



Practical strategies for teaching languages to pupils with Specific Learning Difficulties

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Some common characteristics of SpLDs.

Memory difficulties.

Organisational difficulties.

Writing difficulties.

Visual processing difficulties.

Reading difficulties.

Auditory processing difficulties.

Time management difficulties.

Sensory distraction: an inability to screen out extraneous visual or auditory stimuli.

Sensory overload: a heightened sensitivity to visual stimuli and sound; an inability to cope with busy environments.

Source: British Dyslexia website

Who? What? How?

Dyslexia

Dyspraxia

Dysgraphia

Dyscalculia

ADHD/ADD

Auditory Processing Disorder

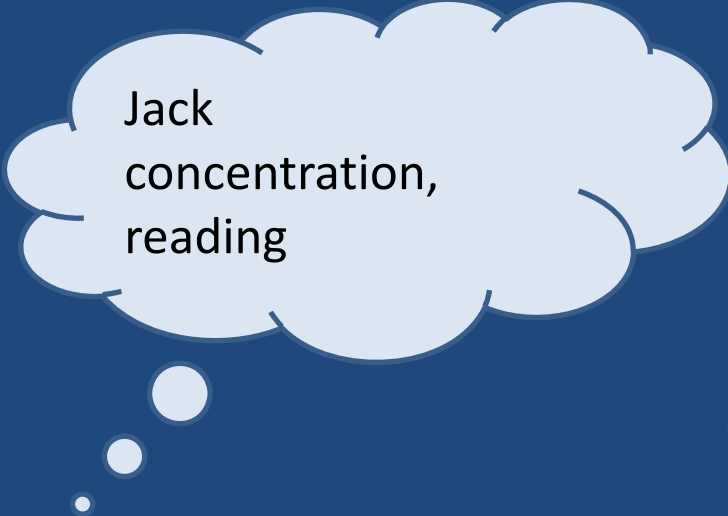
+ Autistic Spectrum Disorders (Aspergers)



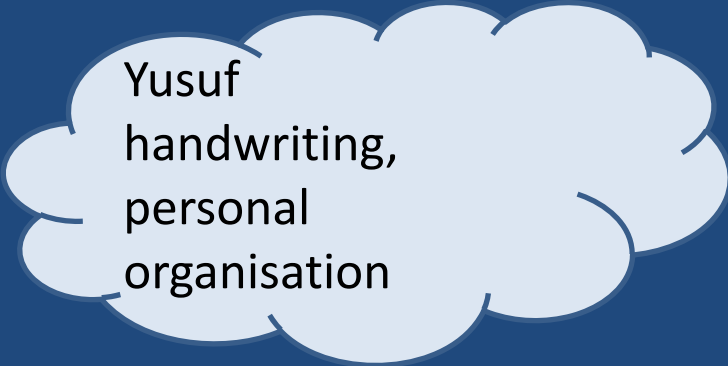
Disorganised!

SpLD – up close and personal

- Who do you see up close and personal?

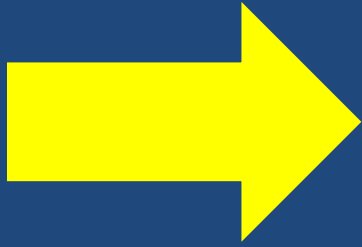


Jack
concentration,
reading

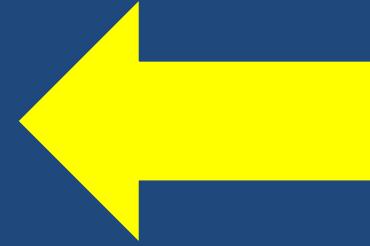
A light blue thought bubble with a dark blue outline, containing the text 'Jack concentration, reading'. It has three smaller circles leading to it from the bottom left.

Yusuf
handwriting,
personal
organisation

A light blue thought bubble with a dark blue outline, containing the text 'Yusuf handwriting, personal organisation'. It has three smaller circles leading to it from the top right.



Notes to Self



- Am I seeing what I'm expecting to see?
- Don't make things harder than they need to be

Inconsistency

- Good days & bad days
- Tire easily
- Incredibly specific difficulties

How can we make a difference?

Help them to succeed

How? By:

- Helping them to get organised
- Teaching them strategies that they can use independently
- Encouraging them – catch them doing something well!



Top Tips

organisation

1. Know who they are, and what their difficulties are.
2. Sit them where you can see them.
3. Write the lesson guide on the board. [Slide 17](#)
4. Provide an individual lesson guide = A4 sheet + poly pocket
5. Only make pupils do things that really count.
6. Don't talk and write at the same time.
7. Type up new words & phrases, explanations, answers.
8. Tell them EXACTLY where to file their notes and how they can be used.
9. Put names & deadlines, rooms, etc. on HW sheets.
10. Make spare copies and put in box in the classroom.
11. Set HW deadline the day before you really want it!



12. Make vocabulary available to pre-teach.

learning

13. Double up on resources: 1 for school, 1 for home.

14. Reduce the quantity you ask for, not the quality.

15. Reduce the amount of written work – esp. vocab copying.

16. Only make pupils use a (book) dictionary when necessary.

17. Use a blank Word document, rather than writing on whiteboard, or use phone to take a copy of notes on board.

18. Send email reminders re deadlines.

support

19. Allow use of ICT wherever possible – self esteem, organisation

20. Prepare LOs to stick in. [Slide 18](#)

21. Pair pupils up with buddies who are stronger in certain areas.

22. Try using coloured overlays.

23. Use wide-lined exercise books with (coloured pages).

24. Praise the positives and effort.



Task: planning your lesson

Outcome

Pupils must :

- have the words in their ex. books
- recognise what they mean
- be able to say/pronounce them
- perform a role play

The class

The usual suspects, plus

- Dylan – dyslexia
- Dipti – dyspraxia
- Assad – Aspergers
- Adam - ADHD



Task: planning your lesson

- tu fais du sport?
- où?/quand?/avec qui?
- oui/non
- je joue
- au tennis/au foot/au rugby/au basket/au ping-pong
- le lundi/mardi/samedi, etc.
- dans le jardin, au collège, au centre sportif,

- ¿qué te gusta comer?
- ¿te gusta ...?
- me gusta (mucho)
- no me gusta (nada)
- la comida rápida
- la comida india
- la comida vegetariana
- las verduras/la fruta
- el pescado/el carne
- los pasteles/el chocolate



Feedback



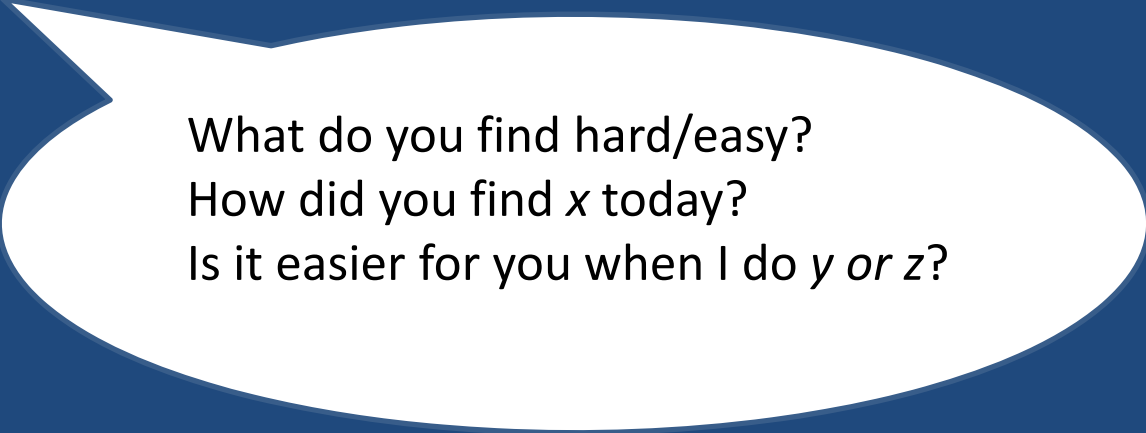
Top Tips in practice

Jack
concentration, **4**
reading **21**

Yusuf
handwriting, **23, 15**
personal
organisation **10**

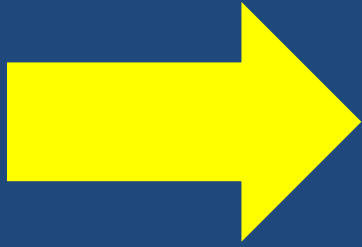
What is your quick fix?

Dialogue

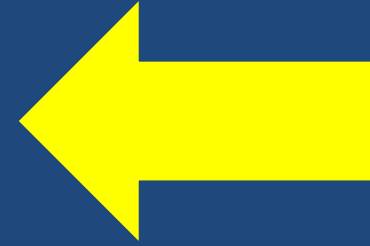


What do you find hard/easy?
How did you find x today?
Is it easier for you when I do y or z ?

Students really appreciate the fact that we choose to engage with them, and are actively looking to find ways to make work manageable.



Notes to Self



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Summary

- Routines
- Strategies
- Dialogue
- Encouragement, encouragement, encouragement!

Further information

British Dyslexia Society

<http://www.bdadyslexia.org.uk>



s.simson@priorschool
.net

Dyspraxia Foundation

www.dyspraxiafoundation.org.uk

The National **A**ttention **D**eficit **D**isorder Information
and Support Service. www.addiss.co.uk

PATOSS – the Professional Association of Teachers
of Students with Specific Learning Difficulties

<https://www.patoss-dyslexia.org>

Individual lesson guide

A4 sheet + poly
pocket

[top tip 4](#)

AS French Marc/Sue

Date:

Topic:

1.

2.

3.

Focus particularly on

|

•

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HW:

Learning objectives to stick in

Y4 Learning Objectives

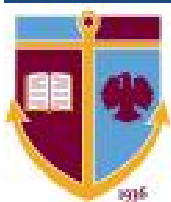
Date: 29.01.15

1. To name 10 Francophone countries
2. To say what the weather is like in Gabon
3. To name 8/10 animals that live in Gabon

Pupil	Teacher

Especially important to break down objectives at secondary:
eg LO – to understand how to use the perfect tense **X**

- ✓ to understand that I need the present tense of avoir, etc.
- ✓ to know the different parts of avoir, j'ai, tu as, etc.
- ✓ to recognise –er verbs past participles in –é [top tip 20](#)



Priory School: Dyslexia Friendly Classroom Strategies

On worksheets, we will:

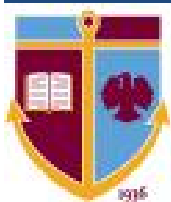
- .use non white paper (e.g. cream) where relevant,
- .check for readability,
- .use font size of at least size 13 points and rounded fonts e.g. Arial, comic sans,
- .align text with jagged edges,
- .provide alternatives to copying from the board.



When marking, we will:

- .target mark pupils' work so they are not faced with a long list of errors,
- .**avoid** using **red pen** when marking and use **green** pen/different colour of pen when possible.





Priory School: Dyslexia Friendly Classroom Strategies

In our classrooms, we will:

- label sources of equipment/resources clearly,
- place key words/vocabulary around the classroom,
- give homework at the start/during the lesson rather than the end of lessons,
- encourage pupils to have good posture when writing, and to turn paper at a slight angle.

On the IWB, we will:

- avoid using red font on white background,
- use minimum font size of 26 on the texts,
- use non-white background for PowerPoint presentations