

Pupil B (S4)

Pupil B has only recently been identified as dyslexic. It was becoming increasingly apparent that her written work did not correlate with her oral ability. This became more obvious with demands on her to read more complex text and produce more lengthy and complex written assignments. Despite spending a lot of time and effort on her written work, it still appears to be badly organised, with mistakes in spelling and grammar. Pupil B often forgets to mention important points that she has made during class discussions. Pupil B currently makes good use of the calendars and reminders on her phone to help organise herself. She is benefitting from extra time in assessments and is beginning to use this time to plan written answers more effectively before she starts writing. It has been explained to her that spelling is not taken into account for SQA assessments. However, the following supports are helping build her confidence:

- Class teachers provide Pupil B with lists of key words for each subject so that she can become more familiar with them
- When introducing new vocabulary her teachers explain the etymology (root) of the word to help Pupil B make links between words, understand their meaning and help with spelling
- Pupil B is encouraged to chunk her words into syllables and spell them one syllable at a time

ICT supports:

Speech to text for planning on iPad: Pupil B uses a planning sheet provided by her teachers and records her ideas on it using speech to text:

https://www.youtube.com/watch?v=B9jLse_MaHo&list=PL2VyEh1iMeYLi7kYqb7Q5s-lvjGnta3ug

Having good keyboard skills will be very important for Pupil B to help her access the written word at school and beyond. She is going to use a laptop and access digital exams for some subjects. She can practise her keyboard skills using

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> The school has a bank of keyboards which can be attached to the iPad, and Pupil B is borrowing one.

Pupil B will benefit from practising the skills explained in this GDS video on making best use of the spellchecker, and also chunking words into syllables.

https://www.youtube.com/watch?v=ubcRkk9yRaA&list=PL2VyEh1iMeYLPdaKb0RE2o6GDrbd2a_qO&index=6

Pupil B could make use of the Office Lens app on iPad to scan her textbooks. This would allow her to get on with the learning quickly by having academic text read aloud in Immersive Reader <https://youtu.be/wzINYEgVvJk>