

HIGH QUALITY TEACHING ACCESS STRATEGIES



An important aspect of support for pupils with SEN is the range of access strategies that are used consistently as a matter of course within the classroom. These might include use of a range of strategies as outlined in the list below. For those pupils with dyslexic difficulties the strategies marked with * are of particular importance to consider.

Planning considerations

- pre introduction of text / vocabulary (homework / convert to audio format) *
- pre-reading of text (with parent / TA / peer) *
- pre-teaching of key vocabulary in advance of lesson*
- plan teaching of vocabulary in lesson
- build in phonological awareness activities that are linked with vocabulary (e.g. syllables / rhyme)*
- targeted use of additional adults
- use of multi-sensory teaching strategies
- allow time for consolidation and reinforcement*
- allow time for pupil / student to check own work / peer checking
- plan time for targeted feedback*
- set achievable targets
- celebrate achievement

Accessing text / supporting reading

- ensure text is at an appropriate reading level
- allow extra time for reading*
- encourage pupils to read aloud to themselves
- allow use of coloured reading 'trackers' or overlays and use pastel paper for worksheets*
- change background/ink colour IVB
- keep worksheets simple, and well-spaced *
- buddying up pupils for text reading
- provide symbol/ visual supports *
- visual recaps*
- audio formats for text e.g. Load2Learn – digitized text books*
- discuss / check understanding of text
- don't insist pupil / student read out loud in class*

Support for writing / alternative methods of recording

- allow pupil to verbalise ideas before writing
- encourage the use of high frequency word banks*
- provide key vocabulary word banks including symbol / visual support*
- remove the need to copy or provide a transcript from which to copy, rather than from the board. *
- ensure realistic expectations of the balance between quality and quantity of writing to be produced
- allow pupil to write on alternate lines*
- ensure pupil proof reads completed work, in pairs or with an adult
- use visual planning formats e.g. writing frames*
- use mind maps and pictorial recording, such as diagrams *
- matching words to pictures, labelling pictures, or drawing pictures to illustrate words
- text marking – highlight answers instead of writing them/multiple answers *
- providing support for sentence writing, e.g. sentence strips, match sentence beginnings to endings, sentence completion activities; adult scribing spoken sentence, which is then cut up and pupil re-orders.
- develop and use word processing skills as their main method of recording with occasional scribing of work by an adult *

- paired / group writing
- use of recording technology e.g. Talk Time Cards, audio recordings*
- ICT supportive writing tools (word prediction and whole word support) e.g. Clicker (Crick), Read & Write (Text Help) *

Further information about using ICT for recording is available from:

www.abilitynet.org.uk/factsheet/dyslexia-and-computers

www.callscotland.org.uk (search 'dyslexia' on web page)

Support for spelling / spelling supports

- teach to use spelling supports
- plan sufficient time for pupils to check own spellings using appropriate spelling supports*
- encourage use of high frequency word banks*
- provide key vocabulary word banks including symbol / visual support *
- provide alphabet strips / other phonic prompts*
- use a range of spelling supports such as dictionaries and electronic spellcheckers – hand-held or computer*
- visual prompt cards e.g. b/d resources*
- reduce the number of spellings for tests*
- highlight the use of multi-sensory approaches to learning spellings including discussion of strategies*
- utilise morphology and word derivation strategies*

Developing memory and organisation skills

- teach strategies to improve memory e.g. mnemonics, memory games, quizzes, rhyming connections, mind maps, chaining / pegging * <http://www.youtube.com/watch?v=9NROegsMqNc>
- sequencing games and activities
- give the pupil simple messages to take to others (verbal and written)
- allow time for pupils to respond to questions
- use concrete / visual resources*
- provide pupils with opportunities to verbalise how they will remember*
- use small stepped instructions / chunking information*
- set times to achieve small step targets within longer tasks*
- develop independent use of support tools, for example, word banks*
- provide multi-sensory learning / over learning / practice / regularly revisiting basic skills*
- provide visual reminder/prompts to promote independence (planners / checklists for home/ school) *

Producing accessible text*

- use off-white or cream matt paper
- highlight key vocabulary / phrases
- consider language level - words, sentences and paragraphs
- consider the amount of text on the page
- layout considerations:
 - use sans serif fonts (e.g. Verdana, Arial and Comic Sans) at least 14 point size and left justify text
 - use wide margins and plenty of white space
 - restrict line length to 60–70 characters
 - use 1.5 line spacing (In Word this can be set by simultaneously typing the keys 'Ctrl' and '5' or highlighting a block of text and typing these keys)
 - leave a blank line between paragraphs
 - leave plenty of space for answers and include lines or boxes to support pupils with spatial difficulties.
- provide a variety of response options e.g. list of key words, illustration, a paired/shared activity etc.