| * Avoids any reading activity. |  | A reading intervention such as 20 20 reading to develop reading skills and comprehension. |
| * Reluctant to read out loud. |  | 20-20 reading, daily reading with a partner. |
| **Inaccurate reading:** |  |  |
| * Unable to read high frequency words as well as peers. |  | The use of precision teaching strategies to teach high frequency words, play spelling games on apps or computer. |
| * Confuses words that are visually similar (e.g. was/saw). |  | Multi-sensory teaching on a regular basis. |
| * Struggles the blend sounds in order- muddles sounds in words. |  | Multi-sensory teaching on a regular basis. Syllabification, phoneme frames, sound button, tracking tools – chop stick or a pencil so they are actually tracking words. |
| * Omits words/lines when reading/difficulties tracking along lines. |  | Encourage the use of a reading ruler to help with tracking the words/lines.  Encourage reading for meaning, does it make sense? Visual processing games. |
| **Lack of reading fluency:** |  |  |
| * Sounding out each word. |  | Alphabet Arc activities – making and blending sounds to make CVC, CCVC, CVCC words. Encourage to sound out in their heads. Encourage the use of other strategies such as meaning, picture clue. See phonological awareness section. |
| * Needs time to process information. |  | Allow the pupil time to look through the book before asking them to read. Allow processing time. |
| * Slow reading speed. |  | Track the text with a finger or ruler, re-read to practise speeding up reading. Precision teaching for high frequency words. |
| **Does not understand what is being read:** |  |  |
| * Doesn’t read for meaning or use context as a strategy. |  | 20-20 reading, one to one reading sessions focussing on developing comprehension. Elklan strategies for understanding vocabulary (e.g. Word Wise Whizz) and understanding of questions (Blank levels), allow opportunities to re-read a book and focus on understanding and developing comprehension skills.  Use of assistive technology – text to speech. Enable on Word, Clicker 7, Read Write Gold. |
| * Needs to read several times to understand meaning. |  |
| **Spelling** | **Inaccurate spelling:** |  |  |
| * Omits letters within words. |  | * Alphabet Arc activities and multi-sensory approach to learn how to write/spell letters and words, using a range of strategies, such as finger writing in sand/salt/glitter/paint, chalks or coloured pens. * Ensure the pupil says out loud the names/words simultaneously as he/she practices writing. Emphasis on the visual and physical to play to his/her strengths. Consider cursive handwriting script. * Use a range of strategies to learn spellings, for example mnemonics, simultaneous oral spelling technique, ‘take a picture’, alphabet strips. * Word maps (Elklan) to explicitly teach new vocabulary and support spelling. * Various games and activities, use of ‘Beginning, Middle and End’ board or LED lights to indicate where he/she can hear sounds in words. * Teaching spelling rules – SEN Spelling Rule book is a good resource. * Teach spelling patterns: e.g. Spelling Made Easy by Violet Brand. * Use a word mat/personalised spelling books which is visually supported, teach rules for use of certain graphemes, e.g. when to use a soft ‘c’. * Teach spellings using onset and rime. Let pupil choose their own preferred strategies. |
| * Errors in discriminating individual sounds, e.g. middle sound. |  |
| * Letters in words in the wrong order. |  |
| * Bizarre spelling. |  |
| * Cannot recognise spelling errors. |  |
| * Spells phonetically. |  |
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| **Writing** | **Content does not reflect ability:** |  |  |
| * Good at thinking of ideas, but cannot get them down on paper. |  | Clicker 7, Clicker apps, Clicker Docs, Read Write Gold, Dragon Naturally Speaking, Word with speech enabled, dictaphone, scribe, alternative methods of recording – mind map, posters, videos, cloze procedures. |
| * Uses simple ideas/vocabulary that doesn’t reflect ability. |  | Word banks, sentence starters, writing frames and/or Clicker apps, writing scaffolds. |
| * Written work often not completed. |  | Extra-time, rest breaks. Break up writing tasks, scribe and/or use of a laptop. |
| * Reluctant to write. |  | Guided writing, support for planning and organising ideas – pre-planning session, oral recording, PowerPoint, comic strips, talk options in Clicker7, scribe, Tower Hamlet’s Progression in Language Structures. |
| **Writing cont.** | **Difficulties in structuring written work:** |  |  |
| * Problems with grammar, e.g. tenses or words muddled. |  | Elklan Colourful Semantics and Colourful Stories, cloze procedure, sentence strips, Clicker Connect app, Clicker Sentences app. |
| * Problems sequencing ideas when writing, organising writing, punctuation, paragraphs. |  | Storyboards, Elklan Colourful Stories, writing frames, graphic organisers. |
| * Ideas not logically linked together – rambling style. |  | As above, paired redrafting, peer marking. |
| * Inaccurate punctuation. |  | Punctuation checklist, visual reminders, targeted teaching. |
| **Phonological Awareness** |  |  |  |
| * Struggles with sound/symbol correspondence. |  | Multi-sensory Alphabet Arc activities, sequencing the alphabet, playing alphabet games. Access to wooden/plastic letters. Alphabet strips on tables, phonetic code mat. Multi-sensory prompts for letter confusion i.e. bed prompt for b/d. Sandpaper ‘b’ (e.g. for beach), pink ‘p’ etc. Ensure that prompts are personalised. |
| * Inability to manipulate individual sounds in words i.e. beginning, middle or end (BME) sounds. |  | Alphabet Arc and onset and rime activities – e.g. make a word and change one sound to make a new word e.g. ‘cat’ to ‘hat’. BME games, LED lights etc. |
| * Struggles to identify syllables in words. |  | Clapping the syllables in words, learning rules for syllable breaks in words, e.g. Toe by Toe. |
| * Difficulties blending sounds. |  | Alphabet Arc type activities making words. Use the wooden letters to push two letters together to blend the sound i.e. ‘s’ and ‘p’ pushed together make ‘sp’. Blending games. Visual strategies to teach whole words/onset and rime. |
| * Unable to identify rhyming words. |  | Sharing books with rhymes – stress the rhymes, singing nursery rhymes. Sort objects or pictures by rhyme. Play pairs games with rhyming pictures/words. |
| **Processing and Memory**  **Processing and Memory cont.** |  |  |  |
| * Slow to process instructions/questions/information. |  | Break tasks down, add visuals, use task plans, allow time to process - 10 second rule. |
| * Problems note-taking. |  | Give bullet point notes to highlight, dictaphone, photograph notes, mind-maps. |
| * Easily distracted/poor concentration. |  | Timers, task plans, seating, use name to get attention, visual checklist with a list of task that they can tick off.  Now and Next board, visual time-table. Ensure work is appropriately differentiated, provide models, WAGOLL. |
| * Difficulties with sequential memory, e.g. times-tables, alphabet, days and months. Forgets spelling sequences. |  | Visual strategies/reminders. Overlearning, for example Precision teaching for number facts, or Alphabet Arc for the alphabet. Play auditory and visual sequential memory games. |
| * Difficulties with working memory – forgetting rules, unable to follow procedures with multiple steps. |  | Visual task plans/checklists. Play working memory games to develop skills/strategies. |
| * Forgets ideas when writing. |  | Use of talking buttons/voice recorder (Clicker 7). Mind mapping, scaffolding. |
| * Forgets what has been asked to do. |  | Visual task plans/checklists. Carry out a post teach check. Peer support. |
| * Forgets equipment. |  | Visual reminders on timetables. Develop their own strategies. |
| * Difficulty using and understanding a timetable. |  | Visual timetable. Ensure that the pupil has a copy and knows how to use it. |
| **Maths** |  |  |  |
| * Difficulties telling the time. |  | Draw attention to certain times of the day, revisit regularly, use colours for hands on a clock. |
| * Difficulties with mental maths. |  | Allow jottings, model, ask the pupil to explain methods. |
| * Confusion of visually similar numbers (e.g. 6/9), number reversals (e.g. 21 for 12). |  | Point out similar looking numbers, use number line to self-check, create multi-sensory number lines. Place value grid to help with 2 digit number reversals. |
| * Forgets maths concepts if not practised regularly. |  | Prompt cards for certain procedures to promote independence. Make a picture dictionary of rules and processes using photos, pictures, examples etc. |
| * Misreads signs. |  | Prompt to self-monitor. Multi-sensory strategies, picture dictionary. |
| * Misreads written instructions. |  | Use of a reader. Highlight key vocab in problems. |
| * Difficulties using column methods, e.g. starting at left. |  | Rule cards, visual reminders. Models, picture rule dictionary. |
| * Difficulties remembering times-tables and mathematical procedures. |  | Precision teaching using mathematical concepts cards.  Visual dictionary of procedures using examples/photos of aids you have created together. Teach pupils how to create their own times-table square quickly for exams/tests. |
| * Confuses similar sounding numbers, e.g. thirteen and thirty. |  | Visually show the difference between numbers. Precision teaching of numbers. |
| **Motor Coordination** |  |  |  |
| * Poor handwriting. |  | Use a cursive script, Write from Start by Teordorescu, SpeedUp by Lois Addy, Physical and Medical Team’s Handwriting Course, Fine Motor Activities, BBC Dance Mat for typing skills, Clever Fingers. |
| * Difficulties copying from the board. |  | Provide notes to highlight, use gapped tasks, put notes on a small whiteboard, let pupils take a photo on an iPad so they can copy from their desk/read and make notes of key points. Colour code lines in different colours. |
| * Problems in having/finding necessary equipment in school. |  | Clearly labelled equipment around the classroom with visuals. Subject equipment checklists. |
| * Difficulties executing tasks in the right order. |  | Task plans, step-by-step guides, time to plan/discuss the best order to carry out activities to complete a task. |
| * Forgetting or not doing homework. |  | Use of planner, give opportunity to complete in school, homework  time-table for parents, email reminders and/or alerts on iPads etc. |
| * Difficulty using and understanding a timetable. |  | Visual timetable. Ensure pupils have a copy and knows how to use it. |
| **Behaviour** |  |  |  |
| * Has low self-esteem generally and/or as a learner. |  | Use positive praise, draw attention to the pupil’s strengths, ensure they have alternative methods to record in order to demonstrate their successes and learning, talk about the fact it is okay to struggle- everyone has strengths and weakness. Refer to positive role models with dyslexia. Metacognition – discuss with the pupil how they learn best/what helps them learn. |
| * Uses work avoidance tactics. |  | Ensure tasks are differentiated to engage the pupil’s learning. Remove barriers – e.g. difficulties with reading and writing. Provide alternative methods of recording and adjust time and content of tasks accordingly. |
| * Often off-task. |  |
| * Reluctant to contribute in lessons. |  |
| * Relies on other pupils for help. |  |
| * Withdrawn. |  |