

Inclusive support series: literacy difficulties

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

Copy to:

- Inclusion team
- Class team
- Parents

Name:

Class:

Date:

Completed by:

Reading – accuracy

	Enlarge text/reduce the amount of visible text
	Consider font and sizing – highlight key words
	Change the background colour (off white paper/coloured overlay/colour veil software)
	Provide a reading ruler/window/bookmark
	Use accessibility features in software – text to speech e.g. read aloud, immersive reader, ChromeVox and VoiceOver
	Provide an audio version
	Systematic teaching of synthetic phonics – consider small group or individual teaching
	Multi-sensory ‘precision teaching’ of phonic patterns/tricky sight words
	Teach high frequency words to increase experience of success when reading real world texts
	Use apps to support targeted practice of phonics and/or sight word recognition
	Provide high interest – low difficulty books e.g. Barrington Stoke or Phonic Books

Reading – comprehension

	Pre-teach meanings of key vocabulary
	Provide a summary when introducing new texts
	Use the colourful semantics approach
	Teach thinking strategies e.g. visualisation, making predictions, discussing prior knowledge
	Ensure resources are clearly labelled in the learning environment
	Provide an audio version that can be listened to another time and vary the speed of delivery
	Reciprocal teaching approach

Reading – fluency, confidence, and enjoyment

	Paired reading
	Echo reading
	60 second reads
	Provide high interest – low difficulty books e.g. Barrington Stoke or Phonic Books
	Allow the right to pass e.g. when reading out loud
	Encourage enjoyment of reading through alternative formats e.g. digital audio books
	Explore use of assistive technology e.g. reader pen, text to speech
	Build confidence by reading to younger children
	Agree a signal for help if the passage is too difficult
	Use precision teaching fluency baseline to set appropriate reading fluency targets for new/target words/sounds

Please ensure that these strategies are implemented across the school day and suitable support for staff is provided e.g., weekly staff supervision



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Writing – handwriting difficulties

	Check posture/table height/pencil hold/paper position
	Provide physical support – pencil grip/writing slope/wider lined paper/left handed equipment
	Model correct letter formation – aim for errorless practice
	Start big (e.g. outside in the playground with chalk) then smaller (e.g. class whiteboard), then smaller (e.g. tray of salt/shaving foam), then writing
	Draw a spaceman face on child’s opposite index fingernail to use as a spacer between words
	Put a dot next to the margin to show where to start writing
	Consider a specialist handwriting programme e.g. Write from the Start, Speed Up!, Start Write, Stay Right
	Follow occupational therapy advice to develop fine motor skills and handwriting
	Reduce the writing requirement – plan alternatives to written recording of ideas e.g. audio/video recordings, flow charts/mind maps, drawings/cartoons, peer writing
	Use an app to model and provide opportunities to practice letter formation e.g. Nessy
	Give extra time to finish
	Use accessibility features in software - speech to text e.g. dictation
	Allow dictation and a scribe
	Teach touch-typing e.g. ‘BBC Dance Mat’
	Minimise copying from the board – if copying, start each line with a different coloured dot to help pupils with tracking difficulties to find their place

Writing – spelling

	Make grapheme/phoneme correspondence mats available and model how to use them
	Lay out an alphabet arc to aid ordering/visual recognition of letters
	Break down words using phoneme frames/sound buttons
	Use a multi-sensory approach to practice e.g. throw a dice 1) say it 2) trace it on the table with a finger 3) bubble write it 4) write in capital letters 5) make it in playdough 6) close your eyes and write it
	Teach mnemonics for phonics/tricky words e.g. ight – ‘itchy green hairy tights’, rhythm – ‘rhythm helps your two hips move’
	Highlight the tricky parts of words e.g. wrong, laugh
	Sound out and emphasise tricky parts of words e.g. Wed-nes-day, yog-hurt
	Identify words within words e.g. library, believe
	Develop child’s morphological/etymological knowledge to support spelling
	Encourage child to use a magic line to denote the parts of the word they find tricky – enabling them to keep writing rather than getting stuck. They can return to the word later
	Clearly label common words around the classroom/learning environment
	Use word banks for key words/topic words
	Use word processing software with spelling/editing facilities
	Use particular spelling interventions e.g. precision teaching, simultaneous oral spelling

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Writing – composition

	Provide success criteria and exemplars of completed/partially completed work
	Discuss the task and content ideas prior to attempting to structure a response
	Provide structure – sentence starters, writing frames, substitution tables, graphic organisers
	Support generation of ideas – mind-mapping, storyboard, boxing up, role play
	Use visual planning strategies e.g. sentence starters, word mats
	Break tasks down into clear, manageable steps/chunks
	Give opportunities for paired and small group discussion/writing
	Use of audio/video recording to rehearse ideas and play them back
	Use sentence in the hand, post-its or double-sided counters – to compose, count words, rehearse and refer to when writing.
	Use jumbled scribe – adult scribes the words in non-linear fashion. Child can then re-write them in correct order
	Consider specialist software – e.g. Clicker
	Develop vocabulary – word banks/concept maps e.g. the freyer model
	Rainbow sentences – highlight sentences in different colours to support punctuation
	Use coloured capital letters/full stops – green for go, red for stop
	Sticky full-stops – balls of blu tack can be added to show where full stops should be
	Teach proofreading strategies and provide checklists to support e.g. read writing aloud, read backwards, proofread for one kind of error at a time

Homework – home support

	Encourage regular practice of reading and spelling of phonics/sight words
	Promote reading for pleasure
	Adapt homework to reduce reading and writing requirements
	Allow homework to be scribed/typed as well as allowing alternatives to written submission
	Support parent-child reading activities e.g. parent reading to child not just child reading to adult
	Share approaches like paired reading with families
	Encourage everyday reading activities, such as supporting with finding items in a shop from the shopping list, reading traffic/community signage, using a recipe to cook, writing a thank you or birthday card

Metacognition

	Encourage reflective talk in the classroom
	Model thinking aloud
	Teach the child that self-talk is needed to plan, monitor and evaluate their learning
	Activate prior knowledge – encourage child to think back to what they already know from home and school experiences
	Encourage child to revisit previously learned knowledge/skills before building upon this
	Start with minimal prompts, only providing modelling and closed questions where necessary
	Reciprocal teaching approach

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Memory

	Provide step-by-step instructions (written, pictorially)
	Acknowledge the challenges of holding everything in mind and teach child notetaking skills – jot down key words on mini whiteboards or use a task board
	Limit copying – provide handouts
	Use uncluttered learning materials/ worksheets, cover distracting information
	Provide sufficient thinking time and pause to process verbal information
	Explicitly link to prior learning and establish meaning to promote longer term retention
	Spaced review – regularly revisit recently learned information to aid retention
	Interleaved learning – practice new skills alongside secure ones
	Give opportunities for over-learning of new information
	Be mindful of distractions that may impact concentration e.g. noise
	Use assistive technology to record thoughts e.g. talking tins
	Use visual modelling to support understanding of tasks
	Distributed practice – short sessions with a gap between each session (e.g. three, five minute sessions a day)

Time

	Set tasks that are short and achievable
	Allow plenty of thinking time
	Ensure homework has a time limit rather than a focus on task completion
	Ensure loss of break time is not a consequence for not completing work – unpick and support barriers to not completing a task
	Celebrate the process and successful changes rather than the end product

Consider:

- How long each adjustment has been in place?
- What impact is it having?
- Is this still the right adjustment? (i.e. have things changed or is it ineffective)
- Is it being used consistently? (by all in contact with the child)

Date of review:

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