Dyslexia Simple Sentences
Teacher Guide

Why do pupils who are dyslexic find writing sentences difficult?

There are many reasons why writing can be difficult for pupils, such as:

- **difficulties with reading** which impacts on pupils' writing because they spend so much time reading the words that they do not see writing conventions like capital letters, finger spaces and full stops;

- **difficulties with working memory** which impacts on pupils' writing beacuse they struggle to use the many skills involved in writing all at the same time;

- **dysgraphia** which impacts on pupils' writing because they struggle to develop the motor skills they need to write — forming letters is so difficult that they cannot focus on all the other skills involved in writing, at the same time.

About the Resource

Symbols
There are three symbols used in these intervention packs:

Resources for Assessment These are for the teacher to use to make assessments of attainment and progress.	**Resources for Knowledge** These provide practitioners with the knowledge they need to ensure interventions are completed correctly and pupils have the information they need.	**Resources for Application** These resources are used for pupils to apply the knowledge they have learnt in the sessions.

How It Works

- The intervention should be used with 4-8 pupils.

- The intervention should last for six weeks, during which the components of sentence writing will be broken down into small, simple steps.

- The lesson pack includes a lesson plan and the resources needed to complete each session. Please read the lesson plan prior to the lesson and print off enough resources for each pupil.

Assessment

An assessment task should be conducted at the beginning and at the end of the six-week intervention. Each pupil will receive one point for every skill they use correctly when they write their assessment sentences. The difference in the scores between the initial assessment and the final assessment will allow you to measure the impact of the intervention.

Additional Support

To provide further support:

- the resources could be printed onto coloured paper;

- each child could have their own **Sentence Checklist** in front of them as they work.