



Sample Pupil Profile

Name: Saajid (Year 10)

Learner profile

Saajid has English as a second language. His father explained that they moved to England six months ago but this is his first school since leaving Mumbai. The first language of the family is Marathi, his father speaks good English, but as his mother is yet to learn English, the family only speak Marathi at home. An initial short assessment by an EAL teacher indicated that Saajid has lack of fluency with reading in his first language. His speech is unclear and he has difficulty with the pronunciation of some sounds.

The school Senco worked with Saajid to establish he has strengths in visual spatial skills but significant weaknesses with fine motor co-ordination and handwriting skills. His literacy development is delayed with the assessment indicating specific cognitive weaknesses in the retrieval and processing of language (rapid naming), phonological awareness, short term sequential, visual sequential and working memory. Together they established that Saajid has difficulties with the blending and segmentation of sounds and syllables, reading speed, reading comprehension, spelling and sequencing letters of the alphabet when working under timed conditions or if he is required to do a large amount of reading.

Issue	Strategy
<p>Unable to keep up with the speed of verbal information in the classroom.</p>	<ul style="list-style-type: none"> • Give important information facts visually or in writing before the lesson. • In Q and A sessions, teachers should allow time for Saajid to process the question before expecting him to respond. • Avoid giving multiple instructions verbally. • Saajid to keep a book of important words and their meanings to improve vocabulary and spelling. • Reduce complexity of language and increase amount of familiar vocabulary. • Encourage Saajid to take responsibility when he isn't understanding – and to tell the teacher/teaching assistant.

It takes Saajid longer to learn new concepts.	<ul style="list-style-type: none"> • Relate new information to previous knowledge. • Create concept maps to show the relationship between concepts within a topic area. • Making flash cards will enable Saajid to learn key terms and definitions in a fun way by playing a pairs game. • Ask 'memory buddy' to prompt.
Saajid cannot identify (by hearing) the mistakes in his own writing.	<ul style="list-style-type: none"> • Use text to speech software to access text. Free downloads available e.g. http://balabolka.en.softonic.com/ • Learning to sound out the syllables of a word will help Saajid to hear the separate chunks of sounds in order to aid spelling and improve proof reading.
Written work is disorganised	<ul style="list-style-type: none"> • To plan and organise his writing develop mind mapping skills. • Break down complex written tasks into smaller manageable chunks. • Use task plans to develop ways of marking his progress through the task to keep his place. • Use diagrams with key elements of task depicted by colour or picture cue. • Use writing frames to help with structuring essays.
Speech sound production	<ul style="list-style-type: none"> • Request to a speech & language therapist for assessment and a programme of support. • Consideration of joint English classes for Saajid and his mother.
Reading comprehension weaknesses.	<ul style="list-style-type: none"> • SQ3R a reading comprehension method named for its five steps: survey, question, read, recite, and review.