**Idea 95: ‘the Strategy Plan’**

It is important for learners to have an idea of how they intend to tackle a problem. In some ways this is a study skills exercise and is normally reserved for further up the school.

But it is important that primary aged children also get the opportunity to explore their own learning and it is a good idea to get them to think of strategies that they may use. Young children will need some support to develop strategies and some pointers for this are shown below.

**Support Strategies for Maths and Dyslexia**

* Always write down the ‘working out’ of a problem so the child can retrace his/her steps if necessary and keep the template/plan within view of the child.
* Always make the teaching multi-sensory with the use of age appropriate concrete materials. Older students will use playing cards, dominoes, darts etc. that might not be appropriate with younger students.
* One of the most frequently occurring problems for dyslexic learners is not being able to (rote) learn the times tables, so a possible alternative is to use the facts the child **knows** to work out the facts **they don’t know**.
* Remember that poor short-term memory, slow writing speed and weak knowledge of basic facts will likely mean that children with dyslexia will require more time to complete a given task.
* Use visual devices to help children remember formulae - get them to visualise for example the > ‘is greater than’ and the < ‘is less than’ signs as open mouths waiting to devour the largest number.
* Mind map the terms and phrases that we use when we want to perform the operation called subtraction: minus; take away; how many fewer; how many less; and remember that sometimes we have to do the opposite operation to the way the language appears to be heading us – remember we are talking about children whose weakness is literacy.
* Give clear worked examples as posters around the room and highlight signs etc. in colour.
* Plan backwards – write down the most difficult thing that you want students to know by the end of a unit and break it down into little skills i.e. “To be able to do this you must be able to do this.” An example might be angles. To understand angles, you need to know number facts to 90, 180, 360, so you would start your unit with the most basic skill of addition / subtraction in this case.
* Use maths puzzles – have a puzzle of the week- get the students to find puzzles to challenge the class.