



# Literacy Difficulties Checklist

Focus (whole class, group or individual pupil):

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Date completed:

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Theme	EYFS	KS1	Y3 Y4	Y5 Y6
<b>Effective Teaching and Intervention Strategies</b>	<p>Whole class visual timetable to reduce cognitive load</p> <p>Individual pupil visual timetable to reduce cognitive load</p> <p>Give children thinking time</p> <p>Access to sensory room if child struggles with regulation</p> <p>Promote a love of reading, texts and stories e.g. high quality picture books, story CDs, library visits.</p> <p>Nursery &amp; Reception- children take a book for pleasure home weekly – for struggling readers this needs to be a priority</p> <p>Reception: Extra 1:1 reading with a TA (2 or 3 times a week)</p> <p>Reception: reading books matched to Sounds Write Phonics unit being taught</p> <p>Reception - lower attaining children sit on a table whilst accessing the Sounds-Write whole class lesson, supported by a TA and same resources as class but closer. Aim is to increase concentration and level of engagement.</p> <p>Nursery – S+L BLAST intervention groups with TA, ideally twice a week</p> <p>Nursery - Fine motor control intervention groups, with TA. Ideally twice a week.</p> <p>Reception – Fine motor and handwriting intervention groups, with TA - ideally twice a week</p>	<p>Whole class visual time table to reduce cognitive load</p> <p>Individual pupil visual time table to reduce cognitive load</p> <p>Give children thinking time</p> <p>Promote a love of reading, texts and stories e.g. high quality picture books, story CDs, library visits.</p> <p>Children take a book for pleasure home weekly – for struggling readers this needs to be a priority</p> <p>Extra 1:1 reading with a TA (2 or 3 times a week)</p> <p>Reading books matched to Sounds Write Phonics unit being taught</p> <p>Lower attaining children sit on a table whilst accessing the Sounds-Write whole class lesson, supported by a TA and same resources as class but closer. Aim is to increase concentration and level of engagement.</p> <p>Handwriting intervention group when needed, with TA - ideally 2 sessions a week</p> <p>Letter formation mats</p> <p>Sounds-Write Phonics intervention to help children catch up – on an afternoon with TA, ideally 2 sessions a week.</p> <p>Guided reading sessions – personalised activities during this time.</p>	<p>Whole class visual time table to reduce cognitive load</p> <p>Individual pupil visual time table to reduce cognitive load</p> <p>Give children thinking time</p> <p>Promote a love of reading, texts and stories e.g. high quality picture books, audio books, library visits, magazine subscriptions linked to children’s interests, own Kindle, story CDs</p> <p>Extra 1:1 reading with a TA (2 or 3 times a week)</p> <p>Sounds-Write Phonics group daily – to help children catch up. Differentiated weekly spellings linked to this.</p> <p>Y3 - reading books matched to Sounds Write Phonics unit being taught (for those children who still require this)</p> <p>Use specific reluctant reader books (if possible) - reading age is much younger but interest age is KS2</p> <p>Adapting tasks so that children complete their work in the time allowed (to sustain their self-efficacy and self-esteem)</p> <p>Plan specific children’s recording in alternative ways – mind maps / flow charts / PPT presentations / video on Ipad / labelled diagrams etc. Especially important in foundation subjects to reduce writing burden.</p> <p>May be appropriate for a Y4 child - use speech to text on Ipad to remove physical writing burden or use of keyboard and</p>	<p>Whole class visual time table to reduce cognitive load</p> <p>Individual pupil visual time table to reduce cognitive load</p> <p>Give children thinking time</p> <p>Promote a love of reading, texts and stories e.g. high quality picture books, audio books, library visits, magazine subscriptions linked to children’s interests, own Kindle, story CDs</p> <p>Extra 1:1 reading with a TA (2 or 3 times a week)</p> <p>Use specific reluctant reader books (if possible) - reading age is much younger but interest age is KS2</p> <p>Adapting tasks so that children complete their work in the time allowed (to sustain their self-efficacy and self-esteem)</p> <p>Differentiated weekly spellings</p> <p>Plan specific children’s recording in alternative ways – mind maps / flow charts / PPT presentations / video on Ipad / labelled diagrams etc. Especially important in foundation subjects to reduce writing burden.</p> <p>Use speech to text on Ipad to remove physical writing burden or use of keyboard and computer for less confident speakers (for longer pieces of written work, when class teacher feels appropriate)</p> <p>Peer support through sitting lower attaining child next to a higher attaining child who is a fluent reader and has positive behaviour for</p>

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	<p>Reception – Letter formation mats</p> <p>Reception - Sounds-Write Phonics intervention to help children catch up – on an afternoon with TA, ideally 2 sessions a week</p> <p>Reception – when child is not ready for sentences in books, use lilac picture books, then single word books, then caption cards, then short sentences on cards, before moving on to books with sentences.</p>	<p>Adapting tasks so that children complete their work in the time allowed (to sustain their self-efficacy and self-esteem)</p> <p>Y1 word packs sent home alongside reading books (Phonics screening test prep)</p> <p>Y1 – a child may need to access daily Sounds-Write Phonics in Reception class, with individualised resources to support this work at home.</p>	<p>computer for less confident speakers (for longer pieces of written work, when class teacher feels appropriate)</p> <p>Peer support through sitting lower attaining child next to a higher attaining child who is a fluent reader and has positive behaviour for learning. Can be used in whole class reading sessions and foundation subject lessons – HA child to model using specific vocabulary to lower attaining child.</p> <p>Sight word packs to go home alongside teaching Phonics – for those pupils who struggle with segmenting/ blending and need an alternative approach. TA monitors word selection going home regularly.</p>	<p>learning. Can be used in whole class reading sessions and foundation subject lessons – HA child to model using specific vocabulary to lower attaining child.</p> <p>Pupil voice – helping the child understand their educational needs and feel okay about these, and possibly feel confident enough to share with close family, close adults, close friends and even their class. Emphasising to the child the importance of having to work hard, use technology to assist their learning and be organised (having a SpLD is not an excuse!) Use a child friendly video on Youtube which is positive to help explain SpLD to the child.</p>
<b>Environment</b>	<p>Child to sit near front, facing the board and teacher</p> <p>Reception: letter formation mat available for support when writing</p> <p>Displays and classroom environment – turn off strip lights whenever possible / do not block natural light with blinds (diffuse it when required) / uncluttered classroom / muted coloured backing paper on displays / minimal resources on walls surrounding displays / open windows for fresh air and oxygen levels / plants in room to improve air quality / well organised, labelled resources / Avoid bright colours as much as possible e.g. blue/red. Wood, green/yellow are linked to colours in nature.</p> <p>Text on IWB – make sure big enough / dark enough text with a pastel background / avoid underlining and italics and use bold for emphasis / use PDFs and select full screen view (save WORD docs as PDFs whenever possible to allow for a very clean full screen view) / use a reader friendly font.</p>	<p>Child to sit near front, facing the board and teacher</p> <p>Prompts on child’s desk - letter formation mat, key word mat, whiteboard to record ideas before working in books.</p> <p>Displays and classroom environment – turn off strip lights whenever possible / do not block natural light with blinds (diffuse it when required) / uncluttered classroom / muted coloured backing paper on displays / minimal resources on walls surrounding displays / open windows for fresh air and oxygen levels / plants in room to improve air quality / well organised, labelled resources / Avoid bright colours as much as possible e.g. blue/red. Wood, green/yellow are linked to colours in nature.</p> <p>Text on IWB – make sure big enough / dark enough text with a pastel background / avoid underlining and italics and use bold for emphasis / use PDFs and select full screen view (save WORD docs as PDFs whenever possible to allow for a very clean full screen view) / use a reader friendly font.</p>	<p>Child to sit near front, facing the board and teacher</p> <p>Use of coloured overlays / tinted paper / reading rulers</p> <p>Prompts on child’s desk – common exception words / high frequency word mats (first 100, 200) / topic word mats / whiteboard to record ideas before working in books.</p> <p>Displays and classroom environment – turn off strip lights whenever possible / do not block natural light with blinds (diffuse it when required) / uncluttered classroom / muted coloured backing paper on displays / minimal resources on walls surrounding displays / open windows for fresh air and oxygen levels / plants in room to improve air quality / well organised, labelled resources / Avoid bright colours as much as possible e.g. blue/red. Wood, green/yellow are linked to colours in nature.</p>	<p>Child to sit near front, facing the board and teacher</p> <p>Use of coloured overlays / tinted paper / reading rulers</p> <p>Prompts on child’s desk – common exception words / high frequency word mats (first 100, 200) / topic word mats / whiteboard to record ideas before working in books.</p> <p>Displays and classroom environment – turn off strip lights whenever possible / do not block natural light with blinds (diffuse it when required) / uncluttered classroom / muted coloured backing paper on displays / minimal resources on walls surrounding displays / open windows for fresh air and oxygen levels / plants in room to improve air quality / well organized, labelled resources / Avoid bright colours as much as possible e.g. blue/red. Wood, green/yellow are linked to colours in nature.</p>

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	Ensure Youtube videos are played on full screen, removing distractions down the sides	possible to allow for a very clean full screen view) / use a reader friendly font.  Ensure Youtube videos are played on full screen, removing distractions down the sides	Text on IWB – make sure big enough / dark enough text with a pastel background / avoid underlining and italics and use bold for emphasis / use PDFs and select full screen view (save WORD docs as PDFs whenever possible to allow for a very clean full screen view) / use a reader friendly font.  Ensure Youtube videos are played on full screen, removing distractions down the sides	Text on IWB – make sure big enough / dark enough text with a pastel background / avoid underlining and italics and use bold for emphasis / use PDFs and select full screen view (save WORD docs as PDFs whenever possible to allow for a very clean full screen view) / use a reader friendly font.  Ensure Youtube videos are played on full screen, removing distractions down the sides
<b>SATs and Tests</b>		Adaptations in place for Phonics screening test / KS1 SATs, check test arrangements E.g. in a smaller room with less distractions in a small group with a TA, extra time etc.	Y4 only – adaptations in place for multiplication test, check test arrangements	Adaptations in place for SATs – check test arrangements. E.g. extra time / TA as a reader / TA as a scribe / in a smaller room with less distractions in a small group with a TA.
<b>Assessment and Referrals</b>	Hearing and vision checks for any child where there is even a hint of an evident issue (i.e. they lean close into text sitting at a desk, seem to mishear, struggle to auditorily discriminate sounds)  Speech and Language Therapy Service referral if needed.	Upon arrival in school produce a piece of independent, free writing to assess spelling, sentence structure, handwriting fluency and legibility, vocab choice, asking the child to read it back to an adult.  Hearing and vision checks for any child where there is even a hint of an evident issue (i.e. they lean close into text sitting at a desk, seem to mishear, struggle to auditorily discriminate sounds)  Speech and Language Therapy Service referral if child new to school, this hasn't been explored previously and is felt needed.  Assessment tick sheets for reading and writing matched to correct year group children are working at e.g. in Y2 working on Y1 tick sheet, alongside Y2 tick sheet.	Upon arrival in school produce a piece of independent, free writing to assess spelling, sentence structure, handwriting fluency and legibility, vocab choice, asking the child to read it back to an adult.  Hearing and vision checks for any child where there is even a hint of an evident issue (i.e. they lean close into text sitting at a desk, seem to mishear, struggle to auditorily discriminate sounds)  IDL visual screening test for coloured overlays – when age 8 (Y3 once they turn 8, or Autumn 1 of Y4)  Educational Psychologist involvement or Learning and Language Team to begin investigating literacy issues, underlying cognition, children's views, and school actions – toward 8 years of age. Begin gathering evidence of SpLD where appropriate.  Tick sheets in front of reading and writing book matched to correct year group child is working at.	Upon arrival in school produce a piece of independent, free writing to assess spelling, sentence structure, handwriting fluency and legibility, vocab choice, asking the child to read it back to an adult.  Hearing and vision checks for any child where there is even a hint of an evident issue (i.e. they lean close into text sitting at a desk, seem to mishear, struggle to auditorily discriminate sounds)  Upon arrival in school- IDL visual screening test for coloured overlays if needed.  Upon arrival in school - Learning and Language Team or Educational Psychologist involvement if needed. Or to review from Y3 or 4 if needed -investigating literacy issues, underlying cognition, children's views, and school actions, and consider SpLD identification – toward 10 years of age  Tick sheets in front of reading and writing book matched to correct year group child is working at.

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			Y3 – children who were pre-key stage (PKS) in either reading, writing or maths at KS1 SATS move on to Trust SEN Assessment Framework from start of Y3-Y6. Framework assesses in small steps to show visible progress.	Chn joining KS2 from a different school – if assessed as pre-key stage (PKS) in either reading, writing or maths KS1 SATS, move on to Trust SEN Assessment Framework until Y6. Framework assesses in small steps to show visible progress.
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