

The Curriculum - Task sheets

Task 1.1 - Maths

Access to the curriculum can often be problematic for pupils with dyslexia for many reasons.

- Listen to the following pupils talking about their difficulties in Maths and note their concerns on task sheet C1.1

Task sheet C1.1 - Maths

Pupil	Concerns

Task 1.2 - Other areas/issues

- Now listen to the difficulties pupils with dyslexia experienced in other curricular areas during the first three months of S1.
- Note their concerns.
- Compare these identified concerns with the issues you noted in Maths.

Task sheet C1.2

Pupil	Concerns
Comparison with Maths	

Task 1.3 - Teacher perspectives

- Listen to subject teachers give their view of the key difficulties for pupils with dyslexia in their subject areas.
- Note down the key difficulties they highlight.
- Pull out and note the common issues they identify
- Identify some other difficulties in your own subject area and share these with your group
- List them also.

Task sheet C1.3

Teacher	Key difficulties
Common issues	
Further subject specific difficulties	

Task 1.4 - Summarising difficulties

- Summarise the key difficulties from tasks 1, 2 & 3
- Put an asterisk at any difficulty which surprised you/your group.

Task sheet C1.4

Key difficulties:

Task 2.1 - Approaches and strategies

- Listen to the teaching approaches the following teachers, pupils and parents have found helpful. The first set are general the second are more subject specific.
- Note these on task sheet 2.1
- Identify some further approaches which you have found helpful and share these with your group.
- Note down any approaches from the videos and/or your group discussion which you might want to incorporate into your classroom practice.

Task sheet C2.1 - Approaches and strategies

Useful teaching approaches identified from video clips:

Further approaches identified from group discussions:

Approaches to incorporate into classroom practice:

Task 2.3 - Summarising general approaches

- Summarise general approaches to teaching and learning which may be supportive for pupils with dyslexia
- Summarise approaches in your particular subject area
- List opportunities you may have to action some of these approaches

Task sheet C2.3

General approaches	Actions
Subject specific approaches	Actions
You might like to consider such areas as: <ul style="list-style-type: none">• written work• peer support• assessments	

Task 2.4 - Three wishes

- Listen to this P7 pupil considering her "Three Wishes for Secondary School"
- Considering your aim of creating a curriculum for excellence within your subject department:
 - Note in the final sheet YOUR three wishes you would like granted by your Authority or at National Level.

Task sheet C2.4

Three wishes

1

2

3

Task 3.1 - Interesting practice

- Listen to pupil support teachers and principal teachers discuss ways in which subject teachers can be supported at school level to offer sensitive differentiation and/ or accommodations to pupils with dyslexia.
- Identify and share with your group any further whole school approaches you have found effective.
- Create a list of interesting practice from the videos and your group discussion.
- Put an asterisk at any of these approaches you may want to introduce to your school to support pupils with dyslexia.
- What actions could you take to incorporate these approaches at school level?

Task sheet C3.1 - Interesting practice

Interesting practice

Actions