

## Learning Support Plan –Dyslexia & Dyspraxia- 2nd Years

<i>Timeframe</i>	<i>Topic</i>	<i>Learning outcomes</i>	<i>Resources</i>	<i>Differentiation</i>	<i>Assessment</i>
1 week Sept	Organisational Skills	Students will continue to develop their organisational skills by creating colour coded timetables with the names of teachers. Make 3 -locker, study area at home, journal. Coloured folders for each subject, write the name of each subject in journal and when homework is due. Teach them how to organise their school bag. Ask the students to buy notebooks for each subject to write down keywords from each chapter.	Timetable Keyword notebooks Printer Colour Folders	Timetables are individualised.	Informal assessments to ensure the students understand how to complete LO.
7 weeks September/ October	Test the student's reading age- NGRT -identity's the pupil's reading and comprehension skills. Establish reading programme based on results. Recap- word recognition skills. SNIP literacy programme- (5 minutes each class.) if necessary. Reinforce- a multi-sensory approach to spelling. Reinforce SMART goals for learning- Make SMART	Students who still need extra support 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. Students will develop study techniques that will help them become independent learners. Students will recap on self-correction procedures- revise – full stops, capital letters and paragraphing. Keeping a keyword notebook for subjects will develop the student's skills to study independently. Pre-teaching keywords will assist the students	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, SRA Reading Laboratory. Dolce Sight Word List will improve word recognition and reading fluency. SNIP will improve reading and spelling skills. LOOK-PICTURE-	The programmes chosen will be differentiated depending on student ability. Begin SNIP programme at varying levels depending on student ability. Vary the difficulty of reading programme 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.

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	<p>goals for homework and discuss in class. Recap proof reading procedures from 1<sup>st</sup> year. Keyword Notebooks- preteach keywords history/geography.</p>	<p>in learning difficult/unfamiliar keywords. SMART Goals will improve the student's organisational and study skills.</p>	<p>COVER-PICTURE-WRITE-CHECK, is a multi-sensory approach to spelling.</p>		
<p>7 weeks November- Dec</p>	<p>Continue SNIP (5 minutes)if necessary Choose an appropriate reading programme if necessary. Allow independent reading in class. Continue independent reading at home. Revise - Organisational and study skills. Understanding the language of exams. Students will learn how to plan answers. Students will also learn to scaffold information. Teach students proof reading procedures-</p>	<p>Continue to build literacy skills. Recap study techniques such as: SMART Goals, Mindmaps, Graphic Organisers, Summarising. Students will develop a list subjects and the topics to be studied for each subject for Christmas Exams. Develop a study plan. Students will understand exam questions and how to break down the question so they can use it to structure the answer. Students will learn writing techniques such as POWER- Plan, Organise, Write, Edit and Review. Students will continue to develop their understanding of scaffolding information-story/ letter writing. Students continue to develop their vocabulary and reduce the frequency with which they use certain words, by understanding and using connectives. Keyword notebooks-Students will</p>	<p>SNIP programme Reading Programme Worksheets IPads to develop Mindmaps Graphic Organisers, Flashcards</p>	<p>SNIP programme at varying levels depending on student ability. Vary the difficulty of reading programme used. Differentiate worksheets where appropriate.</p>	<p>Students will be given a target each week of three connectives which they must learn and have the ability to use in a coherent sentence. Tested at the end of each week.</p>

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	connectives. Keyword notebooks for History/Geog.	learn how to develop 3 column notes to study-e.g 1 for keyword/,main idea, 2-details, 3-memory aid.			
7 weeks – January – February	SNIP- 5 minutes (if necessary) Independent reading. Review exam results/ changes I would make in my study plan. Reading & Comprehension skills- Teach students proof reading procedures-grammer. Introduce flashcards and Quizlet. Ask students about areas of difficulties- for example assist them with Home Economics Projects.	Christmas Exams-Discuss exam marking schemes, how to answer questions and how they could improve their grades. Record pupil reading-independent error correction with text at home. Listen to themselves as they scan the text. Verbal/Visual story retells-develop vocabulary skills. Continue to develop reading skills by highlighting unknown words - students will scan text for unknown words and practice them in isolation. Students will also learn how to monitor their work for the correct use of tense. Becoming familiar with Quizlet will help students to further enhance their study skills and their ability to learn independently. Provide academic support for areas of the curriculum that maybe challenging and help students to break down large tasks- E.G - Home Economics Project.	Reading aloud (if comfortable), in groups and reading independently. Dictionaries. Keyword notebooks. Phones to record. IPads for Quizlet.	Roles given in pairs/groups work. Differentiated academic support/guidance Work load/worksheets given to students differentiated.	Comprehension/ Reading skills will be assessed both formally and informally.
4 weeks- March	SNIP- 5 minutes Proof reading	Up to 75% of English comes from Latin and Greek roots. At second	Worksheets from the following websites-	Differentiated tasks/ Group work roles.	NGRT test – re-test the students to monitor progress.

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	<p>procedures- check spellings. Teach student's Latin and Greek roots. Continue to work on other areas of difficulties. History and Geography keywords. Continue using Quizlet and Keyword notebooks.</p>	<p>level students meet new words in different subjects. Many will come from these languages. Giving them a familiarity with these roots will help them see how the word is constructed, how to pronounce it, how to make an informed guess at its meaning and a tool for remembering and spelling it correctly. This could be combined with dictionary work as a good dictionary will give the roots to a word. This will further develop the student literacy skills. Students will learn how to use office lens on their phones to assist them with reading/spelling at home. Students will continue to learn how to self-monitor and correct their own work.</p>	<p><a href="http://www.syracusecityschools.com/tfiles/folder712/Latin%20Root%20Acativities.pdf">http://www.syracusecityschools.com/tfiles/folder712/Latin%20Root%20Acativities.pdf</a></p> <p><a href="https://quizlet.com/4749316/greek-latin-root-words-flash-cards/">https://quizlet.com/4749316/greek-latin-root-words-flash-cards/</a></p> <p>www.quia.com is a website that teachers can subscribe to.</p>	<p>Differentiated academic support.</p>	
<p>4 weeks - April</p>	<p>SNIP-(5 minutes) Proof reading procedures- consistently using the correct tense. Keywords in History/Geography. Give the students the ask for help form and ask them about areas they are finding difficult. Organisational and study skills.</p>	<p>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 revise 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.</p>	<p>Mindmaps Ask for help form Graphic Organiser IPads Notebooks Work sheets</p>	<p>Amount of work expected to be differentiated depending on student ability.</p>	<p>Ask students to develop SMART goals for doing their homework/studying for exams.</p>

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	<p>Mindmaps Graphic Organisers Flashcards Keyword notebook. SMART Goals for learning. Ask for Help</p>	<p>Students will complete ask for help forms, the learning support teacher will help them with areas of difficulties.</p>			
<p>4 weeks – May</p>	<p>Re-cap of exam keywords. Recap of how to answer questions. Ask the students about areas of difficulty.</p>	<p>Students will understand vocabulary in exams and know how to answer questions. Students will re-cap on how to plan for writing</p> <ul style="list-style-type: none"> <li>- Understanding the question</li> <li>- Using the question to structure the answer</li> <li>- planning long answers/essays - use post-its.</li> </ul> <p>Help the students with areas they are finding difficult to ease the pressure of their exams.</p>	<p>Worksheets- Blooms Taxonomy Sheet- Exam 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>Instruction and assistance given will be dependent on the needs of the students.</p>	<p>End of year tests</p>