

SLCN (speech language and communication need)	ASC Autistic Spectrum condition	Dyslexia	MLD (moderate learning difficulty) (difficulty in basic literacy/numeracy/concepts)	ADHD/ADD (Attention deficit hyperactivity disorder)
<ul style="list-style-type: none"> • Provide good models of speech in target language • Provide good models of speech by speaking clearly and not too quickly • Use think-pair-share to allow thinking time and time to rehearse answer with a partner • Provide opportunities to practice the Target Language in pairs or small groups with regular peer feedback. 	<ul style="list-style-type: none"> • Get the pupils' attention before giving instructions or changing activity. • Use gestures to reinforce instructions. • Give plenty of thinking time when asking questions. • Use plain language when dealing with these students. • Be consistent with rules, routines and policy. • Try to link learning to real-life experiences e.g. how to be polite/friendly in the target language. 	<ul style="list-style-type: none"> • Use phonics to teach the sounds of the target language. • Use a clear font on teaching materials. • Keep worksheets and presentations clear of clutter. • Vary the skills in a lesson (listening, reading, speaking and writing). 	<ul style="list-style-type: none"> • Encourage recognition of letter chunks and patterns in the target language. • Use sentence builders to scaffold creative use of the target language. • Use reading strategies to enable pupils to access foreign language texts e.g. cognate 	<ul style="list-style-type: none"> • Seat students appropriately • Be explicit about the behaviours you expect to see and model them. • Offer choices so that the pupil feels some element of control. <ul style="list-style-type: none"> • Reprimand the behaviour and not the child. • Praise in public, reprimand in private. • Use songs or rhythmic choral repetition to drill new vocabulary.