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**CASE STUDY**

**OF PUPIL/S WITH LEARNING DIFFICULTIES**

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| **Pupil/s Age:** | 11 |
| **Academic Year:** | 2016/17 |
| **Area of curriculum and difficulties:** | Language and Literacy |
| **Summary of difficulties including specific needs, barriers to learning and adaptations to curriculum:**   * Dyslexia * Poor cognitive processing | |
| **TEACHING AND LEARNING STRATEGIES USED** | |
| The child struggled to spell key words accurately for their age group. In a small group, the child was taught to spell over 35 key words over a period of 6 weeks daily using a variety of strategies as follows:   * Kinaesthetic (throwing and catching a beanbag up and down whilst saying aloud the letters in each word, throwing beanbag to their partner to peer assess) * Using colour to write ‘rainbow’ versions of the key words * Using large pens/paper to write the key words * Cutting up the words into individual letters then re-arranging them correctly. | |
| **Resources (web links, apparatus...)**   * Beanbags * Large pieces of paper * Coloured card * Scissors * Individual spelling book for use back in class | |
| **IMPACT AND EVALUATION** | |
| **Impact on pupil´s learning/school:**   * greater confidence in spelling key words * better ability to recall key spellings (recalled 30 out of 35 correctly post-programme) * improved motivation when back in class (referred back to individual record book of spellings)   **Next step to improve:**  Continue to give the child daily opportunities to practise their spellings in a multi-sensory way | |