

USING THE GRIDS TO SUPPORT LEARNING

Reference grids (e.g. dyslexia) can serve as:

- an introduction to the effects of dyslexia on students
- a source of ideas for strategies to try
- crib sheet / starter / audit tool for individual (dyslexic) students
- a model for developing other grids to suit different purposes

Blank grids can serve as:

- a clear indication of the problem-solving nature of the task in hand
- a focus for detailed discussion between an individual ML teacher and the LS teacher providing support (including visiting specialists)
- a record of the discussion, which can be referred to, reviewed, and, if necessary revised, at a later date
- the basis for a 'contract' between departments; this contract will arise from the specific needs of individual children in the class rather than from a general agreement between members of staff
- evidence of planning, which can be presented to management as justification for the planning time awarded or in support of a claim for LS time in class
- evidence which can contribute to the formulation of IEPs for individual children
- sheet can be inserted into pupil's file and become part of the record, contributing to their Review
- a document which can be shared and which may be used as a basis for departmental development
- the mechanism for an exercise in staff and/or curriculum development, and evidence of CPD

Further advantages of blank grids

- focuses on the learning needs of individual children rather than on the teaching styles of particular staff
- grid can/should show strengths as well as weaknesses and the implication of both for language learning
- can be adapted as required for any child or any subject
- semi-formal nature of the exercise sharpens the focus of the discussion, saving time

Whole school use

- first column of the grid could be completed by SFL department for individual children, and copies made for each department
- remaining columns could be completed by departments, with assistance from SFL when required
- over time, less assistance should be required
- grids could support or supplement IEPs

Promoting pupil participation and autonomy

Pupil could be involved in drawing up the grid, resulting in:

- discussion of strengths and weaknesses and the effect of both on language learning
- pupil could suggest or help to devise and evaluate strategies
- in particular, pupil can contribute to the final column the work additional effort he/she is prepared to make to achieve success

Partnership with parents

- pupil copy would also serves to communicate with parent and show how help could be given (often problematic in ML).
- parents could be invited to contribute to column 4, the grid would help to show how their efforts fit in; thus they become part of the team