

## Classroom checklist to support pupils with literacy difficulties including dyslexia

This checklist assumes the classroom is well ventilated and lit; that there is a minimum of movement and noise disturbance.

No.	Environment	Achieved Y/N	Comments
1	Dyslexic pupils are placed near to the front of the class within easy view of the teacher		
2	Dyslexic pupils are positioned so that they have a clear view of the board		
3	Dyslexic pupils have sufficient space to accommodate their work, particularly left handers		
4	Sources of equipment/resources are clearly labelled and organised e.g. simple dictionaries		
5	Key words/vocabulary is placed strategically around the classroom to support current topics e.g. not too small print, placed at an awkward angle, or on too busy a background		
6	Desk top aids are available and their use encouraged e.g. adjective word bank, alphabet cards, b / d prompts, electronic spellcheckers		
No.	Teaching Practice	Achieved Y/N	Comments
1	Clear objectives are stated at the start of the lesson (the big picture is given)		
2	Links to previous learning are made e.g. 'Last lesson we		

	looked at.....and we learned that.....'		
<b>3</b>	Priority points and/or new /key vocabulary are given, explained and recorded clearly, e.g. picture prompts bullet points, wall displays etc		
<b>4</b>	The teacher utilises a multi-sensory approach for all learning points throughout the session, taking into account all learning styles e.g. see it, hear it, do it, show video clips, using song		
<b>5</b>	There is a minimum requirement for dyslexic pupils to record/copy information from the board or from books e.g. consider highlighting of given notes		
<b>6</b>	Instructions and information are broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks of understanding are made after each stage.		
<b>7</b>	Teacher notes/handouts that contain the learning points are readily available for older pupils		
<b>8</b>	Pupils are encouraged to record information in a variety of ways e.g. mind maps diagrams, bullet points, pictures, Clicker 5, access to a scribe		
<b>9</b>	All pupils are actively encouraged to make verbal contributions and take part in discussions e.g. re-phrase questions, offer closed		

	questions if reserved/reluctant to answer		
10	Dyslexic pupils are not made to read or write in front of the class , unless given time to prepare		
11	Resources/handouts are tailored to meet the needs of dyslexic pupils e.g. think spacing, layout, colour blocking (to highlight key points), font, printing on coloured paper		
12	Collaborative working is encouraged including, group work, the sharing of notes. learning buddies on a regular basis		
13	The pace of the lessons should take into account the needs of the learner with time built in for thinking time/brain breaks e.g. have a stretch, a song interlude, I will ask that question again in 5 mins...		
14	Think creatively to support weak reading levels e.g. peer/adult support, access to audio books, use of reading pen		
15	Frequent and effective use is made of questioning both open and closed questions to check understanding		
16	Pupils are <u>not</u> expected to multi-task and tasks are clearly demarcated as looking, listening, speaking and writing with an equal balance of such tasks being evident		
17	The lesson follows a logical sequence with each learning		

	point leading on from the previous. Links between these learning points are frequently reinforced and made explicit.		
<b>18</b>	Pupils are encouraged to ask questions and make oral contributions		
<b>19</b>	Additional time is allowed within sessions for dyslexic pupils to process information, verbalise understanding and for reading and writing activities where appropriate.		
<b>20</b>	Use the range of features on the interactive whiteboard to support learners e.g. reveal blind, zoom facility, highlighters, timers		
<b>21</b>	There is a recap of the objectives and key learning points at the end of the session		
<b>22</b>	Reminders, such as notebooks, personal checklists, etc are used to help pupils remember specific items/equipment for future sessions		
<b>23</b>	Positive and constructive feedback is given to pupils at appropriate intervals e.g. 'I liked the way you... Recognise strengths, praise effort and achievements.		
<b>24</b>	Homework tasks are clearly explained and homework instructions are written down for dyslexic pupils. (Homework is not set in the last few minutes of the session)		
<b>25</b>	Homework set is appropriate and where necessary differentiated. A clear		

	indication of the time to be spent on homework is given.		
26	Pupils are encouraged to record homework in a variety of ways if appropriate e.g. mind maps, bullet points, pictorially with labels.		
27	Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil and clearly recorded for them		
28	Pupils know how to access additional support with homework if required.		
29	Avoid comments such as 'not trying hard enough' and, think of ways to motivate and maximise achievement.		
No.	Marking / Assessment	Achieved Y/N	Comments
1	Verbal and written feedback should be positive and constructive e.g. what has the pupil done well and what are the next (realistic and achievable) steps?		
2	Be sensitive to too much marking e.g. What are the key things for pupil to consider?		
3	Give time for pupils to read and note/respond to comments e.g. next time I will....		
4	Consider child-friendly marking criteria checklists e.g. have I remembered full stops, to use 3 adjectives?		
5	Consider providing extra time, small group withdrawal with supportive adult, use of a scribe (where appropriate) for assessment situations		

6	Assessments need to be analysed- e.g. what can the pupil now do? What does the pupil need more support with?		
7	Recognise and reward effort e.g. answered 25 questions although only 6 correct		
8	Be prepared to feedback regularly (to often very concerned parents) about achievements however small.		
9	Where appropriate homework is marked for content rather than accuracy of spelling.		
10	Parents and pupils are encouraged to comment on the homework set and such comments are reviewed and utilised to inform future practice		

## Whole school approach to supporting pupils with literacy difficulties including dyslexia

The parents of children who are experiencing literacy difficulties can express concern about slow rates of progress, levels of frustration or anxiety displayed by their children.

Here are some ways in which we can alleviate such worries:

- Hold workshops on supporting your child's reading, writing and spelling development
- Hold workshops to demonstrate how do we teach reading / spelling / maths in Key Stage One/ Two
- Hold Early Years workshops on Synthetic Phonics- what is it? How do we teach it? How you can support your child at home?
- Provide access on school websites to, the phonic sounds (delivered as audio visual clips), more information about the school approach to dyslexia, what to do if you have a concern about your child?
- Ensuring open and supportive discussions with parents about pupil difficulties and creating a culture of working together to address need.
- Recognising strengths of all pupils in their different ways.