

Rose: Key strategies 1

Features of specialist teaching for pupils with dyslexia, SpLD and literacy difficulties, that were thought to be most effective in KS1 and KS2 (adapted from ROSE 2009)¹

Feature	Evidence
Using multi-sensory methods for teaching and encouraging multi-sensory learning. (Multi-sensory teaching methods use more than one modality at once. These techniques are helpful for reinforcing learning in pupils with specific learning difficulties).	
Planning and delivering lessons so that pupils/students experience success.	
Planning and adapting the teaching programme to meet individual needs.	
Teaching a structured programme of phonics.	
Building in regular opportunities for consolidation and reinforcement of teaching points already covered.	
Maintaining rapport with pupils/students.	
Planning a purposeful and engaging balance of activities in lessons.	
Teaching pupils/students to be aware of their own learning strategies.	
Teaching pupils/students to develop effective learning strategies.	
Showing sensitivity to the emotional needs of pupils/students.	
Teaching pupils/students to improve their working memory.	
Selecting appropriate resources to support particular learning needs.	
Helping pupils/students to develop their skills of concentration.	
Ongoing assessment and measurement of pupils'/students' progress.	
Hearing pupils/students read.	
Ensuring the teaching programme matches IEP (or other personalised plan) requirements within the context of classroom and curricular needs.	
Promoting the ability of pupils/ students to plan and use time effectively in different learning contexts.	
Considering the interests, views and levels of maturity of pupils/students.	
Using group situations to advantage to facilitate maximum opportunity for peer group learning.	

¹ Adapted from Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009