

Orchard Community Primary School



Dyslexia Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed

Chair of Governors

Version	Date	Author	Reason for Change
0.1	9/2018	FS	New Policy
0.2	9/2021	FS	Review
0.3	9/2024	FS	Review

Review Frequency	Next Review Date
Every 3 years	9/2027

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Introduction

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. People with dyslexia may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas, such as organisational skills.

If not adequately identified and supported, individuals with dyslexia can experience difficulties in education and later employment. It is therefore important that staff in schools are equipped to support learners with dyslexia through effective assessment, planning, support and review.

Section 1: Rationale

Aims:

All staff at Orchard Primary School play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are met effectively. We are committed to ensuring we are a dyslexia 'responsive' school through appropriate identification, assessment and provision.

The aims of this policy are to facilitate and encourage:

- Whole school responsibility for supporting children with dyslexia
- Dyslexia friendly learning environments
- Early identification of children at risk of experiencing Literacy delay
- Effective and equitable access to planned support using staged intervention
- Appropriate intervention strategies relevant to the child's specific needs
- Effective profiling and tracking of children's Literacy development
- Innovative relevant curricular initiatives
- A range of CPD opportunities relating to Dyslexia for all staff
- Effective networking for sharing and celebration of good practice
- Children's resilience, empowerment and choice

We are proud of the level of support and intervention we offer to all learners. We are a school that:

- Understands all learning differences and styles. This includes dyslexic difficulties and strengths
- Identifies and responds to learning needs to ensure children achieve their personal targets
- Uses Quality First Teaching, as well as group teaching (Wave 2) and some cases one to one (Wave 3 support) where individual targets needs to be made
- Understands a learner's strengths and builds on these
- Uses multi-sensory teaching and learning strategies and resources
- Draw on specialist expertise within school and from outside agencies
- Use a whole- school and cross curricular approach
- Encourage good inclusive practice
- Ensure self-esteem is nurtured and monitored
- Provide parents with confidence
- Encourage maximum participation by parents to help support their child educationally and emotionally in their learning
- Make all learners feel valued and happy in their learning environment
- Constantly review, plan and do

Background

Every child and young person has a fundamental right to education and an entitlement to opportunities to enable each individual to achieve success. The Disability Discrimination Act, which was extended to include education in September 2003, identifies Dyslexia as a disability. The appropriate provision in school for the needs of dyslexic pupils is now therefore enshrined in law.

What is Dyslexia?

The term dyslexia comes from the Greek words 'dys', meaning impaired, and 'lexia', meaning word (Riddick et al, 2002).

There are a number of different definitions and descriptions of dyslexia, which may be variously appropriate for certain contexts or purposes.

In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of dyslexia, which was adopted by the British Dyslexia Association Management Board.

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'

As a school we have therefore chosen to adopt this definition of dyslexia, as our framework of current dyslexia friendly practice.

In addition to these characteristics:

The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

When should we use the term 'Dyslexia'?

It is important to talk about the identification of dyslexia, rather than "diagnosis", which is a medical term and should not be used as a result of educational assessment. Parents and education professionals must work with the pupil in relation to deciding whether the term dyslexia should or should not be used, following a process of staged assessment and intervention.

Individual circumstances should be taken into account when making this decision. It is important to discuss the issues surrounding the use of the term dyslexia privately with parents and the child to establish if, and when, they wish the term to be used (e.g. privately versus publicly), and if the use of the term would help them / others better understand the pupil's strengths and difficulties.

The Dyslexic Profile

MacKay (2005) describes dyslexia as a learning difference which can cause difficulties in the acquisition of certain skills.

As dyslexia is best thought of as a continuum, not all individuals with dyslexia will present in exactly the same way. They may experience strengths and difficulties in a number of different domains to a greater or lesser extent. This will be dependent upon the type and severity of the dyslexia, as well as the individual's age and type of educational support they have received (Reid, 1998).

It is important to note that the difficulties experienced by individuals with dyslexia are often balanced with particular strengths (McGregor, 2007; Neil, 2005), such as:

- Effective oral presentations
- Good conceptual abilities
- Good problem-solving abilities
- Imaginative, creative thinking
- Analytic thinking
- Ability to see the "bigger picture"
- Inquiring mind

The purpose of this section is not to provide a checklist through which a pupil may be labelled as dyslexic, but rather, to support teachers to be aware of learners who may require more differentiated teaching approaches to support their literacy development.

A pupil with dyslexia may experience difficulties in all or some of the following areas. Many of the following difficulties can be found in younger children. For example, many pupils, reverse letters until around the age of 8 years. Concerns regarding dyslexia should only arise if such difficulties continue when additional support has been given, and / or when they are combined with a number of other difficulties.

Reading:

- Poor decoding skills
- Slow reading speed which lacks fluency
- Loses the place or uses a finger / marker to keep the place
- May need to re-read several times to aid comprehension
- Has difficulty picking out the most important points from a passage
- Unusual pronunciation of words read aloud
- No expression in reading
- Reads words in the wrong order
- Skips or repeats words or lines
- Substitutes, inserts or reverses syllables / words
- Confuses similar words (e.g. for/of, form/from)
- Difficulty seeing the spacing that organises letters into separate words
- Problems recognising high frequency irregular words (sight vocabulary)
- Poor phonemic awareness (e.g. difficulty segmenting words into individual sounds, or blending sounds to make words)
- Finds difficulty with dictionaries, directories or encyclopaedias

Spelling:

- Poor sound-symbol correspondence (associating sounds with the letters that represent them)
- Adherence to phonic spelling

- Spells words in several different ways in the same piece of work
- Letter reversals
- Lack of security in “spelling probabilities”
- Bizarre spellings, which may then be unreadable to even the child just a few minutes after writing

Writing:

- Indeterminate hand preference
- Tense, awkward pencil hold
- Poor writing posture and paper position
- Difficulty learning letter shapes
- Poor formation of letters (in later years writing may be neat but very slow)
- Confusion of letters similar in shape (b/d, p/q, u/n, m/w)
- Makes anagrams of words (e.g. tired for tried, breaded for bearded)
- Poor spacing of words
- Difficulty writing on line and sticking to margin
- Produces messy work with many crossings out and words often tried several times
- Reversals of words (was/saw, dog/god)
- Tendency to mix upper- and lower-case letters
- Confusion with simple punctuation
- Inaccurate proof-reading
- Inaccurate copying from book or board
- Writes a great deal but loses the “thread” or writes very little but to the point
- Written work does not reflect oral language skills
- Reluctance and difficulty in following up listening and talking tasks with writing

Numeracy:

- May seem to understand the concepts of number but have difficulty associating the numbers with the symbols
- Difficulty remembering a short sequence of numbers
- Poor spatial ability
- Problems learning early number facts and early procedures
- Poor number formation
- Difficulty copying numbers from the board or jotter
- Lacked intuitive grasp of early numeracy
- Confusion with / reversal of visually similar numbers
- Confusion with the concept of place value
- Problems with reading and understanding the language of maths
- Difficulty with written calculations
- Confuses positional language and direction
- Finds mental arithmetic at speed difficult
- Can think at a high level in mathematics, but needs a calculator for basic facts

Speech & Language:

- Phonological awareness problems (difficulty with rhyme, rhythm and alliteration)
- Delayed speech development
- Speech irregularities
- Confusion of sounds in speech (e.g. f / th / v)
- Poor articulation
- Confusing sentence structure
- Poor vocabulary and misuse of words

- Early word finding difficulties, which often persist into later stages of development
- Monotony of voice
- Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced
- Inability to follow verbal instructions, especially a sequence of instructions
- Difficulty learning a foreign language

Perception:

- Poor sense of direction (e.g. confusion of left & right, problems putting correct shoe on foot in early years)
- Difficulties in visual processing (e.g. shape, pattern, sequencing)
- Poor visual-motor skills which impacts handwriting
- Difficulty with auditory processing of language-based information (e.g. instructions get forgotten or misheard)
- Poor spatial orientation which impacts handwriting
- Impaired temporal orientation (e.g. difficulty learning to tell the time, poor timekeeping and personal organisation in later years)

Motor skills:

- Poor co-ordination resulting in apparent clumsiness
- Impaired gross motor skills (e.g. in early years had difficulty with dressing independently, and catching, throwing & kicking a ball)
- Impaired fine motor skills (e.g. late learning to fasten shoe laces or buttons, poor pencil grip)

Memory:

- May seem to catch on initially but when memory gets to the point of overload forgets even the simplest of words
- Finds it hard to remember a sequence of numbers, letters or instructions
- Difficulty memorising alphabet, days of week, months of year & multiplication tables
- Poor memory for number bonds / tables / formulae
- Tendency to forget names of common objects / people
- Forgets what he / she was going to say while waiting for a pause in conversation or in middle of a sentence
- Poor working memory (e.g. poor organisational skills, difficulty planning a piece of work, difficulty telling or writing a story)
- Information may become jumbled in memory, seemingly resulting in misunderstanding

Processing:

- Impaired concentration ability / short attention span
- Tires easily
- Poor ability to prioritise and organise work
- Slow to complete tasks
- Sequencing difficulties (e.g. ordering letters, words, stories, dates, ideas, events or following a sequence of instructions)
- Variability in performance – able to do something one time and not another time
- Difficulty following oral directions
- Misunderstands complicated questions
- Level of production and work varies from day to day
- Processing of spoken and / or written language is slow

Behaviour:

- Disaffected, low motivation to learn
- Avoidance of literacy tasks (e.g. sharpening pencils, looking for books)
- Seems to “dream” and appears not to listen and is easily distracted
- Truancy
- Low self-esteem
- Frustration at own lack of achievement
- Is the “class clown” or disruptive or withdrawn
- Excessively tired due to amount of concentration and effort required

Section 2: Roles and Responsibilities

It is the responsibility of all staff to ensure the needs of individual children with dyslexia are met. More specifically:

Classroom Teachers should:

- be aware of the patterns of development and attainment which may indicate dyslexia
- be aware of the school’s policy and practice on dyslexia, and of local and national guidelines
- implement the staged intervention process where appropriate
- consult with the school’s SENDCO if there is a concern
- support parents in understanding the nature of the concern
- if necessary, implement short term initial support plans within the everyday curriculum and class context, using a differentiated programme of work, with learning and teaching strategies based on the class teacher’s ongoing evaluation
- contribute to a profile of the child’s progress
- alert the School’s SENDCO/Deputy SENDCO where problems are prolonged, resistant to intervention, or associated with behavioural changes
- contribute to the pupil’s personal learning plan where appropriate, and monitor the effectiveness of strategies
- be aware of the child’s views

Teaching Support Staff should:

- be aware of the patterns of development and attainment which may indicate dyslexia
- be aware of the school’s policy and practice on dyslexia, and of local and national guidelines
- have access to information on the needs and perceptions of individual pupils in relation to classroom support
- liaise closely with classroom teachers over the nature of an effective support role in class
- liaise with the SENDCO over resources and strategies
- have access to CPD in developing their own complex skills in intervention, ICT and assessment support

The SENDCO & Deputy SENDCO should:

- be aware of patterns of development and attainment which may indicate dyslexia
- be responsible for implementation of the school’s policy and practice on dyslexia
- ensure all school staff are aware of, and have access to, the school’s policy on dyslexia and to local and national guidelines
- ensure that all parents have access to and are aware of the school’s policy/practice on dyslexia
- ensure procedures are in place for early identification of literacy difficulties or delay
- work jointly with staff to identify the nature of the child’s difficulty and his/her areas of strength

- monitor pupils' progress through a staged intervention 'Wave 1,2 and 3' system
- monitor and support class intervention strategies
- where necessary in complex situations (in collaboration with the Class Teacher and parents), be responsible for the preparation of an individual 'personalised learning plan' with specific targets and identified support strategies, and for monitoring its implementation
- Where appropriate, access and coordinate input from other professions (e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychological Service)
- ensure that parents have access to information on the child's progress and are enabled to support the child effectively
- ensure staff is given appropriate CPD opportunities and are aware of current developments in Dyslexia

Multi-Agency Support e.g. Educational Psychologists will:

- provide consultation e.g. to consider assessment information already gathered when further guidance is needed regarding next steps for a learner
- in some cases, carry out further assessment if this is needed to gain a clearer understanding of a learner's needs
- offer CPD to school staff and/or other professionals where a need for this has been identified

Section 3: Identification and Assessment

Assessment is a continuous integral part of the teaching/ learning process and should be regarded as a way of identifying strategies to promote effective learning, not merely as a tool to identify deficits. Identifying and assessing dyslexia is an ongoing process of information gathering over a period of time rather than a single test carried out on one occasion.

This requires a collaborative approach and a sharing of professional knowledge and expertise in order to effectively meet pupil-needs and promote successful learning.

Identification

To assist the identification of Literacy difficulties, it is vital that a clear evidence base, which is recorded within a SEND Support Plan, is gathered by the school. This will include the following:

- Evidence from School Reports/Internal School Referral/Teachers Notes/Records of Intervention (Staged Intervention Process) Areas of strength and difficulty, including social skills, coordination etc.
- A piece of free writing produced by the pupil unaided.
- Dyslexia Checklist
- Reading & Writing Level – From assessments carried out/work in school e.g. reading group; books read for pleasure; any standardised tests
- Spelling Level – From assessments carried out in school e.g. accuracy in spelling of Dolch List; standardised tests (e.g. NFER - Nelson British Spelling Test Series)
- Phonological Ability – Can pupil identify rhyme? Discriminate phonemes? How does the child attempt unknown words?
- Memory (auditory) – Teacher's observations, e.g. ability to learn tables.
- General Ability – Comparison between pupil's performance in oral, practical and written activities – teacher's findings.
- Learning Behaviour – How does the pupil learn best? Attention span? Motivation etc?
- Attendance
- Repeated/Deferred Years
- Learning support given – Duration, frequency, aim, degree of success, etc.
- Learning Support Services – Record of involvement

- Relevant issues regarding sight or hearing
- Any other barriers to learning

School Support System

Concerns over a child having possible dyslexic tendencies can come from a variety of sources. Whilst it is often the class teacher, or a Teaching Assistant, who are the first to identify if a pupil is under-performing or having difficulty, other sources may include:

- Parent/Carers
- Outside agencies (Ed Psychologist, Medical Professionals, Speech and Language Therapists etc.)
- Previous schools/nurseries
- Other adults working with the children (E.g. other family members, private tutors)

At Orchard Primary School we will take all concerns seriously and apply the following procedures:

Stage 1 (Concerns raised; Initial Investigation and Assessment; Feedback to Parents)

Stage 1 is a class teacher-led response, with informal support from the school's SENDCO.

Assessment methods at this stage would include:

- Samples of pupil's written work (e.g. comparison of pieces of reading comprehension and extended writing using different strategies – i.e. Scribe, Reader, Independent)
- Observation of pupil in class to see how he or she responds to the teaching process, the classroom layout and the resources being used
- Dyslexia checklists carried out (see the section entitled 'Checklists')
- Use of the "dyslexia online toolkit", which can be accessed at <https://addressingdyslexia.org/>

Using the dyslexia checklist to inform, the class teacher should plan provision/intervention at Wave 1 and 2. (NB: Some children's specific needs may be identified straight away however and they will need specific one to one support – at Wave 3 – Stage 2). The teacher, with help from the SENDCO whenever appropriate, will adapt learning and teaching approaches to ensure the learner's needs are met appropriately.

If strong traits are identified, and there is a significant impact on a child's learning, an Individual Pupil Profile to meet the pupil's specific needs will be planned and implemented. If a child receives a diagnosis of dyslexia and does not have a Pupil Profile, this will then be put in place. The Pupil Profile is a record of the intervention programmes used and the classroom strategies/approaches that are put in place to support the child. A provision map will also be devised to show the level of support being received.

Pupil-progress, performance and attitude will be monitored closely and evaluated regularly. All interventions will be documented and filed appropriately i.e. the class teacher should fill in a child's Pupil Profile and Provision Map and keep necessary notes and records.

The Dyslexia Screener and other Teacher Assessment results may well be an indicator for the class teacher to discuss learning needs with parent. Parents should be made aware of the traits identified and informed of 'additional' provision/intervention through discussion of their child's Pupil Profile.

Stage 1 paperwork will be completed by the class teacher in collaboration with the SENDCO. Other possible barriers to learning such as vision and hearing should be ruled out at this stage.

Stage 2 (Further Assessment; 1:1 Wave 3 Support; Involvement of External Support.)

If concerns persist then it will be necessary to move on to the next stage of assessment and involve other professionals in the problem-solving process. Stage 2 is a Senior Leadership Team, SENDCO and Teacher led response.

More formal assessments may be carried out by the Teacher or SENDCO to provide specific information, e.g. analysis of reading and spelling assessments (e.g. reading/spelling ages or pattern of errors) and screening assessments (including observations on affective factors such as motivation, anxiety and how the child approached the assessment).

These types of 'formal' assessment should only be regarded as one small part of a more holistic view of the pupil.

The Pupil Profile will continue to drive intervention strategies. New targets / provision (if appropriate) will continue at both Wave 1 and 2. This form of support may continue as long as deemed necessary to ensure progress is made.

A review of progress will take place at the end of each term or set period of time. If unsatisfactory progress is made or concerns deepen, then Wave 3 support should start. Targets should be logged on the Pupil Profile. During the 'review' discussion, parents will be shown and have explained to them Dyslexia friendly practice.

Outside agencies *may* be contacted for advice and special assessment. Their advice and guidance will be used. E.g. The Educational Psychologist may be informally consulted through an initial consultation at this stage in order to support the assessment and intervention planning process if it is felt by the pupil, parents or school staff that this would be helpful. At this point the pupil is not formally known to the Educational Psychologist. The Educational Psychologist's involvement is focused on supporting school staff in planning problem-solving strategies; pupils are not named and initial consultation minute is not placed in the pupil file. School could also involve the Specialist Teaching Team for advice or consultation on an individual's needs and provision.

NB: Parents must be consulted and permission obtained (introduction forms from specialist services).

If it looks likely that a referral will need to be made for the child, information will start to be gathered on a Local Authority SEN Support Plan about the pupil in preparation for Stage 4, including:

- Profile of pattern of strengths/ difficulties
- Other issues which may be impacting on the pupil's literacy development (e.g. speech & language difficulties, English as an additional language).
- Discussion with pupil
- Discussion with parents
- Learning history e.g. EYFS score, Y1 phonics score, KS1 SATS results etc.

Stage 4 (Referral - Formal Dyslexia Assessment)

If it is felt that there are enough traits of dyslexia to warrant a formal assessment for diagnosis, school staff will make this clear to parents.

At present, there are very few routes available for formal diagnosis. Whilst the Educational Psychologist and Specialist Teaching Teams can investigate difficulties and barriers at a more formal level through a full consultation meeting (with parental and pupil consent), they cannot provide a full diagnosis. The purpose of these meetings is for the pupil, parents and all relevant professionals to discuss and collaboratively plan

actions and strategies to meet the pupil's needs. A follow up consultation should be arranged to evaluate the agreed strategies and if necessary, plan further interventions. Following this, arrangements should be made by the school to review progress as appropriate.

To obtain a 'full' diagnosis of dyslexia, parents will be invited to commission a private assessor to complete this. A list of contacts can be provided by school.

NB: Where there is insufficient evidence to identify dyslexia it may be appropriate to continue to monitor the impact of interventions.

Stage 5

In a very small minority of 'severe' cases, it may be considered necessary to consider additional support through an additional support needs base such as a Dyslexia Unit/Centre.

A statement of education may also be requested.

All children experiencing difficulties at whatever stage, who require additional support will follow the SEN assessment process: Teacher/Parent concern, Wave 1 or 2 support, Wave 3 and Statement of Education.

Assessment

In summary, dyslexia assessment at Orchard will include:

- The assumption that dyslexia is a broad continuum with highly variable presentation
- Early identification and intervention using a basic checklist and knowledge of the child
- The belief that assessment is complex, dynamic and ongoing
- A balance between in-child and environmental factors
- Individual learning styles and preferences
- Learner's perspective, behavioural presentation, and motivation
- Parents' and carers' perspectives
- The understanding that specific difficulties commonly overlap

If the initial assessment information provides **little** or **no** evidence that a learner has dyslexia, the parent/carer and child/young person (where appropriate) should receive feedback explaining this, and reassurance should be given that progress will continue to be routinely monitored and reviewed to ensure that their needs continue to be met.

In cases where further assessment is carried out to determine whether a learner has dyslexia, those involved, including parents and young people, should meet to discuss the outcomes of assessment (including whether the learner should be identified as having dyslexia), agree an appropriate support plan if required, and record the findings and next steps accordingly.

Where parents/carers have made arrangements for a private assessment, they should be assured that findings of any reports produced will be taken into account, but will need to be considered alongside contextual assessment information when establishing a learner's needs, and when making a decision about whether they have dyslexia.

Checklists

Checklists have pointers which can be very useful in promoting a better self-understanding and indicate future assessment needs. However, these do not provide enough information for a diagnostic assessment and therefore should never be used to draw firm conclusions; only an assessment with a specialist will determine if any child is dyslexic.

At Orchard, we use the Dyslexia Checklist provided by Leicestershire's Learning Support Service. (See Appendix 1)

Individual Pupil Profile:

All pupils with dyslexia will have a profile containing:

- A summary of the pupil's aptitudes and abilities.
- The factors leading to barriers to learning.
- Main implications for learning and teaching.
- Staged Intervention paperwork.
- Review minutes.
- ICT implications
- Confidential Background Profile
- Dyslexia checklist

Section 4: Making Appropriate Provision - How we support dyslexic learners

- Staff use the most effective teaching and learning support methods and tools to support all learners including those with dyslexia at Wave 1, 2 and 3
- Children who received Wave 2 support in small groups (sometimes 1-1), have interventions logged and evaluated for impact. These children are expected to reach average if not above average level after intervention
- Children who are working at Wave 3, need more specialised support
- The SENDCO works closely with Leicestershire's Learning Support Service, SENA and Educational Psychologists for guidance, advice and assessments
- As a school we provide whole school awareness of different learning styles including dyslexia
- Adjustments of the curriculum can be made at or intervention may be used

The dyslexia 'friendly' classroom

At Orchard Primary School we pride ourselves on dyslexia 'aware practice. It is expected that most pupils' needs will be met in within the classroom setting, through provision planned and differentiated learning opportunities which are carefully matched to the needs to the individual child.

Environment

- A visual timetable is in the classroom and a reminder of things needed for the next day
- Alphabet and numerical bunting clearly displayed around the classroom for help with letter/number formation
- A written and numerical example of the date
- Resources, trays, drawers, labelled with writing and graphics
- Models of good work displayed in classrooms (WAGOLL)
- Displays are uncluttered and at a height that can be accessed by pupils

Resources

- Access to all resources/ equipment is well organised and child friendly.
- Resources are matched to students' specific needs.
- Especially if Meares Irlen (visual stress) has been identified, provision is made to provide pupils with a blue wipe-board and blue paged GPS book, the teacher alters the background colour on her/his

whiteboard to pale blue, there are coloured overlays for computer screens to maximise reading speed and reduce glare, and coloured overlays and line readers for reading.

- Coloured paper is used for worksheets – specific colour can vary by pupil, but blue, yellow and buff are most commonly used.
- Use of blocker to aid visual tracking if required
- Use of coloured paper/exercise books if effective.
- A clear font and size is used on the IWB and enlarged text 14-16 on worksheets, font in Arial, Primary Sassoon Infant or Comic Sans are preferable
- Expanded 1.5 spacing between letters and lines; bold is used to highlight rather than italics or underlining; staff avoid underlining titles or key words
- VAK Pack Toolkit: Practical resources to encourage kinaesthetic and visual learning are readily available: cubes, counters, coins, numbers 1-100, place value charts, multiplication tables, plastic letters, word building sets etc.
- Class teachers encourage use of the learning walls / table-based self-reference materials. E.g. key topic words are displayed and access to word banks, tablemats, high frequency word mats etc. are provided.
- Writing frames and scaffolds are provided to support writing.
- Range of pens and pencils available – including a range of grips and left-handed pens
- Models and Images used from the White Rose Maths Scheme to illustrate concepts.
- Use of a personal word book
- Basic word list to support writing
- Use of number square / line for reference
- Use of spellchecker
- Offering handouts to avoid the pupil having to copy from the board, or if copying from the board is necessary the child may find it easier if they are sitting near to the board
- Using highlighter pens to highlight important points and key vocabulary

Improving Curriculum Access

- Clearly outlined learning objectives and questions for learning.
- Key objectives are repeated throughout the lesson.
- Staff use a range of teaching styles and multi-sensory techniques to facilitate learning. (Multi-sensory learning techniques provide the key to teaching pupils with dyslexia because all the pathways in the brain are being used. This will mean that the stronger senses help the weak ones. The key is to find the way that an individual learns best and then to try to adapt the classroom organisation and teaching style to accommodate more effective learning. Dyslexic learners will have different patterns of strengths and weaknesses in learning styles. As a school we agree to try to find out this pattern for children with dyslexia and adapt our teaching as appropriate, remembering the key feature of multi-sensory teaching is to involve simultaneous input from visual, auditory, oral, tactile and kinaesthetic channels).
- The multiple intelligences are considered, no one way of learning is favoured.
- Staff provide alternative ways of recording e.g. Spider diagrams; Pictures; Using a scribe to record verbal account; Cloze procedure activities; Record digitally e.g. using microphone or i-pad; ICT; Partner work-assigned roles, think-pair-share etc.
- Open ended question and extended questions are used by the class teacher to extend the children's learning; time is allowed for learner to ask questions
- Differentiated writing tasks take into account a child who may be verbally able but has difficulty in recording (e.g. writing frames, tape recording, digital cameras/videos, labelled diagrams etc.)
- Simple verbal instructions for task completion; instructions are given in small chunks
- Children regularly asked to report/ and or explain in their own words that have to do
- Mnemonics to learn tricky words
- Organisation of learning is varied e.g. pairs, groups, individual
- Time-limited exercises to help motivate pupil and ensure they do not struggle indefinitely

- Use of a reader where possible and appropriate
- Use of energy breaks to provide short break and re-focus
- Teacher and TA plan opportunities for pupils to overlearn key pieces of information taught in maths or literacy
- Staff ensure that pupils are given time to think and process information before answering
- Copying from the board is avoided
- Pupils have a front facing seating position at appropriate distance
- Self-assessment is used to check how pupils found a task by a show of thumbs, or the use of traffic light colours at the end of a piece of work
- Marking is targeted depending on the purpose/learning objectives of the task e.g. in Writing, 'two stars and a wish' is used for marking/feedback.
- We ensure that pupils can read / understand written comments / corrections on work
- We provide constructive advice on presentation
- We encourage self-checking / reflection of work completed
- Staff use specific praise to identify the skills and strategies used by the pupil, to help them be more aware of their own learning and able to use these skills and strategies in future tasks
- Staff are aware of and recognise that what may look to be a small amount of work may be the result of a large amount of effort

Ethos

- Lessons are made as fun, engaging and as practical as possible
- Use of termly assessments – How do you feel? – and emphasising and building on strengths and successes during review meetings
- Staff talk through negative beliefs with children and find a balance between what can be done by others and what they must do for themselves, thereby encouraging and building greater independence
- Careful classroom comments and observations by all adults working with children taking in recognition of effort even when results do not quite meet expectations
- Use of all school reward systems to reward good attempts/effort and successes and to celebrate other strengths as often possible to ensure that self-esteem is nurtured and monitored
- We foster a 'have a go' environment where it is okay to make mistakes
- We support the child to understand dyslexia, how they learn best and how they can help themselves (this is dependent on the parents view of whether they want their child to know about, or be labelled as having, dyslexia)
- In our library, we display pictures of famous 'dyslexics' in order to boost pupils' moral and raise awareness generally (e.g. Jamie Oliver, Winston Churchill, Richard Branson, Tom Cruise etc).
- Acknowledge Dyslexia Awareness Week (assembly)

Resources

There is a selection of Dyslexia Friendly resources located in the SEND office; basic resources should always be accessible in a classroom for pupils with dyslexia.

Teaching Programmes/Interventions

Specific Teaching programmes/interventions if required use a mixture of different resources which are appropriate to the child's needs, for example:

- Dyslexia friendly classroom booklet
- Group work/ 1-1 with TA/ teacher
- Toe by Toe
- Fuzz Buzz Reading Scheme

- Letters and Sounds Phonic reading scheme
- Letters and sounds catch up
- Multi-sensory spelling
- Precision teaching
- ACE dictionaries
- Buddy reading
- FFT Wave 3 Reading & Writing Interventions
- Writer's toolkit
- Teaching Maths Visually and Actively Book
- Communication and Language Games
- Number Smart Phase Classroom Kits (Y1/2)
- High Frequency Words
- The Super Sentence Tub
- PSHE Development Resources: Thinking out of the box; Talk Balls x2
- Maths: Outdoor Problem Solving Cards
- GL Assessment Dyslexia Portfolio
- Teacher Books: E.g. 100 ideas for supporting children with dyslexia.

Using IT to support pupils

We as a school recognise the value of computer in supporting dyslexic children. Computers are helpful in acquiring and practising literacy and numeracy skills in an enjoyable and motivating way, and they can also help in expressing and recording ideas in a well-presented format.

We have the following software to help children with SpLD:

- Clicker 8
- Website based learning for White Rose Maths
- Thesaurus dictionary
- I pads – apps for learning support
- IWB in each classroom
- Laptops for alternative methods of recording
- Talking buttons and microphones

Specific Teaching Strategies:

Everyday Reading Support Strategies

- Encourage reading rulers and fingers
- Have overlays available
- Check optimum lighting conditions
- Check reading glasses are where they should be – if not find out why
- Check if changing paper colour helps
- Check if changing font helps. Where possible use Arial 14 point.
- Reading age of text should be appropriate
- Interest level of text should be appropriate to age
- Children may need to read a text several times for the message to sink in
- Chunk text in small bites wherever you can (no more than 5 lines), and underline or highlight key words and phrases
- Highlight, outline or bullet point key information
- Use core worksheets for all with optional extension tasks with minimal reading options

- Use post-it notes to track key sections in text at early levels, highlight and colour code key phonemes and blends
- Number lines in text – e.g. every 5 lines – this helps to track the place
- Try enlarged text
- Give children choice on reading aloud, reading content and opportunity – there are vast differences of opinion both on skills and personal preferences
- Give all children a “right to pass” on reading aloud in public
- Use group or choral reading
- Use paired reading – reading aloud simultaneously with another child or adult supporter
- Allow “confidential” individual reading opportunities
- Remember not asking children to read aloud can be stigmatizing and divisive
- Allow reading to an i-pad or computer
- Be imaginative with reading groups
- Consider inclusion in a range of reading groups for different purposes – including comprehension and story appreciation
- Give access to CD books to prepare reading
- Encourage self-questioning
- Avoid obvious labelling of a child by the level of their reading scheme – put a cool cover on the book or avoid reading schemes.....
- Use choral reading for group inclusion
- If reading and spelling resources don't work, blame the resource not the child
- Discourage ridicule -encourage peer support
- Use text readability on WORD docs – go to TOOLS – Options – Spelling and Grammar – Check
- Readability Statistics (tick box) – type word doc – run spellchecker – Aim for: Passive sentences/ high Flesch reading ease/ low Flesch Kincaid reading level (add 5 to get rough reading age)
- Assess value of ICT software available or potentially available – borrow to see what the child thinks

Everyday Writing Support Strategies

- Do not assume left/ right directional awareness
- Offer choice of paper size, shape, colour, lined, non-lined, lower half of line shaded
- Offer range of writing tools – pencil grips, slates, alpha smart
- Write letters and shapes in sand, glue, with play dough, in the air etc. if that helps
- Give individual prompt cards for b and d, all lower and upper case letters, vowels if that helps
- Use individual prompt cards for punctuation and maths symbols
- Use colour coding to support retention of letter shapes
- Offer scribing for assessments or where appropriate /available
- Encourage use of mind maps, bullet points, cartoon stories
- Use different coloured pens for different purposes
- Writing frame
- Box fonts with some letters already filled in to support early word writing and spelling
- Shared writing
- Paragraph starters for planned extended writing
- Key vocabulary lists
- Peer planning of writing
- Use post its for planning writing
- Give handouts as alternative to writing
- Check ICT options

Copying Support Strategies

- Limit copying from board or provide inconspicuous alternatives
- Write lines in different colours – or key words in different colours
- Use bullet points
- Provide a short summary alternative
- Keep language concise and simple
- Encourage copying from peers e.g. for homework tasks/ information
- Email to pupil on laptop

Everyday Spelling Support Strategies

- Focus on word patterns and shapes as well as phonics
- Label everything in the classroom clearly and model good spelling whenever possible
- Encourage use of Look, Say, Do, Write, Cover, Check
- As an alternative use Make or Break (give plastic letters, make word, break into syllables, make word, sound out syllables, break word, make word naming)
- Use box fonts for spelling tests – start with the child adding one or two letters (and work up to whole words)
- Use personal spelling word book
- Write word for child rather than impede a good story
- Encourage child to “go for it” and spell creatively rather than choose a short boring word instead.
- Sometimes make child work to get word – tap syllables, long or short? Starts with? finishes with? chunk phonemes, what word is it like? Rhymes with? What possible spellings are there? e.g. one, won, wun,
- Checklists of prefixes and suffixes
- Peer spelling check with a supportive peer
- Don't assume alphabetic awareness
- Link spelling practice with Phonics work child is probably doing
- Encourage children to identify the words they want to learn to spell for homework
- Encourage silly mnemonics –the sillier the better
- Have a clear marking strategy or colour code – identify words correctly spelled, give tips for learning the words that are nearly there, and get pupil to write 3-6 words in their Spelling word book - but no more or they will give up using words that are hard to spell.
- Consider a spellchecker or practice with word processing spellcheck when progress makes that possible.

Organisation Support Strategies

- Make sure all the children are dyslexia aware
- Give the child a “Dyslexia support” card to indicate issue to supply teachers etc.
- Encourage peer buddies
- Use a large visual timetable for class activities (colour coded)
- Set time limits for tasks and keep tasks short
- Give reminders for task completion time
- Focus regularly on time sequences - time, day, month, season, birthdays
- Use and reinforce time sequence words: next, before, after
- Use sand timers
- Manage one success every day
- Get pupil to keep record of tasks completed every day
- Keep instructions short, simple and one at a time
- Colour code all classroom storage and have visual symbols
- Give merit points for tidy trays and equipment

- Supply coloured cue cards for requesting help : on task / struggling / stuck –need help
- Provide alternative activities for agreed respite e.g. 5 minutes with Lego

Marking Strategies

- Verbal Feedback

Transition

Points of transition can be particularly stressful for children with dyslexia and we aim to make each transition as smooth as possible. When children are moving between primary classes, additional time will be allocated for meetings between the pupil support team and the class teacher to discuss the profile of individual children with dyslexic difficulties. During Y6, an enhanced transition programme will be in place for those children with dyslexia to gain knowledge of the pupil support team and facilities at local secondary schools. This will also allow the pupils to meet with others across the cluster who may have similar dyslexic characteristics. All individual profile information will also be transferred.

Assessment Arrangements

Any sort of language-based assessment should be allocated additional time for pupils with dyslexia and a scribe, planning support or use of ICT should be considered as well as accepting work in a different format. (eg a picture board to show knowledge and understanding of a topic rather than written evidence.) Any reading element attached to a maths assessment should be addressed through reading questions to a pupil to ensure that it is the specific mathematical objective that is being assessed.

Monitoring and Evaluating

All teachers should be continually monitoring and evaluating progress and adapting provision where appropriate.

Monitoring and Evaluation of short-term targets in action plans and Pupil Profiles is carried out formally on a termly basis when class teachers will meet with the SENDCO to review profiles of individual pupils and set new targets.

Homework

All learners need strategies for homework in order to remember what they have to do and to remember when it is to be finished and handed in. As a dyslexia-aware school we provide a print out of homework tasks when required to ensure the parent and child knows what homework is expected and when it is to be completed. Teachers may also send a Dojo message to inform parents that homework will be coming home on a particular night and when the due date is.

Children at Orchard Primary School are asked to complete 'menus' for their homework. These allow children to complete work at their own level – parents can become actively involved. Tasks are open ended - with a range of learning intentions so children can achieve the outcome in any way they feel, using ICT, arts, pictures, handwritten extracts etc.

Adjustments may be made with homework for children with dyslexia. E.g. in the number of spellings sent home or allowing longer homework "hand-in" dates.

Parents are invited to provide feedback on how long homework took, how easy / difficult the pupil found it and how much support was required in order to inform future planning

Section 5: Parent Partnership

To ensure we are best meeting the needs of our dyslexic learners, it is vital that there are strong links between school and home. Having a child with dyslexia often increases anxiety over progress in school. As a result of this, at Orchard Primary School we are always looking to develop strategies to forge stronger links and reduce anxiety for parents.

We acknowledge the importance of parent participation in a child's learning to ensure they develop positive learning attitude and make progress by practising key skills. We endeavour to keep parents involved at every stage of their child's learning and liaise through home-school diaries, termly overviews, curriculum maps, progress checks, school text messages, parents'/carers' evenings, Pupil Progress meetings with parents and school letters. We also share termly targets with parents and give parents the opportunity to discuss them further. Parents have access to 'How you can help' booklets for Reading, Writing, Maths, Spelling and Homework, via the school's website.

Parent workshops are organised to keep parents informed and to share information about key aspects of learning, such as reading, writing and maths. (Dependent on parental numbers however – any fewer than 5 replies and the workshop is postponed until more interest can be generated). A dyslexia leaflet is displayed at the front of school for parents who may have concerns. (Appendix 8)

All parents who have a child on the school's SEN Support Record have available:

- Clear and accessible information about teaching in Literacy
- Information on Additional Support Needs and staged intervention
- Information on Local Authority policy and practice on Dyslexia/Literacy delay
- Information on school policy and practice on Dyslexia /Literacy delay
- Information on which programmes and interventions are available for children with Dyslexia/ Literacy delay and who is responsible for evaluating progress
- Information on identification and assessment procedures
- Clear information on which school staff they should speak to, and when
- Information on the child's Pupil Profile, staged intervention planning and evaluation information
- Information on the role of the SENDCO in school
- Information on the role of external practitioners in relation to Dyslexia

We recognise that Parents may also find the following useful:

- Confidential opportunities to discuss their concerns at an early stage
- Parent workshops on Dyslexia
- Information on Primary – Secondary Transition supports
- Information on where to find additional good quality information on Dyslexia for them and their child via websites:

Leicestershire County Council Dyslexia Guidance	www.leics.gov.uk/dyslexia
The Dyslexia Institute	www.dyslexia-inst.org.uk
British Dyslexia Association	www.bda-dyslexia.org.uk
The Bristol Dyslexia Centre	www.dyslexiacentre.co.uk
Dyslexia parents' resource	www.dyslexia-parent.com
Dyslexia teacher resource	www.dyslexia-teacher.com
Barnaby Blackburn's personal site	www.iamdyslexic.com
NASEN	www.nasen.org.uk
iANSYST	www.dyslexic.com
World of Dyslexia Ltd	www.dyslexia-adults.com
Disability Discrimination Act (DDA)	www.disability.gov.uk/dda
Dudes with Dyslexia	www.dudeswithdyslexia.co.uk

Child Participation

All learners should actively be involved in their learning and understand their strengths and weaknesses. Each classroom should provide feedback in different ways to ensure a child understands their learning goals. Children are involved in the reviewing of Pupil Profiles and asked their opinion of their progress.

Section 6: Arrangements for evaluation of this policy

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

- The school's dyslexia policy is clearly understood by all staff.
- Appropriate strategies are used to meet learning needs.
- The most effective use is made of all resources.
- There is a consistency of approach across all classes.
- Orchard Primary is a dyslexia supportive learning environment.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation and profiling of pupils.

The SENDCO and the Head Teacher will be responsible for the evaluation.

Checklist provided on LCC Website taken from the National Strategies Initiative 2008

Identification of pupils on the dyslexia continuum – Primary

Name of pupil _____

Is there a family history of dyslexia?	
Does the child have a history of ear infections or hearing loss?	
Was the child late to start talking?	

Focus	Some of the typical signs of behaviours in pupils at risk of dyslexia	Observed in named pupil?
General	Slow to process instructions	
	Problems with sequencing e.g. getting dressed	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
Writing	Content does not reflect ability:	
	<ul style="list-style-type: none"> • Good at thinking of ideas but cannot get them down on paper 	
	<ul style="list-style-type: none"> • Uses simple ideas and vocabulary that do not reflect verbal ability 	
	<ul style="list-style-type: none"> • Written work often not completed 	
	<ul style="list-style-type: none"> • Reluctant to write 	
	Difficulties in structuring written work:	
	<ul style="list-style-type: none"> • Problems with grammar e.g. tenses or words muddled 	
	<ul style="list-style-type: none"> • Problems with sequencing ideas e.g. when writing a story 	
	<ul style="list-style-type: none"> • Ideas not logically linked together – rambling style 	
	<ul style="list-style-type: none"> • Inaccurate punctuation 	
	Inaccurate spelling:	
	<ul style="list-style-type: none"> • Omits letters within words 	
	<ul style="list-style-type: none"> • Errors in discriminating individual sounds e.g. middle sound 	
<ul style="list-style-type: none"> • Letters in words in wrong order 		
<ul style="list-style-type: none"> • Bizarre spelling 		
Reading	<ul style="list-style-type: none"> • Problems choosing a book at a suitable reading level 	
	<ul style="list-style-type: none"> • Does not read for pleasure 	
	<ul style="list-style-type: none"> • Reluctant to read out loud 	
	Inaccurate reading:	
	<ul style="list-style-type: none"> • Unable to read high frequency words as well as peers 	
	<ul style="list-style-type: none"> • Confuses words that are visually similar (e.g. was/saw) 	
	<ul style="list-style-type: none"> • Omits words when reading 	
	<ul style="list-style-type: none"> • Poor tracking along words and lines when reading 	
	Lack of reading fluency:	
	<ul style="list-style-type: none"> • Sounding out each word 	
	<ul style="list-style-type: none"> • Needs time to process visual information 	
	<ul style="list-style-type: none"> • Lack of expression 	
	<ul style="list-style-type: none"> • Slow reading speed 	
Does not understand what is being read:		
<ul style="list-style-type: none"> • Not reading for meaning and using context as a strategy 		
<ul style="list-style-type: none"> • Cannot predict what is going to happen next 		
<ul style="list-style-type: none"> • Cannot summarise what has happened 		

	<ul style="list-style-type: none"> Needs to read several times to understand meaning 	
Mathematics	<ul style="list-style-type: none"> Problems remembering times tables Difficulty with mental maths Confusion of visually similar numbers e.g. 6/9 Forgets maths concepts if not practised regularly Misreads signs Misreads written instructions 	
Concept of time	<ul style="list-style-type: none"> Confusion about timetable for the day Problems adapting to change in routine May not be able to say what day it is 	
Organisation	<ul style="list-style-type: none"> Problems finding what they need to start a task Difficulties executing tasks in the right order Often forgets to bring dinner money/PE kit 	
Behaviour & Motivation	<ul style="list-style-type: none"> Uses bad behaviour to avoid work Often off-task Reluctant to contribute in lessons Copies from other children 	

Another Sample Dyslexia Checklist for Teachers

Name of Pupil:	
DOB:	
Name of School:	
Class:	
Teacher:	

General		Y	N	DK	Comments
1	Do you know of a family history of dyslexia or difficulties with reading or spelling?				
2	Does the student sometimes have difficulty finding the right word?				
3	Are there difficulties with remembering and following instructions?				
4	Is there a significant level of frustration in coping with school work?				
5	Does the student confuse the order of sounds in words?				
Reading					
6	Does the student often leave out words when reading aloud?				
7	Does the pupil tend to lose their place?				
8	Is there confusion with visually similar words (no/on, was/saw etc)?				
Writing					
9	Is there a marked discrepancy between spoken and written language and ideas in favour of spoken?				
10	Is the presentation of their work messy?				
11	Can the pupil copy accurately and quickly?				
12	Do they make letter sequencing spelling errors (siad/said)?				
13	Do they make bizarre spelling errors?				
14	Are letters omitted or wrong letters used?				
15	Is the sequencing of ideas often erratic?				
16	Is there an inconsistency in spelling, one word often being spelt several ways in one piece				

	of work?				
17	Does the pupil feel they have difficulty writing down their ideas?				
Maths					
18	Are similar numbers confused (6/9, 21/12)				
19	Is mental Maths difficult because they cannot remember the question?				
20	Did they have difficulty learning their tables?				

Completed by:

Name:

Signature:

Date:

Ann Arbor Child Dyslexia Checklist

Phillips and Leonard



Name of Child: _____ Age: _____ years _____ months

Class: _____ Date: _____

<i>Tick the appropriate box</i>		
	YES	NO
Is there a discrepancy between the child's oral and written ability ?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a discrepancy between the child's reading and oral ability ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have difficulty reciting the alphabet and/or the days of the week ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have difficulty learning the multiplication tables ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child lose their place when reciting tables ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have difficulty distinguishing left and right ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have a short attention span ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have bizarre spelling ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have difficulty repeating multi-syllable words ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have difficulty with words that look similar ?	<input type="checkbox"/>	<input type="checkbox"/>
Does the child sometimes confuse letters like "b"/"d", "p"/"q" etc ?	<input type="checkbox"/>	<input type="checkbox"/>
<i>(if the answer to the following is unknown please ask parents)</i>		
Is there a history of clumsiness or lateness to walk or talk ?	<input type="checkbox"/>	<input type="checkbox"/>
Were there difficulties at birth or during the pregnancy ?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a family history of similar difficulties ?	<input type="checkbox"/>	<input type="checkbox"/>

Total Yes

Ten or more positive responses would indicate difficulties of a dyslexic nature which require further investigation

Dyslexia Indicators – Early Level⁴

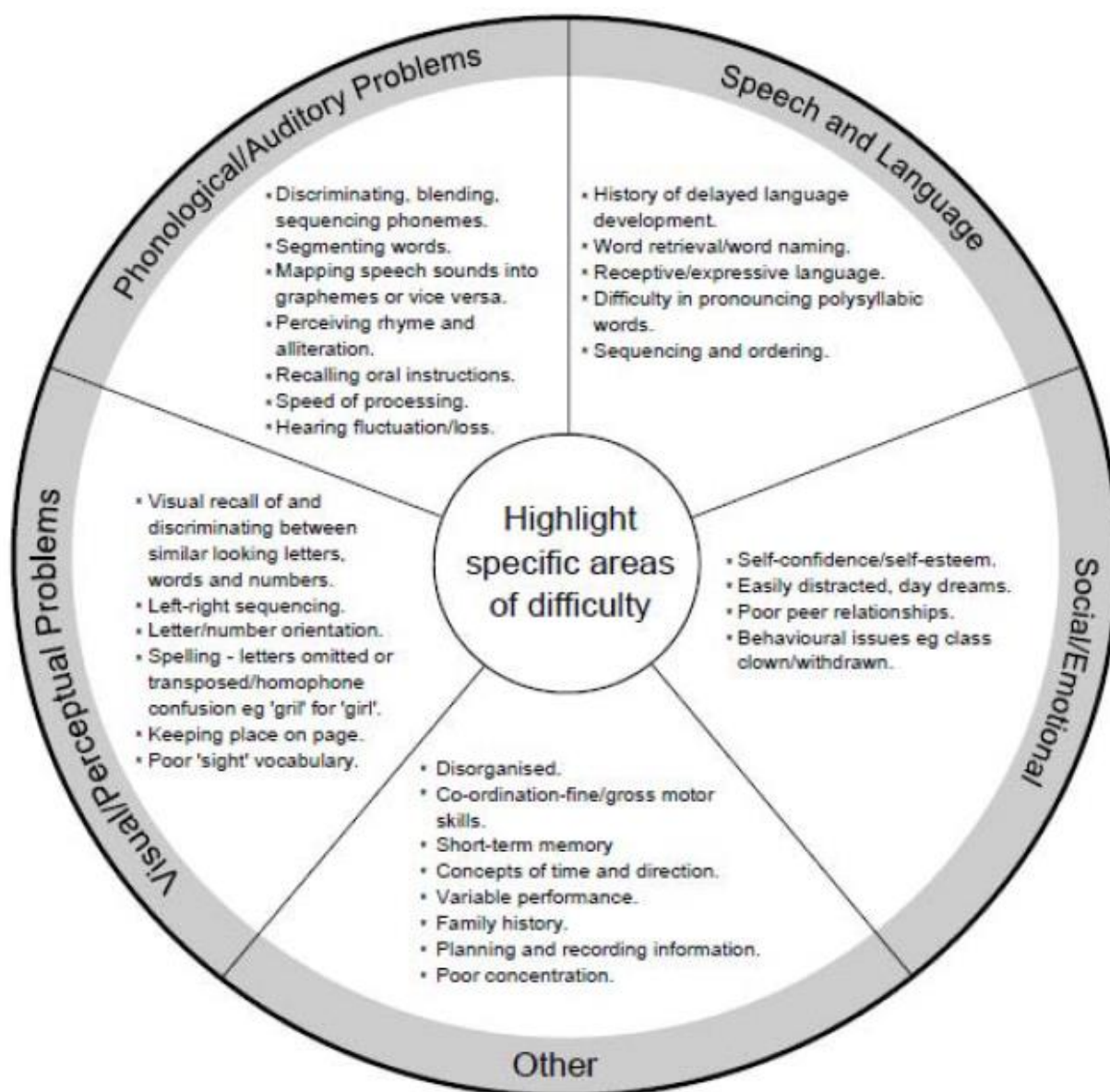
	Yes	No	D/K	Additional comments
READING				
Lacks interest in books / reading *				
Limited concept of print *				
Little awareness of environmental print *				
Poor letter knowledge *				
Difficulty associating letters and sounds				
Difficulty in recognising onset & rime e.g. c/at				
Confuses letters that sound similar e.g. d/t, f/v/th				
Struggles to retain common words				
WRITING				
Shows little interest in mark making / drawing *				
Has not yet established hand dominance *				
Poor early attempts at forming letters, copying, drawing, etc*				
Confuses simple punctuation				
Confuses/reverses similarly shaped letters e.g. b/d, p/q				
Struggles to read back attempts at written work				
Confuses/reverses words e.g. 'was' for saw, 'god' for dog				
Difficulty with early attempts at unaided writing				
Difficulty copying from board / jotter				
ASSOCIATED FACTORS				
Processing of language based information				
History of hearing difficulties e.g. 'glue ear'				
Difficulty following instructions *				
Lacks understanding when listening to stories *				
Lacks understanding during guided / paired reading				
Phonological awareness				
Difficulty identifying and/or generating rhyme *				
Struggles to clap a rhythm or keep a musical beat *				
Struggles with alliteration *				
Oral language				
Difficulty contributing to general discussions *				
Difficulty contributing to discussions about stories *				
Struggles to communicate a message orally				
Speech articulation is poor / immature				
Experiences word-finding difficulties				
Short-term and working memory difficulties				
Poor memory for stories, events, instructions, etc *				
Requires regular repetition of instructions *				
Forgets what s/he intended to say during discussions *				
Sequencing and Directionality				
Difficulty learning alphabet, months, days, etc in order				
Expression of ideas may be poorly sequenced *				
Difficulty remembering a short sequence of numbers				
Confuses direction e.g. left/right, up/down, etc				
Number skills				
Difficulty with positional language, under, above, etc *				
Problems learning early number concepts / procedures				
Difficulty associating numbers with symbols				
Organisational ability				
Poor organisational ability e.g. loses, forgets things *				

Assessment: Detailed Evidence (as already outlined in Section 3)

To assist the identification of literacy difficulties the following information should be gathered by the school.

- Evidence from School Reports/Internal School Referral/Teachers Notes/Records of Intervention (Staged Intervention Process) Areas of strength and difficulty, including social skills, coordination etc.
- A piece of free writing produced by the pupil unaided.
- Dyslexia Checklist – Appendix 1.
- Reading & Writing Level – From assessments carried out/work in school e.g. reading group; books read for pleasure; any standardised tests (e.g. NFER Nelson - Progress in English 5 – 14); National Assessment level.
- Spelling Level – From assessments carried out in school e.g. accuracy in spelling of Dolch List; standardised tests (e.g. NFER - Nelson British Spelling Test Series)
- Phonological Ability – Can pupil identify rhyme? Discriminate phonemes? How does the child attempt unknown words?
- Memory (auditory) – Teacher’s observations, e.g. ability to learn tables. Evidence from Quest Test in P3.
- General Ability – Comparison between pupil’s performance in oral, practical and written activities – teacher’s findings.
- Learning Behaviour – How does the pupil learn best? Attention span? Motivation etc?
- Attendance
- Repeated/Deferred Years
- Learning support given – Duration, frequency, aim, degree of success, etc.
- Education Support Services – Record of involvement
- Relevant issues regarding sight or hearing
- Any other barriers to learning

Dyslexia Assessment Wheel



Parent Questionnaire

Is there anyone in the family who has dyslexia or who has had difficulty with reading and writing?	
Were there any difficulties with your child's birth or in the early years of your child's life?	
Can you remember if your child walked and talked at the appropriate times?	
Has your child experienced any problems with their hearing/ears?	
Has your child been seen by a Speech and Language Therapist? Have you noticed any word-finding difficulties?	
Has your child experienced difficulties with self-help skills such as dressing, eating?	
Can your child ride a bike/swim?	
How does your child feel about school?	
Does your child have any difficulties with remembering and following instructions?	
Have you noticed any left and right confusions?	
What are your main concerns?	
What would you like to see happening in school?	

Recognising Visual Dyslexia

The most common difficulty associated with visual dyslexia is an unexpected problem with reading- which may be at odds with the child's ability.

In any class there may be two or three children who have a visual problem that makes acquiring reading skills difficult.

The first thing to check is whether or not it is a straightforward physiological problem (long or short sightedness).

Look out for children:

- With a history of eye problems
- Rubbing their eyes
- 'Squinting' at print
- Persistent headaches when accessing text
- Closing one eye when reading
- Laying their head on the desk when writing
- Losing their place when reading
- Poor visual discrimination
- Complaining letters move
- Holding a book very near or far away
- Dislike of strong light
- 'Guessing' ends of words/ letters

If these difficulties persist then advice should be sought by the parents through their family doctor to a specialist optometrist.

It may be necessary to undertake a number of assessments to identify the child's learning profile.

Using ICT to support pupils with Dyslexia

ICT is recognised as a key tool to help dyslexic learners in the classroom in both learning and teaching experiences, as well as accessing or recording written information.

When ICT is used effectively, many of the barriers to and differences in learning can be overcome. These may include:

- Reading
- Writing
- Spelling
- Accessing the curriculum
- Memory
- Improving phonic skills
- Assisting planning, recording and presenting information

ICT can provide support for pupils experiencing co-ordination, sequencing and organisational difficulties allowing them to concentrate on content rather than process.

ICT provides a multi-sensory, uncritical way of recording which can increase a pupil's self confidence and self-esteem.

Area of Difficulty	Name of programme	How it supports	Publisher
Reading	Units of Sound KS2- Adult	Units of Sound builds reading accuracy, vocabulary, spelling, sentence writing, automaticity, listening skills, visual skills and comprehension. It encourages independent work and has built in over-learning and revision.	Dyslexia Action
	Rapid KS2	Supporting the Rapid reading books, speech recognition provides practice and support as children read.	Heinemann
	Screenreader		Free download from www.screenreader.net
	Nessy Learning Programme KS1-3	Structured learning programme to improve reading, spelling and writing skills	www.nessy.com
	Nessy Games Player KS2 and 3	Game based learning strategies to improve reading and spelling. Targets reading, spelling and vocabulary.	www.nessy.com
	Lucid Reading Booster KS2 and 3	Improves listening and reading skills for children aged 7- 11	Lucid

		years + Offers practice at reading different types of text in an interactive learning environment that focuses on developing the key strategies of understanding text, inferential thinking, verbal memory, verbal reasoning and concentration and attention skills.	
Writing	Clicker 5 4-11 years+	Write with whole words, phrases and pictures by clicking on the cells in the Clicker grids. Link grids and connect to the internet for unlimited resources. Speech supported and many add-ons available.	Crick
	Text, Help Read and Write	Provides tools to access and compose written material in any windows programme. Speech feedback, phonetic spell checker, word prediction, dictionary and calculator	Lorien Systems
	Co Writer	A word prediction tool to assist writing/ recording	Donjohnston
	Cloze Pro KS 1-4	Cloze type activities easily constructed. Picture bank to add visual support.	Crick
	Write Online KS2-4	Supportive writing tool for learners. Integrated speech, word prediction, word banks and writing frames to help pupils write. Pupils can save and access documents online anywhere.	Crick
Spelling	Wordshark 4 KS1-3	36 games for word recognition and spelling. Comprehensive word lists and a variety of games, concepts and words. Can be	White Space

		<p>individualised with own word lists.</p> <p>New version has new games and a 'Letters and Sounds' detailed phonics course.</p>	
	<p>Wordbar 2</p> <p>9-16 years</p>	<p>An aid for pupils with spelling difficulties.</p> <p>Wordbar is a flexible on-screen talking wordbank with an adult look and feel. It sits at the bottom of the screen and can be individualised with subject specific word lists.</p>	<p>Crick</p>
<p>Accessing the Curriculum</p>	<p>Communicate in Print 2</p> <p>4 years+</p>	<p>Support literacy development through enabling pupils to make books, posters, workbooks etc . Fully speech supported. All Widgit Rebus symbols included.</p>	<p>Widgit</p>
<p>Memory</p>	<p>Memory Booster</p> <p>4-11 years+</p>	<p>Memory training, teaches flexible memory strategies to develop learning and thinking skills.</p>	<p>Lucid</p>
<p>Improving phonic skills</p>	<p>Lexicon</p> <p>KS2-4</p>	<p>Tailored literacy exercises and in-depth assessment. Can be individualised.</p>	<p>In UK through Dyslexic.com</p>
<p>Recording and presenting information</p>	<p>Inspiration v.7.5</p> <p>10 years to Adult</p>	<p>Visual learning software that helps to develop ideas and organise thinking. Can be used in all curriculum subjects for mind mapping, planning, and organising.</p>	<p>Inspiration</p>
	<p>Kidspiration 2</p> <p>7 to 9 years</p>	<p>Helps younger pupils to develop thinking skills and organise their ideas using visual maps, story webs, diagrams and outlines. It helps emergent readers and writers begin to categorise and organise their thoughts and information.</p>	<p>Inspiration</p>

Keyboard Skills	Dance Mat Typing	Games style format with different levels of ability	Download for free from www.bbc.co.uk/schools/typing
	Englishtype Junior 6-11 years Senior 10+ years	Multi-sensory approach. Helps other skills as well, eg. Reading spelling, grammar, punctuation	Englishtype Limited
	Kaz KS 1-4	Touch typing taught through learning 11 words in 5 phrases.	Gotham New Media
	First Keys 2	Develops keyboard skills through text matching, spelling and word blends from picture cues.	Widgit
	Nessy Fingers KS2	Typing tutor	www.nessy.com
Maths	Numbershark 4 KS 1-3	Addresses difficulties which lead students to dislike maths, short-term memory, attention span and sequencing skills. Topics cover counting, sequencing, addition, subtraction, multiplication, division, mixed operations, special topics and worded problems. New version contains games to support fractions, decimals and more.	White Space

Recommended Reading List

(There is a wealth of reading materials available on the subject of Dyslexia. This list is not definitive but it contains books that are considered user-friendly and which offer practical strategies.)

Removing Dyslexia as a Barrier to Achievement

Neil Mackay

SEN Marketing

Dyslexia?- Assessing and Reporting

The Patoss Guide

Edited by Gill Backhouse and Kath Morris

Hodder Murray

The Dyslexia Friendly Primary School

Barbara Pavey

Paul Chapman Publishing

Supporting Children with Dyslexia

Gary Squires

Questions Publishing

Dyslexia Perspectives for Classroom

Practitioners

Edited by Michael Thomson

Dyslexia Pocketbook

Julie Bennett

Teachers' Pocketbooks

Working with Children with SpLD in the Early
Years

Dorothy Smith

Qed

Teaching Children with Dyslexia

A Practical Guide

Philomena Ott

Routledge

100 Ideas for Supporting Pupils with Dyslexia

Gavin Reid and Shannon Green

Continuum

How to Identify and Support Children with
Dyslexia

Chris Neanon

LDA

Dyslexia and Inclusion

Gavin Reid

Fulton

Dyslexia Talking It Through

Althea

Happy Cat Books

So you think you've got Problems

Rosalind Birkett

Egon Publishers Limited

My Name is Brian Brain

Jeanne Betancourt

Apple Paperbacks

Mind Maps for Kids

Tony Buzan

Thorsons

Dyslexia- A Parent's Survival Guide

Christine Ostler

Ammonite Press

Dyslexia- A complete guide for Parents

Gavin Reid

Wiley.com

