

## Reasonable adjustments for pupils with specific learning difficulties at KS1 & 2

### Access Enables Success

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Spelling	Handwriting	Unfinished written tasks
<ul style="list-style-type: none"> <li>✓ Word banks and spell checkers</li> <li>✓ Phonics practice sessions with frequent over learning based on phonic gaps</li> <li>✓ High frequency words : Rainbow spelling sheet/ word window, look, say, cover, write and check daily, Squeebles Sp app, key word sheet</li> <li>✓ Praise correct letters as well as errors</li> <li>✓ Use Clicker –easier for learners to recognise the correct word even if they find it hard to spell</li> <li>✓ Dyslexia friendly dictionary e.g. Barrington Stoke School Spelling or Ace spelling dictionary (Y5+)</li> <li>✓ Encourage cursive e.g. Write Right</li> </ul>	<ul style="list-style-type: none"> <li>✓ Check grasp then try a range of pencil grips and pencils</li> <li>✓ Check seating and paper position</li> <li>✓ Use wider lines or shaded paper</li> <li>✓ Teach separately – use Clicker for longer writing tasks to remove handwriting stress from tasks of composition</li> <li>✓ Try a writing slope ( or ring binder) to angle paper</li> <li>✓ Use short date and avoid unnecessary copying</li> </ul>	<ul style="list-style-type: none"> <li>✓ Differentiated success criteria and expectations</li> <li>✓ Set and measure progress towards reasonable expectation e.g. 1 sentence, 1 paragraph, building up slowly</li> <li>✓ Post it notes on page of key ideas / vocabulary, remove when finished</li> <li>✓ Magic dot</li> <li>✓ Writing frames / sentence starter stickers</li> <li>✓ Dictaphone/ dictate on ipad / pages</li> <li>✓ Focus on ‘task time’ rather than copying the date, learning intention etc.</li> </ul>

Working memory	Transfer and retention of learning	Processing speed
<ul style="list-style-type: none"> <li>✓ Avoid / reduce copying</li> <li>✓ Task plan</li> <li>✓ Mind maps</li> <li>✓ Talking tin with instructions or steps to success to refer to</li> <li>✓ Task buddy</li> <li>✓ Read questions before reading text and encourage use of underlining, highlighting and annotating</li> <li>✓ Verbal rehearsal / visual prompts</li> </ul>	<ul style="list-style-type: none"> <li>✓ Multisensory strategies – use multiple channels for learning</li> <li>✓ Keep practising and build in time for consolidation as well as new learning</li> <li>✓ Ensure tasks are accessible to enable success</li> <li>✓ Reminder sticker for letters / words / sentence starters at top of page</li> <li>✓ Key words / A-Z spellings sheet in back of book for focus spellings/ vocabulary etc</li> <li>✓ Memory jogger cards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Allow extra ‘thinking time’.</li> <li>✓ Don’t expect the learner to listen while reading or writing</li> <li>✓ Don’t put the learner ‘on the spot’</li> <li>✓ Consider additional time / access arrangements</li> <li>✓ Reduce expectations of work to be completed in same time as peers</li> <li>✓ Pre teach topic vocabulary and make links with prior learning</li> </ul>

Basic Punctuation	Visual Difficulties	Phonological Difficulties
<ul style="list-style-type: none"> <li>✓ Use Clicker – pupil can hear word read back when full stop inserted</li> <li>✓ Change pencil / pen for a new sentence</li> <li>✓ Read work aloud to partner for editing – use three stars and a wish or similar</li> <li>✓ Don’t let learner write for too long without reading aloud to check</li> <li>✓ Upper / lower case letter reference cards</li> <li>✓ Use blu tak dots to identify where to place full stops</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vision check by appropriate professional</li> <li>✓ Pastel tint on whiteboard and reduced glare</li> <li>✓ Use pastel, matt paper and exercise books</li> <li>✓ Sans serif, font size 12+, avoid <i>italics</i> and <u>underlining</u></li> <li>✓ Wider lines / squares or write on alternate lines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Model breaking words into syllables e.g. to/mo/rrow, yes/ter/day</li> <li>✓ Enunciate clearly and check learner can repeat words accurately for spelling</li> <li>✓ Model phoneme frames and finger phonemes regularly</li> <li>✓ Use sound buttons for unfamiliar words</li> <li>✓ Cumulative blending e.g. s, si, sit, rather than s, i, t, sit</li> </ul>

Basic Punctuation	Visual Difficulties	Phonological Difficulties
✓ Draw attention to punctuation when reading aloud		

Reading/ decoding	Reading/ comprehension	Letter/ digit reversals
<i>Baseline phonics and common words assessment PLUS miscue analysis</i> ✓ Book mark / coloured overlay ✓ Revise high frequency words as whole words frequently ✓ Extra phonics sessions ✓ Paired reading ✓ Good book introductions to 'debug text' ✓ Check books at 95% accuracy level ✓ Audio books to access vocabulary and ideas ✓ Reading buddy for class work/ Reading pen ( Y5+)	<i>Establish if decoding or comprehension is the issue</i> ✓ Learner summarises each section as it is read to check understanding ✓ Repeated reading – 1 <sup>st</sup> to decode, second for fluency, 3 <sup>rd</sup> for comprehension ✓ Put questions between sections of text rather than at the end ✓ Ensure text matches decoding abilities ✓ Cloze procedures	✓ Correct formation of target digit / letter at top of page every day ✓ bdp card ✓ Clench fist and put thumbs up = left hand makes b and right hand makes a d ✓ Think cricket – first the bat and then the ball for a b ✓ Use Clicker – learners can usually discriminate capitals on a keyboard even when they struggle to write ✓ Letter reflex app