

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH DLD IN MAINSTREAM SCHOOLS

Targeted Strategies

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

- 1. Give children and young people a sentence starter** (a few words to get them going) if they have trouble starting written work. For example: *I think that ..., I disagree with ... because.*
- 2. Give children and young people a list of conjunctions** and ways to use them to help extend their sentences when writing. For example, to continue the same point use words like and, then, so, later, soon. To disagree with a point, use words like but, however, except.
Remember to differentiate homework as well.
 - P** Opportunities for 'talking homework' with their family may be more valuable for children with DLD than a written comprehension task.
 - S** Children and young people with DLD may find long paragraphs of written text and instructions overwhelming to read. It is better to give them a simple homework task that they can access, rather than a more complex task that they do not complete at all.
- 3. Provide multiple options and scaffolding to help children and young people with DLD demonstrate their learning:** they could write, speak, draw, demonstrate – or a combination of all of these. Can they explain their ideas to an adult who can scribe for them?
- 4. Offer learning materials in multiple forms** to make it easier for children and young people with DLD (and other types of SLCN) to access. For example, have both audio and written



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materials so that they can listen at the same time as reading. Be sure to find out what works for them – a strategy that's beneficial for some may be off-putting for others.

- 5. Consider and trial different types of assistive technology** to see if this helps children and young people with writing (such as computer add-ons to convert speech to text and vice versa). Natural Reader is one free example:
[www. Naturalreaders.com](http://www.Naturalreaders.com)

In the 2018 consultation, children and young people with SLCN identified that being given multiple options to demonstrate their learning was helpful (Bercow, 2018):

- In my lessons teachers give us a choice of what we think is best [such as talking or writing].
- Another child commented that they find it difficult when there's Lots of writing – because it's really boring and really, really tricky

