

SPLD Quality First Teaching

DESCRIPTION

A student with a specific learning difficulty (SpLD) is as able as any other student, except in one or two areas of their learning. For instance, they may find it difficult to recognise letters, or to cope with numbers or reading. There are many different types of SpLD, but the best known is probably **dyslexia**. In dyslexia, the child has difficulty with written symbols. Although these students are generally intelligent, they have difficulty with reading, spelling and organisation. It may be difficult for parents and teachers to realise that a child has this sort of problem, especially if their development has appeared quite normal in the early years. Other types of SpLD are **dysgraphia** (writing difficulty), **dyspraxia** (motor difficulties) and **dyscalculia** (difficulty with mathematical calculations).

STRATEGIES

- Avoid approaches that have not worked in the past and recognise that processing difficulties will not be overcome by practice
- Allow extra time to complete tasks and tests
- Teach basic skills in context, using learners' own written work
- Encourage students to identify their own strategies, e.g. mnemonics, learning by doing, so that they become independent learners
- Encourage learners to make visual representations of information, such as mind maps
- Use alternative tasks to writing, e.g. charts, labelled diagrams, matching activities.
- Use pair/group work.
- Limit written responses to key points only.
- Provide writing frames to aid organisation and recall of content as well as reduce written requirements.
- Provide visual reminders of writing needs and routines, e.g. check/add punctuation, underlining.
- Provide text for reading as an alternative to copying tasks.
- Use word banks on wall – in alphabetical order.
- Have alphabet strip/cue cards stuck to desk
- Provide visual cued key word lists for task, topic and subject.
- Use word banks, personal wordbooks, spellcheckers.
- Respond to pupil's work in a positive way. Do not penalise for errors
- Use technology to support the development of basic skills and as an alternative means of curriculum access.
- Give information in small chunks. Repeat key points. Provide visual reinforcement.
- Present instructions in small steps. Use flow charts, task boards.
- Reduce homework to essential and manageable tasks. Write instructions for pupil.
- Praise, praise, praise. Provide 'pack up and sort out' time.
- Avoid black text on white background – buff or coloured paper is easier to read