

# Provision at White Laith for Dyslexia

## Provision at White Laith for Dyslexia

- Checklist (Early Years and School age)
- Progress data

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assessment  
tools

- Phonics test for reading
- NLS grids for HFW reading
- Digit Memory recall test
- CTOPP
- Phonological awareness assessment
- Standardised spelling test
- Reading Running Record and analysis

- Scaffold learning e.g. writing frames (remove the blank page), prompt sheets, cue cards.
- Plan to over learn skills and concepts (practice and repeat) to embed learning.
- Ensure any reading material is at the correct level.
- Practice/ prepare any texts to be read out loud.
- Eliminating unnecessary tasks (e.g.: writing the date/ success criteria, copying out passages/ maths problems)
- Reduce the number of tasks required to demonstrate competence (such as 5 maths problems instead of 25)
- Monitoring time spent on homework and adjusting as necessary.
- Use multisensory strategies (see, say, write, feel) to practice skills
- Kagan groups to support learners with SpLD
- Reading rulers
- Coloured overlays
- Personalised word banks
- Alphabet arc
- Personalised word banks (limited to a few key high frequency Words/contextual words) and writing frames.
- Alternatives to writing to demonstrate learning. E.g. model making/ ICT/ Mind Maps.
- Using timers (sand/digital) to provide a method of prompting the pupil to increase time awareness
- Modifying background colour options on Interactive Whiteboards
- Alternative fonts and letter sizes for reading
- Use handouts instead of copying from the board.
- Use ICT to support dyslexic learners e.g. Voice activated software (e.g. Claro, Claro Speak) Spelling (Spell Better).

adapt  
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Targeted or small group

Claro

- Nessy Reading and Spelling
- ALK intervention
- Small group phonics/ HFW intervention- based on 'STEPS programme
- Small group phonics (reading and/ or spelling) - differentiated
- Age appropriate reading books at an appropriate level
- Pre-teaching of new concepts/ skills/ vocabulary
- Lexia
- Nessy Reading and Spelling
- Purple Mash 2Type Touch Typing
- CODE reading groups

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- Typing as usual form of writing
- 1:1 support during QFT, for editing or pre-teaching
- Personalised teaching within Windermere
- ALK 1:1
- SENIT Phonics STEPS 1:1
- Specialised pens/ grips/ slopes
- Reading books/ schemes chosen for individuals

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| <p><b>Screening</b></p> <ul style="list-style-type: none"> <li>• Checklist (Early Years and School age)</li> <li>• Progress data</li> </ul>   | <p><b>Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Phonics test for reading</li> <li>• NLS grids for HFW reading</li> <li>• Digit Memory recall test</li> <li>• CTOPP</li> <li>• Phonological awareness assessment</li> <li>• Standardised spelling test</li> <li>• Reading Running Record and analysis</li> </ul> |
| <p><b>QFT adaptations</b></p> <ul style="list-style-type: none"> <li>• Scaffold learning e.g. writing frames (remove the blank page), prompt sheets, cue cards.</li> <li>• Plan to over learn skills and concepts (practice and repeat) to embed learning.</li> <li>• Ensure any reading material is at the correct level.</li> <li>• Practice/ prepare any texts to be read out loud.</li> <li>• Eliminating unnecessary tasks (e.g.: writing the date/ success criteria, copying out)</li> <li>• Reduce the number of tasks required to demonstrate competence</li> <li>• Monitoring time spent on homework and adjusting as necessary.</li> <li>• Use multisensory strategies (see, say, write, feel) to practice skills</li> <li>• Kagan groups to support learners with SpLD</li> <li>• Reading rulers</li> <li>• Coloured overlays</li> <li>• Personalised word banks</li> <li>• Alphabet arc</li> <li>• Personalised word banks (limited to a few key HFW/contextual words) and writing frames.</li> <li>• Alternatives to writing to demonstrate learning. E.g. model making/ ICT/ Mind Maps.</li> <li>• Using timers (sand/digital) to increase time awareness.</li> <li>• Modifying background colour options on Interactive Whiteboards.</li> <li>• Alternative fonts and letter sizes for reading</li> <li>• Use handouts instead of copying from the board.</li> <li>• Use ICT to support dyslexic learners e.g. Voice activated software (Dragon), Readers (Read Write Gold, Claro Speak) Spelling (Spell Better).</li> </ul> |   |
| <p><b>Targeted or small group</b></p> <p>Nessy Reading and Spelling</p> <p>ALK intervention</p> <p>Small group phonics/ HFW intervention- based on 'STEPS programme</p> <p>Small group phonics (reading and/ or spelling) - differentiated</p> <p>Age appropriate reading books at an appropriate level</p> <p>Pre-teaching of new concepts/ skills/ vocabulary</p> <p>Lexia</p> <p>Nessy Reading and Spelling</p> <p>Purple Mash 2Type Touch</p>   | <p><b>Personalised</b></p> <p>Typing as usual form of writing</p> <p>1:1 support during QFT, for editing or pre-teaching</p> <p>Personalised teaching within Windermere</p> <p>ALK 1:1</p> <p>SENIT Phonics STEPS 1:1</p> <p>Specialised pens/ grips/ slopes</p> <p>Reading books/ schemes chosen for individuals</p>                   |

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