

Case study Pupil D P7

Pupil D was given an identification of dyslexia when she was in P6. She is a friendly popular girl who works hard in class. She enjoys Art and Drama and attends weekly dancing lessons.

Pupil D has great oral skills and contributes well to both group and class discussions. Although she manages to access most curricular texts, her reading is very slow and well below chronological age. Pupil D has a visual disturbance and uses a green coloured overlay for reading. She often leaves it at home or cannot find it in class. The overlays are very expensive, and the school has now run out of the green ones. Pupil D finds it difficult to sequence and organise her ideas and this is becoming more of a concern now that the demands of the curriculum require more extended written responses. Her handwriting is neat and legible but spelling is poor especially with longer, multisyllabic words. Her teacher comments that Pupil D is also very slow with written tasks, often failing to complete work in the given time.

How Pupil D's ipad could be used to support:

- **Reading Speed** - Pupil D could use the **Speech Controller** and/or **Speak Screen functions** to hear text read aloud.
https://www.youtube.com/watch?v=n08DSisz1_M&list=PL2VyEh1iMeYLi7kYqb7Q5s-lvjGnta3ug&index=2 To access, and get greater enjoyment, from class novel Pupil D has the novel *Divided City* airdropped to her ipad.
<https://www.booksforall.org.uk/home/>
- **Visual Stress** - Pupil D could choose a coloured filter that will work across all apps -
<https://www.youtube.com/watch?v=aJ0wJ1e1XnM&list=PL2VyEh1iMeYLi7kYqb7Q5s-lvjGnta3ug&index=3>
- **Writing Organisation** - Pupil D could be given template writing frames in **Pages** or **Word** to help her sequence and organise her ideas. Pupil D can learn to pre-record her ideas, using speech to text or insert audio, on iPad to support her writing.
https://www.youtube.com/watch?v=B9jLse_MaHo&list=PL2VyEh1iMeYLi7kYqb7Q5s-lvjGnta3ug
- **Writing Speed** - Pupil D could use the speech-to-text function built into the iPads Using **BBC Dance mat**
<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> or **Doorway OnLine** <https://www.doorwayonline.org.uk/typing/> will build keyboard skills and speed.
- **Spelling** - In small group setting Pupil D will revisit spelling patterns she struggles with, as highlighted through ongoing formative assessments by her class teacher. She will also benefit from whole class lessons looking at problem solving approaches to spelling, including breaking words down using syllable rules, to support spelling. Pupil D will also learn how to use **spellchecker** on both iPad and Microsoft – and be encouraged to use these

in conjunction with syllable splitting

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

this could be done through whole class ICT lessons; with overlearning for those who need additional support. It should be explained to Pupil D that spelling is not marked down in SQA exams, to remove her anxieties over spelling and encourage use of ambitious vocabulary.