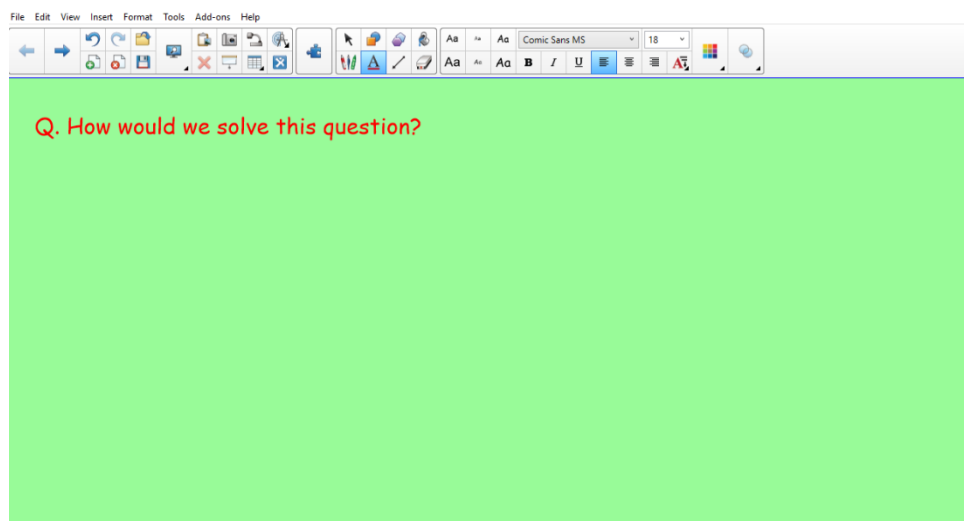




**Dyslexia Friendly
Classroom
September 2022-2023**

Displaying information

- Where possible, print handouts on pastel-coloured paper rather than white.
- Use a plain, evenly spaced comic sans font, at least size 18. Use **red for questions** and **blue/black for statements**.
- Double line spacing and a line between paragraphs makes text easier to read.
- Putting headings and important points in bold or highlight makes them easier to scan.
- Present written information as concisely as possible, using bullet points, images or diagrams when possible.
- Use a different colour for each line; this helps pupils with tracking difficulties keep their place e.g. alternate colours (purple, blue, purple, blue etc.).
- Don't use too many colours - this becomes too dazzling for the learner.
- Be aware that some people struggle to "see" some colours/colour combinations. For example, if you are using a green back ground, avoid using red font as this is hard for SpLD learners to see:



What works well for Dyslexic learners?

LOTS OF TEXT



TOO MUCH INFORMATION



USE OF DIAGRAMS



LIMITED TEXT



NO DIAGRAMS



DIFFERENT FONTS



WORD PROMPTS



ANSWER BOXES



S1 PUPILLOG BOOK - **Setting Up An Investment Company**
Log Book 1: Business Structures & The Stock Exchange

Learning Outcome By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

Learning Outcome When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a**

Learning Outcome When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity. **TCH 3-07a**

Sole Trader, Partnership, Limited Company and Public Limited Company

Learning: The difference between Sole Trader, Partnership, Private Limited Company (Ltd) and Public Limited Company

Success:

- > You will be able to describe each of the Business Types above
- > You will be able to state and advantage and a disadvantage of each structure
- > You will be able to give an example of each structure

A business is a particular type of organisation - one which involves people and resources in the making of an item or the providing of a service

Private sector organisations
 The basic aim of most of these organisations is to make a profit. The most common types of private sector business organisations are:

- Sole Traders
- Partnerships
- Private Limited Companies
- Public Limited Companies

TASK:
 Use the link below to open up the Powerpoint "Sole Traders and Partnerships" and use it to answer the questions in purple below.
[Sole Traders and Partnerships.ppt](#)

S1 PUPIL LOG BOOK - SETTING UP AN INVESTMENT COMPANY NAME: _____

TASK 1
 Look at the Powerpoint Slides shown to help you answer the following questions:
 The answer is started for you.

1. Describe a SOLE TRADER?

A Sole Trader is a

SOLE TRADER
 A person who goes into business for themselves

2. How many owners are there in a business which operates as a SOLE TRADER?

There are

THE BUSINESS IS OWNED
 by one person

HOWEVER
 other people may be employed to help run the business

3. Can a SOLE TRADER have employees?

A sole trader

THE BUSINESS IS OWNED
 by one person

HOWEVER
 other people may be employed to help run the business

Environment

- All draws/drawers, coat pegs, cupboards, boxes should be labelled- remember do not use **black on white**.
- There may be a child who would benefit from sitting at the front of class in the corner (as reward not punishment) - especially if easily distracted.
- Talk Partners/Buddy up system- allows children time to talk/think through tasks with another person and reduces pressure.
- Try to minimise distractions such as windows opening, opening and closing of doors, positioning in classroom (learners benefit from a corner position at the front).
- Give the 'big picture' at the beginning of the lesson, what do they need to achieve and what does that look like? Use a dyslexia-friendly slide for this.
- Give clear, step-by-step instructions. As a general rule, give no more than three pieces of information at one time, repeating the instructions as necessary.
- Check for understanding by asking children to explain what has been said.
- Have key vocabulary/word mats for the lesson listed on the board.
- If children lack organization, develop processes e.g. notes of what to bring the next day, and develop stick to routines. You can do this by writing them a morning routine, daily time table for their table.
- Clear zoned and organised areas- maths challenge zone, English challenge zone.

- Talking tins (Dyslexia-friendly room) to make displays multi-sensory and have a go boards/post its/dry wipe sentence structures.
- Do not overload the child- too much stimulation or distraction. Clear and simple.
- Allow processing time. If a child has dyslexic tendencies, they will require longer processing time to think about an answer before speaking. Allow them time or alternatively, give them questions with additional warning.

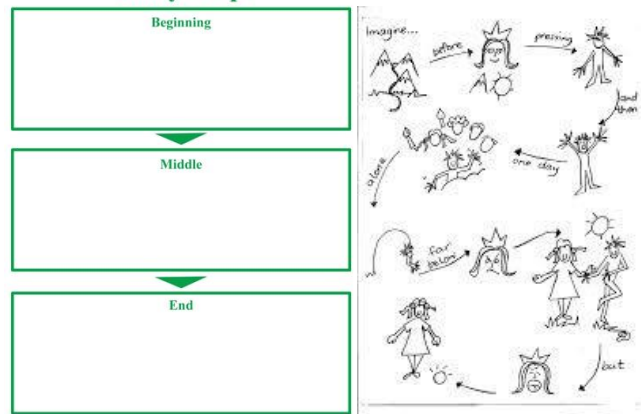
Support in class

- Encourage various ways of recording information e.g. mind maps, spider diagrams, bullet points.



- Use writing frames to help organise and get thoughts down on paper e.g. Story humps, mind maps, tables, linear plans.

Story Map



- Create a 'checklist' of what to look out for. E.g. spelling errors, commas, full stops, capital letters, and apostrophes.
- Allow enough time for children to process information - whether reading, writing or verbal response task.

Dyslexia-Friendly classrooms.



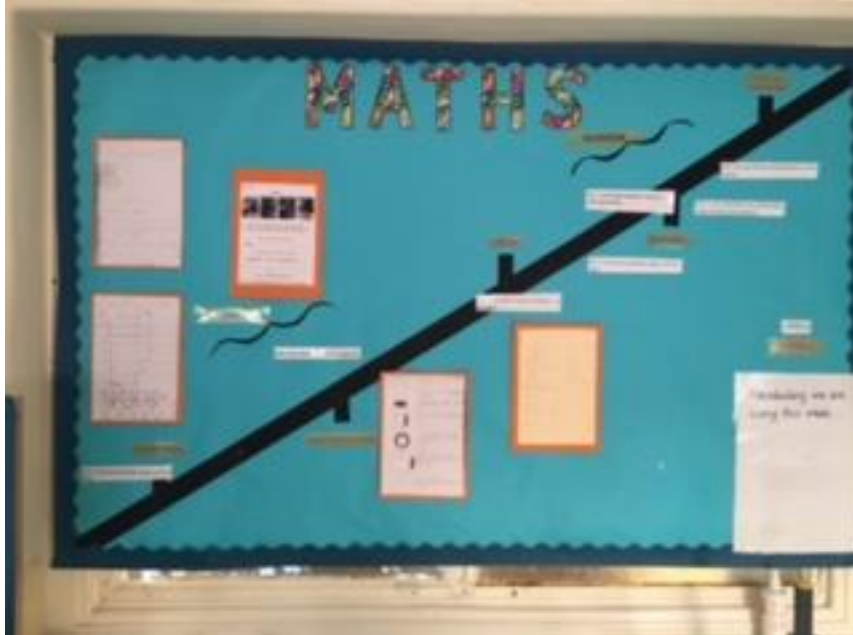
Examples of displays;

Clear.

Not over loaded with colour or unnecessary pictures.

Mindmaps.

Good flow for children to follow.









Remember to try your best to not print black on white and follow the guidance presented here for fonts/size)





Dyslexia friendly kits in your classroom; what and why?

 <p>Talking tins</p>	<p>To support children to record their sentences and then write it. This can alleviate the workload on the memory.</p>
 <p>Coloured rulers</p>	<p>Provide coloured reading rulers for students who find words "jump around."</p>
 <p>Coloured overlays</p>	<p>Used in the same way as reading rulers, over large sheets of paper or books</p>
 <p>Highlighters</p>	<p>Encourage the use of highlighters to pin point key information in text.</p>
 <p>Post-its</p>	<p>Kinaesthetic strategies such as story planning</p>
 <p>Coloured felt tip pens</p>	<p>To colour-code and organise ideas when writing.</p>

Reading

Pupils with dyslexia may have difficulty with the metacognitive aspects of learning. This essentially means the emphasis should not only be on the content or the product of learning but also on the process - that is, **how** learning takes place.

Strategies for developing working memory in reading include:

- 1) **Teacher-modelling**; in which the teacher demonstrates the application of a reading strategy such as self-questioning or summarising, explaining both the procedure for implementing the strategy, and the purpose and utility of the strategy.
- 2) **Think-aloud**; in which the pupil verbalises his/her processing as they read a text.
- 3) **Reciprocal teaching**; in which the teacher and pupil(s) take turns at (a) asking questions during reading, (b) summarising the text at appropriate points, (c) clarifying what has been read, noting any inconsistencies and (d) predicting the next part of the text.
- 4) **Semantic mapping**; in which the pupil uses a teacher-made graphic representation or mind map as a guide to the organisation of the material in the text and how the ideas of the content are related. Later, the pupil learns to mind map the text's content while they read.
- 5) **Paired reading/reciprocal reading**; reading together is when the parent/teacher and child read all the words aloud, with the adult adjusting the speed so that the pair are reading in harmony. The adult does not allow the child to become stuck at a word and if this happens will simply say the word to the child. This process, together with discussion, can help the child

obtain meaning from the text and therefore enjoy the experience of language and of reading. Examples of websites can be found on the teacher sheet.

Make sure that checking out images/titles/headings is part of reading routine.

Working Memory Boosting Activities

One to one

- **Picture jigsaw** - either use 2 identical pictures - cut one up - child looks at complete picture - that is removed - child does jigsaw picture or - use 1 picture - look at - cut up - do jigsaw.
- **Pairs games** (Pelmanism) - set of picture/word cards in pairs - turn cards over - try to find pairs.
- **Scrubble** - make a word using plastic letters/letters on cards - cover each letter with blank cards - child to recall what each letter & word is - take away individual letters - child to recall what removed letter is & try to read new non-sense word unseen (take care with choice of words)
- **Give a list of actions** (start with 2/3) - child to carry out in order (start with practical e.g. go upstairs - get socks - come downstairs)
- **Mazes** - have several copies of the same paper maze. Child does one then does more at intervals. Record the time taken (should get faster)

Group

- **Circle game** - I went to market etc. (each child to say what all others before did + their own)
- **Circle game** - as above but dance moves instead of words.
- **Hide a child** - send a child out of the room - hide another child - child returns & tries to work out who is missing. Similarly - re-arrange order of children or a few significant objects when child out of room - child returns & tries to work out what is different.
- **Mystery visitor** - someone comes into room & does 2/3 unusual things (e.g. writes on board/re-arranges things/leaves something behind) before leaving. Children have to report description of person & what they did.
- **Concentration**
 - The children sit in a circle and take a number each, starting with 1.
 - They then start a chant by slapping their thighs twice then clapping their hands twice and saying
 - *Concentration*
 - (slap slap clap clap)
 - *Are you ready?*

- (slap slap clap clap)
- *If - so -*
- (slap slap clap clap)
- *Let's - go!*
- (slap slap clap clap)
- Then player 1, continuing the rhythm, says her own number twice followed by another number. For example:
- 1, 1, 4, 4
- (slap slap clap clap)
- Player 4 then does the same, starting with their own number and following with someone else's:
- 4, 4, 7, 7
- (slap slap clap clap)
- etc.

Both

- **Write list of words** (child/adult/together) - take list away - adult gives clues to the words for child to guess (lists could be words from same group e.g. animals or different)
- **Kim's game** - collection of objects - look at - cover - how many can you remember? (Could teach memory tricks such as putting objects into story/trail)
- **Kim's game** - as above but take things away - What is missing?
- **Kim's game** as above with picture. Could draw/describe picture instead.
- **Kim's game** - as above but pairs of objects under plastic cups (could include some treats)
- **Give a word/show a picture or object** - take away - can child remember it 5/10/15 minutes later - start with 1/2 and build up (words/objects could be connected or not). (Could teach memory techniques as above)
- **Read story** - child to recall main points/description of main character etc. Could do similar with factual text.
- **Simon says** (copying a leader & remembering activity/action)
- **Hunt the object** - Blindfold child in safe open area. Place object a distance away. Child needs to find object with minimal instructions. Repeat exactly the same activity with the same positions at intervals. Time each attempt (should get quicker)

- **Match the pattern** - one person makes a pattern with coins/counters etc. - cover pattern - others try to copy
- **Hide an object together** - can child/children remember where it is at home time
- **Word of the day** - agree at beginning of day - special action etc. when word spoken during day

Pupil voice: Why?

SEN Code of Practice

- **Involving parents and pupils in planning and reviewing progress**
- Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.
- The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

United Nations Convention on the Rights of the Child

Article 12 reads as follows:

- 1. Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Understanding Dyslexia

Adult concerns tend to fall into one of three groups: scepticism about children's capacity (or a belief that they lack capacity) in decision making; a worry that giving children more control will undermine authority; and finally, concern that compliance will require too much effort which would be better spent on education itself. To do it correctly we need be mindful of the inclusionary value. We need to help children to be able to understand their own needs and help them to recognise the nature of the learning process and the barriers to their learning in the school environment.

We need to identify their current understanding of the self and the role of others in the learning process. We would want to know about their likes and dislikes, and whether they feel 'good' at certain things or whether they find work 'too hard' etc...., and we would want to enrich their emotional and cognitive vocabulary so that they can give a fuller account of these factors.

Benefits

- We do need to involve pupils more
- Explain to them their learning differences
- Identify their strengths
- Negotiate SMART targets with the pupils
- Allow them time to reflect on what they are doing in and out of the class and why; do they think it's helping?
- Use scaling questions to promote positive change
- Develop communication between all staff, professionals and the child
- Ensures consistency from intervention to the classroom