

## Secondary Age Classroom Strategies

If schools can get the strategies of quality first teaching in place it will reduce the difficulties for the majority of pupils and will help identify the remaining groups and individuals with greater needs.

(Rose Report, DfE, 2009, page 48)

Included below is a Secondary Classroom Checklist, of Quality First Teaching strategies and resources that will enable all dyslexic pupils to access the curriculum more easily.

Many of these strategies are inclusive practice and can be equally beneficial for the majority of pupils including those with other learning needs.

Schools need to share this list with staff to identify what is already provided and what other strategies and classroom practice needs to be adjusted as whole school policy. The checklist may also provide a further measure of the impact of your school's development work with dyslexia.

### **Inclus**



## Use of Language

<b>Questions</b>	<b>Answers</b>
Questions pitched to challenge all abilities and alternatives made to invite a response Questions used to ensure others	Adjust questions to differentiate, multiple choice, can you think of 3 things you