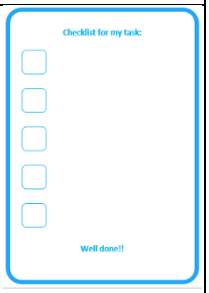
EARL'S COURT FREE SCHOOL PRIMARY

KENSINGTON PRIMARY ACADEMY

WEST LONDON FREE SCHOOL PRIMARY

SEND: Literacy Difficulties – Suggestions for parents

Strategy	Explanation
Clear timetable of day	Each activity with a visual/ colour code Add in breaks and motivating/ fun activities
Task checklist	Each step in a set of instructions for children to tick off once they have done them. Chunking of tasks makes them seem much more acheivable. 
Note taking	Use of mind maps/ spidergrams Colour coding No emphasis on presentation as long as it is legible
Touch typing practise	Use these to improve touch typing: https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Or https://www.typingclub.com/sportal/program-3.game
Memory strategies: 1. Picture thinking 2. Give no more than two instructions at a time 3. Reinforce learning with actions and multisensory activities	 1. Visualise things that you want to remember/ Use drawings when making notes 2. Child to repeat back the instruction 3. See it. Hear it. Say it. Do it.
Reading strategies 1. As you read, create simple thumbnail drawings in the margin beside each point. 2. Build up words by uncovering part at a time. 3. Use a coloured background 4. Share reading in short bursts	 1. Supports with remembering what you have read. 2. Encourage your child to use their finger or a small card to reveal a word in chunks. 3. Reduces glare and make it easier to read 4. Reduces tiredness and supports comprehension
Writing strategies 1. Plan writing with key words/ simple drawings	1. Cross each word off list when used

2. Verbal rehearsing of sentences before writing	2. Reduces stress around knowing what to write
3. Use typing	3. Type some tasks instead of writing to take off the pressure of speed, spelling and legibility.
Spelling strategies	
1. Mispronounce the word the way it is spelled	1. For example, 'want' say 'w…ant'. This is good for silent letters and for 'Wed…nes…day'
2. Link the word to a picture	2. For example, 'first' is often misspelled as 'ferst'. Draw an 'i' winning a race and say 'I come first'. They will remember the picture of the 'i' which is the part of the word which is forgotten.
3. Mnemonic	3. For example, to remember the word 'does' say "does Oliver eat spaghetti?" The first letter of each word spells the word 'does'