Ashwicken Primary School
Dyslexia Policy 2025

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Introduction

Dyslexia is a learning difficulty that varies in severity and in the nature of abilities and difficulties experienced. Around 10% of the population is thought to have dyslexia (Dyslexia Scotland, 2011). If not adequately identified and supported, individuals with dyslexia can experience difficulties in education and later employment.

It is therefore essential that staff are equipped to support learners with dyslexia through effective assessment, planning, support and review..

Ashwicken Primary School Dyslexia Policy (Revised 2025)

Introduction

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It is therefore essential that staff are equipped to support learners with dyslexia through effective assessment, planning, support and review.

Section 1: Rationale

Aims

All staff at Ashwicken 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 being a dyslexia-responsive school through appropriate identification, assessment and provision.

Our aims are to:

Ensure whole-school responsibility for supporting children with dyslexia.
Create dyslexia-friendly learning environments.
Identify children at risk of literacy delay early.

Provide equitable access to staged intervention.

- Deliver appropriate intervention strategies tailored to individual needs.
- Profile and track literacy development effectively.
- Offer CPD opportunities for all staff.
- Share and celebrate good practice.
- Build children's resilience, empowerment and choice.
- We are proud to be a school that:
- Understands learning differences and styles, including dyslexic strengths and difficulties.
- Uses Quality First Teaching alongside targeted interventions.
- Builds on learners' strengths through multi-sensory strategies.
- Draws on specialist expertise within school and from outside agencies.
- Encourages inclusive practice and nurtures self-esteem.
- Provides parents with confidence and opportunities for partnership.
- Reviews, plans and adapts provision continuously.

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 additional targeted interventions
- 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.

Nature
The nature and developmental trajectory of dyslexia depend on multiple genetic and environmental influences.

Manifestation
Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.
Impact
In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments. Across languages and age groups, difficulties in reading fluency and spelling are a key marker of dyslexia.
Variance and co-occurrence
Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity. Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language. Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.
Carroll, J., Holden, C., Kirby, P., Snowling, M. J., & Thompson, P.A. (2025) Journal of Child Psychology and Psychiatry.

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

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
- Truanting 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.
Sophie Dickson is head teacher and SENDCO
Murree Groom is the SEN governor
Belinda Moore and Zoe Walker are Level 3 Dyslexia specialists
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 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 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. Ed 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

Dyslexia Outreach Service

DOS are qualified and experienced in teaching and assessing children and young people who experience dyslexia and/or general literacy difficulties. They offer commissioned services to support children and young people who are experiencing specific or general learning needs in Norfolk schools, academies and colleges.

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 is gathered by the school. This will include the following:

- Evidence from School Reports/Internal School Referral/Teachers Notes/Records of Intervention
- 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
- 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 Ashwicken 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
- The Seven Cs to ascertain strengths
- Dyslexia checklist carried out (see the section entitled 'Checklists')
- Use of the GL Dyslexia Screener

Using the dyslexia checklist to inform, the class teacher should plan provision to further support the high quality teaching already in place. The teacher, with help from the SENDCO whenever appropriate, will adapt learning and teaching approaches to ensure the learner's needs are met appropriately.

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 informed of 'additional' provision/intervention through discussion of their child's Pupil Profile but without serious concerns being raised at this point.

An APDR will be completed to document and plan how to meet the pupil's specific needs. This is essentially a record of the intervention programmes used and the classroom strategies/approaches that are put in place to support the child. These will be reviewed termly or more often if necessary.

Pupil-progress, performance and attitude will be monitored closely and evaluated regularly.

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 the Ed Psychologist.)

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 software (including observations on affective factors such as motivation, anxiety and how the child approached the assessment).

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

The APDR will continue to drive intervention strategies. New targets / provision (if appropriate) will continue as part of high quality teaching as well as intervention. 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 further support should start with targets recorded on the APDR. 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 and their advice and guidance will be incorporated into the APDR. This may take part during the Core Consultations with the local authority which take place termly. The child will be discussed anonymously at this point.

* If it looks likely that a referral will need to be made for the child, information will start to be gathered in order to place a referral for an

- 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 - Educational Psychologist; Formal Dyslexia Assessment)

In response to a referral from the school, further investigation will require involving the Educational Psychologist and/or a qualified dyslexia assessor (with parental and pupil consent).

The purpose of the full consultation meeting 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.

A formal 'assessment' for dyslexia, will be administered by a qualified dyslexia assessor. A copy of this will be sent to parents and a meeting with the class teacher and pupil support team will be arranged if Dyslexia is identified.

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 a learning and cognition Special Resource Base, such as Hillcrest Supernova SRB in Downham Market.

A Education, Health and Care Plan 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 Ashwicken Primary School 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 Ashwicken Primary School, we use the Dyslexia Checklist provided by the Dyslexia Outreach Service https://www.dyslexiaoutreach.co.uk/ . (See Appendix 1)

Assess, Plan, Do, Review document:

All pupils with dyslexia will have an APDR 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
- Specialist Formal Assessment e.g. GL Dyslexia Screener

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 within high quality teaching and intervention.
- Children who received intervention support individually have interventions logged and evaluated for impact. These children are expected to reach average if not above average level after intervention
- 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 Ashwicken 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 scaffolded provision planned and differentiated learning opportunities which are carefully matched to the needs to the individual child.

Planning and Preparation
Classroom staff know which pupils have dyslexic type difficulties and differentiate accordingly.

Classroom Environment
IWB background is off white where possible.
Resources, trays, drawers, are labelled with writing and graphics.
Dyslexic pupils have a clear view of the board.

Resources
Where identified, coloured overlays are available or worksheets are printed on coloured paper.
The use of desk top prompts is encouraged e.g. spelling prompts; key words lists; sound mats; number bond strips.
Practical, multisensory equipment is available to support learning.
Visual reminders are supplied where a number of tasks or activities are involved.
The use of technology is considered and encouraged to support learning.
Planning frames and scaffolded approaches are available for extended writing tasks.
For primary years, there is a choice of handwriting tools e.g. pens with grips.

Feedback and marking
Awareness and recognition of possible small steps of progress for the dyslexic pupil.
Praise for dyslexic pupils is clear and convincing and made visual where appropriate.

Homework
Homework set is appropriate for the individual pupil with clear and realistic deadlines.
A clear indication of the time to be spent on homework is given.
Adequate time and support is given to record homework tasks and is checked for accuracy/understanding.

Ethos

- Lessons are made as fun, engaging and as practical as possible
- Use of termly assessments, 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 Churchhill, Richard Branson, Tom Cruise etc).*
- *Acknowledge Dyslexia Awareness Week (assembly)*

Resources

There is a selection of Dyslexia Friendly resources located in the Help Me bookcase in eth corridor and a Dyslexia Friendly box full of resources which 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
- Little Wandle Phonics Programme
- Nessy
- Toe by Toe
- Letters and Sounds Phonic reading scheme
  Letters and sounds catch up
- Multi-sensory spelling
- Precision teaching
- ACE dictionaries
- Buddy reading
- Writer's toolkit
- Teaching Maths Visually and Actively Book
- Communication and Language Games
- Number Smart Phase Classroom Kits (Y1/2)
- High Frequency Words Think Ball
- High Frequency Words Steps
- The Super Sentence Tub

- PSHE Development Resources: Thinking out of the box; Talk Balls x2
- 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
- Nessy learning system
- Website based learning for White Rose Maths
- Thesaurus dictionary
- Ipads – 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-its 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 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 Franklin 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

- Live marking and adaptive teaching support all pupils in class on making good progress from individual starting points.

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 in December, April and July 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 to ensure the parent and child knows what homework is expected and when it is to be completed. On occasions teachers may use a text message to inform parents that homework will be coming home on a particular night and when the due date is.

Children at Ashwicken 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 Ashwicken 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 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 the school Educational Psychologist 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:

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.
- Ashwicken 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/ Head Teacher will be responsible for the evaluation.

Appendix 1a

Early indicators which may suggest dyslexia
A child who has a cluster of these difficulties may be dyslexic, but remember that the levels of development and speed of learning at the pre-school stage differ significantly for each child.

Name of pupil_____ Class:_____ Date:_____

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 early signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
General	Short concentration span	
	Abilities seem to vary from day to day	
	Poor eye tracking and inability to converge from far to near	
Language & Communication	Poor listening skills	
	Immature speech pattern/articulation and communication	
	Poor auditory discrimination	
	Poor phonological awareness	
	Poor rhyming	

	Cannot clap a rhythm or keep a musical beat	
	Poor memory for nursery rhymes, stories, events	
	Slow to process instructions	
	Finds it hard to carry out two or more instructions at one time, (e.g. put the toys in the box then put it on the shelf) but is fine if tasks are presented in smaller units;	
	May seem unable to remember words they need in conversation or may forget what they are saying in the middle of a sentence	
	Difficulties remembering names of well known objects, e.g. sofa, kettle	
	Gets words muddled e.g. cubumber, flutterby	
	May need extra thinking time during conversation	
	Likes listening to stories but shows no interest in letters or words	

Focus	Some of the typical early signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
Language & Communication cont.	Finding it hard to develop letter knowledge and reading and writing skills	
	Copies from other children as may not have processed/remembered instructions themselves	
	Forgets names of friends, teacher, colours etc	
Motor skills	Enjoys taking things apart and putting back together, or making models from scrap material	
	No crawling stage - bottom shuffler	
	Poor balance and coordination	
	Hand dominance not established	
	Having problems with catching, kicking, throwing skills	

	Difficulty hopping, skipping	
	Poor fine motor skills, including drawing, copying and letter formation, scissor skills	
	Finding it hard to do up buttons	
Sequencing & Direction	Problems with sequencing, e.g. getting dressed	
	Difficulties sequencing an order of events	
	Difficulties remembering common sequences e.g. days of the week, alphabet	
	Insecure sense of direction and direction words	
Concept of time	Poor concept of time - unsure what day it is or what part of the day it is	
Organisation	Finding it hard to organise themselves or their belongings	

Additional observations:
[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

Appendix 1b

Identification of pupils on the dyslexic 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 or 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:**	
	· Good at thinking of ideas, but cannot get them down on paper	
	· Uses simple ideas and vocabulary that do not reflect verbal ability	
	· Written work often not completed	
	· Reluctant to write	
	Difficulties in structuring written work:	

	· · Problems with grammar, e.g. tenses or words muddled	
	· Problems sequencing ideas, e.g. when writing a story	
	· Ideas not logically linked together – rambling style	
	· Inaccurate punctuation	
	Poor handwriting:	
	· Reverses some letters when writing, e.g. b/d, p/q, m/w	
	· Older child does not write cursively	
	· Writing badly arranged on the page	
	· No spaces between words	
	· Slow writing speed	
	· Problems copying from the board	
	Inaccurate spelling:	
	· Omits letters within words	
	· Errors in discriminating individual sounds, e.g. middle sound	
	· Letters in words in the wrong order	
	· Bizarre spelling	

Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
Reading	Problems choosing a book at a suitable reading level	
	Does not read for pleasure	
	Reluctant to read out loud	
	Inaccurate reading:	
	· Unable to read high frequency words as well as peers	
	· Confuses words that are visually similar (e.g. was/saw)	
	· Omits words when reading	
	· Poor tracking along words and lines when reading	
	Lack of reading fluency:	
	· Sounding out each word	
	· Needs time to process visual information	
	· Lack of expression	
	· Slow reading speed	
	Does not understand what is being read:	
	· Not reading for meaning and using context as a strategy	
	· Cannot predict what is going to happen next	
	· Cannot summarise what has happened	
	· Needs to read several times to understand meaning	
Mathematics	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	Confusion about timetable for the day	
	Problems adapting to changes in routine	
	May not be able to say what day it is	
Organisation	Problems finding what they need to start a task	
	Difficulties executing tasks in the right order	
	Often forgets to bring dinner money/PE kit, etc.	
Behaviour and motivation	Uses bad behaviour to avoid work	
	Often off-task	
	Reluctant to contribute in lessons	
	Copies from other children	

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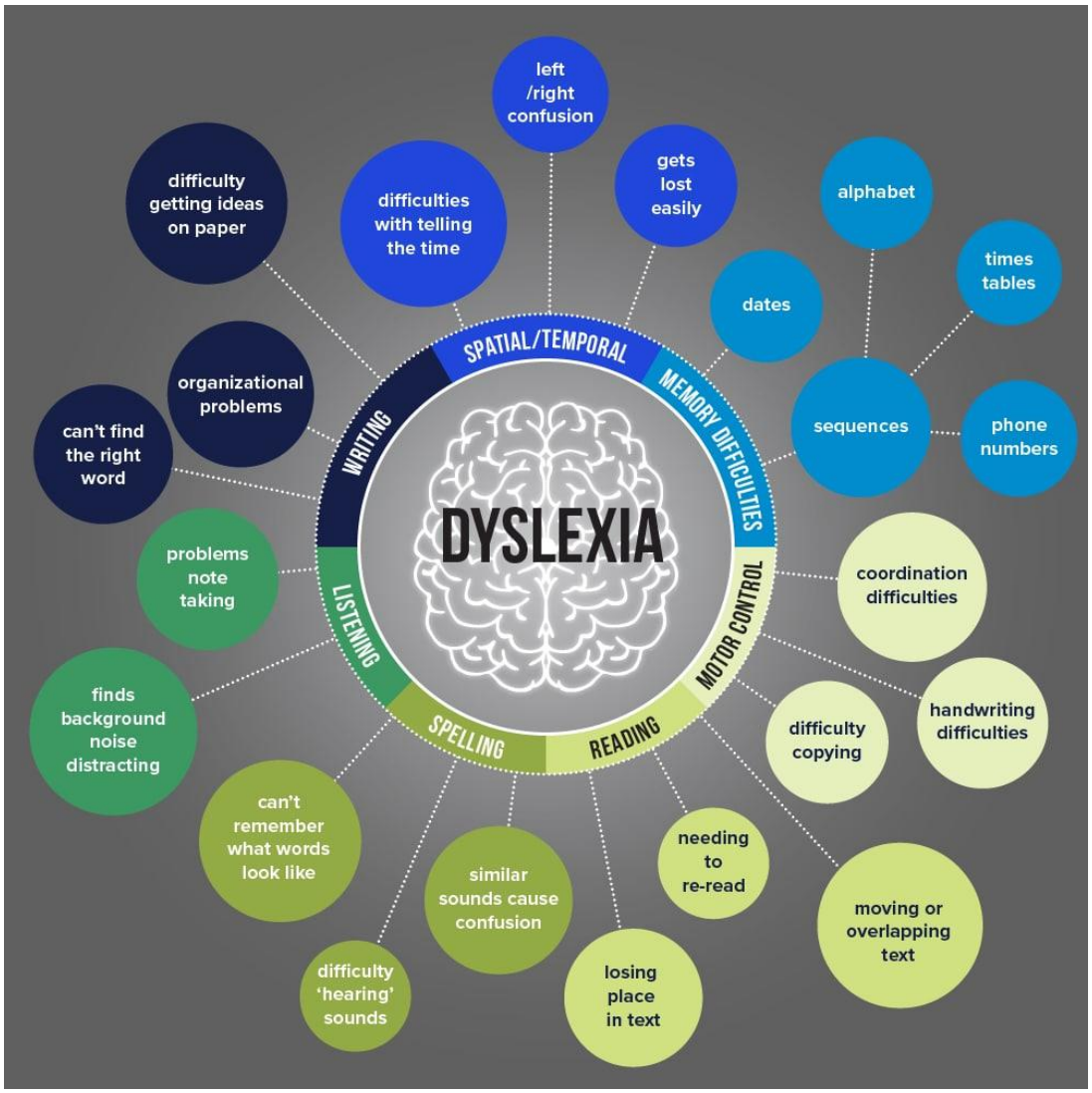
Ten or more positive responses would indicate difficulties of a dyslexic nature which require further investigation

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.

	Tick
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 (Early Years) or 2 (Primary).	
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 high frequency word list	
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
SPATIAL/TEMPORAL
MEMORY DIFFICULTIES
MOTOR CONTROL
READING
SPELLING
LISTENING
WRITING
left /right confusion
gets lost easily
alphabet
times tables
dates
sequences
phone numbers
difficulties with telling the time
difficulty getting ideas on paper
organizational problems
can't find the right word
coordination difficulties
handwriting difficulties
difficulty copying
moving or overlapping text
needing to re-read
losing place in text
similar sounds cause confusion
can't remember what words look like
difficulty 'hearing' sounds
finds background noise distracting
problems note taking

Business and Career Strengths | You can be anything you want | Use your strengths and choose your career path

- Singer
- Musician
- Actor
- Performer
- Dancer
- Cook
- Chef
- Gardener
- Gymnast
- Personal fitness trainer
- Athlete
- Sportsperson
- Artist
- Photographer
- Fashion designer
- Beautician
- Hairdresser
- Inventor
- Planner
- Designer
- Architect
- Engineer
- Scientist
- Builder
- Mechanic
- Plumber
- Electrician
- Metal or Wood worker
- Technology/Futurist

Mental Strengths

- May possess a high pain tolerance
- Incredibly determined - never gives up
- Sets personal goals and reaches them
- Highly inquisitive
- Overcomes obstacles to achieve success
- Fantastic memory for whole words, texts, lyrics etc
- May possess an amazing understanding of mechanics electronics or computers
- Can tell or write amazing stories
- May have a structured mind to process new information
- Big picture, strategic thinkers
- High level managers

Personality Strengths

- Excellent communicators
- Popular with their peers
- Fantastic organisers
- Good at delegating
- Great leaders and project managers
- Incredible public speakers
- Can troubleshoot and problem solve
- Quick witted and funny
- Caring towards people and animals
- Intuitive and switched on

Dyslexic Strengths

What are you really good at?

Physical Strengths

- High energy levels
- Capable on both the right and left sides
- Excel in physical activities
- Incredible at sports
- Fast reflexes and response rates
- Great dexterity
- High physical endurance levels

Visual Strengths

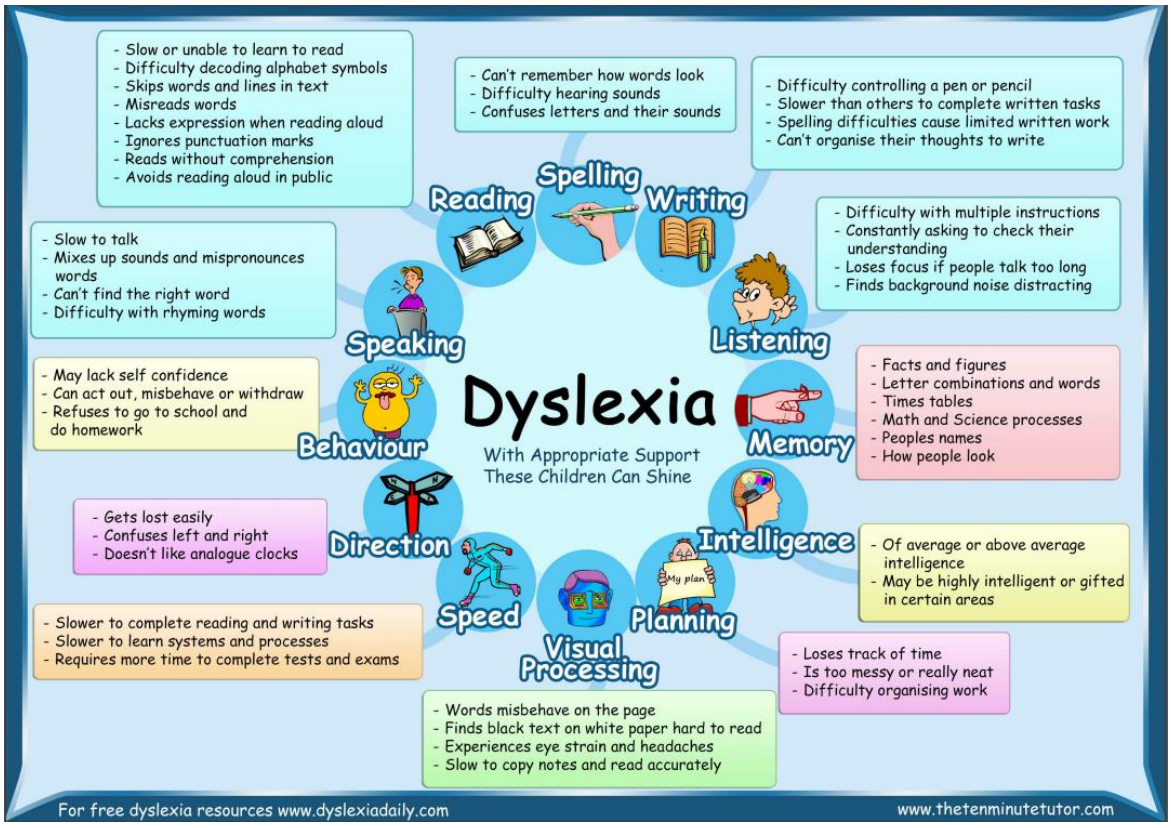
- Can visualize in three dimensions from every angle
- Sees the world in incredible detail
- Has heightened appreciation of colour and form
- Excellent hand-eye, foot-eye coordination

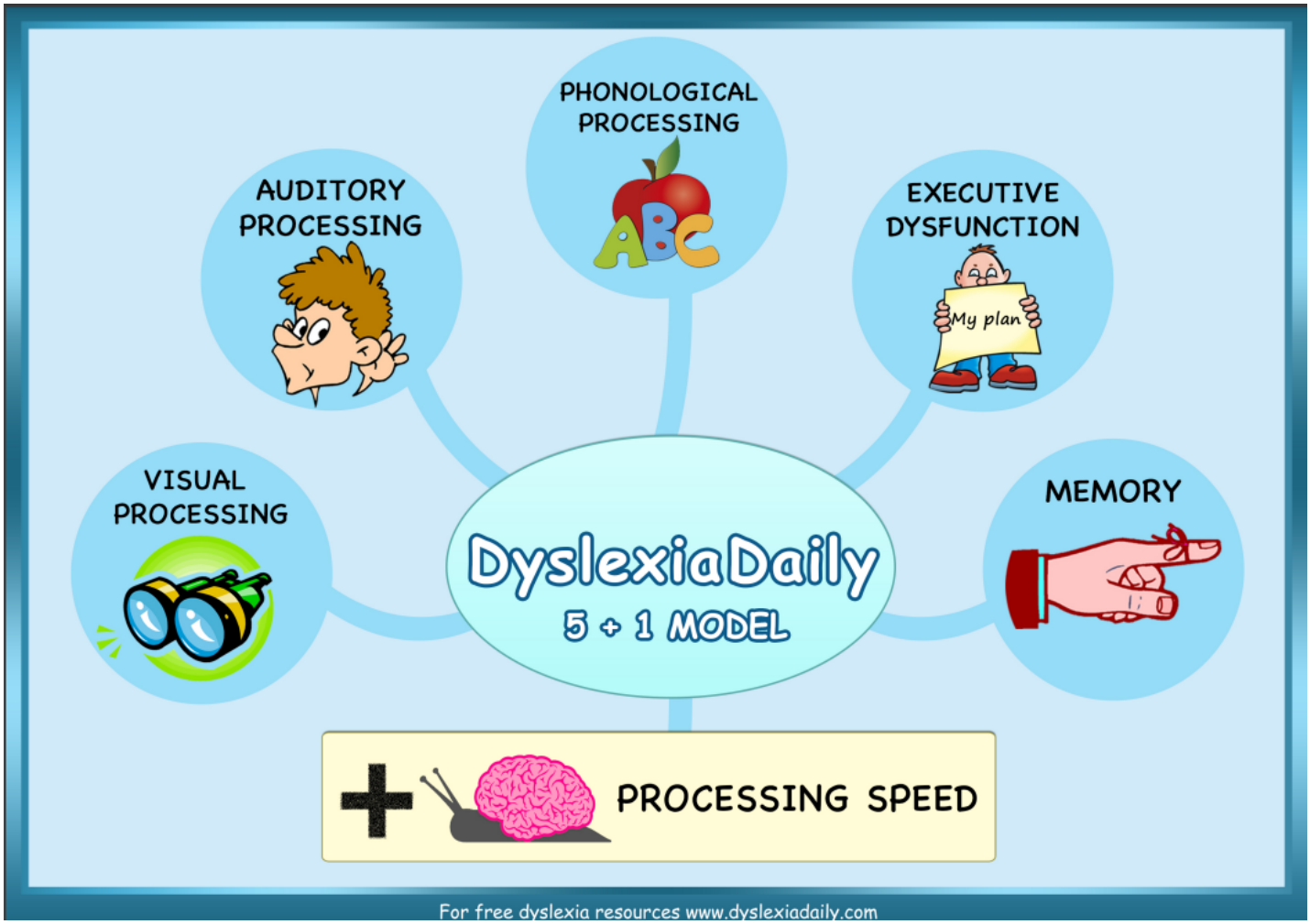
Auditory Strengths

- Heightened sense of hearing
- Well developed vocabulary
- Excellent memory for rhythm, beat, tone - music
- Hears new information and remembers it

- Business owner
- Manager
- C.E.O.
- Entrepreneur
- Electronics
- Computers
- Sales
- Retail
- Marketing
- Advertising
- Public relations
- Driver
- Service provider
- Charity worker
- Nurse
- Doctor
- Physiotherapist
- Psychologist
- Carer
- Teacher
- Trainer
- Lawyer
- Financier
- Accountant
- Economist
- Mathematician
- Armed forces
- Pilot
- Sailor

Life is a journey not a destination | www.dyslexiadaily.com | Determine your own path to success


- Slow or unable to learn to read
- Difficulty decoding alphabet symbols
- Skips words and lines in text
- Misreads words
- Lacks expression when reading aloud
- Ignores punctuation marks
- Reads without comprehension
- Avoids reading aloud in public
- Can't remember how words look
- Difficulty hearing sounds
- Confuses letters and their sounds
- Difficulty controlling a pen or pencil
- Slower than others to complete written tasks
- Spelling difficulties cause limited written work
- Can't organise their thoughts to write
Reading
Spelling
Writing
- Slow to talk
- Mixes up sounds and mispronounces words
- Can't find the right word
- Difficulty with rhyming words
- Difficulty with multiple instructions
- Constantly asking to check their understanding
- Loses focus if people talk too long
- Finds background noise distracting
Speaking
Listening
- May lack self confidence
- Can act out, misbehave or withdraw
- Refuses to go to school and do homework
Dyslexia
With Appropriate Support
These Children Can Shine
Behaviour
Memory
- Facts and figures
- Letter combinations and words
- Times tables
- Math and Science processes
- Peoples names
- How people look
- Gets lost easily
- Confuses left and right
- Doesn't like analogue clocks
Direction
Intelligence
- Of average or above average intelligence
- May be highly intelligent or gifted in certain areas
- Slower to complete reading and writing tasks
- Slower to learn systems and processes
- Requires more time to complete tests and exams
Speed
Planning
Visual Processing
- Loses track of time
- Is too messy or really neat
- Difficulty organising work
- Words misbehave on the page
- Finds black text on white paper hard to read
- Experiences eye strain and headaches
- Slow to copy notes and read accurately
For free dyslexia resources www.dyslexiadaily.com
www.thetenminutetutor.com


PHONOLOGICAL PROCESSING
AUDITORY PROCESSING
EXECUTIVE DYSFUNCTION
My plan
VISUAL PROCESSING
MEMORY
DyslexiaDaily
5 + 1 MODEL
PROCESSING SPEED
For free dyslexia resources www.dyslexiadaily.com

Dyslexia
Writing
difficulty getting ideas on paper
organisational problems
can't find the right word
Spatial/ Temporal
difficulties with telling the time
left/right confusion
gets lost easily
Memory
sequences
phone numbers
alphabet
times tables
dates
Motor Control
co-ordination problems
handwriting difficulties
difficulty copying
Reading
losing place in text
moving or overlapping text
needing to re-read
Spelling
similar sounds cause confusion
difficulty 'hearing' sounds
can't remember what words look like
Listening
problems note taking
find background noise distracting
tes resources

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 overlearning and revision.	Dyslexia Action
	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

		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
	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	Crick

		access documents online anywhere.	

		individualised with own word lists. New version has new games and a 'Letters and Sounds' detailed phonics course.	
Accessing the Curriculum	Communicate in Print 2 4 years+	Support literacy development through enabling pupils to make books, posters, workbooks etc . Fully speech supported. All Widgit Rebus symbols included.	Widgit
Memory	Memory Booster 4-11 years+	Memory training, teaches flexible memory strategies to develop learning and thinking skills.	Lucid
Improving phonic skills	Lexia KS2-4	Tailored literacy exercises and in-depth assessment . Can be individualised.	In UK through Dyslexic.com
Recording and presenting information	Inspiration v.7.5 10 years to Adult	Visual learning software that helps to develop ideas and organise thinking. Can be used in all curriculum subjects for mind mapping, planning, and organising.	Inspiration
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, shortterm 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

Appendix 7

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 area 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