

**Special educational
needs and/or disabilities
Training toolkit**

For PGCE trainees

Cognition and learning

Dyslexia and specific learning difficulties

Self-study task 7

Introduction to the self-study tasks

These self-study tasks are designed to help trainee teachers on PGCE courses learn more about teaching pupils with special educational needs (SEN) and/or disabilities. They can be used as stand-alone activities or to supplement and extend taught sessions on SEN and disability provided by the school or local authority.

There are 17 self-study tasks in all. Each task will take about two hours to complete, excluding practical activities.

Every Child Matters	
SST1	Inclusion and Every Child Matters
SST2	SEN and disability legislation
SST3	English as an additional language and SEN
SST4	Children's needs and development
SST5	ICT and SEN
Cognition and learning	
SST6	Moderate learning difficulties
SST7	Dyslexia and specific learning difficulties
SST8	Working memory
Behavioural, emotional and social needs	
SST9	Behavioural, emotional and social difficulties
Communication and interaction	
SST10	Speech, language and communication needs
SST11	Autistic spectrum disorders
Physical and sensory impairment	
SST12	Visual impairment
SST13	Hearing impairment
SST14	Handwriting
SST15	Developmental coordination disorder/dyspraxia
Working in partnership	
SST16	Working with colleagues in school
SST17	Working with parents/carers and other professionals

How to use the materials

This is an online resource. Some of the tasks are for you to do on your own; others are particularly suitable to do working with a partner.

Where some of the tasks ask you to record information you need to print out the relevant material first. Other tasks may involve using the internet, which gives you access to rich sources of information about SEN and disability and online forums for additional advice.

Each task includes the following elements:

- the professional standards addressed
- learning outcomes
- an opportunity to explore the concepts, definitions and research findings most relevant to the topic
- ideas for implementing the national curriculum inclusion statement in relation to the topic, including target setting, practical strategies, the role of additional adults and pupil grouping
- practical activities – including action research, child study and class observation
- resources – including books and websites
- an opportunity to evaluate your progress against the outcomes and plan your next steps.

A useful resource to support your studies is **Implementing the Disability Discrimination Act in Schools and Early Years Settings (DfES, 2006)**. It is available free to all schools and there should be a copy in your training institution or school. (If you haven't got a copy, you can order one using the link.)

It should be read in conjunction with **Promoting Disability Equality in Schools (DfES, 2006)** – which you can view, download or order by following the link.

Evidence and sources of information

As you work through these self-study tasks, try to keep a critical and evaluative attitude. Much of the understanding we have of what works, or doesn't work, in relation to meeting the needs of pupils with SEN and/or disabilities has not been fully researched.

Remember:

- many interventions suggested for one group of pupils with SEN and/or disabilities will often benefit other groups of pupils, including those without SEN and/or disabilities
- the quickest way to find out what to do is often to ask the pupil or their parent/carer what they think works.

Literature reviews of 'what works' in relation to literacy and mathematics for pupils with SEN and/or disabilities, which has been investigated in some depth, are available at: www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf

Other sources of information are listed at the end, under 'Resources and references'. You can use these to follow up and learn in greater depth about the material covered in this self-study task.

Self-study task 7

Dyslexia and specific learning difficulties

Professional standards addressed

- Q10** Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Q25** Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
- use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion
 - build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Learning outcomes

You will:

- understand current definitions of dyslexia
- be aware of some of the barriers to participation and learning experienced by dyslexic pupils, and
- be familiar with some of the approaches that support dyslexic pupils' learning.



Activities

		Timings
Activity 1	Developing your knowledge of dyslexia	25 minutes
Activity 2	Planning for dyslexic pupils: gathering information	25 minutes
Activity 3	A dyslexia-friendly learning environment	20 minutes
Activity 4	Planning for individuals	25 minutes
Activity 5	Supporting reading	15 minutes
Activity 6	Including pupils with dyslexia	15 minutes
Activity 7	Points for action	15 minutes

Resources and references

Appendix	Suggested answers and solutions
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Activity 1

Developing your knowledge of dyslexia



Approximate timing: 25 minutes

Introduction

The most authoritative statement to date of the evidence on issues and interventions in relation to dyslexia is the report commissioned by the Secretary of State for Children, Schools and Families from Sir Jim Rose, published in 2009 (Rose, 2009). The Secretary of State has accepted all its recommendations so they have become government policy.



Skim-read Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties online at <http://publications.dcsf.gov.uk/eOrderingDownload/00659-2009DOM-EN.pdf>

Defining dyslexia

As you would expect, there has been substantial investigation of dyslexia, and this has resulted in a range of definitions. Jim Rose's report gives its own definition (note that this does not assign a cause to dyslexia, but describes it in terms of the behaviours associated with it):

- "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention."

Rose, 2009

Effective support for dyslexic pupils

Teachers can now adopt many interventions that have been tested and found to be successful in supporting dyslexic pupils and enabling them to make progress in reading. This self-study task will introduce you to a range of these.

Research suggests that strong and effective teaching of literacy, embodying the principles set out in the work of such authors as Torgesen (2002), can minimise the barriers to participation and learning for pupils with dyslexia.

"Intensive preventive instruction can bring the average word-reading skills of children at risk for reading disabilities solidly into the average range."

Torgesen, 2002

What do you know about dyslexia?



Check how much you already know about dyslexia by answering the questions in table 1. Reading *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* may help with some of the answers.

Table 1: Dyslexia – true or false?

Statement	True or false?
Dyslexia occurs across the ability range	
There are dyslexic pupils in every classroom, and dyslexic adults in most staffrooms	
Of the UK population, four per cent are severely dyslexic, and an estimated 10 per cent are mildly dyslexic	
Dyslexia is a learning difference – a combination of strengths and weaknesses, which affect the learning process in reading, spelling, writing and sometimes number and calculation	
Dyslexic learners may also have weaknesses in short-term memory, sequencing and the speed with which they process information	
Dyslexia has a physiological basis – research indicates neurological differences, generally affecting the left hemisphere, which deals with language and sequential processing	
Dyslexia runs in families	
Dyslexia occurs on a continuum from mild to severe	
Dyslexia occurs in all ethnic groups and in all languages	
People with dyslexia often have low self-esteem, which can lead to reduced motivation and sometimes to behaviour problems	
Dyslexic learners can do as well as anyone else when they are given appropriate support	

How did you get on?

All the answers are true!

A learning difference

The British Dyslexia Association (BDA)¹ has suggested that we should see dyslexia as a 'learning difference'. Note the emphasis given to identifying the dyslexic learner's strengths in the two sections below, which are adapted from the BDA's pack *Achieving Dyslexia Friendly Schools*.

Dyslexia is a combination of strengths and weaknesses, which affect the learning process in reading, spelling, writing and sometimes number and calculation. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information.

In the past, dyslexia has been referred to as a learning difficulty. However, this can lead teachers to focus on identifying weaknesses rather than building on their strengths. It can result in an emphasis on remediation by specialists rather than being addressed by knowledgeable class and subject teachers, supported by specialist help and intervention appropriate to the pupil's needs.

Viewing dyslexia as a specific learning difference can help teachers identify the areas where a dyslexic pupil is strong and those areas where they need support, just as they would with any other pupil. Recognising a dyslexic pupil's strengths and weaknesses can enable teachers to balance the amount of challenge and support they provide.

In this pack the BDA sets out the need for schools to move from a 'medical' model, which assumes that some sort of 'cure' for the pupil is the way ahead, to an 'environmental' approach in which teachers look at what is going on in lessons and consider this in relation to the barriers the dyslexic pupil is experiencing.

Dyslexia-friendly schools

In dyslexia-friendly schools the focus has changed from establishing what is wrong with pupils in order to make them 'better', to identifying what can be put right in the classroom to enhance the effectiveness of their learning.

Placing the focus on dyslexic pupils learning alongside their peers in the mainstream classroom also offers the potential to improve the quality and quantity of any additional intervention, eg a combination of support in class and withdrawal sessions can be tailored more closely to the lesson objectives and the pupils' particular needs.

Dyslexia-friendly schools have policies of 'early intervention' for pupils with learning differences. Teachers are trained to be able to take immediate action when faced with a pupil's learning differences, rather than referring the pupil for assessment and waiting for a 'label' of dyslexia before acting.

1 www.bdadyslexia.org.uk/files/DFS%20pack%20English.pdf

Dyslexia on the web



Browse the following websites to find out about approaches to supporting the learning of dyslexic pupils.

Different sites have differences in emphasis and it is helpful to be aware of this. The first four sites offer a mix of general and specialist information and support for teachers. The last two offer an international perspective.

- The British Dyslexia Association: **www.bdadyslexia.org.uk** Go to the button 'About Dyslexia' and use the side navigation link to the section for schools, colleges and universities.
- Dyslexia Action (formerly the Dyslexia Institute): **www.dyslexiaaction.org.uk** Click on the 'About Dyslexia' tab.
- National Association for Special Educational Needs (NASEN) **www.nasen.org.uk**
- Schools and inclusion: **http://schools.becta.org.uk/index.php?section=tl&catcode=ss_tl_inc_02**
This is the Schools and Inclusion part of the Becta site – use the search box to explore resources and support for dyslexia.
- International Dyslexia Association (based in the USA): **www.interdys.org**
- The TEEM website **www.teem.org.uk** This site contains a wide range of reviews of software to help learners with SEN, including pupils with literacy difficulties.

Activity 2

Planning for dyslexic pupils: gathering information



Approximate timing: 25 minutes

25 mins

This activity will help you think about your practice working with dyslexic pupils.

During your next school placement you may be able to identify a pupil to focus on for the activities in this self-study task – your 'focus pupil'. They should have been identified by the school as dyslexic. It would be helpful if this pupil is in some of the classes you teach. If you do not teach your focus pupil, for some of the activities you will need to work closely with a colleague who teaches them.

Don't worry if you are unable to identify a focus pupil or to complete the activities during your placement. Some example materials have been included so that you can complete the self-study task. If you use the example materials, you might wish to repeat the practical aspects of this task with a focus pupil when you start working as a teacher.

If you are completing the practical aspects of this self-study task with a focus pupil, print out table 2 and use it to record your findings. You will need the completed table again in activity 6.

This activity will take you through:

- the key ingredients of success in reading and writing
- how to identify your focus pupil's strengths and needs, and
- finding out what strategies have been used with your focus pupil so far and the progress they have made.

It will also help when you observe your focus pupil in lessons.

If you are unable to complete the practical aspects of the task, look at the examples of how the table might be completed – there are examples for a primary and a secondary dyslexic pupil throughout the self-study task.

Table 2: Putting the information together

Gathering information		Pupil's name: Age:
	Source	Your findings
<p>The basics of successful reading and writing</p> <p>Where does the pupil fall on the dyslexic continuum?</p>	<p>Rose, J, 2009, Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</p>	
<p>The pupil's strengths, interests and needs</p>	<p>The pupil themselves</p>	
<p>The success of strategies used so far</p>	<p>Other staff, eg the SENCO, teaching assistants</p>	
	<p>School records</p>	
	<p>Others, eg parents or carers</p>	
<p>The pupil in lessons</p>	<p>Observation</p>	

The basics of successful reading and writing

The Independent Review of the Teaching of Early Reading (the Rose Report, 2006) adopted a new conceptual framework for teaching reading called the 'simple view of reading' as its model of literacy development. As you will have read, this is referred to in Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties in relation to pupils with literacy difficulties, including dyslexia.

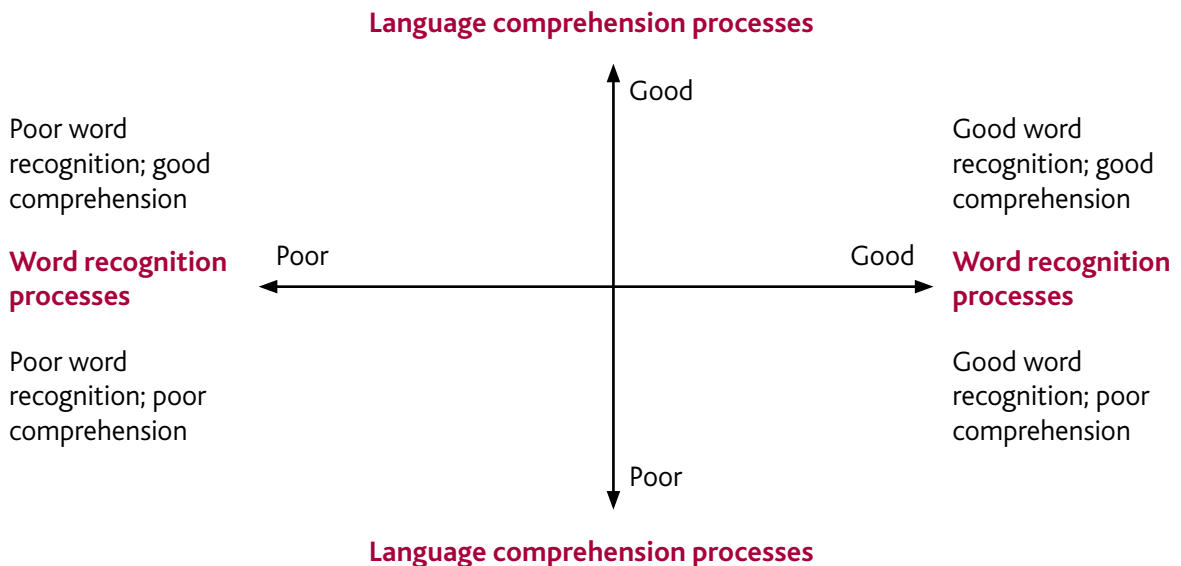
"Simple View of Reading: this summary of the way in which children learn to read recognises that skilled reading entails the development of a set of processes by which the words on the page are **recognised** and **understood** (ie word recognition processes), and the development of increasingly sophisticated **language comprehension** processes, by which texts as well as spoken language are understood and interpreted.

"Learning to read therefore involves setting up processes by which the words on the page can be recognised and understood, and continuing to develop the language comprehension processes that underlie both spoken and written language comprehension."

Rose, 2009

The review sets out the model in a diagram:

Diagram 1: The simple view of reading²



The report describes this diagram as follows:

"... the 'Simple View of Reading' provides a model for understanding important aspects of literacy learning. As shown in [diagram 1], in this view there are two distinct but closely related dimensions: word recognition processes and language comprehension processes. Both are essential for learning to read and for understanding what is read."

Rose, 2009

² Crown copyright – reproduced under the terms of the Click-Use Licence.



Look at the diagram and try to answer these questions:

- If we accept this model, in which quadrant(s) do good readers appear?
- If we accept this model, in which quadrant(s) do dyslexic readers appear?

Check your ideas against the answers in **the appendix**.

Given these answers, now try to answer the following question:

Consider pupils who fall into the bottom right quadrant – ie those who are good at word recognition and less good at language comprehension. Which of the four types of need set out in the SEN Code of Practice are they most likely to be placed in:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development, or
- sensory and/or physical?

Check your answer in **the appendix**.



If you are finding out about a focus pupil at your placement school, complete the first row of table 2 in the light of the 'simple view of reading' analysis.

If you do not have a focus pupil, look at the examples of how table 2 might be completed in the light of the 'simple view of reading' analysis – table 3 for a primary pupil and table 4 for a secondary student.

Table 3: Nazeer, aged 8

Gathering information		Pupil's name: Nazeer Age: 8
	Source	Your findings
The basics of successful reading and writing Where does the pupil fall on the dyslexic continuum?	Rose, J, 2009, Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties	Nazeer's language comprehension is within the typical range for his age, but he finds word recognition difficult. He is likely to be in the top left quadrant of the simple view of reading model.

Table 4: James, aged 13

Gathering information		Student's name: James Age: 13
	Source	Your findings
The basics of successful reading and writing Where does the student fall on the dyslexic continuum?	Rose, J, 2009, Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties	James' language comprehension is within the typical range for his age, but he finds word recognition difficult. He is likely to be in the top left quadrant of the simple view of reading model

Find out the pupil's strengths, interests and needs

Through this part of the activity you can find out about:

- a dyslexic pupil's strengths and interests, and
- the issues in learning that relate to his or her dyslexia.

The first step in removing barriers to participation and learning is to find out the pupil's own views. In this activity you will make an initial exploration of your focus pupil's strengths, interests and needs. Later on, in activity 4, you will have a more detailed conversation with your focus pupil to identify the teaching and learning approaches that they find most helpful. There is an alternative activity for to do if you do not have a focus pupil.



Make time to sit down with your focus pupil to explore their feelings about learning of different kinds in a range of situations. The discussion needs to be managed sensitively and should take place somewhere where the pupil feels comfortable.

The interview can be quite short but needs to be planned. It is a good idea to work on this with a colleague and take advice from others in the school, including the special educational needs coordinator (SENCO), on how they would deal with topics that the pupil may find hard to talk about.

You will need some particular advice on the interview if the pupil is young, unless you are used to working with that age group. The discussion will probably be more successful if you ask questions that clarify the pupil's responses to what has happened in the past, rather than asking them about the future. For example, you might ask the pupil to tell you:

- about a time when they really enjoyed lessons
- what they most enjoy doing in lessons
- what has really helped them with literacy tasks like reading and writing,³ and
- about a time when something happened in lessons which made it difficult for them to learn in the way they liked.

When you meet the pupil, listen to them. Let them tell you what they think is the major barrier stopping them from accessing the curriculum, and about strategies that have helped, so you can build a picture of what is likely to be successful.

For many pupils this will not be an easy conversation, particularly for older pupils as for them the comprehension demands of texts are likely to be more substantial. Remember to treat dyslexia as a different way of learning. Discuss what makes them feel comfortable about reading.

Don't neglect the valuable technique of reflection. If the pupil says, for example, "I don't like spelling", try not to respond with a question such as "Why don't you like spelling?" Instead, reflect the remark back: "You don't like doing spelling because...", leaving the pupil to expand on their previous comment.

3 Activity 4 gives some ideas for detailed discussion.



Fill in the second row of table 2 when you have completed your interview.

If you do not have a focus pupil, look at the examples of how table 2 might be completed after an interview with a pupil – table 5 for a primary pupil and table 6 for a secondary student.

Table 5: Nazeer, aged 8

Table 5: Nazeer, aged 8		
Gathering information		Pupil's name: Nazeer Age: 8
	Source	Your findings
The pupil's strengths, interests and needs	The pupil has told you...	Nazeer likes watching and playing cricket. He gets on well with the teaching assistant and his study buddy, Tom. He learns best when he does not feel hurried and when teachers take the trouble to make sure he understands what is being asked of him. He does not like being picked out for special help in class.

Table 6: James, aged 13

Table 6: James, aged 13		
Gathering information		Student's name: James Age: 13
	Source	Your findings
The student's strengths, interests and needs	The student has told you...	James likes watching cartoons on television, particularly 'The Simpsons'. He enjoys art and design and design and technology lessons. He likes to use his laptop for any written work. He learns best when he does not feel hurried and when teachers take the trouble to make sure he understands what is being asked of him. He does not like being picked out for special help in class.

Finding out about strategies used so far



Arrange a meeting with the SENCO or a specialist who has worked with your focus pupil in the past. It is likely that the pupil will have targets for reading or writing, perhaps in an individual education plan (IEP) or other school target-setting record.

In this meeting, you need to explore:

- whether checks have been made on the pupil's hearing or sight
- the strategies that have been used so far to support the pupil in reading, writing and spelling
- what has and has not worked
- how staff decided what worked, and the implications of this for the way you should approach planning for the pupil
- how targets were established, and
- what the story so far suggests will help the pupil to meet targets for their learning.

It can also be valuable to find out what the pupil's parents/carers think about these questions. If you are able to arrange a meeting with them, have a look at the ideas in self-study task 17 'Working with parents/carers and other professionals' beforehand.

In your meetings with the SENCO/specialist and with parents/carers you may hear about the pupil's:

- memory and whole-word recognition – pupils need to be able to recognise phonemically both regular words and irregular words, which have to be memorised
- ability to scan text and interpret the meaning efficiently – this is an issue for many secondary students who can read, but only slowly
- phonological awareness, and
- knowledge of phonics and the 44 letter sounds of the English language.

You will find ideas about removing the barriers for pupils for whom these are issues later in this self-study task.



When you have spoken to colleagues – and, if possible, parents/carers – complete the third, fourth and fifth rows of table 2.

If you do not have a focus pupil, read through the examples of how table 2 might be completed following this activity – table 7 for a primary pupil and table 8 for a secondary student.

Table 7: Nazeer, aged 8

Table 7: Nazeer, aged 8		
Gathering information		Pupil's name: Nazeer Age: 8
	Source	Your findings
The success of strategies used so far	Other staff, eg the SENCO, teaching assistants	Nazeer's teaching assistant has told you that he finds it difficult to read aloud or explain what he has read. Nazeer's working memory can fail him badly, perhaps due to anxiety, and this makes it hard for him to take part in formal oral work in class.
	School records	Nazeer has no hearing or visual impairments.
	Others, eg parents or carers	You have not been able to speak to Nazeer's parents.

Table 8: James, aged 13

Table 8: James, aged 13		
Gathering information		Student's name: James Age: 13
	Source	Your findings
The success of strategies used so far	Other staff, eg the SENCO, teaching assistants	James does not have his own teaching assistant and is getting used to working with his laptop. This has helped him greatly with writing. He takes trouble to set the laptop up in the colours he likes. He has used a coloured overlay for reading in the past, but finds that this is no longer as effective as it was at first. His working memory can fail him badly, and he finds it hard to take part in formal oral work in class.
	School records	James has no hearing or visual impairments.
	Others, eg parents or carers	You have not been able to speak to James' parents.

Observe your focus pupil in lessons



If you are working with another trainee teacher, ask them to sit in on a class in which your focus pupil is working and carry out the observation.

If you are working on your own, you might either:

- observe the pupil in someone else's class, or
- ask your mentor or an experienced teaching assistant to help with observing the pupil in one or more of your lessons.

Watch for:

- ways of working that the pupil clearly enjoys, so you can bring those into your planning
- approaches that are successful in encouraging the pupil to join in discussions appropriately
- effective ways of praising or reinforcing success for the pupil (sometimes pupils who have a low opinion of their abilities find praise very hard to accept, particularly for written work)
- approaches that are successful in encouraging the pupil to read and/or write, and
- any barriers the pupil experiences in relation to oral and written work.



Complete the final row of table 2 following your observation.

If you do not have a focus pupil, read the examples of how table 2 might be completed following this activity – table 9 for a primary pupil and table 10 for a secondary student.

Table 9: Nazeer, aged 8

Gathering information		Pupil's name: Nazeer Age: 8
	Source	Your findings
The pupil in lessons	Observation	When you watched Nazeer in class, you noticed that he was hesitant to ask for help from anyone other than the teaching assistant. He sometimes forgets tasks he has been set and often loses concentration.

Table 10: James, aged 13

Gathering information		Student's name: James Age: 13
	Source	Your findings
The student in lessons	Observation	When you watched James in class, you noticed that he was slow to get started, and then sometimes rushed his work. He was very hesitant to ask for help when stuck with something.

Activity 3

A dyslexia-friendly learning environment



Approximate timing: 20 minutes

20 mins

This activity looks at ways to make your classroom more dyslexia-friendly.

You are not on your own

Given the numbers of pupils who have dyslexia, making classrooms dyslexia-friendly should be regarded as an issue for the whole school. When you are teaching dyslexic pupils, you should look for some support with implementing approaches in the classroom. For example:

- The SENCO should offer support and guidance on specialised strategies on reading and writing, or be able to tell you where to find this advice.
- Other colleagues with specialist training in supporting dyslexia can also help, including specialists from local support services. Ask the SENCO to help you contact them.

Check some general approaches are in place



Think about the lessons you have taught during school placements and complete table 11 on the next page.

Table 11: Checklist of teaching approaches

Approaches	I use already	I have seen in use	I will try out
Use and encourage pupils to use alternative ways of recording, such as drawing, diagrams, voice recording, video and annotated still photographs.			
Encourage pupils to use structured approaches such as mind mapping. ⁴			
Multi-sensory approaches, eg making things visual and, where appropriate, using 'concrete' objects.			
Make sure pupils have 'buddies' to support them at appropriate times, eg when they are tackling a task in an area that they are not confident in.			
Build pupils' confidence through working from the known – eg using or making resources based on pupils' own experiences and that use familiar vocabulary, or developing vocabulary and understanding through modelling, questioning and asking for clarification.			
Use frequent targeted praise as pupils achieve objectives. This may need to be discreet.			
Always give out homework or other independent study tasks well before the end of the lesson, and make sure they remain available to pupils. Taking rapid notes accurately at the end of a lesson is not an easy skill to acquire for dyslexic pupils (or many others).			
As discreetly as necessary, make sure dyslexic pupils can see prompts or displays showing ways to form letters and numbers, to help pupils get them the right way round – 'b' and 'd', for example.			
Build in plenty of opportunities to develop speaking and listening skills. Research has clarified the role this has in the development of reading and writing (see self-study task 10).			

There are more examples of what makes a dyslexia-friendly learning environment on the BDA website: www.bdadyslexia.org.uk Select 'About Dyslexia?' followed by 'Schools, Colleges & Universities', and then use the contents menu.

Keep a note of the approach or approaches you are going to try and write them in activity 7, 'Points for action'.

4 The software packages, Kidspiration for younger pupils and Inspiration for older pupils can be used to convert ideas into writing. (Where this booklet refers to a specific product, no recommendation or endorsement of that product is intended, nor should be inferred.)

Activity 4

Planning for individuals



Approximate timing: 25 minutes

When planning teaching approaches and adjustments/modifications, it is important to plan for dyslexic pupils individually as not all strategies will be appropriate or effective for every dyslexic pupil. Taken together, however, the strategies shown in table 12 should help you select a helpful framework for enabling any dyslexic pupil to learn.

These strategies will also help pupils with other kinds of SEN and/or disabilities, for example those with speech, language and communication needs, who may have similar difficulties with working memory or sequencing.

The table has been designed so that you can photocopy the statements and cut them up into separate cards.

The cards have been written in 'pupil-friendly' language, so that that you can read them to a dyslexic pupil and ask them to choose or rank strategies that would be helpful to them.

Consult your focus pupil

As discussed in activity 2, the first step in removing barriers to participation and learning is to find out the pupil's views. This activity builds on the initial discussions you had with your focus pupil in activity 2.



Photocopy and cut up table 12 to create a set of cards. Use the cards to inform a discussion with your focus pupil about the approaches that help them to learn best. Record the strategies and approaches that work for them. You could use the ideas in 'Find out the pupil's strengths, interests and needs' on page 14.

If you are unable to discuss the approaches with a focus pupil, don't worry. Simply read the table, and note any strategies you may wish to try during your next placement or when you begin teaching (see activity 7 'Points for action').

A number of these strategies also relate to working memory. You may wish to read self-study task 8 'Working memory', which deals with this topic in detail.

Table 12: Teaching approaches and adjustments/modifications

Multi-sensory approaches, including information and communication technology (ICT)

<p>Teachers use ways you like to learn. For some people this might be learning from pictures, diagrams or 'mind maps'. For others it might be using practical equipment, handling objects or moving about. Which ways do you think you learn best?</p>	<p>Teachers use pictures, symbols, sound and other approaches to help you learn.</p>
<p>The teachers make sure you have time to use the computer and software that is helpful for people who are dyslexic.</p>	<p>If you have difficulty with handwriting, spelling and punctuation, the teacher will sometimes suggest a different way of getting your thoughts down, such as pictures, mind maps or a small voice recorder.</p>
<p>If you find it hard to remember basic number facts, the teacher helps you by giving you useful things like a small tables square or pocket number line.</p>	<p>The teachers realise that learning sequences like counting forwards or backwards, or the alphabet, might be hard for you – so they give you helpful equipment such as a pocket alphabet, calendar and number squares.</p>
<p>The teachers give you words on bookmarks, word mats, alphabet strips or special dictionaries.</p>	<p>Your teacher makes sure you can change text, background and other features on your computer.</p>
<p>If the teacher gives you a worksheet, it is easy for you to read and is printed on cream or buff paper so that the bright paper does not hurt your eyes.</p>	<p>The teacher makes sure that you can use a calculator to help you with solving problems.</p>
<p>The teachers ask other pupils in the class to make tapes of stories and of mathematical tasks, to make sure there is plenty of material to listen to.</p>	<p>The teacher gives you a pack to help you, which could include sticky notes, highlighter pens, tables, a line tracker, and other useful items. (What else can you think of?)</p>

Table 12: Teaching approaches and adjustments/modifications continued

Working with additional adults	
Your teacher makes sure to ask you about the kind and amount of support that you like to have in class.	When you are going to take a test, the teachers work out what help you will need – like having someone to read questions to you, for example.
If there is any writing that will be hard for you to read, such as written instructions, word problems or any other sort of text, someone will read it to you.	
Managing peer relationships	
Teachers don't ask you to copy from the board, as it can be hard for you to find your place when you look up from your paper to the board and back again. Instead, they ask a 'study buddy' to work with you, or write things down for you.	<p>You have a 'study buddy' who can help you. This would be someone who can help you with parts of the work you find very hard – but you will be able to help them in other ways.</p> <p>If you have good ideas for writing but find writing and spelling hard, then your buddy could be someone who is good at writing and spelling, but not good at thinking of ideas.</p> <p>If you find numbers hard, your buddy could be someone who is good at this, but you could help them with work on shape and space.</p>
Teachers make sure you are able to work with different pupils – so that no one feels that you are just part of the 'bottom group'.	There may be things that really interest you but are a bit hard for you to read on your own at the moment (books, comics, newspapers, magazines, information on the internet... can you think of anything in particular?). Your teachers try to make sure that someone reads these with you – someone at home, maybe, or someone else at school who is older than you.

Table 12: Teaching approaches and adjustments/modifications continued

Adult-pupil communication	
<p>You might find it hard to keep questions or instructions in your head. If you do, the teachers will:</p> <ul style="list-style-type: none"> • say them again • break them into smaller chunks for you • write them down for you • give you time to think, or to talk to a study buddy, before answering. 	<p>The teachers make sure you have time to look at books or texts before you work with them in class. Or they might arrange for someone to work with you on the book before the lesson so you can join in.</p>
<p>The teacher takes time to discuss new words and ideas with you before you use them in class.</p>	
Formative assessment/assessment for learning	
<p>The teachers link anything you are going to read or study to what you know already.</p>	<p>The teachers make sure you know what you are supposed to be learning and how you will know when you have learnt it.</p>
<p>The teachers make sure they listen to what your [mother/father/parents/other carers] think about the best ways to help you.</p>	<p>The adults in the class help you use mind maps and other drawings and pictures to talk about what you want to learn and what you have learnt.</p>
<p>If the teacher marks work when you are not with them to listen to their comments, they look carefully at any spelling or number mistakes. They will help you by showing how the words you spell wrong are similar to words you do know – or how the number facts that you get wrong are near to number facts that you are sure of.</p>	<p>The teacher helps you find your own way of working out calculations, using what you already know to work out the bits you don't know. For instance, you might work out $40 + 29$ by remembering $40 + 30$, then taking away one.</p>
<p>The teachers also make sure you help to set the targets that you, the teachers and your parents are going to use to help you make progress.</p>	<p>If you are learning a new way of doing a calculation or solving a problem, the teacher makes sure you work with numbers that you can use well already, so that you can concentrate on the method.</p>
<p>Your teachers make it clear to you that they are looking at what you write as well as how you write it. Ideas and good choices of words are important as well as handwriting, spelling and punctuation.</p>	

Table 12: Teaching approaches and adjustments/modifications continued

Motivation	
Your teachers know what you are good at and make sure you get a chance to show it. For example, if you are finding written work or spelling difficult, you can show your ability in spoken work, and by giving your ideas when we are doing some writing all together as a class or in a group. Or, if you are not good at numbers, you might be good at working with problems.	Teachers make sure that if you reach your targets, they praise you and help you to feel confident, even if you sometimes make mistakes.
The teachers in school make sure everyone understands and feels positive about reducing barriers for pupils who are dyslexic. They talk about talented adults and celebrities who are or were dyslexic.	The teacher will never ask you to read aloud in front of anyone, unless you volunteer to.
The books the teacher gives you are interesting for pupils your age – not ones written for younger children.	Your teachers make it clear to you that they are looking at what you understand about mathematics as well as how many tables and number facts you can remember. Everyone's strong points are important.
Memory/consolidation	
Teachers realise that you will know things one day but forget them the next. They also know you might sometimes forget things that you need for the lesson, or forget what you are supposed to be doing halfway through a lesson. They do not get cross with you when this happens. Instead, they talk to you about ways you can use to help you to remember things.	The teachers always write down instructions for homework, so that you can listen and concentrate on what you have to do.
If you find it difficult to remember things off by heart, the teachers help you by showing you patterns – like spelling rules, word patterns, or patterns in multiplication tables.	The teacher understands that you might find it hard to remember steps in a mathematical problem. You can use a notepad to keep track of your work.
The teachers know that learning tables may be hard for you. They show you different ways of remembering multiplication facts.	You use memory jogger pads or sticky notes to help you organise your work.
Your teachers show you how to make mind maps to sort out your ideas and record your thoughts.	Your teachers help you think up your own ways of remembering how to spell difficult words.



To finish your discussion with your focus pupil, ask them to complete these sentences:

- "One thing that really helps me is..."
- "One thing I really hate is..."

Activity 5

Supporting reading



Approximate timing: 15 minutes

What does reading feel like if you are dyslexic?

Many, but not all, dyslexic adults report things like:

- seeing 'rivers' of white on the page rather than lines of text
- words moving around on the page
- words going out of focus after a few minutes of reading
- letters, numbers and shapes blurring
- not seeing words clearly when print is black on white paper
- reaching the end of a line and rereading the same line, or going up or down one by mistake – this causes major difficulties in comprehension and calculation.

Younger pupils often do not report these kind of problems, as they are not aware that they see any differently to anyone else.

Plan to support reading

This activity will help you plan support for reading for dyslexic pupils.

Check the reading demands of the text



Select a text that you plan to use with a class you teach on your next school placement that includes a dyslexic pupil. This could be a reading book, a subject textbook or a resource you have made yourself. If there are no dyslexic pupils in your class(es), ask a colleague who teaches a dyslexic pupil to identify a text they typically use. Check the text for the demands it places on readers (check for length of sentences and complexity of language) and the support it provides (pictures, diagrams, etc). Consider how the text might be made more accessible for dyslexic learners.

The following guidelines will help you select or prepare dyslexia-friendly materials.

Guidelines for producing dyslexia-friendly materials

Research has not produced a template for text that meets the needs of each and every individual. However, the following guidelines will help many. These ideas come from discussion with dyslexic adults and behavioural optometrists working in this field.

- Use off-white for paper and screen backgrounds on computers and interactive whiteboards. Some people prefer pastel colours, while others prefer cream. Where possible, offer white or colour as a matter of course, so pupils have a choice.
- Use a minimum of 12 pt or ideally 14 pt type in written text.
- Use fonts like Arial that are rounded and reflect a cursive script.
- Keep lines left justified with a ragged right edge.
- Use a line space between paragraphs to break up text.
- Use wide margins and headings to break up text.
- Use bold to highlight, as italics or underlining can make words appear to run together.
- Where possible, use bulleted or numbered lists rather than continuous prose.
- Write clear, concise sentences and instructions.
- Keep sentence length to a minimum.
- The active rather than the passive voice increases readability.
- Use flow charts to represent information visually wherever possible.
- Keep paragraphs short, with headings and sub-headings.
- Use images (pictures and/or symbols) to support text.

Note: You should also be aware of the demands of websites that pupils are likely to use when searching for information. Plan so that pupils use sites that you have checked for accessibility, including the capacity to change the font type and size and the background. It may sometimes be appropriate to encourage pupils to use browsers which allow the searcher to simplify and clarify images and text layout,⁵ but this will be a matter for discussion with the SENCO. Similarly, some dyslexic pupils may prefer to use speech support for writing with a computer.⁶ Again, you should discuss this with the SENCO.

Look for alternatives



When you are next on a school placement, visit the school library/information centre to check whether it has high interest, age-appropriate reading material for those who find reading hard. For example, they may have (for secondary students) Rainbow Readers,⁷ Rapid Readers from Heinemann (includes audio versions), or Dandelion Readers.⁸ Explore what audio versions of texts are available.

Prepare pupils

Think about how you might plan to include 'quality' time to discuss in depth topics dyslexic pupils are to read or write about. With older pupils, the demand for confident comprehension of increasingly substantial texts and longer pieces of writing often become the issue. You might consider asking a teaching assistant to 'pre-tutor' a group of pupils who might have difficulty with a particular text to introduce the key vocabulary and concepts. Check that you are clear about the way the pupil likes to prepare and that you take account of their preferred approach.

5 For example, Widgit Software's Communicate: Webwide: www.widgit.com

6 Microsoft Word and other word processors have a speech option for selected text – try it out.

7 www.rainbowreaders.co.uk

8 www.phonicbooks.co.uk

Support pupils while they are reading



When you are next on a school placement, try some of the following approaches. They are helpful for all pupils, not just those with dyslexia:

- Help pupils to extract meaning from texts by using the layout, the contents table, chapter headings, the paragraphing, etc.
- Show them how to scan text for main and subordinate ideas.
- Encourage pupils to practise predicting for meaning – when they are stuck, reading on to the end of the sentence or rereading a sentence to get the meaning.
- Encourage pupils to read with a buddy.
- Support pupils in varying their approach to reading depending on the purpose.
- Depending on the pupils' age, use an appropriate range of role-play, symbols, pictures, puppets and play scripts⁹ to support their understanding of character, setting and story events.
- Make sure dyslexic pupils have specific support in using libraries/web-based searching, particularly in the early stages of a search, when the mass of text can be overwhelming. This can include directing pupils to sites where you know there are effective 'internal' search engines to help them with their search.
- Teach pupils how to use a dictionary/spell-checker effectively.
- Teach pupils to use or create a writing frame to scaffold written answers based on text.

9 Play scripts are a powerful approach to developing empathy and understanding of vocabulary and narrative. An adult and a small group of pupils act out (ideally more than once) a brief version of a story using model people as the characters.

Activity 6

Including pupils with dyslexia



Approximate timing: 15 minutes

There are two ways to complete this activity:

- using the information about your focus pupil gathered earlier in this self-study task, or
- using the example case studies provided.

Option A: Using your own information



Select the plan for a lesson you will teach for a class that includes your focus pupil. If you do not teach your focus pupil, ask a colleague who teaches them to give you a copy of one of their lesson plans.

Collect together the information you have gathered in all the activities so far about your focus pupil, including the information you recorded in table 2 and any objectives set out in plans for them. Then fill in the planning chart in table 13.

Think of ways to check how successful the lesson has been after you or your colleague have taught the lesson.

Table 13: Planning to include your focus pupil

Pupil's name:		
The stages of the planned lesson (these are only suggestions)	The sort of questions you need to ask	What you would do to support your focus pupil
Present intended learning outcomes	How, if at all, would you differentiate the lesson's intended learning outcomes for your focus pupil?	
Resources	How, if at all, would you differentiate the lesson resources for this pupil?	
Discuss task(s)	How would you make sure the pupil can contribute to the discussion?	
Group work	How would you group pupils to include your focus pupil? What would be the role of any teaching assistants? What strategies might you use to support your focus pupil?	
Whole-class discussion	How would you support your focus pupil in joining in and remembering key points from the lesson?	
Evaluation against learning outcomes	How would you make sure your focus pupil could evaluate their success or progress in the lesson?	
Scope for including ideas relating to the pupil's strengths and interests	What might you include that relates to your pupil's strengths and interests?	

Option B: Using the case studies

Primary case study: Nazeer



Read the case study materials below, including the completed table 14.

Year 4 lesson: Resisting pressure to do wrong or risky things¹⁰

Lesson outcomes

Pupils will learn:

- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know
- how to ask for help and use basic techniques for resisting pressure to do wrong (PSHE 3f)
- how to make simple notes to guide others in discussion.

Introduction

Reminder of the definitions of 'risk' and 'hazard' and a discussion of peer pressure: "Peer pressure is not usually overt force or pressure, but is more likely taking a lead from someone else/going along with the group/doing what others do. Although we may have good ideas about how to keep ourselves safe at home, it is sometimes difficult to do the right thing if others want to do something else." (ROSPA)

Whole-class discussion (1) of a scenario

The scenario: a group of friends is playing at one family's house. Some of them suggest lighting a fire in the garden using matches they have seen in the kitchen. Discuss: What is wrong with this? What are the risks? What could happen?

Whole-class discussion (2)

Why might people go along with the pressure? Explore possible ways for someone to avoid being caught up in something they do not want to do. For instance, they might say: "That's dangerous – I don't want to take a risk. Let's check with an adult – just to be safe", and stand up for themselves but be polite, rather than bossy, aggressive or rude.

Work in small groups (groups of five)

Worksheet contains five home safety scenarios such as:

A group of friends are playing computer games in the bedroom of one person. One of them uses an asthma inhaler and some of the others ask if they can try it.

For each scenario, one of the group leads the rest, first noting their own answers to the questions: What is wrong with this? What are the risks? What could happen? Why might people go along with it? What could they do or say?

Whole-class discussion (3) of group conclusions to compare ideas.

Evaluation of learning against intended outcomes.

Pupil – Nazeer

Nazeer is in year 4 of his mainstream primary school. His reading age is three years below his chronological age.

10 This sketch of a primary lesson plan is based on a lesson from the Royal Society for Prevention of Accidents (ROSPA) website: www.rosipa.com/safetyeducation

Table 14: Putting the information together – Nazeer

Gathering information		Pupil's name: Nazeer Age: 8
	Source	Your findings
<p>The basics of successful reading and writing</p> <p>Where does the pupil fall on the dyslexic continuum?</p>	<p>Rose, J, 2009, Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</p>	<p>Nazeer's language comprehension is within the typical range for his age, but he finds word recognition difficult.</p> <p>He is likely to be in the top left quadrant of the simple view of reading model.</p>
<p>The pupil's strengths, interests and needs</p>	<p>The pupil themselves</p>	<p>Nazeer likes watching and playing cricket. He gets on well with the teaching assistant and his study buddy, Tom. He learns best when he does not feel hurried and when teachers take the trouble to make sure he understands what is being asked of him. He does not like being picked out for special help in class.</p>
<p>The success of strategies used so far</p>	<p>Other staff, eg the SENCO, teaching assistants</p>	<p>Nazeer's teaching assistant has told you that he finds it difficult to read aloud or explain what he has read.</p> <p>Nazeer's working memory can fail him badly, perhaps due to anxiety, and this makes it hard for him to take part in formal oral work in class.</p>
	<p>School records</p>	<p>Nazeer has no hearing or visual impairments.</p>
	<p>Others, eg parents or carers</p>	<p>You have not been able to speak to Nazeer's parents.</p>
<p>The pupil in lessons</p>	<p>Observation</p>	<p>When you watched Nazeer in class, you noticed that he was hesitant to ask for help from anyone other than the teaching assistant. He sometimes forgets tasks he has been set and often loses concentration.</p>

Now fill in the blank column of table 15 with your ideas for making sure Nazeer is included in the lesson. Use any of the ideas from the activities in this self-study task. Once you have done this, compare your ideas with what actually happened in the lesson – in **the appendix**.

Table 15: How would you support Nazeer?

Primary		What would you do?
Present intended learning outcomes	How, if at all, would you differentiate the lesson's intended learning outcomes for Nazeer?	
Whole-class reminder: 'risk' and 'hazard'	How would you make sure Nazeer can contribute to the discussion?	
Class work in small groups to discuss the scenarios	How would you group the pupils for this activity? What would be the role of the teaching assistant? What strategies might you use to support Nazeer?	
Whole-class discussion of their notes	How would you support Nazeer in joining in and remembering key points from the lesson?	
Evaluation against learning outcomes	How would you make sure Nazeer could evaluate his success effectively in the lesson?	
Scope for including ideas relating to the pupil's strengths and interests	What might you include that relates to Nazeer's strengths and interests?	

Secondary case study: James



Read the case study materials below, including the completed table 16.

Year 8 lesson: Why should we preserve the rainforests?

Location

School library/information centre

Support

A department-based teaching assistant supports the lesson

Lesson outcome

To be able to make the case for preserving Earth's rainforest

Presentation of intended learning outcome

Reminder of messages of a film about the rainforest shown in the previous week

Whole-class discussion

Key terminology

Introduction to task

Searching web pages

Small group work

Searching websites and recording findings

Report back

Groups stand up to tell other groups their conclusions

Whole-class discussion

Conclusions

Evaluation against intended learning outcomes

Student – James

James is in year 8 at his mainstream secondary school. He has been identified as being dyslexic and is working at level 3 of the National Curriculum for English (reading). He has a regular buddy, Christos, and will chat readily to the small group of friends and adults he knows.

Table 16: Putting the information together

Gathering information		Student's name: James Age: 13
	Source	Your findings
<p>The basics of successful reading and writing</p> <p>Where does the student fall on the dyslexic continuum?</p>	<p>Rose, J, 2009, Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</p>	<p>James' language comprehension is within the typical range for his age, but he finds word recognition difficult.</p> <p>He is likely to be in the top left quadrant of the simple view of reading model.</p>
<p>The student's strengths, interests and needs</p>	<p>The student themselves</p>	<p>James likes watching cartoons on television, particularly 'The Simpsons'. He enjoys art and design and design and technology lessons. He likes to use his laptop for any written work.</p> <p>He learns best when he does not feel hurried and when teachers take the trouble to make sure he understands what is being asked of him. He does not like being picked out for special help in class.</p>
<p>The success of strategies used so far</p>	<p>Other staff, eg the SENCO, teaching assistants</p>	<p>James does not have his own teaching assistant and is getting used to working with his laptop. This has helped him greatly with writing. He takes trouble to set the laptop up in the colours he likes.</p> <p>He has used a coloured overlay for reading in the past, but finds that this is no longer as effective as it was at first.</p> <p>His working memory can fail him badly, and he finds it hard to take part in formal oral work in class.</p>
	<p>School records</p>	<p>James has no hearing or visual impairments.</p>
	<p>Others, eg parents or carers</p>	<p>You have not been able to speak to James' parents.</p>
<p>The student in lessons</p>	<p>Observation</p>	<p>When you watched James in class, you noticed that he was slow to get started, and then sometimes rushed his work. He was very hesitant to ask for help when stuck with something.</p>

Now fill in the blank column of table 17 with your ideas for making sure James is included in the lesson. Use any of the ideas from the activities in this self-study task. Once you have done this, compare your ideas with what actually happened in the lesson – in **the appendix**.

Table 17: How would you support James?

Secondary		What would you do?
Present learning outcomes	How, if at all, would you differentiate the lesson's intended learning outcomes for James?	
Whole-class discussion – key terminology: 'biodiversity', 'conservation', 'deforestation', 'carbon sink'	How would you make sure James understood these terms?	
Introduce task Whole-class discussion: points to look for in a web page	How would you make sure James can contribute to the discussion?	
Small group work investigating rainforest websites Groups move to tell other groups their conclusions	How would you group the students for this activity? What would be the role of the teaching assistant? What strategies might you use to support James?	
Whole-class discussion of results	How would you encourage James to join in and remember key points from the lesson?	
Evaluation against learning outcomes	How would you make sure James could evaluate his success effectively in the lesson?	
Scope for including ideas relating to the student's strengths and interests	What might you include that relates to James' strengths and interests?	

Reflecting on the activity

How did you get on?

The following points, which come up in both the primary and secondary lesson records, are worth noting:

- The intended learning outcomes often need to be narrower in scope, rather than 'tracked back' to earlier material such as taking learning objectives from an earlier key stage.
- Questions to dyslexic pupils, as for any pupil with SEN, should not be **too** easy, though they should be carefully planned so the pupil will understand.
- Pupil groupings should make use of the full range of possibilities over a sequence of lessons. Ability grouping for long periods is likely to be counter-productive for the pupils who are always in the low-attaining group.
- The role of teaching assistant should be planned to allow the pupils opportunity for independence and support.



Activity 7

Points for action



Approximate timing: 15 minutes

15 mins

Spend a few minutes reflecting on this self-study task and record key points for action below.

What do I want to do next to develop my practice?

How will I do this?

What is my timescale for this to happen?

How will I know if I have been successful?

Do I need to involve anyone else in enabling this to happen?

Resources and references

Websites

The British Dyslexia Association (BDA): www.bdadyslexia.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

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Appendix

Suggested answers and solutions

The simple view of reading – answers

In the top right-hand quadrant there are children who are good readers: children who lift the words off the page relatively effortlessly and understand the texts they read with relative ease.

In the other three quadrants, there are three predicted patterns of poor reading:

- At bottom right, there are children who read the words in the text with relatively little difficulty but whose poor language comprehension abilities prevent them understanding the written texts.
- At top left, there are children who have difficulty reading the words in the text but have good language comprehension: that is, children for whom poor word recognition skills are the major barrier to understanding written texts.
- At bottom left, there are children who experience difficulty on both dimensions, with problems both in reading words and in language comprehension.

"...children whose reading performance falls within either the upper or the lower left quadrants... most likely include those children who are experiencing dyslexic difficulties because their performance indicates varying degrees of poor word recognition... The two-dimensional nature of the 'Simple View of Reading' accords with the definition in that dyslexia is best thought of as a continuum, not a distinct category, and there are no clear cut-off points."

Rose, 2009

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Pupils who fall into the bottom right quadrant, those who are good at word recognition and less good at language comprehension, are likely to be placed in the 'communication and interaction' type of need in the SEN Code of Practice.

The needs of pupils who fall into the bottom right quadrant, who are good at word recognition and less good at language comprehension, are likely to be discussed with reference to speech, language and communication needs. This may include autistic spectrum disorders.

If you want to find out more about how to remove barriers to learning and participation for pupils with these special educational needs, look at self-study task 10 'Speech, language and communication needs' or 11 'Autistic spectrum disorders'.

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Table 15: What happened in the lesson?

Primary		What would you do?
Present intended learning outcomes	How, if at all, would you differentiate the lesson's intended learning outcomes for Nazeer?	The teacher and teaching assistant agreed that Nazeer could mostly work towards the same learning outcomes as everyone else, but they reduced the demand for note-taking in the group activity.
Whole-class reminder: 'risk' and 'hazard'	How would you make sure Nazeer can contribute to the discussion?	<p>The teacher asked the teaching assistant to remind Nazeer of the terms before the lesson.</p> <p>In all discussions, the teacher made sure that she framed her questions to Nazeer carefully. She used words that were appropriate for his understanding and made sure questions challenged him a little. She had noted the questions to use on her planning sheet.</p>
Class work in small groups to discuss the scenarios	<p>How would you group the pupils for this activity?</p> <p>What would be the role of the teaching assistant?</p> <p>What strategies might you use to support Nazeer?</p>	<p>The pupils were in mixed-ability groups, with Nazeer's buddy sitting working with him.</p> <p>The teaching assistant sat between Nazeer's group and another one, helping both groups and making sure Nazeer was able to take part.</p> <p>Nazeer had a card with symbols and text on it, taking him through the stages of the task. He always has a symbols and text prompt card on how to ask for help.</p> <p>The teaching assistant had checked that Nazeer understood the terms in 'his' scenario and that he used his card with symbols and text on it, taking him through the stages of the task.</p>
Whole-class discussion of their notes	How would you support Nazeer in joining in and remembering key points from the lesson?	The teacher and teaching assistant encouraged Nazeer to use his symbols and text card record to prepare comments for the plenary discussion, and the teaching assistant reinforced Nazeer's learning of key learning points by reflecting them back to him.

Table 15: What happened in the lesson? continued

Primary		What the teacher did
Evaluation against learning outcomes	How would you make sure Nazeer could evaluate his success effectively in the lesson?	The school uses a traffic light system for pupils to evaluate their own progress. Nazeer's use of this system is not very secure so the teaching assistant checked with him on how he felt things had gone.
Scope for including ideas relating to the pupil's strengths and interests	What might you include that relates to Nazeer's strengths and interests?	The teacher made sure that one of the scenarios on the worksheet involved the possible risks associated with not using cricket equipment safely.

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Table 17: What happened in the lesson?

Secondary		What the teacher did
Present learning outcomes	How, if at all, would you differentiate the lesson's intended learning outcomes for James?	The teacher and teaching assistant narrowed the range of concepts to be learnt to a group they felt would fit with James' targets for the half-term.
Whole-class discussion – key terminology: 'biodiversity', 'conservation', 'deforestation', 'carbon sink'	How would you make sure James understood these terms?	The teacher used one or two questions to check that James understood. The questions were not overloaded with content, but challenged James a little. The teacher had noted the questions she was going to use on her planning sheet. She made sure to give him a chance to discuss his answers with his buddy.
Introduce task Whole-class discussion: points to look for in a web page	How would you make sure James can contribute to the discussion?	The teacher gave James a plan of the lesson beforehand, making sure that he understood the key concepts he was to search for.
Small group work investigating rainforest websites Groups move to tell other groups their conclusions	How would you group the students for this activity? What would be the role of the teaching assistant? What strategies might you use to support James?	The students were in mixed-ability groups, with Christos, James' buddy, working with him. The teacher had given the groups details of websites that were relatively easy to search (good search engines and layout). The teaching assistant sat between James' group and another one, helping both groups and making sure James was able to take part at each stage. This included, where appropriate, that he could use the accessibility resources (font size, etc) for each site. James had access to a laptop to record his conclusions, but was encouraged to make notes using sketches and pictures.
Whole-class discussion of results	How would you encourage James to join in and remember key points from the lesson?	James used his 'log' of the lesson on his laptop to help him remember the key points. His buddy supported him in preparing his comments on the lesson.

Table 17: What happened in the lesson? continued

Secondary		What the teacher did
Evaluation against learning outcomes	How would you make sure James could evaluate his success effectively in the lesson?	James gave his view of his understanding using the 'traffic light' system that is used throughout the school. He also discussed his feelings about the lesson with the teaching assistant afterwards.
Scope for including ideas relating to the student's strengths and interests	What might you include that relates to James' strengths and interests?	The teacher made sure that one of the websites visited showed part of the animated film 'Fern Gully'.

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