

## SUPPORTING CHILDREN AND YOUNG PEOPLE WITH DLD IN MAINSTREAM SCHOOLS

### Targeted Strategies

#### Differentiate activities for children and young people with DLD (continued)

5. **Provide children and young people with DLD scaffold versions of worksheets** where information is chunked and presented in small components, and graphics are used to break up written information. Reduce the quantity of elements on one page and highlight key words and information.
  - P** In listening activities, tell children with DLD what to **Focus on or what to listen out for**. For example: *I want you to listen for who is in the story. Use visual support to remind them.*
6. **Use a task plan or to-do list** to show children and young people what they need to do and to support their organization and independence. Show them how to check off or cross out tasks from their list when they are complete.
 

Support written language using **narrative frameworks and visual structures**.

  - P** For example, give three boxes for the child to write a sentence about the beginning, middle and end of a story.
  - S** Provide writing frames and templates for different genres of narrative or written assignments to help young people with planning and structuring their ideas.
  - S** Explicitly teach different forms of writing that are needed for school, for example that written language needed for reports is different to how people speak.
7. **Help children and young people at the planning stage of written tasks to organise their thoughts** and work out where to start/ what to do first. Some children and young people benefit from having an adult scribe for them at this stage – write down everything they say about the topic initially, and then help them to look back and edit the vocabulary, sentence structure and grammar, and then organise their thoughts in a more structured way.

