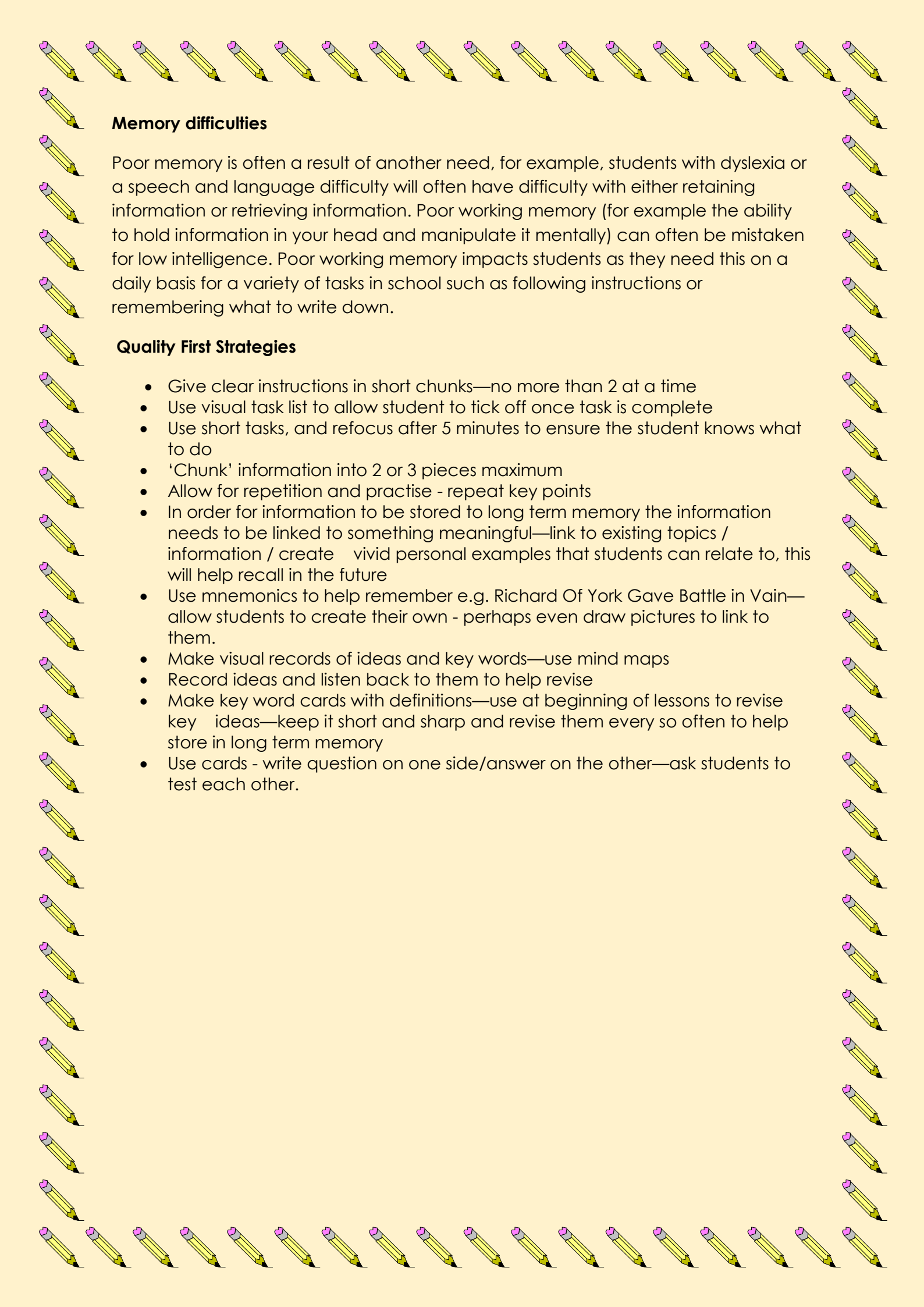


- **Concentration difficulties**

Concentration issues may come hand in hand with other needs, for example, ADHD. The student may find it difficult to maintain focus for an extended period of time, or may be easily distracted by others around them. Poor concentration may also be an indication of other issues, such as literacy difficulties if a student cannot access the work, or even poor hearing or vision.

Quality First Strategies

- Seating plans should consider the best place to sit—away from distraction (chatty friends / windows etc.)
- Tasks should be short with clear expectations
- Use of a timer to complete tasks (egg timer / digital timer on desk—you have 5 mins to complete task)
- Very short and clear explanations of task
- Break lessons into 4 or 5 short activities where possible
- Re-focus tasks as lesson goes on—or re-focus student individually every 5/10 minutes—what have you done so far, next you should...
- Ensure they understand task—ask them to repeat task back (or use visual prompt—'now.... / next....' so they are clear what they need to do.
- Use visual checklists for lesson beginnings and ending—tick list that student can tick off when each task is complete
- Lots of praise for effort—have they been able to achieve set target of work?
- Normal sanctions for insufficient work (unless otherwise agreed)

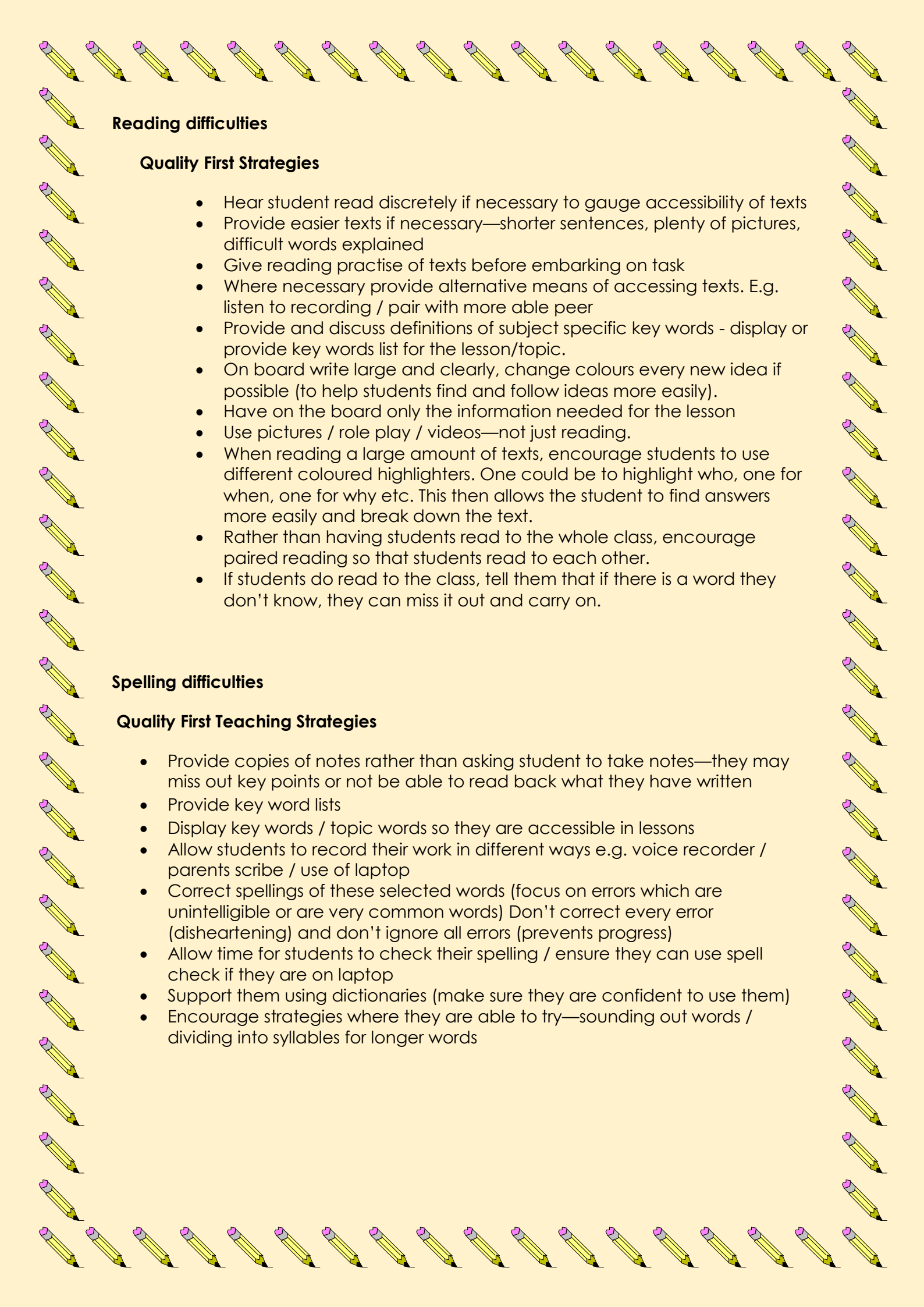


Memory difficulties

Poor memory is often a result of another need, for example, students with dyslexia or a speech and language difficulty will often have difficulty with either retaining information or retrieving information. Poor working memory (for example the ability to hold information in your head and manipulate it mentally) can often be mistaken for low intelligence. Poor working memory impacts students as they need this on a daily basis for a variety of tasks in school such as following instructions or remembering what to write down.

Quality First Strategies

- Give clear instructions in short chunks—no more than 2 at a time
- Use visual task list to allow student to tick off once task is complete
- Use short tasks, and refocus after 5 minutes to ensure the student knows what to do
- 'Chunk' information into 2 or 3 pieces maximum
- Allow for repetition and practise - repeat key points
- In order for information to be stored to long term memory the information needs to be linked to something meaningful—link to existing topics / information / create vivid personal examples that students can relate to, this will help recall in the future
- Use mnemonics to help remember e.g. Richard Of York Gave Battle in Vain—allow students to create their own - perhaps even draw pictures to link to them.
- Make visual records of ideas and key words—use mind maps
- Record ideas and listen back to them to help revise
- Make key word cards with definitions—use at beginning of lessons to revise key ideas—keep it short and sharp and revise them every so often to help store in long term memory
- Use cards - write question on one side/answer on the other—ask students to test each other.



Reading difficulties

Quality First Strategies

- Hear student read discretely if necessary to gauge accessibility of texts
- Provide easier texts if necessary—shorter sentences, plenty of pictures, difficult words explained
- Give reading practise of texts before embarking on task
- Where necessary provide alternative means of accessing texts. E.g. listen to recording / pair with more able peer
- Provide and discuss definitions of subject specific key words - display or provide key words list for the lesson/topic.
- On board write large and clearly, change colours every new idea if possible (to help students find and follow ideas more easily).
- Have on the board only the information needed for the lesson
- Use pictures / role play / videos—not just reading.
- When reading a large amount of texts, encourage students to use different coloured highlighters. One could be to highlight who, one for when, one for why etc. This then allows the student to find answers more easily and break down the text.
- Rather than having students read to the whole class, encourage paired reading so that students read to each other.
- If students do read to the class, tell them that if there is a word they don't know, they can miss it out and carry on.

Spelling difficulties

Quality First Teaching Strategies

- Provide copies of notes rather than asking student to take notes—they may miss out key points or not be able to read back what they have written
- Provide key word lists
- Display key words / topic words so they are accessible in lessons
- Allow students to record their work in different ways e.g. voice recorder / parents scribe / use of laptop
- Correct spellings of these selected words (focus on errors which are unintelligible or are very common words) Don't correct every error (disheartening) and don't ignore all errors (prevents progress)
- Allow time for students to check their spelling / ensure they can use spell check if they are on laptop
- Support them using dictionaries (make sure they are confident to use them)
- Encourage strategies where they are able to try—sounding out words / dividing into syllables for longer words



Organisation difficulties

Organisation difficulties can be part of a number of difficulties. Particularly dyslexia/dyspraxia/ADHD. You need to be aware that being disorganised could be a result of a more complex need.

Quality First Strategies

- Monitor homework planner to make sure homework is written in—or print off homework to be stuck in / write in planner
- Before and after school reminders
- Prompting them with the more difficult tasks or breaking them down to organise ideas
- Establish clear routines for handing in work / homework
- Establish clear routines for lessons
- Provide folder for worksheets / time to stick in book
- Check student has access to materials needed to do homework.
- Use prompt sheet / reminders for tasks so student knows how to approach a task