|  | **Dyslexia** | **Autism Spectrum Condition (ASC)** | **ADD/ADHD** | **Anxiety** |
| --- | --- | --- | --- | --- |
| **Reading** | Provide dyslexia-friendly fonts and layouts e.g. sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans | Social aspectsof literary works can be missed or misunderstood – model reading and be expressive/use heavy intonation to give clues about social interactions | Break tasks into smaller steps/chunk reading | Encourage deep breathing exercises before reading |
| E x t r a l a r g e l e t t e r s p a c i n g to increase reading speed | Relate to prior knowledge, contextualise and explore the backgrounds of sources where possible | Give prompts for sustained silent reading | Group reading rather than individuals reading aloud to avoid stress |
| Use audiobooks or text-to-speech software | Offer clear and structured instructions | Highlight key information | Provide a quiet reading area for concentration |
| Font size should be 12-14 point or equivalent - some dyslexic readers may request a larger font | Use visual aids and concrete examples | Explore different ways of engaging with texts – image, video, dramatic performance, using drawing to test comprehension | Use graphic novels and other genres of texts |
| Reduce contrast between texts and their backgrounds where possible using overlays or adapting PowerPoint or board work | Sayings/literal meanings – explore what they mean when they crop up! | Incorporate movement breaks | Set timed, achievable goals for reading tasks, such as comprehension questions to break the text up |
| Hire a reader pen from the library to support the student | Model emotions and reactions when reading to the class to show the link between this and the word/phrase | Use color-coded materials for organisation | Develop reading routines in lessons  |
| Use AI to adjust texts by chunking them or reducing the reading level | Use AI to scan through texts and create glossaries for irregular words – fluency when reading may be strong but deeper understanding may need support | Assign roles/character voices for students to engage as a text is read as a class | If there is a requirement for students with anxiety to read out, prepare them for this, avoiding on the spot or random reading requests |
| **Writing** | Allow extra time for writing tasks | Use visual organisers and mind maps | Provide checklists for tasks | Teach stress-relief techniques like mindfulness |
| Provide alternatives in written assessments such as a scribe or word processor | Offer choices in writing formats (e.g., typed, handwritten) | Use of timers to support completing writing activities | Break writing tasks into manageable chunks |
| ‘Say it to me, I’ll check it, then you write it’ – learners to share answers aloud and have instant feedback then write what they said | Specific instructions when giving writing tasks, ensure learners feel secure – avoid ambiguous demands | Specific targets – I have used post-it notes to break down tasks into manageable goals (similar to chunking!) | Sentence starters to support apprehensive students to begin writing |
|  | Clear written response structures/frames | Clear written response structures/frames | Clear written response structures/frames | Clear written response structures/frames |
| **Oracy** | Allow verbal responses instead of written assignments | Provide structured conversation starters | Use verbal prompts for attention | Create a supportive and non-judgmental environment |
| Encourage rehearsal and practice of presentations | Provide social scripts or visual aids for communication | Repeat and summarize information | Allow breaks during speaking tasks |

**Important details**

**This table of ideas is not exhaustive by any means!**

**Most of these approaches work with ALL students resitting English, to build confidence and support.**

**This kind of information should be in your group profile and your planning documentation.**