

Learning Support Plan –Dyslexia & Dyspraxia - 1st Years

<i>Timeframe</i>	<i>Topic</i>	<i>Learning outcomes</i>	<i>Resources</i>	<i>Differentiation</i>	<i>Assessment</i>
2 weeks Sept	Organisational Skills	Students will develop their organisational skills by facilitating them in establishing colour coded timetables with the names of teachers. Make 3-locker, study area at home, journal. Colour folders for each subject, write the name of each subject in journal and when homework is due. Teach -how to organise their school bag. Give students a school map and help them find their classes.	Timetable Printer Colour Folders	Timetables are individualised.	Informal assessments to ensure the students understand how to complete LO.
2 weeks Sept	Introduce the concept of learning styles; test each student to find their learning styles, share results and suitable learning strategies with each student.	Students will understand there are different types of learning styles and how they learn best. They will recognise how to adapt different learning strategies to meet their individual learning needs.	What's your leaning style worksheets/ do test online. Use ELSP Learning to Learn worksheets.	Ask each student to learn a passage and facilitate them in determining the learning strategies that suit them best.	Assess and record the learning style of each student. Students will try various learning styles to find out how they learn best. Formative feedback will be given continuously.
5-6 weeks October/ Novemeber	Test the student's reading age- NGRT -identity's the pupil's reading and comprehension skills. Establish reading programme based on results. Improve word recognition skills.	Students will be involved in an intensive reading, spelling and comprehension programme to improve their literacy skills. Students will also be encouraged to read for at least 20 minutes per day at home. Parents will be encouraged to facilitate and support their child to do so. Dolce Sight Word List will improve word recognition and	One of the following reading and comprehension programmes will be chosen for the students depending on their individual needs and NGRT results: Toe by Toe, Stride Ahead, Wellington Square Teacher's Programme,	The programmes will be differentiated depending on student ability. Begin SNIP programme at various levels depending on student ability. Vary the level of difficulty of the reading programmes used.	Students will be regularly assessed to determine their progress and to adapt programmes/strategies where necessary. Peer teaching will also be used to aid students learning.

Learning Support Plan –Dyslexia & Dyspraxia - 1st Years

	SNIP literacy programme- (5 minutes each class.) Students will learn a multi-sensory approach to spelling.	reading fluency. SNIP will improve reading and spelling skills. LOOK-PICTURE-COVER-PICTURE-WRITE-CHECK, is a multi-sensory approach to spelling.	SRA Reading Laboratory. Dolce Sight Word List. SNIP.		
4 weeks November	Continue SNIP (5 minutes) Continue chosen reading programme. Continue independent reading. Teach students proof reading procedures- focus on full stops. Organisational and study skills- Mindmaps	Continue to build literacy skills. Proof Reading Procedures: Build students literacy skills and teach them to become independent learners- learning the importance of using a full stop, how to self-correct my written work and that of my peers. Students will learn how to study for exams: develop a list subjects and the topics to be studied for each subject. Develop a study plan. Students will learn how to develop a mindmap.	SNIP programme. Reading Programme. Worksheets. Dolce Sight Words. IPads to develop Mindmaps Study Plan	SNIP programme at varying levels depending on student ability. Vary the level of the difficulty of reading programme used. Differentiate worksheets where appropriate.	Students will be given various correction exercises. Observe writing-full stops.
3 weeks – December	Continue SNIP (5 minutes) Continue chosen reading programme. Continue independent reading. Teach students proof reading	Students will continue to build on their literacy skills and improve their capacity to self- correct and monitor their work- Capital letters. Students will improve their literacy skills and understanding of exam keywords and how to answer exam questions- use the question to begin your answer.	SNIP programme. Reading Programme. Worksheets. IPads to develop Mindmaps. Past exam papers.	SNIP programme at varying levels depending on student ability. Vary the level of difficulty of the reading programme used. Differentiate worksheets where appropriate.	Students will be given a target each week of five new exam keywords which they understand. Tested at the end of each week. Observed answering questions and taught to use the words in the question as a frame. Observe writing-use of capital letters.

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	<p>procedures- Capital letters</p> <p>Vocabulary used in exam questions.</p> <p>Mindmaps</p>	<p>Students continue to improve their study skills and their ability to study independently.</p>			
<p>7 weeks –</p> <p>January –</p> <p>February</p>	<p>SNIP- 5 minutes</p> <p>Independent reading.</p> <p>Reading & Comprehension skills- Hires Final Files Stories for the Classroom</p> <p>Dictionary work.</p> <p>Scaffolding essays</p> <p>Oral Communication</p> <p>Teach students proof reading procedures- paragraphing.</p>	<p>Students will continue to develop written and oral literacy skills.</p> <p>Rehearsed reading system- practice reading a paragraph so it becomes automatic- increases fluency and comprehension.</p> <p>Record pupil reading- independent error correction with text at home. Listen to themselves as they scan the text.</p> <p>Verbal/Visual story retells- develop vocabulary skills.</p> <p>To develop reading skills highlight unknown words - students will scan text for unknown words and practice them in isolation.</p> <p>Students will become familiar with dictionary work- this will increase their ability to study independently at home and provide an opportunity to improve vocabulary. Students will also learn how to plan, structure and write an essay. Students will also learn what a paragraph is and where it is appropriate to use paragraphs.</p>	<p>Reading aloud (if comfortable), in groups and reading independently in class from Hires Final Files Stories for the Classroom.</p> <p>Dictionaries.</p> <p>IPads.</p> <p>Phones to record themselves.</p> <p>Worksheets</p>	<p>Roles given in pairs/group work.</p> <p>Differentiated worksheets/tasks.</p> <p>Work load/worksheets given to students differentiated.</p> <p>Paired reading with TY students.</p>	<p>Comprehension/ Reading skills will be assessed both formally and informally.</p>
<p>4 weeks-</p> <p>March</p>	<p>SNIP- 5 minutes</p> <p>Reading.</p>	<p>Students will read a novel. This will further develop the student</p>	<p>Novel to be decided on by students & teacher.</p>	<p>Differentiated tasks/</p> <p>Group work roles.</p>	<p>NGRT test – re-test the students to monitor progress.</p>

Learning Support Plan –Dyslexia & Dyspraxia - 1st Years

	To become familiar with Office Lens. Learn how to develop graphic organisers. Teach students proof reading procedures- recap on full stops, capital letters and paragraphing.	literacy skills. Students will learn how to use office lens on their phones to assist them with reading at home. Students will also understand how to develop timelines, venn diagrams and sequence charts. Students will continue to learn how to self-monitor and correct their own work.	Develop storyboards Timelines Venn diagrams Sequence charts.	Differentiate novels if necessary - to accommodate different levels of ability.	
4 weeks - April	SNIP-(5 minutes) Teach students proof reading procedures- grammar- consistently using the correct tense. Give the students the ask for help form and ask them about areas they are finding difficult. Organisational and study skills. Mindmaps Graphic Organisers SMART Goals for learning. Ask for Help	Students will learn how to study for exams. They will develop a list of subjects and the topics to be studied for each subject. Create a study plan. Recap- my learning style/ how I learn best. Recap: how to develop a mind map/graphic organiser. Students will learn how to develop SMART goals for learning- (for example in 10 minutes I will have learned.....) and how to independently assess if the target was met. Students will complete ask for help forms, the learning support teacher will help them with areas of difficulties.	Ask for help form Work sheets Mindmap Study plan	Amount of work expected to be differentiated depending on student ability.	Ask students to develop SMART goals for doing their homework. Create a study plan. Create Mindmaps independently.
4 weeks – May	Re-cap of exam keywords.	Students will understand vocabulary in exams and know	Worksheets- Blooms Taxonomy Sheet- Exam	Instruction and assistance given is dependent on the	End of year tests

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	<p>Recap -how to answer questions. Ask the students about areas of difficulty.</p>	<p>how to answer questions. Students will re-cap on how to plan for writing</p> <ul style="list-style-type: none"> - Understanding the question - Using the question to structure the answer - planning long answers/essays - use post-its. <p>Help the students with areas they are finding difficult to ease the pressure of their exams.</p>	<p>Vocab in SEN Folder ELSP hand and activities on the English used in exams. – Ask students to read question, then ask them what the question is asking in their own words. Plan the answer using Post-its.</p>	<p>needs of the students.</p>	
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