

Name

Class

## Adaptation of materials

### Refer to BDA Dyslexia Style Guide in Strategy Library

- Provide a visual word bank (Padlet/Clicker 7)
- Ensure spellings to learn match phonic knowledge
- Adjust reading level of material
- Support text with visuals or recorded material
- Ensure worksheets are 'uncluttered'
- Make use of assistive technology
- Provide writing frames
- Encourage use of a personal dictionary
- Provide manipulatives

### Adaptations to the environment

- Provide preferential seating
- Provide a work station/quiet area to support focus.
- Support focus and attention by reducing visual stimulation eg around the IWB
- Allow access to self-regulation tools.

### Accommodations in classroom management

- Have clear and agreed classroom rules on display
- Display visual timetable
- Provide individual visual timetable
- Increase opportunities for physical movement
- Facilitate access to therapy/self-regulation equipment (OT or Oasis recommendations)
- Outline amount of work expected and check in at intervals
- Model/prompt appropriate behaviour
- Provide frequent feedback
- Use positive reinforcement
- Plan for access to sensory space in Oasis

### Adaptations to classroom tasks

- Pair with a good reader
- Pair with a good writer who can act as scribe during planning sessions
- Allow use of bullet points, diagrams, cartoons to present responses/planning
- Use concept mapping for student to add to as topic develops
- Allow use of i-pad(with keyboard)
- Allow use of voice to text software
- Allow use of text to voice software
- Support processing and memory by removing timed element from maths recall activities

## Accommodations in modes of instruction

- Support verbal instruction with visual aids
- Gain child's attention before giving instructions
- Speak at a slower rate using as few words as possible
- Pair with a good listener so they can check in with someone if they forget what to do
- Chunk instructions (with pauses) and ask them to repeat them back
- Be prepared to repeat instructions
- Re-word instructions if necessary (shorter/simpler sentences)
- Write instructions on the board so they can use as a checklist
- Provide concrete examples
- Support memory by providing a sequence of the lesson at the beginning
- Give extra time for oral responses
- Regularly review and revisit concepts
- Check frequently for understanding of task
- Reduce copying from board to a minimum
- Provide extra time to complete work. **Note if this is given to inform AA in Year 6.**
- Pre-teach vocabulary or terminology
- Pre-teach concepts
- Provide over-learning opportunities

### Home Learning Accommodations

- Post homework on Seesaw
- Set up a buddy system. Phone a friend 😊
- Explain home learning at beginning or during the lesson
- Allow time to write home learning in diary and check it is correct
- Have a clearly labelled box for home learning returns
- Reduce home learning expectations
- Break projects into manageable tasks
- Negotiate extended time without penalty

### Assessment Accommodations

- For non-statutory assessments allow alternatives, such as oral presentations.
- Refer to recommendation(s) made by EP or other external assessor (OT, SLT)
- Mark for content NOT spelling/grammar when appropriate
- Provide reader/scribe for assessments
- Use assistive technology as appropriate

