



WEST PENNARD C OF E PRIMARY SCHOOL

Dyslexia provision grid (Wave 1)

Child.....

School.....

Date.....

Year

Class.....

Dyslexia provision grid (Wave 1) West Pennard C of E Primary School

Visual Strategies

Highlighters (spelling patterns, key words/phrases)
 Symbols used
 Pictures to support text
 Colour coding
 Key word list/display
 Coloured background on IWB/ipad
 Avoid cluttered worksheets/textbooks
 Chunking info into boxes on worksheets
 Visual mnemonics (i.e. for spellings)
 Flow charts/ mind maps/ diagrams/ writing frames /
 lists / picture / storyboard / speech bubbles / graphs
 Scribe
 Visual signals for change or to get attention
 Coloured overlay
 Cover up large amounts of text (reading ruler)
 Support mats (for individual) – key info/memory
 Post-it notes/colour coded – gathering ideas
 Skimming/ scanning skills
 Calligrams 'bed' to support inverse letters/numbers
 Dot-to-dot – letter formations worksheets

Auditory Strategies

Tape recorder to reinforce auditory instructions
 Dictaphone to record own ideas for writing – talking
 tins
 Auditory mnemonics
 Taped stories
 Paired reading
 See the teacher speaking
 Eye contact on speaking
 Use of pupils name to gain attention
 Pupil to retell partner info/instructions
 STC to support oral instructions
 Thinking time to process verbal info
 Oral signals to gain attention
 Instructions short and clear (backed up visually)
 Child repeats back their understanding of task etc.
 Music / rhyme
 Ipad – reading text back, voice recognition.

ICT Strategies

Colour coded keyboard
 Familiar set up on desktop
 Dictaphone / talking tins
 Headphones
 Computer / laptop/ netbook / ipad
 Enlarged text
 Clearly spaced between lines
 Lines/dialogue colour coded
 Speech recognition programme
 Use of visual charts
 Various Dyslexia Friendly software: Clicker, Nessy
 apps
 Avoid too much coping from board
 Photocopying – clear, cream/coloured paper, straight

Kinaesthetic Strategies

Demonstrate / model skill
 Demonstrate prepositions as you speak (up, under,
 down).
 Encourage finger tracing (numbers/spellings)
 Feel letters/numbers: plastic, felt, sandpaper, wood
 Sand tray
 Painting
 Play dough
 Games (i.e. Happy Families with same spelling
 pattern).
 Clapping rhymes (syllables)
 Feeling bag to identify letter shape etc.
 Use of objects (maths equipment) to demonstrate
 abstract concepts into concrete terms
 Relate to pupils own experience (drama)
 Pen/pencil size/shape
 Pen/pencil grip (triangle)
 Drama
 Dance
 Brain gym activities
 Spot on carpet/seat cushion/ fidget item
 Hand workout: play dough, flexing fingers

General Classroom

Clear labels in classroom (symbols, colour coded)
Enlarge text
Double spacing in text
Sat facing the board / clear view
Writing slope when coping
Writing on alternative lines
Write on large squared paper
Easy movement in classroom to resources, group work.
Working Wall display – key vocab lists, diagrams etc.
Clear learning objects
Bite-size chunks
Thinking/processing time
Rest
Extra time to complete work
Times given (to spend on planning stage etc.)
Group / partner work
Class rules displayed
Visual timetable
Clear learning objective and success criteria
Use of support staff
Differentiation of work/outcome / extension activity
Toolkit (equipment)
Encouragement / rewards

Spelling Strategies

Look, Read, Trace, Cover, Write, Check
Plastic letters – look/say, mix up, re-arrange, add
Four square approach (writing/checking)
NLP – left visual quadrant
Mnemonics
Saying it as it is
Looking for words within words
Calligrams
Rhythm and rhyme / clapping
Hidden letters in feely bag
Tracking (number line of letters – word hidden)
Phoneme frames
Highlighting
Morphemic approach – units of meaning
Spelling rules
Games (with root word and different suffixes)
Investigations
Countdown
Card games: pairs, happy families
Board game: Snakes and Ladders (piles of spelling cards)
Spelling pyramid
Sounding out aloud in different voices (robot)

Reading Strategies

Decoding – breaking down into chunks (syllables etc.)
Decoding – breaking down into phonemes
Using illustrations for clues
Prompting to get mouth ready for beginning sound
Looking for chunks within a word ('and' in 'stand')
Read until end of sentence then come back to word
Reread entire sentence
Question – did it sound right? Does it make sense?
Adult to help
Paired reading (more able repeat 'one step behind')
Paired/group – turn into a play – different parts/dialogue
Coloured overlay

The following difficulties may be part of a Dyslexic profile:

- Speed of processing
- Memory
- Independence
- Reading
- Writing
- Spelling
- Co-ordination
- Organisation
- Behaviour (good/bad days)
- Self-Esteem
- Non Verbal Ability

Wave 2 (group) programme

Wave 3 (1:1 personalised) programme

Date