



Children and Community

DYSLEXIA SUPPORT PACK (Revised)

2010

Dyslexia in 2010

“Consider dyslexia as a dimension rather than a clear cut diagnostic category.....”

“Dyslexia can be seen as a behavioural outcome when risk factors accumulate towards a threshold.....”

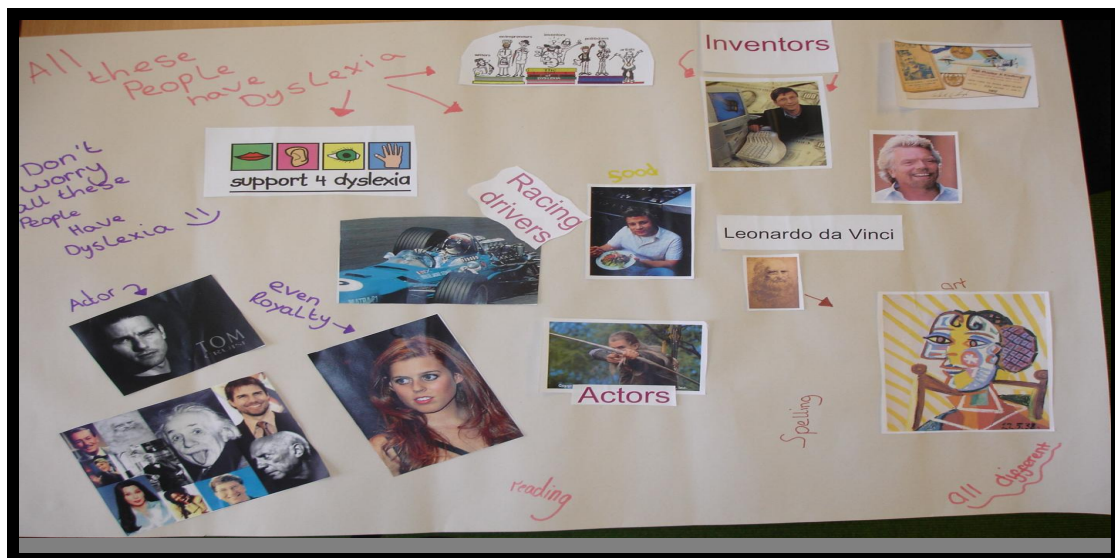
“Becoming literate is a complex task drawing on many aspects of development, attitude and experience.....”

“Phonological awareness difficulty is the most common factor in dyslexia.....”

“Dyslexia is on a wider continuum of language difficulty.....”

“Dyslexia friendly teaching is good for all pupils.....”

“The more children are empowered to deal with their dyslexia, the more effectively they will learn.....”



Famous Dyslexics Poster: Prestwick Cluster P7 Dyslexia Transition Group 2008

South Ayrshire Dyslexia Support Pack : Contents

	Page numbers
1. Introduction	4
2. South Ayrshire Dyslexia Strategy	5
• Aims	6
• Background	6
• Definitions of Dyslexia	7
• Key principles of good practice	9
• Roles and Responsibilities in Primary Schools	10
• Roles and Responsibilities in Secondary Schools	12
• Role of Psychological Service	15
3. Identification and Assessment	18
• Guidance on Identification and Assessment	19
• Assessment tools	22
• Dyslexia Identification Checklists	24
4. Making Appropriate Provision	28
• Identification and Strategies for Early Years	29
• Strategies for Primary Schools	38
• Strategies for Secondary Schools	47
• Dyslexia at Transition	87
• ICT Support	105
5. Whole School Approaches	108
• Dyslexia Friendly Schools	109
• The Dyslexia Friendly Classroom	119
6. Parent Partnership	125
7. Glossary of Terms	128
8. Appendix 1: Resources for Teachers, Parents and Pupils	132
9. Appendix 2: Assessment toolkit	155
10. Appendix 3: Sample school policy documents	195

1. Introduction

In May 2005 South Ayrshire Council's Dyslexia Information Pack was launched formally by the remarkable Scottish "guru" of Dyslexia – Gavin Reid. The main purpose of the pack was to ensure that there was clear evidence in every school in South Ayrshire that Dyslexia was firmly on the Additional Support for Learning map. The focus was very much on a whole school approach with clearly delineated responsibilities for every member of the learning community.

Since 2005, there has been considerable transformation in Scotland in regard to Dyslexia. The partnership of Dyslexia Scotland with the Scottish Government, the supportive HMIE Report of October 2008, the work on Primary 7 transition from Moray House, Moira Thomson's excellent support materials freely available on line, and the Dyslexia Assessment Toolkit, developed under Margaret Crombie's guidance, and launched in June 2010. A great deal has happened also in relation both to Additional Support Needs, and the emphasis from Curriculum for Excellence to place all children and young people firmly at the centre of their own learning.

The 2010 version has become a Dyslexia Support Pack, largely as information is so readily available elsewhere, with the focus on facilitating access to good practice and resources for all involved with the learning of those who struggle with literacy. Hopefully this will be an interactive resource available through GLOW with content updated as newer and different ideas and perspectives become available.

Much of the original 2005 material has stood the test of time, and thanks are due to all those who contributed to that originally. In addition, thanks are due to all who managed to find time to contribute to this new version.

Margaret Crankshaw
South Ayrshire Psychological Service



Children and Community

Dyslexia Support Pack 2010

Section 2 : South Ayrshire Dyslexia Strategy

- Aims
- Background
- Definitions of Dyslexia
- Key principles of good practice
- Roles and Responsibilities in Primary Schools
- Roles and Responsibilities in Secondary Schools
- Role of Psychological Service

2. South Ayrshire Council Dyslexia Strategy

i. Aims:

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

ii. Background

In 1999 South Ayrshire Council published its *Policy on Promoting Inclusive Education* which stated as one of its key principles that the Council 'believes that every child and young person has a fundamental right to education and an entitlement to opportunities to enable each individual to achieve success'. Since then, there has been significant legislative and policy change nationally which is relevant to good practice in meeting the needs of pupils with additional support needs. The needs of pupils who are on the continuum of Dyslexia should be addressed within this context:

- 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.
- *The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002* places a duty on education authorities to prepare a strategy to increase, over time, the physical accessibility of the school environment and the accessibility of the curriculum for pupils and prospective pupils with disabilities.
- *The Education (Additional Support for Learning) (Scotland) Act 2004*, and the 2010 revision, introduced a new framework for supporting children and young people in education. A key clause of the Act (4(1)) distinguishes it clearly from previous legislation relating to special educational needs. The education authority has a duty to give the necessary additional support to every individual child or young person who needs it to benefit from education. It also has to take appropriate steps to identify children and young people with additional support needs and to review their continuing needs and the adequacy of steps taken to meet them.

- Curriculum for Excellence places a strong focus on literacy and numeracy throughout the curriculum. “All children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning.”

Curriculum for Excellence 2009

- HMIE’s 2008 report “*Education for Learners with Dyslexia*” gave a clear direction to Scottish Local Authorities that regardless of continuing issues around the definition and scope of Dyslexia, there is an expectation of acceptance and development of good practice. The report states that :

“Dyslexia is now seen widely as part of a continuum of need that relates to approaches to developing language and literacy skills. It does not always come unaccompanied. Learners often face a range of other challenges to various degrees of severity.....as with a range of other additional support needs, the key is to assess accurately the communication difficulties being experienced and to find what works for each learner”

Education for Learners with Dyslexia (HMIE 2008)

Good practice identified includes effective learning and teaching strategies such as metacognitive approaches, reciprocal teaching, addressing preferred learning styles, scaffolding and synthetic phonics. Adequate access to relevant ICT resources, effective early identification and intervention, positive partnership with parents, development of dyslexia friendly schools and specific transition programmes at P7 are all identified as key areas.

iii. Definitions of Dyslexia

South Ayrshire, along with most Scottish Local Authorities, adopted the British Psychological Society’s definition of Dyslexia as a workable and inclusive guideline:

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching”

British Psychological Society, Division of Education and Child Psychology Working Party Report 1999

In addition, the following working definition of dyslexia was developed in 2009 by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament. This is one of many definitions available. The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for educational practitioners, pupils, parents/carers and others. This definition does not have any statutory basis:

“Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability
- motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.”

<http://www.scotland.gov.uk/Topics/Education/Schools/Welfare/ASL/dyslexia>

As Dyslexia represents a continuum, children and young people with Dyslexia may differ markedly from each other:

- in their educational experience
- in their levels of attainment
- in the extent to which there are barriers to learning
- in experiencing additional co-existing additional support needs
- in their response to intervention
- in their views on support strategies
- in the impact on their self awareness and self esteem

It is essential to acknowledge these differences and to avoid a “one size fits all” approach.

iv. Key principles on which good practice is based:

- the early identification of children at risk of developing literacy delay or difficulty, and the implementation of appropriate intervention
- an accurate description of the child's difficulties through a variety of assessment strategies
- equality of access to the curriculum through appropriate individual planning and differentiation
- recognition and encouragement of the effective role which parents may play in partnership with schools
- full involvement of young people in discussion of their additional support needs and progress
- embedded peer awareness and support

Identification, assessment, intervention and evaluation should be set clearly in the context of South Ayrshire's Staged Intervention model of Pupil Support. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.

Making appropriate provision is a whole school responsibility and each school should make it clear in its policies how it will meet the needs of children and young people with Dyslexia. This process may be enhanced and acknowledged through South Ayrshire's Dyslexia Friendly School Self Evaluation process.

"In our society, the association between bad spelling and stupidity is so strong that it is almost taken for granted. A misspelled public notice is a trigger for laughter and derision.... it is a common place for jokes and cartoons to be based on that association....it is no surprise then if we find that those who have poor literacy skills also have more widespread feeling of intellectual and social limitation....."

v. Roles and Responsibilities in Primary Schools

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 Pupil Support teacher or Pupil Support Coordinator if there is a concern
- support parents in understanding the nature of the concern
- if necessary, implement short term initial supports 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 Pupil Support Coordinator where problems are prolonged, resistant to intervention, or associated with behavioural changes
- contribute to the pupil's individual support plan where appropriate, and monitor the effectiveness of strategies
- be aware of the child's views

Support Assistants 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 pupil support teachers over resources and strategies
- have access to CPD in developing their own complex skills in intervention, ICT and assessment support

Pupil Support 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
- liaise closely with the school Pupil Support Coordinator
- support the class teacher where necessary with a range of appropriate identification and intervention strategies and guidance on resources
- assist with preparation of individual plans
- support class teachers with differentiation of the curriculum and implementation of support strategies
- support pupils as individuals and in small groups, as considered appropriate by the Pupil Support Coordinator and in line with staged intervention processes

- contribute to whole school awareness and support of dyslexic pupils, including Dyslexia Friendly School developments

School Pupil Support Coordinators 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 and practice on dyslexia
- ensure procedures are in place for early identification of literacy difficulties or delay
- work jointly with class teachers to identify the nature of the child's difficulty and his/her areas of strength
- monitor pupils' progress through the Staged Intervention system
- monitor and support class intervention strategies
- where necessary in complex situations, be responsible for the preparation (in collaboration with the Class Teacher and parents), of an individual plan with specific targets and identified support strategies, and for monitoring its implementation
- access and coordinate input from other professions (e.g. Speech and Language Therapy, Occupational Therapy, Psychological Service) where appropriate
- ensure that parents have access to information on the child's progress and are enabled to support the child effectively
- ensure staff are given appropriate CPD opportunities and are aware of current developments in Dyslexia.

Dyslexics, it could be argued, represent an even greater challenge to people and society in general due to the hidden nature of their disability. No one would dream of becoming impatient with the visually impaired person who took slightly longer to read text on a screen. Physical adaptations appear much easier to perceive and understand than the need to make allowances for differences in the way dyslexic brains manage certain tasks.

vi. Roles and Responsibilities in the Secondary School

(see Section 4 : Strategies for Secondary Schools for subject specialist information)

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
- have awareness of the range and diversity of learning preferences and styles of all pupils
- be aware of the strengths and weaknesses (including literacy skills level) of identified dyslexic pupils and make provision accordingly
- have understanding of the relationship between dyslexia and underachievement
- have understanding of common emotional and behavioural responses to dyslexia
- provide opportunities to listen to pupils' perceptions
- consult with the school's Pupil Support specialist or Pupil Support Coordinator if there is concern or lack of information
- if necessary, implement within the everyday curriculum and class context, supports via a differentiated programme of work and teaching / learning strategies
- help to provide a positive collaborative classroom environment when pupil support staff are involved in classroom support
- contribute to a profile of the child's progress
- contribute to the pupil's individual plan and monitor the effectiveness of identified strategies, including ICT
- provide access to alternative or additional assessment arrangements where appropriate

Support Assistants 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 pupil support teachers over resources and strategies
- have access to CPD in developing their own complex skills in intervention, ICT and assessment support

Pupil Support 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
- have access to Primary transition documentation
- liaise closely with the Principal Teacher of Pupil Support and Pupil Support Coordinator
- support classroom teachers in a consultancy role where necessary, with a range of appropriate identification and intervention strategies, including cooperative teaching
- assist with preparation of individual support plans in complex situations
- support classroom teachers in differentiating the curriculum and implementing of support strategies and resources
- support pupils as individuals, in small groups, or within the classroom as considered appropriate by the Pupil Support Coordinator and in line with staged intervention processes
- contribute to whole school awareness and support of dyslexic pupils, including dyslexia friendly school developments and staff development
- liaise as necessary with a range of other professionals e.g. educational psychologist, speech and language therapist

Principal Teachers of Pupil Support should

- liaise closely with appropriate staff of primary schools at the P7/S1 transitional stage
- support additional transition experience
- keep subject teachers and support assistants informed of pupils' current needs either informally or through the pupil's individual support plan
- help all staff and pupils be aware of the diverse nature of dyslexia, and the range of appropriate support strategies available, including relevant technology
- assist pupils to access information about dyslexia and celebrate success
- liaise closely with Guidance staff and parents over support and curricular issues
- identify appropriate alternative examination arrangements in collaboration with teaching staff and pupils, and ensure pupils have appropriate experience e.g. with scribing and ICT.
- involve parents and pupils regularly in review and planning procedures
- liaise with the school's Educational Psychologist, Careers Service, and other agencies where appropriate

School Pupil Support Co-ordinators should

- have responsibility for implementing both the school's policy on dyslexia, and local and national guidelines
- ensure all school staff have access to and are aware of the school's policy and practice on dyslexia
- ensure that all parents have access to and are aware of the school's policy and practice on dyslexia
- ensure procedures are in place for identification of literacy difficulties through the school's literacy strategy
- access and coordinate input from other professions (e.g. Speech and Language Therapy, Occupational Therapy, Psychological Service) where appropriate
- ensure that parents have access to information on the child's or young person's progress and are enabled to support the child effectively
- ensure staff are given appropriate CPD opportunities and are aware of current developments in Dyslexia.
- ensure that resources in the school, including staffing, are distributed appropriately
- monitor pupils' progress through the Staged Intervention system in collaboration with the Principal Teacher, Pupil Support
- monitor and evaluate the school's provision for pupils with Dyslexia, and collaborate in leading whole school support and training initiatives

Dyslexics' views of what effective teachers do to help:

- *are clear about what they expect us to do*
- *give us time to listen*
- *show us as well as tell us*
- *use pictures and structural materials*
- *are enthusiastic about their teaching*
- *let us ask questions; check that we are doing it right*
- *help us – with a smile – when we get stuck*
- *are patient with our mistakes*
- *do not shout*
- *create a peaceful environment in the classroom*
- *accept and encourage work to be presented in different forms*

vii. Role of Psychological Service

South Ayrshire Psychological Service allocates time to all schools and clusters. Delivery of core services includes:

- Consultation
- Assessment
- Intervention
- Training
- Research and Evaluation

These strands are offered at three levels of intervention:

- The individual or family
- School level
- Local Authority

Educational Psychologists can work at local authority, school and cluster level:

- To give additional advice about dyslexia to children, young persons and their parents where that is appropriate
- To support the development of effective school based identification, assessment, intervention and monitoring procedures for all children at risk of literacy failure
- To provide background knowledge of theory and practice to improve awareness, and support identification and intervention
- To support the development of Dyslexia Friendly Schools
- To work collaboratively with school staff, parents and pupils in relation to assessment, planning and intervention for pupils with the most complex and persistent dyslexic difficulties

Consultation

Consultation is one of the five strands of service offered by the Psychological Service. It is considered the most efficient way of delivering psychological theory and knowledge to the users of the service. Given the number of children and young people referred to the service by schools and the limited time available for an educational psychologist in each school, consultation is seen as a way of having the most effective impact. It involves the educational psychologist spending time with the key people who are most often involved with the referred child or young person. This may be the class teacher or school pupil support coordinator or it may be the parent or pupil support assistant.

Assessment

“In their practice, educational psychologists have moved away from a medical model, which perceived the problem to be inherent in the child, thereby requiring assessment, diagnosis and treatment towards a model which perceives difficulties to arise from the interaction of children with their environment, curriculum, teachers and peers. The solution therefore lies not so much in treating the child as in adjusting the environment...in such a way as to remove any obstacles...”
(Review of Provision of Educational Psychology Services in Scotland 2002)

The school's educational psychologist may be involved in the continuing cycle of assessment and intervention which operates throughout the Staged Intervention process, by negotiation with the school's Pupil Support Coordinator. However use of Psychological Service's limited allocated time to schools may be most appropriate for those few pupils whose difficulties are particularly persistent despite appropriate school based assessment and intervention. The nature of the psychologist's role will vary in relation to school context and individual requirements, but central to any assessment is the understanding that ***dyslexia represents a continuum of need reflecting different levels and patterns of difficulty, and that the impact of learning styles, pupils' perspectives, associated learning difficulties and educational experience is acknowledged.***

Assessment of individual patterns of difficulty involving the Authority educational psychologist should be:

- *Collaborative* – using existing information from pupil records, profiles and literacy screening. In addition the views of pupil and parents, class teacher, support staff and other partner agencies (such as Speech and Language Therapists) will inform any contribution to effective formative assessment.
- *Contextual* - considering what actually happens in the learning environment
- *Holistic* - including information on social, emotional and behavioural aspects, not solely literacy skills
- *Interactive* - evaluating the reciprocal effects of different factors e.g. phonological weakness, classroom organisation, pupil's self esteem and the perspectives of pupils and parents.

Assessment information should primarily be used to inform and evaluate intervention strategies.

How does an Educational Psychologist become involved?

The school, parent or carer, or other professional can request involvement. Educational psychologists become involved with those youngsters who have the *most* significant and complex difficulties, which affect their learning and development.

If there are significant and continuing concerns about a child or young person's progress in literacy and other related dyslexic indicators, school staff will have discussed these with parents. They will also have drawn up an individual plan. This will identify targets the school is working on with the child. It also summarises what the school, any other professionals who might be involved, the family and child are going to do to work towards achieving these targets. The school's pupil support co-ordinator monitors the plan together with the class teacher.

Once the plan is in place, if there are still concerns about the child's progress, the pupil support coordinator may decide to ask for advice from the school's link educational psychologist. Parental agreement is essential at this stage.

The Educational Psychologist will usually then have a **consultation meeting** with school and parents, to consider existing supports and resources, and to agree next steps.

Consultation may result in a range of actions:

- Building on and developing any approach that has already led to some progress.
- Planning and trying out different approaches.
- Gathering more information to get a better idea of the nature of the problem.
- Asking for advice from other professionals
- Deciding that a more detailed assessment by the educational psychologist would be helpful.

Whatever the outcome of the discussion, the school will keep records of any action planned to help the child and the educational psychologist will send a consultation record to the school and parents.

What happens next?

This depends on the plan of action agreed with teachers and parents after the educational psychologist's involvement. Responsibility for helping the child or young person remains with the school. His or her progress will continue to be monitored and reviewed after a reasonable period of time by the school.

If the child or young person is making good progress, and everyone agrees that the educational psychologist doesn't need to be involved directly then the Psychological Service file may be closed.

If the school or family becomes concerned about the child or young person again in the future, then the psychologist can be involved again.

"The dominant paradigm is still one of "in person" weaknesses rather than one which shows quite clearly that it is the specific values which are attached to particular concepts and standards of literacy which largely shape the way in which dyslexia is perceived and experienced"

Children and Community

Dyslexia Support Pack 2010

Section 3 : Identification and Assessment

- Guidance on Identification and Assessment
- Assessment tools
- Dyslexia Identification Checklists

3. Identification and Assessment

“Difficulties in literacy development can be seen as a function of the interaction between within-child and environmental factors. It therefore follows that there must be an assessment of both the student’s characteristics and the classroom environment”

Gavin Reid 2005

i. Guidance on Identification and Assessment

The concept of Dyslexia represents a **continuum of difficulty** from very mild, to severe and persistent, and within the continuum there are many different patterns of difficulty and learning experiences. **All dyslexic pupils are individuals.**

Differences of opinion exist as to how far along the continuum a child has to be before they are “diagnosed” as dyslexic. Increasingly, good practice has moved away from a medical diagnosis model towards an assessment approach which focuses on strengths and weaknesses of a child or young person. It is helpful to focus on the barriers to learning that exist, however mild, and to ensure that they are recognised and addressed as early as possible through a staged intervention approach.

This focus is demonstrated clearly in the Dyslexia Assessment Toolkit pioneered with the support of Dyslexia Scotland and the Scottish Government (June 2010). The web-based toolkit for all early years workers and teachers can be used to support and advise the assessment of literacy difficulties and dyslexia :

“Identification of dyslexia in young children must start by considering literacy and emergent literacy in the early years. It is by considering children’s responses to the changes we make to meet their literacy needs that we will know whether their difficulties are dyslexic in nature or not. This resource therefore is for all who work with children in a professional educational setting, and seeks to reassure that dyslexia is not a mystical or mythical problem that only specialist highly trained individuals can deal with. Everyone has the skills and abilities to recognise early signs of dyslexia in children at all stages, and take appropriate action in response.”

<http://www.frameworkforinclusion.org/AssessingDyslexia>

Assessment is therefore a **complex** and **dynamic process** focussing on the learning needs and preferences of the child, in the context of the learning and teaching environment. (See also *Section 2 : vii Role of Psychological Service*)

When a pupil is identified as presenting a significantly dyslexic profile, usually by the class teacher (see Identification checklists), an informal cyclical process of assessment, intervention and evaluation should be introduced within the **staged intervention** system, as with any other additional support needs.

Assessment should be ongoing, and ideally should include:

- A balance between **in-child factors** and **environmental factors**
- Assessing individual **learning styles**
- Assessing the learning **environment**
- Assessment of learner **perspectives**
- Access to **parents’ and carers’** perspectives
- Access to the views of relevant **professionals**, including health professionals.

The school **Pupil Support Coordinator**, the **Class Teacher**, and **Pupil Support** teachers will have key roles in co-ordinating assessment information, which will in turn determine the level and nature of intervention within the school’s staged intervention system. Additional advice may also be sought from **Psychological Service** in relation to establishing effective literacy monitoring, or where there are individual complex and persistent difficulties.

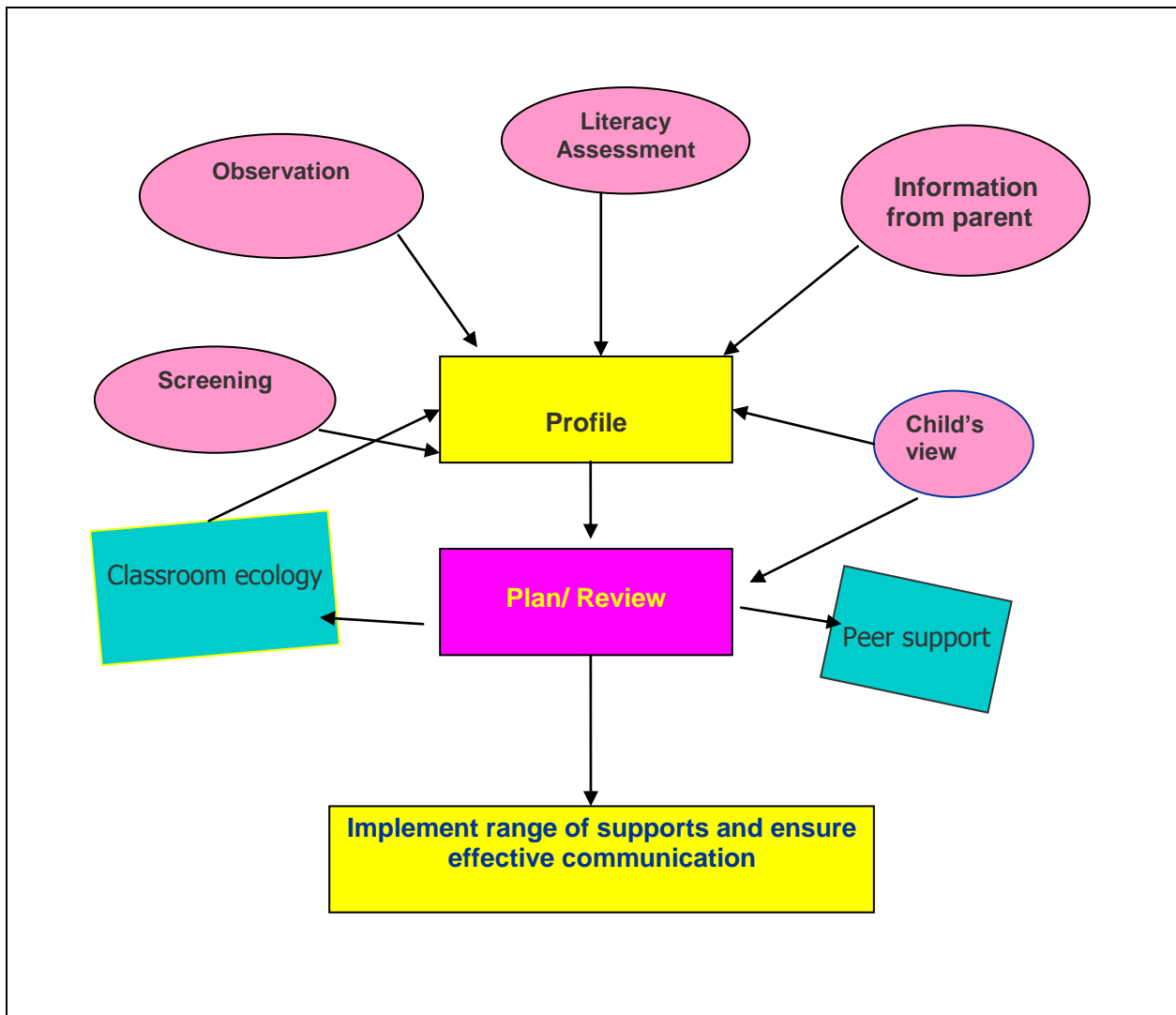
Assessment information is only useful if it advises and supports effective teaching and learning. Assessment may include **whole class screening results** as well as **early years individual screening**, (e.g. PIPS) especially of the **critical skill** of **phonological awareness**. Assessment may also include tests and “check ups” which are an integral part of **curricular** or **teacher resources** (e.g. Codecracker, Phonological Awareness Training, Toe by Toe). Central to any assessment will be a detailed check of literacy skills, the views of the child, parents, class teacher(s), and information on the child’s **early development, educational history, and learning style**. Sample diagnostic assessments can be found in **Section 9 : Appendix 2** which can be copied and used freely, and adapted as necessary.

It is essential that assessment information is collated for each child in a profile of skills which can be updated regularly and form the basis for planning and intervention. It is helpful for children with literacy difficulties and associated poor motivation and low self esteem to see concrete evidence of meaningful progress however small– to show that they can do it.

‘I was given a scrap of A4 lined paper with my condition on it and I kept it with me everywhere because it helped me believe I wasn’t stupid. It was worth more to me than anything else in the world’

(female university student aged19)

Model of Assessment and Intervention Process



ii. Assessment Tools

To identify strengths and weaknesses in literacy skills, a **selection** of the following information may be useful in creating a detailed profile over a period of time, depending on the age, stage and level of difficulty which the pupil experiences. Readily available information can be combined with more specialised standardised tests to highlight the child's strengths and weaknesses and inform intervention strategies:

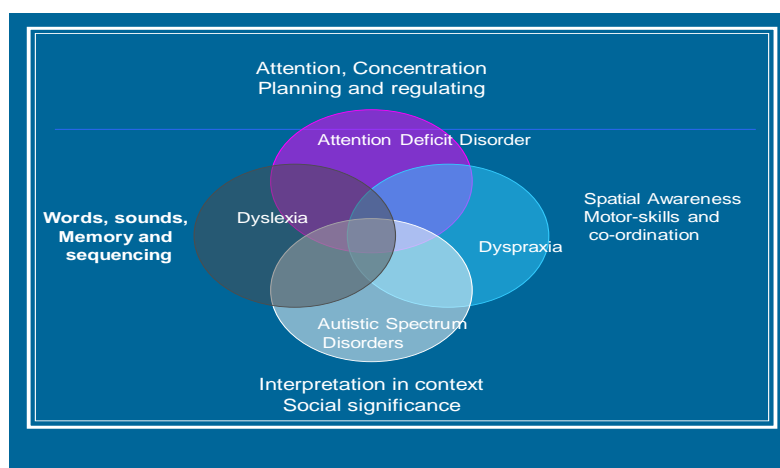
- Basic phonological skills
- Ability to articulate sounds
- Awareness of letter – sound correspondence
- Phonological Awareness
- Phonics check
- Standardised word reading test
- Standardised non –word reading test
- Miscue analysis of text
- Reading accuracy
- Reading comprehension
- Reading speed

- Analysis of spelling errors
- Standardised spelling test
- Naming /word labelling skills
- Visual discrimination
- Visual memory
- Copying skills
- Writing samples
- Sequencing – days, months, tables
- Attitudes to literacy
- Self esteem checklist
- Attribution checklist

Assessment profiles collating as wide a range of information as possible - including that from parents and other professionals such as Speech and Language Therapists- should be used as a basis for **planning and intervention**, and should be included with staged intervention paperwork. It may be helpful to include information on **motivation, attention, levels of cooperation, and other aspects of learning behaviour**. Low motivation, limited concentration, withdrawn or acting out behaviour can be both a result or a cause of dyslexic problems.

Above all, it is essential to access **the views of the child or young person** about their difficulties and their learning preferences - which should be central to the planning process.

There is very often overlap between features of dyslexia and other specific learning difficulties – especially with coordination, and language and communication disorders. Many children have mild features of several disorders. It is essential in the short term to address any barriers to learning positively rather than wait for this complex set of difficulties to be diagnosed.



See Appendix 2 in this pack on **SAC Assessment Toolkit** and Appendix 1 **Assessment Resources** as well as <http://www.frameworkforinclusion.org/AssessingDyslexia>

Further information

For information on assessment arrangements in **SQA examinations** go to www.sqa.org.uk
 For information on **Digital exams** go to www.callcentrescotland.org.uk. Digital examinations are becoming widely used for examination candidates with Dyslexia and other Additional Support Needs

In summary, in South Ayrshire Council dyslexia assessment should include :

- The assumption that dyslexia is a broad continuum with highly variable presentation
- A clear evidence base in the form of a literacy profile
- Early identification and intervention using basic checklists and class teacher 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

iii. Dyslexia Identification Checklists : how to use them

Identification checklists can be useful as a starting point of the process of identifying and assessing dyslexia as part of an ongoing process, and can be a guide to further action:

Concern → **Staged intervention** → **Checklist** →

Cycle of
informal
assessment
and
intervention

	Loses place in text	
	Can't match 3 letter words visually	
Phonological awareness	Finds it hard to clap simple rhythm	
	Hard to say which sound starts a word, or finishes it	
	Can't count syllables	
	Can't hear or generate rhymes	
Phonics	Delay with linking sounds and letters which persists, despite intervention	
	Doesn't use decoding strategies	
Writing	Avoids pencil work	
	Difficulty writing name	
	Writes from right to left	
	Reverses most letters and numbers and persists P2/3	
	Difficulty copying or matching letters and shapes	
	Stuck at underwriting stage P2/3	
Language	Delayed language development	
	Poor speech articulation	
	Muddles sentences or syllables	
Number	Finds sequences hard e.g. counting backwards	
	Vague about time e.g. before and after	
Motor	Delay in hopping, skipping, throwing, catching, shoe laces	
	Awkward pencil grip	
	Struggles with mazes or dot to dot	
Learning	Relies on others for cues	
	Uses diversionary tactics	
	Appears confused	
Affective	Gets upset or agitated readily	
	Reluctant to come to school	
	Quiet, withdrawn and avoids reading and written work	

Where over 50% of boxes are ticked, this is likely to indicate children with significant dyslexic difficulties, if alternative explanations have been ruled out

		/30
Upper Primary Dyslexia Checklist	Name : D.O.B.: Date :	Completed by
	Observed Difficulty in relation to age and stage	Tick Box
Reading	Avoids reading whenever possible	
	Reading is slow and hesitant with familiar text	

	Misses or repeats words or lines	
	Confuses similar words e.g. won –now; why – who; of -- for	
	Often inserts alternative words which mean the same	
	Poor visual tracking	
	Complains of blurring, glare, or “jumping about” of text	
Spelling	Struggles with alphabetic order	
	Bizarre spelling (not as word sounds)	
	Spelling at CVC level only e.g. dog, pet, sad	
	Syllables are reversed or omitted	
	Learns homework spelling but does not retain words learned	
Writing	Copying is slow and inaccurate	
	Some letters or numbers are reversed	
	Writing is untidy and words poorly spaced	
	Writing is very tiny	
	Small and tall letters are the same size	
	Upper / lower case confusion	
Language	Finds it difficult to repeat complex words	
	Forgets names of things	
	Has speech articulation difficulty	
	Planning and recalling content of oral presentation is difficult	
Learning	Finds it difficult to transfer skills	
	Makes unusual connections	
	Confuses left and right	
	Difficulties organising and planning work	
	Is more motivated when learning is not text based	
	Copies others’ work	
Maths	Struggles with tables or adds to get 4x3	
	Struggles with mathematical language	
Time	Forgets the days of the week; what day comes after...; what day comes before.....	
	Confuses yesterday, tomorrow, last week, next week	
	Has difficulty telling the time	
Affective	Low self esteem	
	Easily distracted, withdrawn, or appears dreamy or lazy	
	Seeks inappropriate peer attention or uses avoidance activities	
	Is frustrated or embarrassed by difficulties	
Motor	Clumsy, awkward or uncoordinated	
	Poor spatial awareness	
	Confuses left and right	

Where over 50% of boxes are ticked, this is likely to indicate children with significant dyslexic difficulties, if alternative explanations have been ruled out

Secondary School Dyslexia Checklist	Name :	Completed /40
	D.O.B. Date:	
	Observed Difficulty	Tick Box
Reading	Poor reading : high level of guess work	
	Slow and painstaking reading	

	Avoids reading	
	Uncertain of alphabetical order	
	Needs to read passage several times to get sense	
	Finds difficulty following text	
	Limited stamina for fluent reading	
	Experiences distortion while reading	
Spelling	Bizarre spelling	
	Difficulty in using dictionary	
	Poor alphabetic awareness	
Language	Word finding / labelling difficulty	
	Difficulty pronouncing complex words	
	Finds spoonerisms difficult	
Writing	Reluctance to write	
	Difficulties planning written work	
	Poor page layout and presentation	
	Immature writing style compared with oral performance	
	Inaccurate proof reading	
Maths	Forgets rules and formulae	
	Uncertainty with tables	
	Confuses left and right	
Organising	Poor organisation of time on tasks	
	Has difficulty following complex instructions	
	Generally disorganised with materials, timetables etc	
	Struggles with information sequences	
Behaviour	Uncertain of place in "pecking order" within class	
	High anxiety especially over exams	
	High level of acting out behaviour	
	Appears dreamy or lazy	
	Sensitive about accepting help -embarrassed	
	Repertoire of avoidance strategies when reading and writing	
	Truancy / school refusal	
	High dependency on adults	
	Low self esteem	
	Marked difference between performance and apparent (higher) ability	
Learning Style	Uses idiosyncratic learning strategies	
	Needs a high level of repetition to learn	
	May need additional visual cues	
	Lacks persistence without support	

Where over 50% of boxes are ticked, this is likely to indicate children with significant dyslexic difficulties, if alternative explanations have been ruled out

Children and Community

Dyslexia Support Pack 2010

Section 4 : Making Appropriate Provision

- Identification and Strategies for Early Years
- Strategies for Primary Schools
- Strategies for Secondary Schools
- Dyslexia at Transition
- ICT Support

4. Making Appropriate Provision

- i. Identification and Strategies for Early Years

What is phonological awareness and why is it important?

Phonological Awareness is the **ability to hear and differentiate between sounds in spoken language**. It does not deal with the representation of sounds in written symbols or letters. Phonological awareness is part of a normal process of language development, and is facilitated by early exposure to language, music, rhythm, rhyme and story. The core phonological awareness skills of listening, and awareness of syllables, rhyme and alliteration, will normally develop before the ability to associate sounds with letters. For most children this will be in place before starting school.

Phonological awareness skills at Early Years level are widely acknowledged to be an indicator of the future pace of literacy development. Where phonological awareness is delayed, then literacy skills will be much more difficult to learn, even for very able children. Phonological awareness skills are critical and need to be **taught** if they have not developed in relation to age and stage.

It has been estimated that around 60% of children later identified as dyslexic have early and ongoing difficulties with phonological awareness, so early screening and monitoring are important. Many research studies suggest that phonological awareness skills can be successfully encouraged through activities such as nursery rhymes, singing games, picture books with rhyme and alliteration, and clapping and drumming syllables. It appears to be an area of early development which is responsive and adaptable to appropriate intervention. Phonological Awareness -friendly activities can be incorporated informally through active learning into virtually every aspect of the Early Years curriculum, without targeting or isolating individual children.

“it can be observed that a common phenomenon amongst dyslexic learners is that they all display phonological processing problems which lead to their word recognition failures (Lovett et al, 1994; Sawyer, 2006). Snowling (1998) also explains that dyslexia manifests itself in different cultures, languages and school systems, and this supports the argument that the reading difficulties of dyslexic learners stem from their phonological processing problems. This also suggests that children who are delayed in their phonological development are at risk of dyslexia (Snowling, 1998).

The wealth of evidence suggesting a causal link between phonological awareness and effective reading justifies the numerous interventions concerned with how phonological skills can be improved”

Literature Review of Current Approaches to the Provision of Education for Children with Dyslexia

The SCRE Centre, University of Glasgow, 2005

“Over a third of authorities identified early intervention schemes in pre-school provision as a means of ensuring that concerns about children’s development would be addressed at an early stage. The best of these schemes focused on developing foundations of literacy and building

children's language skills and self-confidence. Teachers in these centres used a range of teaching approaches, focusing on integrating language and the visual and motor components of reading, spelling and writing. Almost all nursery teachers felt that a multi-sensory learning and teaching approach focusing on phonological awareness was most effective in developing children's pre-literacy skills"

Education for learners with Dyslexia, HMIE 2008

Games and Activities for "embedding" phonological awareness:

- First consonant games - with children's names, famous people, food items etc. How many words start with "S"
- I Spy-initial sound identification (letter names can be used later)
- I Went to Market-alliteration- production of words beginning with the target sound
- Odd-One-Out-listening and discrimination of rhyming words, first or last letter, or vowel similarity (ring, fish, dish; cap, rat, cot; pin, book, man; man, rag, pit;) pictures/alphabet/sounds/words
- Rhyme games e.g. spot the mistake "Little Jack Horner sat in the chair"
- Odd-One-Out and Which-Words-Rhyme?
- Tongue twisters
- Alliterative alphabet books - "Angry Allan, Boring Brian" etc
- Feely bags with objects all starting with the same sound
- Say the syllables/onset-rime/each sound separately-use a robot type voice

Phonological Awareness delay is often associated with early speech and language delay or disorder, and associated difficulties "cueing in". For some pupils extra practice is needed in conversation and social communication skills. Invaluable help and advice is often available from Speech and Language Therapists who have a wide range of expertise in this area.

- Toys and puppets are useful aids
- Encourage good listening
- Directed play of all kinds-shops, home corner or dolls' house play
- Interactive computer programmes
- Board Games
- Be prepared to wait. Don't answer for the child
- Encourage the child to talk to different adults in school
- Group the child with skilled conversationalists!
- Encourage the pupil to look straight at the speaker. Simple cues can be developed for routines e.g. hand movements
- Games such as Simon Says

A programme to encourage phonological awareness skills in early years provision has been in place in South Ayrshire since 2005. The focus has been on:

- staff professional development and resources

- early literacy screening

The following excerpts are from SAC “Having Fun with Language”

“Phonological awareness can be developed through stories, rhymes, songs, riddles, jokes, language games and environmental print. Through these activities children come to identify the sounds in spoken language and this is known as **phonological awareness**. Young children appear to be sensitive to words, syllables, onset and rime, with sensitivity to phonemes within words developing later.

Phonological awareness tasks include activities for identifying, analysing and synthesising language. This reflects that phonological awareness is a predictor of success in reading and in writing.

Literacy is one of the curricular areas of a Curriculum for Excellence and it acknowledges the centrality of language in learning. Children learn language, learn through language and learn about language. Activities to develop phonological awareness will meet the following Literacy and English experience and outcome from a Curriculum for Excellence:

‘I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.’

LIT 0 – 01a

Listening

LEARNING OUTCOME:

Children will be able to listen and respond to the rhythm of poems and songs

Early Auditory Discrimination – at an early level, auditory discrimination includes identifying and attending to sounds in the world around. Some children will require activities to help them to ‘tune in’ their ability to listen carefully.

Here are some suggestions of activities which may be used to support the development of these early listening skills:-

MATCHING ENVIRONMENTAL SOUNDS TO PICTURES – listening lotto. These games are commercially produced, or can be compiled by staff to reflect a particular area of interest.

MUSICAL INSTRUMENTS – match and identify the different sounds produced, make patterns for the children to copy / follow or identify high / low notes on piano / keyboard.

NAME THAT TUNE – using well-known tunes (without words) and see if the children can identify the story from the tune only

The following are suggested activities to support the development of listening skills:-

Responding to the rhythm and rhyme

Sing poems and songs encouraging a response by slapping, clapping, jumping, patting knees or stamping feet etc.

For example:

Georgie-Porgie pudding and pie	<i>Clap</i>
See saw Margery Daw	<i>Rock gently</i>
Bye Baby Bunting	<i>Rock gently</i>
Tom Tom the Piper’s son	<i>March</i>
Grand old Duke of York	<i>March</i>
Baa, baa black sheep	<i>March</i>

“Sing” the beat

Sing songs with a beat such as Little Arabella Millar, saying/singing and clapping the rhythm.

Little Arabella Millar
 Found a creepy caterpillar
 First it crawled upon her mother
 Then upon her baby brother
 They said “Arabella Millar
 Take away that caterpillar”

Syllables

LEARNING OUTCOME:

Children will be able to identify syllables in words

Tap your name

Tune: Hot cross buns

Sit in a ring with the adult holding a tambour (or other instrument). Pass a beanbag round as the song is sung. Invite the child holding the beanbag at the end of the song to come and help you tap out the syllables of his/her name e.g. Lau/ra. Repeat.

This game can be played with different instruments and changing the words appropriately. When the children are very familiar with the game, being to point out similarities and differences, e.g. Catherine, you needed three taps like Jonathan. Darren, you had two taps but Joe had one.

Tap your name
Tap your name
Pass the drum around the ring
And tap your name
Who will have the next go?
Can you play the game?
Pass the drum around the ring
And tap your name

Bippity, bippity, bumble bee, tell me what your name should be

Children stand in a ring. Adult says the rhyme pointing to a child. The child responds by saying his/her name in syllables. All the children repeat the name in syllables and clap it. The child then says the rhyme and points to another child.

When the children are familiar with this game it can be developed by the chosen child deciding how the name should be done, e.g. Slap it, clap it, whisper it, shout it.

Bippity, bippity, bumble bee
Tell me what your name should be

RHYME

LEARNING OUTCOME:

Children will be able to identify and generate rhyming words

She'll be coming round the Mountain

Sing and act out the song. When children are familiar with it, discuss the repetition of words. Discuss the words that are repeated.

Tune: She'll be coming round the mountain

There's a tiny caterpillar on a leaf, wiggle, wiggle
 He will eat the leaves around him 'til he's full, munch munch
 A cocoon is what he's spinning for his home, spin spin
 Then he'll be a butterfly and flap away, flap flap
 So that tiny caterpillar went like this
 Wiggle, wiggle, munch munch spin spin flap flap

Identifying Rhymes in Poems and Songs

Build up a repertoire of rhyming songs and poems. Repeat the process used for stories. Start off by modelling how to identify rhymes and how to talk about them.

Say the poems in a whisper. Say out loud.
 Say the poem in a whisper but say the rhymes out loud.
 Say the poem one line at a time but clap at the rhyme.

Use the voice to pause and allow predictions. Discuss predictions. Use the phrase: it rhymes. Here are a few to include.

Baa baa black sheep
 Ring a ring a Rosie
 Incy Wincy Spider
 Jack and Jill went up the hill
 Rain rain go away

This old man
 Twinkle twinkle little star
 The Grand Old Duke of York
 Jelly on a Plate
 Wee Willie Winkie

Changing rhymes

When the children are very familiar with a range of rhymes and songs then these can be used as a basis for games where the rhymes are altered. Read alternative versions such as *Nonsense Nursery Rhymes* by Richard Edwards and Chris Fisher. Draw attention to the differences between the "new" rhymes and the "old" rhymes. Praise the children when they do the same.

Alliteration

LEARNING OUTCOME:

Children will be able to recognise alliterative words

Alliteration using names – Silly names

Make up alliterative phrases based on the staff names. Make alliterative phrases for the children. You might want them to write them down and use for a book or a wall display. The children can add a drawing or painting of themselves.

Alliteration using phrases/sentences – Silly sentences

Do exactly the same as above but make up alliterative phrases e.g. Mrs Wilson washes wicked witches on Wednesdays. For the children e.g. Sarah says Santa saw six sausages.

Use these activities to draw attention to things which start with the same sound and things which do not e.g. Jon I like the way you said Jon likes to jump high. Does high start with the same sound as jump? Could we say Jon likes to jump jerkily or in the jungle?

We're all going to the zoo tomorrow

Tune: Daddy's taking us to the zoo tomorrow

Have a wonder bag containing animals starting with the same sound e.g. lion, leopard, lynx, lizard. Have a zoo layout on a piece of paper. Sing verse one and pass the bag around. When the song stops, invite the child holding it to pick an animal from the bag. Ask what the animal is. Ask what sound it starts with. Supply an alliterative phrase e.g. lazy lion, lively lizard, lolling leopard, licking lynx etc. Place the animal onto the zoo layout and sing verse two. Start the game again.

We're all going to the zoo tomorrow
 Zoo tomorrow, zoo tomorrow,
 We're all going to the zoo tomorrow,
 What will we see?
 We might see a lazy lion
 A lazy lion, a lazy lion
 We might see a lazy lion
 At the zoo

With grateful acknowledgement to Fiona McCormack, Sarah Pye and Janie Andrew, SAC Early Years Team

Further Early Years Strategies:

Alphabetic Awareness

- Alphabet scrapbook
- Alphabet bingo
- Learn the alphabet songs
- Wooden and magnetic letters activities

Visual Processing

- Focus on letter and word shapes. Draw round words. Use giant letters in the gym
- Kim's game is a useful looking task-encourage the child to name each item
- Finding pairs
- Sequencing pictures to make a story
- Dot to dot activities; mazes; jigsaws
- Computer software - colour and shape matching; whole picture processing etc
- Find the odd one out / What's missing?

Concepts of print strategies

- Does the child know the way that a book is organised – top/bottom, front/back
- Is the child aware that we read the printed marks, rather than the pictures?
- Does the child know that a book is read from left to right?
- What is a word? What is a letter? Where does a word start and finish? What does a word sound like? What does a word feel like? (sandpaper words)
-

Strategies to assist Speaking Skills:

Emergent dyslexia is often associated with early speech and language delay, and associated difficulties "cueing in". For some pupils extra practice is needed in conversation and social communication skills.

- Toys and puppets are useful aids
- Directed play of all kinds-shops, home corner or dolls' house play
- Interactive computer programmes
- Board Games
- Be prepared to wait. Don't answer for the child
- Encourage the child to talk to different adults in school
- Group the child with skilled conversationalists!
- Encourage the pupil to look straight at the speaker. Simple cues can be developed for routines e.g. hand movements
- Games such as Simon Says

Strategies to assist Listening and Remembering skills:

- Action songs and circle games
- Games such as Simon Says, Follow My Leader
- Listen to an instruction and then repeat it back or tell it to another person
- Learning to take turns
- Memory games encourage attention and concentration

Metacognition – being aware of how we learn

- From early stages children should be aware of how and why they are learning, and be able to assess their own progress
- Use metacognitive approaches to reading

Useful resources for working with younger children:

- “Feely bags”
- Lots of picture cards both large and small
- Pictures to arrange in sequence
- Pictures for short vowel words to include rhyming sets
- For speaking, listening and sound play-puppets and other toys
- Initial letter work-small toys and objects
- Sets of capital and lower-case letters for first learning and alphabet work-Alphabet Arc
- Different materials for tactile work-glitter/glue letters, plasticine, sandpaper, felt etc.
- Letter-sound correspondence cards-with and without picture cues
- Poems and stories in rhyme, alphabet books and illustrated books
- Jigsaw words
- Fine motor skills and manipulation can be improved using-spring clips and pegs, small assembly type toys and squeeze balls
- Different types of pens and pencils and pencil grips
- Variety of meaningful writing opportunities -making messages, greetings cards, postcards, labelling pictures, copying patterns



ii. Making Appropriate Provision : Strategies for Primary Schools

“Most authorities considered that the key features of effective learning and teaching for children and young people with dyslexia should be multi-sensory, well structured and interactive and that they should raise self-esteem and be relevant and meaningful. Pupils responded well to self-help strategies when these were offered, for example, voice-activated computer programs and mind mapping. Many pupils felt that these strategies encouraged independence.

The majority had adopted a range of approaches which reflected a shared understanding of the way young people learn. Learning and teaching approaches often comprised:

- *metacognitive approaches*
- *small group and one-to-one teaching*
- *reciprocal teaching*
- *scaffolding*
- *reading recovery*
- *synthetic phonics*
- *structured phonics programmes*
- *paired reading with peers*
- *paired reading with parents*
- *differentiation*
- *multi-sensory teaching*
- *preferred learning styles*
- *support for learning as an option choice at secondary school*
- *intensive support for early literacy.* “

Education for learners with dyslexia: HMIE 2008

It is easy for teachers to be overwhelmed with the vast amount of literature on supporting children with literacy difficulties. A selection of these appears on the following pages – not so that they are all used at any one time with an individual child (!), but so that good practice evolves, incorporating ideas into a teacher’s everyday “toolkit” of strategies for meeting the learning and emotional needs of all children.

Above all – never assume that the needs or views of two dyslexic children will be the same, and always be prepared to take on board the views and perspective of the pupil – even if they are expressed through difficult or withdrawn behaviour rather than stated explicitly and politely! Behaviour always carries a message.

General Strategies in the Primary classroom

Issues	Strategies
Learning Styles	Identify child’s effective learning style <ul style="list-style-type: none"> • individual / group

<p>Children with dyslexia will have a wide variety of learning styles - they may also demonstrate a combination of learning styles</p>	<ul style="list-style-type: none"> • Visual/ auditory/kinaesthetic • Holistic / “Chunking” • Active / passive • Persistent / unfocused <p>Visual learners benefit from mindmaps, diagrams, flowcharts, video, OHP, interactive white board, colour coding</p> <p>Auditory learners benefit from tape recording, discussion, self- talk, mnemonics</p> <p>Adapt curriculum where possible to help children learn in their preferred style.</p> <p><i>Automaticity</i> or <i>overlearning</i> will help learning progress for most learning styles</p>
<p>Thinking Skills</p> <p>Dyslexic learners may need support in learning to learn. Metacognitive strategies are valuable as they can help the learner become aware of how to learn - that is, the actual process of learning.</p>	<p>Teach metacognitive strategies:</p> <p style="text-align: center;">“What was easy? What was difficult? How did I learn that? What would make it easier?”</p>
<p>Short term working memory</p> <p>Working memory is the bank where we place words or pictures while processing them. In children with dyslexia this capacity can be impaired with the result that instructions or information given can often be forgotten before the child can act on them.</p>	<ul style="list-style-type: none"> • Use visual cues to help with recall- e.g. try to make an association that the child can relate to and use when trying to remember. • Sellotaped examples of maths processes on desk, pictorial timetables etc • Role-playing can help to ‘cement’ concepts to be learned. • Where possible use written/visual cues to support verbal instructions. Using individual whiteboards is useful as the child can keep the instructions. • Encourage the child to use visual images wherever possible to facilitate memorising. Using mnemonics can help with remembering how to spell words. • Play games which encourage using ‘linking’ strategies to improve memory, e.g. “I went shopping and bought...”, “The minister’s cat is acat” etc. • Use identified peer “elbow” partners for reassurance

<p><u>Self-Esteem and self awareness:</u> Perhaps the greatest input a school can provide for dyslexic pupils is supporting their special talents and avoiding giving them a feeling of inferiority and failure.</p> <p>Knowing that people have an understanding of their difficulties and an appreciation of their strengths (whatever they might be) motivates the children to do well.</p> <p>An effective teacher who understands how the child works and treats them with respect is probably the most important factor behind positive development and success</p>	<ul style="list-style-type: none"> • Give help and encouragement at all times Children with dyslexia can be perceptive and anxious to please and so very aware of how people are feeling towards them. Non - constructive criticism could result in anxiety and even more mistakes being made. Inappropriate praise can be unhelpful too. • Keep quietly praising good attempts and reward success whenever possible, making references to mistakes or failure in a light-hearted, matter-of-fact way. Work not only within the child's area of difficulty but also their area of strength. • Dyslexic children need to have a high level of self-esteem if they are willing to risk failure. Not letting the child experience failure, can be damaging as the child then has no way of rescuing themselves independently if someone has always been there to stop them making a mistake. • Provide varied opportunities for a range of peer contacts and learning groups. Consider what works best for the child rather than logistics for the teacher • Create frequent discreet opportunities for the pupil to give their ideas of what works for them - and what doesn't. • Ensure class re aware of what it feels like to be dyslexic • If dyslexic pupil agrees, discuss how class and group can help support the pupil
<p>Organisational Skills:- A child with dyslexia can appear to be disorganised and forgetful and may be accused of not caring about their work. This may be far from the truth – they are acutely aware of what their work looks like and also of how their peers perceive them. What they need is guidance and support, not disapproval for something over which they have no control. Certain routines and procedures can make it easier for the child to be more organised.</p>	<ul style="list-style-type: none"> • Make it as easy as possible for the child to keep his tray and belongings tidy. Provide folders for loose sheets to be stored in, demonstrating and reinforcing (to the whole class so as to avoid embarrassment) how to tidy away work appropriately. Wherever possible, make loose sheets into booklets. • Emphasise to the class the importance of keeping work in an orderly fashion and do regular tray checks to demonstrate your commitment. Regularly award points for tidy trays, desk - tops, etc.

<p>Organisational Skills:- (continued)</p>	<ul style="list-style-type: none"> • It is a good idea to seat the child so that help is unobtrusively accessible and they are less easily distracted • Having a structured class makes a big difference to the child with dyslexia Knowing where to put their belongings and access resources allows them to follow familiar routines. • Encourage the children to use cues or symbols to remember to bring in homework, gym-kit, information from parents etc. and include this in their home-school diaries
<p>Homework:-</p> <p>It is a good idea to consult the child's parents regarding homework, for example, the acceptable standard of work, criteria by which it is to be met, time spent on it, etc. They, in turn, will be able to inform the teacher how much input is generally required by them as well as strategies or techniques they find effective for their child.</p> <p>Agree to a maximum time to be spent on homework and have the parent indicate in the homework diary/jotter the actual time spent.</p>	<ul style="list-style-type: none"> • Set homework at the beginning of the day as the child is likely to make mistakes if copying from the blackboard in a rush. It might be better to provide homework instructions in the home/school diary or engage the assistance of a trusted 'buddy' to scribe for them or to provide them with a photocopy of their diary entry. • It can be a good idea for the child to write the phone number or email address of a few friends in their home/school diary so that they can contact them if they are concerned that they have not copied their homework properly. • Make sure the homework is within the child's capability and that it will be of real benefit to them. Homework will often have to be differentiated and this must be tactfully presented so as not to affect their self-esteem.
<p><u>Classroom Organisation:-</u></p>	<ul style="list-style-type: none"> • Try, where possible, to sit the dyslexic child near well-motivated peers who can act as peer support in cooperative learning • Organise and colour code resources and equipment for easy identification and accessibility. Have a Dyslexia Box • Clear access to interactive whiteboard • Make sure there is an identified procedure for the child to follow to get discreet attention

Specific Support strategies for Primary Class Teachers

Language Work

Reading:

- Be aware of the pupil's ability with decoding unseen text and non words, and make sure you have access to detailed information on their literacy development.
- Be aware of any specific support programme in place to address weakness in reading and where possible adapt whole class practice to support this.
- Make sure that Staged Intervention is at an appropriate level
- Make sure the pupil reads to someone every day -reading mentor, peer partner, family member – and make sure they know how to support and encourage.
- Encourage “belonging” to a reading group for choral reading and discussion - even if an individual programme is followed also.
- Don't ask the child to read aloud in class unless they are keen to do so. Set opportunities to prepare and practise pre-selected material at home to read at school, so that other children can see competent reading.
- Make sure the child is not being asked to read material beyond current skills without support, as s/he will quickly become de-motivated. Check with him/her.
- Accept that the pace of reading will be slower and allow extra time for this. Ensure that appropriate techniques or strategies are available to deal with more difficult text. Paired reading with a trusted peer can produce good results. Highlight important sections, words or phrases. Provide a summary of key points. Use tape recording when possible and acceptable to the pupil.
- Make sure core subject vocabulary e.g. in maths or topic work, is learned as well as words from the current language programme
- Focus on common words to establish a core vocabulary
- Think ahead about the suitability of worksheets or textbooks the child is to read and adapt them if need be, e.g. arrange for them to be read aloud to the pupil, use recordings and listen on head phones, or voice software on computer.
- Use over-learning, i.e. repetition and reinforcement to consolidate teaching.
- Check availability of computer software to do the repetition and reinforcement - sometimes it's more fun.
- When preparing reading material, use a font that is clear and easy to read, where the letters are rounded and with adequate spacing between them, e.g. **Arial**, **Comic Sans**, Helvetica, **Garamond**, or **Tahoma**.
- Use coloured paper for worksheets when white paper causes glare for some pupils . Break up longer pieces of writing by using paragraphs, bullet points or illustrations.
- Keep written instructions concise, using age-appropriate vocabulary and use a shorter word rather than a longer one when you can.
- Encourage listening skills. Taped books and stories contribute to the child's enjoyment of reading and improve their vocabulary as well as concentration.
- Use 'Reading Windows' which block off text above and below the targeted reading line.
- Make sure the pupil has had the chance to talk about his difficulty - and continues to do so – and make sure someone listens to what he says.

Writing:

- If coordination is a problem, provide activities which allow the child to practise fine motor control, e.g. patterns with lines, curves, zigzag etc in a variety of mediums, (pens, paints, felt-tips, crayons, finger-paints etc.) Fine motor development can be encouraged at early stages by the use of lacing cards, bead threading activities, peg boards, picking up rice etc. Activities can also be incorporated in P.E. lessons, e.g. bouncing, throwing, catching balls, balancing, finger stretching and relaxation.
- In the early stages use individual whiteboards, felt tip on large paper, chunky triangular pencils
- Try different paper formats to see what works best - broad / narrow lines; no lines; coloured paper; boxes on page.
- Try Blu Tack on a ruler to keep the place
- Where formation or orientation of letters is a severe and persistent problem which affects all aspects of the curriculum, try to provide scribing, reduce writing demands and consider ICT provision and keyboard training.
- Avoid blackboard or whiteboard copying if you can - provide photocopies of key information or use a peer partner.
- Mark for content rather than spelling or handwriting. Focus on one or two of the most commonly used words to correct. Let the child know the criteria you are using so that they don't approach the activity fearing that they won't do well because of their difficulties. Encourage self assessment.
- When explaining a writing task make the size of the task clear, and break it down into steps
- The Plan/Draft/ FairCopy method can work well if the children are properly supported, particularly at the Plan and Draft stages. Support might be in the form of someone scribing for them and helping them organise their ideas
- Provide structure for note making and story writing - core vocabulary, sentence and paragraph openings, key ideas. Cloze passages are also useful. Mind maps or linear "skeleton" formats are worth trying
- Encourage poetry writing - less need for grammar rules and conventions
- Use the what, who, where, when, why format for younger children
- Peer partners for writing
- Teach writing vocabulary - word, sentence, paragraph, tense, comma, capital letter, - and teach how to use them. Provide models of good written work for the pupil.
- Display hints about common errors e.g. its/it's
- Give scribing / dictation practice early for children who may well need it at Secondary school assessments.
- Encourage the use of a word processor to facilitate drafting lengthier pieces of work, even if handwriting is progressing well
- Time and appropriate resources should be identified, to develop keyboard skills.

Spelling

- Ensure basic phonological awareness, phonics and alphabetical skills are established or there are programmes in place.
- Make sure you are aware of any good software resources the child is using or could use
- Use imaginative and fun spelling resources in class wherever possible
- If the child has a speech problem, ask the Speech and Language Therapist for advice. Spelling is difficult if you can't hear or say the phonemes.
- Use visual as well as auditory strategies for remembering how to spell words. Match words with picture images. Look at the word. Cover it – draw the word shape (tall and small letters)
- Use the child's own cues to remember a word then phase them out (e.g. pair of spectacles over the oo in look)
- Use kinaesthetic strategies - write word in air, in sand, in rice tray – before on paper.
- Make up silly mnemonics - the sillier the better
- Teach the *LOOK/SAY/COVER/WRITE/CHECK* method for learning to spell and monitor that it is being used properly. Use plastic /magnetic letters to form the word and then write it. Make sure parents have information on LSCWC if they are keen to help.
- Consider a homework programme using *cued spelling*
- Avoid spelling homework involving copying words and sentences - unless the child really feels it helps or doesn't want to look different
- Discuss spelling homework programme with the child—individual or same as a group
- Make sure words are correctly spelled in homework jotter!
- Encourage a spelling partner willing to share their home phone number
- Have a clear marking strategy for spelling errors pre-arranged with the pupil - give feedback positively - explain next steps - analyse errors and look for patterns to advise teaching - encourage the pupil to do the same. Pick 3 or 4 at a time.
- Teach proof reading skills and encourage peer paired proof reading
- Discourage "safe spelling" which makes for dull writing. Write what you can and guess the rest - check it later. Put a ring round if you're not sure.
- Differentiate spelling tests - pupil does first 3 or 4 words or provide word frames.
- If you have to use copying, teach proper copying skills for spelling i.e. breaking the word into 'chunks' of two or three letters at a time and naming the letters as they are written.
- Practice spelling in a word shaped box. Leave one letter blank to start with, then add more blank spaces. This may help in participation in class spelling tests.(see Crossbow – photocopyable resources)
- Insist on the use of a personal dictionary for the child to record frequently used words such as the days of the week, months of the year etc. and also for words children ask about.
- Provide the children with key words for any piece of writing, either to the whole class or specifically to children with spelling difficulties - you could use a section of their personal dictionary for this purpose or individual whiteboards.
- Encourage dictionary speed games when child is at that level.
- Consider when a hand held spellchecker might be useful (e.g. Primary 6-7)

Maths:

Some dyslexic children excel at maths, while others are disadvantaged by their limited reading and information processing skills. A high proportion of dyslexic children also have specific mathematical difficulties.

Where problems are evident:

- Don't hold the child back because of poor reading, copying and calculating skills – provide opportunities for them to demonstrate their maths skills.
- Provide worksheets for answers only as opposed to copying out many sums.
- Some children will not grasp tables or other sequences, and will continue to confuse number language - keep trying - but blame the strategies not the child when it doesn't work out!
- Link new concepts clearly to existing ones
- Is the child an inchworm or grasshopper? Be aware of learning styles.
- If the child uses an idiosyncratic method successfully, let them...
- Encourage peer collaborative working
- Find alternative ways to present the same learning outcome - with less text
- Use the visual representation strengths of computer software.
- Use a variety of visual support materials e.g. partition cards, number fans, number sticks, tables squares, calculators etc. Check that the child understands what they are for, and can use them. If not, find something better.
- When doing mental calculations, allow the child to jot down key numbers, the correct mathematical symbols for the operations and other information which might assist them get to the answer, as they have difficulty retaining these cues
- Teach mind mapping (for further information see MIND MAPS for KIDS, T.Buzan)
- Check orientation skills - working left-right and top-bottom. If not developed, then provide practice materials.
- Avoid copying from the blackboard. With OHPs or interactive whiteboards, check the child has enough time to process the information.
- Encourage the use of multi-sensory strategies and resources where possible e.g. using concrete materials and visual cues. In Problem Solving it is difficult to organise thoughts and to visualise the processes and procedures involved at the same time.
- Use wall charts and to reinforce the symbols and language for the basic calculations and processes. Additionally, key words and symbols could be put on an index card and stuck inside their maths jotter. Associate symbols with colours.
- It will generally take longer for the children to complete their work so give them only a selection of examples for the process involved not the whole page.
- Children with dyslexic difficulties may find learning tables by rote very difficult and it might help if they can use their reasoning skills to work out short cuts in multiplication and division work. Encourage estimates.
- Chunk instructions and tasks into manageable sections
- Build in some success every day.
- Talk to the pupil - what does s/he think helps

Other curricular work

- A “holistic” approach to the presentation of Topics/Projects
- Introduce the “whole picture” before the PARTS within it.
- Make clear explicit links from particular examples to the general overall idea.
- Ascertain what topics, tasks and activities interest the child.
- Use boxes, drawings or colour to split up large areas of text to reduce organisational difficulties.
- Support text with other visual cues, e.g. graphics, diagrams, charts etc.
- Make sure comprehension questions are close to the information text rather than at the end of the worksheet, or even worse, on the back.
- Instead of having a large number of questions at the end of the worksheet, have an area of text, followed by a few questions, then another area of text followed by a few questions, etc.
- Select text size that is appropriate - larger is usually better.
- Use boxes for text to separate ideas within the text, e.g. instructions in one box, explanations in another.
- Use bullet points rather than continuous prose.
- Make sure that worksheets support the competency of the reader, i.e. that they can read 90% of a sample of the text without direct support.
- Select books and other visual and concrete resources, which support the topic you are discussing.
- Use visual cues to help identify parts of text to be read, e.g. “next to the picture of the cloud”, “or near the picture of the Pharaoh”, or “look half-way down the page”, etc.
- Pre-read text with either the whole class or in groups and allow peer discussion among the children prior to individual work.
- Put word banks at the bottom of the worksheets for children with dyslexia as well as for any other children you think this would benefit.
- Use differentiated cloze-procedure sheets and sentence sheets to minimise writing.
- Include games and activity-based sessions to reinforce children’s learning.
- Allow for practical experiences as far as possible. e.g. experiments. Promote active manipulation.
- Don’t expect pupils to remember without extra reinforcement or secure framework.
- Consider the need for frequent breaks when working on demanding tasks.
- Monitor the child’s social interaction - ascertain when the child’s best work is accomplished... alone, in pairs, in a small group?

iii. Making Appropriate Provision : Strategies for Secondary Schools

“The overwhelming impression from dyslexic learners’ reflections about school experiences is one of deep appreciation of the individuals who noticed and did not make it too noticeable to others. Such teachers made it possible to rescue self esteem and to maintain a sense of hope. This counterbalanced the frustration and anger.”

Most children on the dyslexic continuum should have been identified well before reaching Secondary School, and appropriate intervention and support for transition provided. However some young people are adept at concealing specific areas of difficulty and find that their strategies work less well in a Secondary environment. Also some young people may become aware of struggling with literacy as the pace, context and content of learning changes in the Secondary environment. While these young people may present more of a unexpected challenge, others whose difficulties were identified much earlier may struggle with a “dyslexic” identity in their adolescent years and require new intervention approaches. Many youngsters adapt well however, make good relationships with support staff, and have the confidence and resilience to identify required supports and communicate this to teaching staff.

For Secondary teaching and support staff the key issues include:

- Establishing effective relationships with young people
- Being aware of individual strengths, weaknesses and learning preferences
- Being aware of the link between literacy aversion and behavioural outcomes, including withdrawal
- Addressing issues of resilience and emotional literacy as a way in to addressing literacy
- The need for clear policies, structures and a common approach to dyslexia implemented consistently and supported by a cross –departmental literacy strategy
- Effective communication amongst relevant school staff

Dyslexic pupils identified the following as key issues :

- Being different.
- Feeling stupid.
- Being patronised nicely
- Being forgotten about
- Being dismissed when asking for help.
- No choice about reading out loud.
- Having test results publicised
- Going to the “special” teacher.
- Being told off when asking a friend for help.
- Being crowded by a supporting adult.

Low literacy attainment at Secondary school has been associated with marked emotional problems, for example :

- Frustration
- Marginalisation
- Weak self – efficacy
- Learned helplessness
- Contrived concealment
- Embarrassment
- Humiliation
- Anxiety
- Guilt
- Contrived concealment
- Low academic self esteem
- Avoidance
- Depression
- Lethargy
- Anger
- Anticipation of failure
- Apathy
- Disengagement
- Diversion
- Withdrawal

The focus in Secondary school teaching of pupils with dyslexic difficulties is therefore on positive classroom ethos, effective relationships and open minded and aware teaching staff - just as it would be for any pupils. Having access to effective transition information on previous intervention and strategies, and a flexible, capable and well resourced Pupil Support Department is also extremely helpful.

“It is interesting that the underlying theme is the emotional climate in the classroom rather than any specific techniques or special methodology..... It is the way teachers go about teaching and organising classrooms that are seen as facilitating or frustrating. The key comes in understanding how each pupil thinks and feels.”

Mike Johnston

The next section outlines in detail specific learning and teaching strategies for most Secondary subjects. More useful information can be found on the following Scottish website :

<http://www.supportingdyslexicpupils.org.uk/>

Dyslexia and the Teaching of Art in the Secondary School

“Dyslexia is best defined as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short term memory, sequencing and organisation, auditory and/visual perception, spoken language and motor skills.” (Peer, 2001)

“Art stands apart from other subject areas in that it is unrestricted by goals. In art, aesthetics and perception are qualities that make art, as a way of learning, unique within the curriculum. There are no comparisons in art, only individual interpretations and response. Therefore the main aim in an Art and Design Department should be for all children, including identified and unidentified dyslexic pupils, to be encouraged to reach their full potential creatively in the knowledge that the sky is the limit.” (Wren, 2001)

Art and Design is a subject where dyslexic pupils can excel as many already think in pictures instead of words. They have vivid imaginations and the multi- sensory approach, which underpins the teaching of art, can enable pupils to achieve success and assist in promoting learning across the curriculum. Most pupils in S1 and S2 cope with the demands of the art curriculum, however at Standard Grade and Higher the demands of written work are increased and difficulties can be encountered.

Factors to take into account when teaching the dyslexic pupil in the Art and Design environment:

- Pupils can excel at art and the multi- sensory teaching approaches adopted can impact on learning in other subject areas.
- Art can build a pupil’s self esteem and confidence
- Art and design by their very nature are multi-sensory.
- The right side of the brain is the visual hemisphere and research has indicated that the dyslexic pupil has a more developed right hemisphere allowing him/her to be more creative.
- Research has indicated that a proportion of pupils on the dyslexic spectrum have difficulties not only with the written word but also with coordination and movement.
- Dyslexic pupils put more effort into planning sequential movements, especially when dual tasks are undertaken.
- Pupils with dyslexia find automaticity of motor development more difficult. (When a skill is learned without thought).
- Kaplan (1998) reported 63% of pupils with dyslexia also had dyspraxia, a developmental disorder of organisation and planning of physical movements.

Performance in daily activities that requires motor control is usually substantially below that expected given the individual’s age and general ability level. This can manifest itself in delayed motor movements as a child and such problems as independence skills, knocking or dropping things, poor performance in sport, movement or poor handwriting.

- Some pupils cope well with the practical content of the Art and Design curriculum but encounter difficulties with the written and reading demands at Standard Grade.
- Reading can be a major problem for some pupils, especially processing information quickly.
- Poor short-term memory can pose difficulties in remembering information and routines in the practical classroom - especially where equipment is stored etc.
- Can perform well orally but finds difficulty with reading, writing and spelling
- Restless, poor concentration span, forgetful, easily tired
- Poor sense of direction

- Spells phonetically, poor punctuation
- Misuse of words
- Incorrect or confusing spelling structure
- Inability to organise essays/written work
- Slow laborious writing

- Inability to take notes at speed and listen accurately at the same time!
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to use

Practical Work

- Demonstration of information through others work, which provides the 'big picture' of topic being discussed/illustrated.
- Examples of work completed, although usually art rooms are full of interesting items and works of art that encourage the imagination!
- Mind mapping ideas and thoughts
- Clear timelines and hand in dates.
- Use of planners to keep up to date with practical and written work.
- Checklists for written and practical work.

Written Work

- Use of PowerPoint / Interactive whiteboard to assist visual learners to work at own pace.
- Instructions to be clearly printed and opportunities provided for peer support to read instructions.
- Extra time to be allowed for reading and processing information - not always easy when the subject has to be fitted into a single period.
- Mind mapping ideas and thoughts
- Prepared notes and hand-outs
- Highlighting key information
- Awareness of preferred learning styles
- Do not overcorrect spelling; be selective and encourage logical spelling in projects
- Use of personal spellcheckers - can be used in exams if used as part of everyday learning
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequences and careful organisation/planning of work.
- Use ICT for word processing, videos, tape, PowerPoint, interactive whiteboard, desktop publishing packages and CD ROMs to encourage opportunities for over learning.
- Make sure there is adequate time for the task
- Use of scribe if dyslexia hinders flow of writing and inhibits pupils from

- expressing him/herself or causes frustration.
- Extra time to complete written tasks and assessments.

References

Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Wren, A. in Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publisher

Dyslexia and the Teaching of Biology in the Secondary School

Factors and difficulties to take into account when teaching the dyslexic pupil Biology

- Accurate recall of names can be one of the most challenging skills in studying Biology- technical words and names rarely used in everyday language.
- Reliance on good memory skills to pronounce and spell language specific words, which are sometimes very similar in sound but not in spelling or meaning.
- Rote learning of facts
- Assimilation of abstract ideas
- Reading can be a major problem for some pupils - especially processing information quick
- Poor spelling skills
- Confusion between right and left
- Inability to organise information in a systematic manner without support especially in practical investigations
- Slow laborious writing and recording of information/observations/data
- Difficulty with drawing and labelling diagrams
- Inaccurate proof reading
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to employ in the Biology classroom

- Pupils to be encouraged to read information carefully and given extra time to process information
- Teacher to read text/instructions aloud to class
- Reinforce verbal instruction especially if pupils are listening and writing at the same time.
- Persistent teacher questioning to ensure information has been comprehended - plenary session.
- Topics to be introduced showing the relationship with others so that learning takes place within the overall context.
- Outline of lesson content with summary points on worksheet or board
- Revision/topic notes to be made available on topics being studied
- Alphabetically arranged Biology spelling book/definitions for topics
- Routine to be established for homework with submission dates specified or using e mail to reinforce requirements
- Worksheets that are clear in instructions with clearly labelled diagrams and illustrations. Easy readability of text.
- Font size of 14 and above in handouts and worksheets.
- Avoid fancy fonts and the use of bold type can be useful.
- Clearly labelled diagrams, flow charts and tables
- In practical work always give instructions in writing as a reference.
- Use of bullet points in making notes
- Awareness of preferred learning styles

- Mind mapping to be developed as a skill to record and learn information.
- Extra time to complete written tasks and assessments
- Use of ICT for word processing, videos, tape, PowerPoint, desktop Publishing packages and CD ROMs to encourage opportunities for learning. Use of dictaphone to record information and transfer to paper or Incorporate with voice text programme.

References

Howlett, C. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers. **Dyslexia**

Dyslexia and the Teaching of Chemistry in the Secondary School

Factors and difficulties to take into account when teaching the dyslexic pupil Chemistry

- Accurate recall of formulae and chemical equations can be one of the most challenging skills in studying Chemistry.
- Reliance on good memory skills to learn terminology that can have different meanings in other parts of the curriculum. E.g. 'compound', 'charge', 'bonds'
- Language that is subject-specific with new terminology. E.g. 'monomer', '**Polymerisation**', '**titration**'

Difficulties with maths can cause problems. Maths has its own language, and this can be the root of many problems. Whilst some dyslexic students are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths.

- Use of symbols to represent words can pose problems and require constant reinforcement.
- The layout of the lab can cause difficulties. Pupils benefit from sitting where they can see the board or overhead projector as copying experiments and writing can be a laborious task made more difficult if they are sitting around lab benches with their back to the teacher.
- Reading can be a major problem for some pupils especially processing information quickly.
- Inability to organise information in a systematic manner without support. Slow laborious writing and recording of information
- Inaccurate proof reading
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions quickly and benefits from written information in bullet points to read at own speed.
- Can be very competent at giving information but finds it more difficult to write at length to same standard.
-

Chemistry is a subject where dyslexic pupils can achieve because if barriers in 'language' can be overcome assessments are often short answers or tabular choices rather than long essays, which can impede learning. The practical environment of the lab, group discussions and presentations can allow pupils to learn more effectively and appeal to a variety of learning styles in the classroom that will benefit many different abilities.

Suggested strategies to employ in the Chemistry classroom

- Pupils to be encouraged to read information carefully and given extra time to process information
- Teacher to read instructions aloud to class
- Reinforce verbal instruction especially if pupils listening and writing at the same time.
- Persistent gentle teacher questioning to ensure comprehension of information - plenary session.

- Topics to be introduced showing the relationship within the chemical environment so that learning takes place within the overall context and allows pupils to see the 'big picture.'
- Revision/topic notes to be made available on topics being studied. If using PowerPoint these can be made available as revision notes.
- Clear guidelines on mathematical workings or chemical equations used. Constant reinforcement!
- Routine to be established for homework with submission dates specified or using e mail to reinforce requirements
- New topic words should be explained and written out to avoid confusion. Word list to be formed for each topic in tabular form that all the class completes. (If a pupil is particularly slow a completed list could be given to highlight and learn) Regular revision of topic related words. Use of word searches, quizzes etc
- Worksheets that give clear in instructions with clearly labelled diagrams and illustrations. Easy readability of text charts and tables.
- Font size of 14 and above in handouts and worksheets.
- Avoid fancy fonts and the use of bold type can be useful.
- Pupils to be encouraged to highlight key information in notes or worksheet
- Use of bullet points in making notes
- Awareness of preferred learning styles
- Mind mapping to be developed as a skill to record and learn information.
- Outline of lesson content with summary points on worksheet or board
- Extra time to complete written tasks and assessments.
- Reader and scribe if necessary (especially if pupil has poor reading and writing skills)
- Use of ICT for word processing, videos, tape, PowerPoint, desktop
- Publishing packages and CD ROMs to encourage opportunities for learning.

Dyslexia and the Teaching of Craft and Design in the Secondary School

“Dyslexia is best defined as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short term memory, sequencing and organisation, auditory and/visual perception, spoken language and motor skills.” (Peer, 2001)

Craft and Design can offer a rich variety of practical skills with the opportunity for working with a range of tools and the acquisition of information to prepare pupils for adult life and the world of work. The nature of the subject, with practical demonstrations and the encouragement to work with peers can allow the dyslexic pupil to succeed and retain information. Difficulties that arise can be from motor control difficulties, accurate measuring and the written element of work. The latter is especially relevant at Standard Grade when information has to be organised, memorised and a final exam is sat testing knowledge of tool materials and application. Craft and Design lends itself to different learning styles, (Kinaesthetic, Auditory, Visual) and can provide excellent opportunities for all pupils to achieve.

Factors to take into account when teaching the dyslexic pupil in the Craft and Design environment.

- Pupils with dyslexia find automaticity of motor development more difficult. (When a skill is learned without thought).
- Research has indicated that a proportion of pupils on the dyslexic spectrum have difficulties not only with the written word but also with coordination and movement.
- Dyslexic pupils put more effort into planning sequential movements, especially when dual tasks are undertaken.
- Kaplan (1998) reported 63% of pupils with dyslexia also had dyspraxia, a developmental disorder of organisation and planning of physical movements. Performance in daily activities that require motor control is usually substantially below that expected given the individual's age and general ability level. This can manifest itself in delayed motor movements as a child and such problems as independence skills, knocking or dropping things, poor performance in sport, movement or poor handwriting.
- Some pupils cope well with the practical content of the Craft and Design curriculum but encounter difficulties with the written and reading demands and benefit from support to organise their written work.
- Reading can be a major problem for some pupils especially processing information quickly.
- Poor short-term memory can pose difficulties in remembering information and routines in the practical classroom, especially where equipment is stored etc.
- Sequencing of practical tasks can be pose difficulties
“Very often getting the knack of something in Craft and Design is dependent on getting the sequence right”
- Difficulties with maths can cause problems. Maths has its own language, and this can be the root of many problems. Whilst some dyslexic students are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths
- Can perform well orally but finds difficulty with reading, writing and spelling
- Restless, poor concentration span, forgetful, easily tired
- Poor sense of direction
- Poor graphics ability
- Spells phonetically, poor punctuation
- Misuse of words

- Incorrect or confusing spelling structure
- Inability to organise essays/written work
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions and learning of a language unique to the subject.
- Inability to take notes at speed and listen accurately at the same time!
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to employ

- Demonstration of information, use of other pupil's work, which provides the 'big picture' of topic being discussed. Learning can then be broken down into chunks to establish its purpose and goals. Practical projects and design tasks etc. automatically lends itself to this approach, as the end product is tangible.
- Exemplar materials with different stages of completion work well.
- Instructions to be clearly printed and opportunities provided for peer support to read instructions.
- Extra time to be allowed for reading and processing information - not always easy when the subject has to be fitted into a single period!
- Topic word bank of new terminology to learn. New topic words should be explained and written out to avoid confusion. Word list to be formed for each topic in tabular form that all the class completes. (If a pupil is particularly slow a completed list could be given to highlight and learn) Regular revision of topic related words
- Mind mapping information
- Use of bullet points in making notes
- Highlighting key information
- Persistent teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Do not overcorrect spelling, be selective and encourage logical spelling in Projects.
- Use of spellchecker - available in all word processing packages
- Use of personal spellcheckers-can be used in exams if used as part of everyday learning
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequences and careful organisation/planning of work.
- Use of ICT for word processing, videos, tape, PowerPoint, interactive whiteboard, desktop publishing packages and CD ROMs to encourage opportunities for over learning. Make sure there is adequate time for the task
- Use of scribe if dyslexia hinders flow of writing and inhibits pupils from expressing him/herself or causes frustration.
- Extra time to complete written tasks and assessments.

References

Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers

Dyslexia and the Teaching of English in the Secondary School

Factors to take into account when teaching the dyslexic pupil English

- Reading can be a major problem for some pupils, especially processing information quickly.
- Poor short term memory
- Can perform well orally but finds difficulty with reading, writing and spelling
- Restless, poor concentration span, forgetful, easily tired
- Poor sense of direction
- Spells phonetically, poor punctuation
- Misuse of words
- Incorrect or confusing spelling structure
- Inability to organise essays
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions
- In ability to take notes at speed and listen accurately at the same time!
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.
- Can be very imaginative
- Can excel at Drama

Strategies to employ with reading

- Pupils to be encouraged to read class texts carefully and given the opportunity to take the book home for reinforcement
- Teacher to read text aloud to class
- Extra time to be allowed for reading and processing information
- Summary notes made available on literary texts being studied
- Reader if necessary (especially if pupil has poor reading skills)
- Pupil not to be asked to read aloud unless previously agreed
- Use of visual resources to reinforce learning
- Use of appropriate reading books for library periods. Some dyslexic pupils need age-appropriate books but with simplified language.
- Pupils to be encouraged to visualise text or reading material
- Mind mapping information
- Use of bullet points in making notes
- Explain key words and phrases prior to reading text
- Persistent teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Use of 'Toe By Toe' to teach older pupils to read. (Programme of reading)
- Use of ICT programmes that read information/work to pupils, voice activated software.

Strategies to employ with writing

- Do not overcorrect spelling, be selective and encourage logical spelling
- Implementation of whole school approach to proof reading, spelling and punctuation
- Teach spelling in rules, patterns, blends etc. that aim to give a logical strategy
- Use the spelling routine of look, cover, write and check
- Recognising relationships between words
- Use of dictionary when redrafting. ACE dictionary has been specifically written for dyslexic pupils.
- Personal spelling word bank at back of jotter or in notebook
- Use of mnemonics - good if they devise their own as it is more likely to be retained
- Use of spellchecker - available in all word processing packages
- Use of personal spellcheckers-can be used in exams if used as part of everyday learning
- Allow the pupil to redraft work
- Use of ICT to present and redraft writing
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequences and careful organisation/planning of work
- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Mind mapping
- Make sure there is adequate time for the task
- Use of scribe if dyslexia hinders flow of writing and inhibits pupils from expressing him/herself or causes frustration
- Learning of range of vocabulary associated with literature study; list of key words and phrases; quotes if appropriate.
- Use of video equipment to visualise different literary texts
- Bullet points to underline central themes
- Use of overview of text and interrelationships in characters
- Outline of lesson content with summary points on worksheet or board
- Extra time to complete written tasks and assessments.

Strategies to employ with listening

- Reinforce verbal instruction, especially if pupils are listening and writing at the same time
- Persistent teacher questioning to ensure information has been comprehended
- Practice in a debate can encourage the pupil's ability to think, question, listen, deduce and form their own opinions.
- Listening to a variety of mediums
- Listening in pairs, groups and class activities
- Sequential memory activities that have a multi sensory approach to enable pupils to retain information.
- Make sure the pupil is listening before giving instructions. Use the learner's name to help them focus quickly.
- Keep eye contact and give instructions one at a time until there is evidence that they can deal with more.
- Keep complex instructions short and grammatically simple.
- Be prepared to repeat instructions and clarify them by changing or redefining word or terms.

Strategies to employ with talking

- Use of prompt cards to aid talk and organisational skills
- Reading of summary notes aloud (if appropriate for the pupil). Can be achieved in small group or with paired tutor assistance.
- Experience of talking in groups, pairs etc to build confidence

- Talking can allow pupils to capitalise on their oral skills and learn to visualise information
- Practice in a debate can encourage the pupil's ability to think, question, deduce and form their own opinions.
- Pupils respond to group/class research and the use of visual aids and photographs
- Taping of talk to build confidence
- Opportunity to present talk in small group setting
- Use of humour allows the brain to retain information

References

Turner, E. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Geography in the Secondary School

Factors to take account when teaching the dyslexic pupil Geography

- Geography requires pupils to develop enquiry skills - to name, locate, record, interpret, analyse and evaluate data. It has a subject vocabulary and code of language that can cause difficulties to the dyslexic pupil who can be already struggling with the everyday vocabulary used in English across the curriculum.
- Reading of maps, symbols, keys, scales, knowledge of place names and geographical features can cause difficulties.
- Poor sense of direction and short term memory for grid references can make map reading very difficult.
- Reading can be a major problem for some pupils especially, processing information quickly.
- **Poor ability to communicate understanding and information in written form and often perform well orally but finds difficulty with reading, writing and spelling**
- Inability to organise essays or information in a systematic manner without support
- Slow laborious writing and recording of information
- Inaccurate proof reading
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.
- Pupils can benefit from practical skills and field work
- Many dyslexic pupils have a great strength in visual thinking and can relate to the interrelationships that take place in studying geographical processes, patterns, and the interrelationships between people and the physical environment.

Suggested strategies to employ in the Geography classroom

- Pupils to be encouraged to read class texts carefully and given extra time to process information
- Teacher to read text/instructions aloud to class
- Revision/topic notes to be made available on topics being studied
- Geography word bank at back of jotter or in notebook to reinforce vocabulary specific to topic that can be collated for coursework and examinations.
- Reader and scribe if necessary (especially if pupil has poor reading and writing skills)
- Pupil not to be asked to read aloud unless previously agreed
- Worksheets that are clear in instructions with clearly labelled diagrams and maps. Easy readability of text.
- Provision of printed maps so that copying difficulties can be eliminated for some dyslexic pupils.
- Use of bullet points in making notes
- Explain key words and phrase - overlearning can reinforce information
- Persistent teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Essay guidelines and planning structure. Especially relevant at Higher level.

- Outline of lesson content with summary points on worksheet or board
- Extra time to complete written tasks and assessments.
- Reinforce verbal instruction, especially if pupils listening and writing at the same time.
- Practice in a debate can encourage the pupil's ability to think, question, Listen, deduce and form their own opinions.
- Persistent teacher questioning to ensure information has been comprehended.
- Make sure the pupil is listening before giving instructions. Use the learner's name to help them focus quickly.
- Keep eye contact and give instructions one at a time until there is evidence that they can deal with more.
- Use of ICT for word processing, videos, tape, PowerPoint, desktop Publishing packages and CD ROMs to encourage opportunities for learning

References

William, F & Lewis, J. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Home Economics in the Secondary School

“Dyslexia is best defined as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short term memory, sequencing and organisation, auditory and/visual perception, spoken language and motor skills.” (Peer, 2001)

Home Economics can offer a rich variety of practical skills as well as the acquisition of information to prepare for adult life and the world of work. The nature of the subject with practical demonstrations and the encouragement to work with peers can allow the dyslexic pupil to succeed and retain information. Difficulties that arise can be from motor control difficulties and the written element and organisation of work-especially relevant at Standard Grade when information has to be organised and memorised. Home Economics and its associated subjects lend themselves to different learning styles (Kinaesthetic, Auditory, Visual) and can provide excellent opportunities for all pupils to achieve

The notes on Home Economics are relevant for all subjects taught within the domain of the subject area and can include subjects such as Fashion and Textile Technology, Hospitality, Practical Cookery Skills etc

Factors to take into account when teaching the dyslexic pupil in the Home Economics environment.

- Pupils with dyslexia find automaticity of motor development more difficult. (When a skill is learned without thought).
 - Research has indicated that a proportion of pupils on the dyslexic spectrum have difficulties not only with the written word but also with coordination and movement.
 - Dyslexic pupils put more effort into planning sequential movements, especially when dual tasks are undertaken.
 - Kaplan (1998) reported 63% of pupils with dyslexia also had dyspraxia, a developmental disorder of organisation and planning of physical movements. Performance in daily activities that require motor control is usually substantially below that expected given the individual's age and general ability level. This can manifest itself in delayed motor movements as a child and such problems as independence skills, knocking or dropping things, poor performance in sport, movement or poor handwriting.
 - Some pupils cope well with the practical content of the Home Economics curriculum but encounter difficulties with the written and reading demands and benefit from support to organise their written work.
 - Reading can be a major problem for some pupils especially processing information quickly.
 - Poor short term memory can pose difficulties in remembering information and routines in the practical classroom - especially where equipment is stored etc.
 - Difficulties with maths can cause problems. Maths has its own language, and this can be the root of many problems. Whilst some dyslexic students are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths
 - Can perform well orally but finds difficulty with reading, writing and spelling
-
- Restless, poor concentration span, forgetful, easily tired
 - Poor sense of direction
 - Spells phonetically, poor punctuation

- Misuse of words
- Incorrect or confusing spelling structure
- Inability to organise essays/written work
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions
- Inability to take notes at speed and listen accurately at the same time!
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to employ

- Demonstration of information, which provides the 'big picture' of topic being discussed. Learning can then be broken down into chunks to establish its purpose and goals. Practical cooking, sewing, hygiene etc automatically lends themselves to this approach, as the end product is tangible.
- Exemplar materials with different stages of completion work well.
- Recipes and instructions to be clearly printed and opportunities provided for peer support to read instructions.
- Extra time to be allowed for reading and processing information - not always easy when the subject has to be fitted into a single period
- Summary notes on topic being studied-especially relevant at SG level when pupils are expected to refer to information in different texts.
- Topic word bank of new terminology to learn. New topic words should be explained and written out to avoid confusion. Word list to be formed for each topic in tabular form that all the class completes. (If a pupil is particularly slow a completed list could be given to highlight and learn)
- Regular revision of topic related words.
- Mind mapping information
- Use of bullet points in making notes
- Highlighting key information
- Persistent teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Do not overcorrect spelling; be selective and encourage logical spelling
- Use of spellchecker - available in all word processing packages
- Use of personal spellcheckers - can be used in exams if used as part of everyday learning
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequences and careful organisation/planning of work
- Make sure there is adequate time for the task
- Use of scribe if dyslexia hinders flow of writing and inhibits pupils from expressing him/herself or causes frustration
- Extra time to complete written tasks and assessments.

“The ideas, techniques and methodology outlined above form the main elements of a dyslexia friendly approach to learning. They are particularly effective because they minimise literacy difficulties and empower the learner to operate at an ability appropriate level.” (Mackay, 2001)

References

Makay, N. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of History in the Secondary School

“Successful learning in History depends requires confidence and dexterity in talking, reading, writing and thinking.” (Dargie 2001)

Facts about History

- History depends on literacy as a prerequisite to success and learners have to develop the ability to understand and utilise the vocabulary that is integrated into the subject
- Learners need to learn to decode and analyse a range of texts and sources
- Pupils have to be confident with a variety of texts across a range of chronological and cultural contexts. For example the study of Scottish immigration, emigration to World War 1.
- The language of the text being studied can pose linguistic problems for the reader.
- A further difficulty for the dyslexic pupil can come in the required evaluation of abstract ideas and understanding of the different values of people in the past
- History requires pupils to select, organise and evaluate the text in order to address an issue or argument
- Assessment in History is often through extended pieces of writing
- Comparing and contrasting information can pose difficulties due to the organisational skills required.

Suggested strategies to employ in the History classroom

- Talking can allow pupils to capitalise on their oral skills and learn to visualise information
- Practice in a debate can encourage the pupil's ability to think, question, deduce and form their own opinions.
- Explanation of difficult concepts in a step-by-step process with concrete examples that pupils can relate to.
- Pupils respond to group investigations and the use of visual aids and photographs
- Card matching activities- matching events with dates to improve memory skills. This can also aid sequencing skills and the ability to order chronological events
- Paired homework with an emphasis on pupils having to complete different parts of the topic
- Examining and reinforcement of primary and secondary sources of information.
- Read aloud written instructions
- Explain key words and phrases prior to reading text
- Allow the dyslexic pupil to highlight or underline key words and information points/phrases so they can be used for revision purposes.
- The development of a subject vocabulary with definitions. Awareness of abstract words used in History. e.g. state, class, party etc.
- The selective use of word-processing for essays
- Persistent teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Pupils can have great difficulty in sorting and arranging information-may take longer and require more guidelines

- Use of diagrammatic information, spider diagrams, concept maps and visual diagrams to retain and sort information. However some pupils with learning difficulties can find tabular information difficult to interpret.
- Differentiated writing templates which allow the learner to use suggested openings, paragraphs etc

- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Use of peer support or paired tutor in prompting pupil
- Providing systematic instruction on note-taking
- Provision of concise revision notes
- Provide opportunities for consolidation and over-learning
- Eliminate copying from the board
- Clear worksheets and handouts.
- Font size 14 or 16 for worksheets (12 point min recommended by British Dyslexia Association).
- Make sure there is adequate time for the task
- Extra time in assessments and spelling concessions. Extra time to complete written tasks and assessments.
- Use of reader and scribe in exams (if the normal way of reading and recording information)
- Consider the use of ICT to support written work
- Possible use of colour coding revision sheets and topic booklets
- Redrafting individual investigations to reinforce information and improve the content.
- Enquiry skills can often be too abstract and pupils can benefit from a word bank or list of possible choices to complete exercises.
- Incorporation of multi-sensory teaching into everyday teaching (visual, auditory, kinaesthetic and oral)

References

Dargie, R. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and Information Communications Technology in the Secondary School

Facts about ICT

ICT is a subject that is cross-curricular and the skills acquired can be used in every subject area.

“ICT has unlocked doors to previously inaccessible information and has removed many barriers to learning. It has become for many, the much needed lifeline to independent learning and an essential tool to overcoming many of their difficulties in relation to reading, writing, organisation and memory skills.” (Crivelli, 2001)

Although the benefits of using ICT for all pupils is huge, there are certain difficulties that can be encountered by some pupils, but especially those who are dyslexic who lack organisational and/or reading skills.

Factors to take into account when teaching the dyslexic pupil ICT

(Some information is more relevant to **Business Management, Computing, and Administration etc**)

- Reading can be a major problem for some pupils, especially processing information quickly on the screen.
- Poor short term memory, which can make following multiple instructions difficult.
- Difficulty with operating keyboard and listening to instructions. Pupils working on the PC often have their backs to the teacher while following instructions and this can cause problems for the dyslexic pupil who cannot organise information as quickly as his/her peers.
- Can perform well orally but finds difficulty with reading, writing and spelling
- Restless, poor concentration span, forgetful, easily tired
- Poor sense of direction
- Spells phonetically, poor punctuation
- Misuse of words
- Incorrect or confusing spelling structure
- Inability to organise essays - more appropriate to Standard Grade and Higher courses.
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to employ in the ICT classroom

- Extra time to be allowed for reading and processing information
- Summary notes made available on topics being studied.
- Reader if necessary (especially if pupil has poor reading skills)
- Mind mapping information
- Use of bullet points in making notes
- Persistent teacher questioning to ensure comprehension of information
- Awareness of preferred learning styles.
- Do not overcorrect spelling. Be selective and encourage logical spelling
- Use of spellchecker - available in all word processing packages
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequences and careful organisation/planning of work
- Make sure there is adequate time for the task
- Use of scribe if dyslexia hinders flow of writing and inhibits pupils from expressing him/herself or causes frustration
- Learning of range of vocabulary associated with the subject especially relevant to Administration, Business Management etc. New topic words should be explained and written out to avoid confusion.
- Onscreen word banks that can have the text and a definition recorded in addition to the written word.
- Adjustment of screens to meet the needs of individual learners. Some dyslexic pupils prefer a larger font setting or different colour of background
- Reinforce verbal instruction, especially if pupils are listening and writing at the same time.
- Be prepared to repeat instructions and clarify them by changing or redefining words or terms
- Use of multimedia presentation tools to deliver theory concepts and engage the learner visually
- Extra time to complete written tasks and assessments.

References

Crivelli, V. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Mathematics in the Secondary School

“Dyslexia is best defined as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short term memory, sequencing and organisation, auditory and/visual perception, spoken language and motor skills.” (Peer, 2001)

Facts about Mathematics and the dyslexic pupil

- Maths has its own language, and this can be the root of many problems. Whilst some dyslexic students are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths. General mathematical terminology words need to be clearly understood before they can be used in calculations, e.g. add, plus, sum of, increase and total, all describe a single mathematical process.
- Many dyslexic pupils experience a long term weakness in memorising facts and step by step procedures. Many pupils have extreme difficulties in rote learned verbal associations - especially tables acquisition.
- Difficulties with automatised knowledge and working memory weaknesses. Pupils have difficulty in linking concepts and input and output
- Difficulties with abstract concepts
- Pupils can have sequencing difficulties leading to an over reliance in counting. Pupils frequently find it hard to remember counting sequences and counting backwards. Poor sequencing skills can make it difficult for the dyslexic to tell the time, order the days of the week and months of the year
- Dyslexic students may have special difficulties with aspects of maths that require many steps or place a heavy load on the short-term memory, e.g. long division or algebra.
- Use of mathematical symbols can pose problems and the mixture of words and symbols can be confusing.
- Visual-spatial weaknesses and left-right difficulties
- Reading can be a major problem for some pupils especially processing information quickly. Pupils are expected to work more independently as they get older and reading from a text book can be problematic. Learners have to develop the ability to understand and utilise the vocabulary that is integrated into the subject. The terminology can be subject-specific but also uses words that may be used in different ways in everyday life.
- Inability to take notes at speed and listen accurately at the same time!
- Inability to copy accurately, especially from board, frequently losing their place on the page or board.
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Aural perception difficulties can cause problems in distinguishing between similar sounding words, i.e. six and sixth
- Slow pace of work and page layout/organisation
- Number and letter reversals
- Difficulty with motor control or coordination
- Frustration and anxiety
- Undue dependency on a preferred learning style

Suggested strategies to employ in the Mathematics classroom

- Teach the pupil how to use the times table square and encourage him to say his working out as he uses it.

- Encourage a dyslexic child to use a calculator. Make sure he fully understands how to use it. Ensure that he has been taught to check his calculations via estimations. This is a way of 'proof reading' what he does.
- Encourage the pupil to show their workings and emphasise linearity and the need to explain their processes. Many dyslexic pupils get the answer but fail to show their workings because they have their own methods.
- Ensure that they spend enough time on each concept to reinforce information before moving onto next new process - over learning and revisiting techniques
- Encourage automaticity in setting work out neatly establish routines
- To overcome poor reading skills read the questions to them. Pupils to be encouraged to read information carefully and given extra time to process information
- Reinforce verbal instruction, especially if pupils listening and writing at the same time.
- Persistent teacher questioning to ensure information has been comprehended - plenary session.
- Concepts to be introduced showing the relationship with others so that learning takes place within the overall context of the 'big picture' of learning.
- Relate concepts to other subject areas. i.e. use of graphs in Science. Relevance of cross curricular links to establish a greater understanding of usage of mathematics as a subject.
- Revision/topic notes to be made available on topics being studied
- The value of learning the skills of estimation cannot be too strongly stressed for the dyslexic pupil. Use and encourage the use of estimation. The pupil should be taught to form the habit of checking his answers against the question when he has finished the calculation, i.e. is the answer possible, sensible or ludicrous?
- When using mental arithmetic allow the dyslexic pupil to jot down the key number and the appropriate mathematical sign from the question.
- Encourage pupils to verbalize and to talk their way through each step of the problem. Many pupils find this very helpful.
- Put key words on a card index system or on the inside cover of the pupil's maths book so it can be used for reference and revision.
- Rehearse mathematical vocabulary constantly, using multi- sensory/kinaesthetic methods.
- Put the decimal point in red ink. It helps visual perception with the dyslexic child.
- Extra time to complete written tasks and assessments.
- Use of calculator in non-calculator paper if directionality difficulties are extreme
- Reader and scribe if necessary

"If a child does not learn the way you teach, then teach him the way he learns." (Chasty, 1989)

References

Chasty, H. (1989). Paper presented at the First International Conference, British Dyslexia Association, Bath.

Kay, J. & Yeo, D. (2003) *Dyslexia and Maths*. London. Fulton Publishers.

Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Modern Languages in the Secondary School

“Language learning is unlikely to be easy for any dyslexic learner, but few areas of school learning are.” (Crombie, 1991)

“...Modern language specialists and support for learning specialists are seeing the benefits of collaborative working, and the sharing of expertise which promises to make a foreign language learning a real possibility for the vast majority of young people, including those who are disadvantaged in their learning by dyslexia. For the dyslexic student, language learning will not be easy, but with the appropriate understanding, curriculum, techniques and support, it can be possible.”

(Crombie, M. and McColl, H. 2001)

Factors to take account when teaching the dyslexic pupil a Modern Language.

- The difficulties dyslexic pupils have with their own language will impact on learning a foreign language.
- Poor phonological processing with weaknesses in the grasp of sound/symbol correspondence
- Lack of awareness of individual sounds
- Poor pronunciation
- Working memory is limited
- There may be inaccurate representations in long-term memory
- Difficulty in auditory discrimination and difficulty in discriminating between differing sounds
- Difficulties sequencing words and sentences
- Difficulties remembering and carrying out instructions
- Difficulties remembering recently learned vocabulary
- Handwriting can be very slow and copying from the board inaccurate.
- Slow at processing information
- Difficulties with directionality
- Difficulties with the rules of grammar and syntax
- Difficulties discriminating between similar words and differentiating between accents
- Confusion with native language words and foreign language words.
- Lack of confidence and self esteem

Suggested strategies to employ in the Modern Languages classroom

- Talking can allow pupils to capitalise on their oral skills
- Draw attention to patterns in language and new words
- Grouping of new word (by gender, activity, place etc.)
- Incorporation of multi-sensory teaching into everyday teaching (visual, auditory, kinaesthetic and oral-listening, seeing, hearing, writing etc.)
- New information in small learning steps with systematic teaching with review and repetition.
- Allow extra time for recall
- Text to accompany sound
- Lists and diagrammatic information around classroom
- Limitation of words required to write
- Topic information on audio cassette or use of ICT to support written work
- Read aloud any written instructions in English and language being taught

- Explain key words and phrases and new word and grammatical concepts to be taught in context.
- Allow the dyslexic pupil to highlight or underline key words and information points/phrases so they can be used for revision purposes.
- Colour code – In German there are three genders: Feminine, masculine and neuter. These lend themselves to colour coding.
- Ensure the phoneme-grapheme system is explicit.
- The development of a subject vocabulary with definitions - use of dictionary
- Persistent teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Pupils can have great difficulty in sorting and arranging information - may take longer and require more guidelines.
- Slow down speed of presentation and allow extra time for processing
- Use of diagrammatic information, spider diagrams, concept maps and visual diagrams to retain and sort information.
- Differentiated writing templates which allow the learner to use suggested openings, paragraphs etc
- Teach rules and reinforce daily
- Visual clues when speaking
- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Use of peer support or paired tutor in prompting pupil
- Providing systematic instruction on note-taking
- Provision of concise revision notes
- Provide opportunities for consolidation and over-learning
- Eliminate copying from the board and give clear handouts
- Font size 14 or 16 for worksheets (12 point min recommended by British Dyslexia Association).
- Comic Sans MS is a font which appeals to many pupils. Avoid fancy fonts and the use of bold type can be useful.
- Make use of boxed text, especially with a coloured background.
- Clear worksheets and handouts.
- Provide answers to exercises to allow self-checking.
- Allow sufficient space for writing answers
- Make sure there is adequate time for the task
- Games and word searches to consolidate vocabulary
- Opportunities for brief dictation with correct version on photocopied worksheet
- Use of reader and scribe in exams (if the normal way of reading and recording information)
- Extra time to complete written tasks and assessments
- Possible use of colour coding revision sheets and topic booklets
- If possible include cultural information to enhance motivation.
- Allow practice in skimming and scanning.

References

Crombie, M. (1997) *Specific Learning Difficulties, (Dyslexia). A Teachers' Guide*, 2nd Edition. Belford: Ann Arbor Publishers.

Crombie, M. and McColl, H. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Modern Studies in the Secondary School

Factors to take into account when teaching a dyslexic pupil in the Modern Studies classroom

- Modern Studies depends on literacy as a prerequisite to success and learners have to develop the ability to understand and utilise the vocabulary that is integrated into the subject such as words, although familiar in society, but demanding to memorise and utilise within the context of the subject. i.e. democracy, ideology, representation, responsibilities, equality, participation etc.
- Learners need to learn to decode and analyse a range of texts and sources
- Pupils have to be confident in debating and developing enquiry skills to recognise bias and exaggeration, compare different facts and form conclusions.
- The language of the text being studied can pose linguistic problems for the reader.
- A further difficulty for the dyslexic pupil can come in the required evaluation of abstract ideas and understanding of the different values of people in society.
- Modern Studies requires pupils to select, organise and evaluate the text/information in order to address an issue or argument
- Assessment in Modern Studies is often through extended pieces of writing
- Comparing and contrasting information can pose difficulties due to the organisational skills required.

Suggested strategies to employ in the Modern Studies classroom

- Talking can allow pupils to capitalise on their oral skills and learn to visualise information
- Practice in a debate can encourage the pupil's ability to think, question, deduce and form their own opinions.
- Explanation of difficult concepts in a step-by-step process with concrete examples that pupils can relate to.
- Always start with the 'big picture' and set your lesson in context of the topic/subject area. Break the lesson into chunks of learning.
- Pupils respond to group investigations and the use of visual aids and photographs.
- Paired homework with an emphasis on pupils having to complete different parts of the topic
- Topic information on audio cassette. Many tapes already produced by BBC.
- Read aloud written instructions.
- Explain key words and phrases prior to reading text.
- Allow the dyslexic pupil to highlight or underline key words and information points/phrases so they can be used for revision purposes.
- The development of a subject vocabulary with definitions. Awareness of abstract words used in Modern Studies. i.e. power, need, participation, rights etc
- The selective use of word-processing for essays
- Persistent gentle teacher questioning to ensure information has been comprehended
- Awareness of preferred learning styles
- Pupils can have great difficulty in sorting and arranging information - may take longer and require more guidelines
- Use of diagrammatic information, spider diagrams, concept maps and visual diagrams to retain and sort information. However some pupils with learning difficulties can find tabular information difficult to interpret.

- Use of differentiated writing templates which allow the learner to use suggested openings, paragraphs etc
- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Use of peer support or paired tutor in prompting pupil
- Providing systematic instruction on note-taking
- Provision of concise revision notes
- Provide opportunities for consolidation and over-learning
- Eliminate copying from the board
- Clear worksheets and handouts.
- Font size 14 or 16 for worksheets (12 point min recommended by British Dyslexia Association).
- Make sure there is adequate time for the task
- Extra time in assessments and spelling concessions
- Use of reader and scribe in exams (if this is the normal way of reading and recording information)
- Consider the use of ICT to support written work
- Possible use of colour coding revision sheets and topic booklets
- Redrafting individual investigations to reinforce information and improve the content.
- Enquiry skills can often be too abstract and pupils can benefit from a word bank or list of possible choices to complete exercises.
- Incorporation of multi-sensory teaching into everyday teaching (visual, auditory, kinaesthetic and oral)

References

Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Music in the Secondary School

All pupils will have experienced music and “of all the curricula, the Music curriculum is perhaps the ideal multi-sensory medium and offers greater scope for differentiation and curriculum adaptation than many other subjects. It is possible to find ways for pupils to fit into music making and it is also possible to adapt music to fit particular students.” (Ditchfield, 2001)

Factors to take account when teaching the dyslexic pupil in the Music classroom.

- Reading can be a major problem for some pupils, especially processing information quickly.
- There may be problems with musical notation and decoding difficulties
- Visual difficulties –Some pupils sometimes see patterns in printed text or when reading pieces of music.
- Some dyslexic pupils have poor motor control and slower processing abilities when given information or instructions.
- Musical calculations can present difficulties and be off putting. Maths has its own language and this can be the root of many problems. Whilst some dyslexic students are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths. When teaching Music it is important to simplify any calculations.
- Poor short term memory
- Sight reading can be difficult due to the amount of information to be processed - pupils will often take longer.
- Some pupils can perform well orally but finds difficulty with reading, writing and spelling. This can impact on written examinations.
- Pupil may be restless; poor concentration span; forgetful; easily tired
- They may have poor sense of direction and difficulties following music and conductor.
- Misuse of words
- Inability to organise essays or notes
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.
- Pupil can be very imaginative and excel at practical tasks.

Suggested strategies to employ in the Music classroom

- Pupils to be encouraged to read any written instructions/tasks carefully
- Teacher to read written text/tasks aloud to class
- Extra time to be allowed for reading and processing information
- Concise lesson summary notes with bullet points
- Worksheets and tasks that are clearly written and presented with adequate spacing to make reading easier.
- Large stave music - a normal size score can be enlarged.

- Some dyslexic pupils respond to music being printed on tinted paper- although those wearing tinted glasses prefer black print on white!
- Many dyslexic pupils will cope well with learning music but for those in S1/S2 who are struggling initially, stick to a single clef.
- Use of ICT - Music being played can be displayed simultaneously with the playing which can assist the dyslexic pupil who has difficulties writing musical notations.
- Use of ICT to assist pupils to learn musical notation, theory and practice. Indeed it is possible to dispense with traditional methods like ink and manuscript paper altogether, when recording musical scores.” (Ditchfield, 2001)
- Pupils should be encouraged to perform, despite poor understanding of musical notation
- To overcome organisational difficulties in following music and conductor, encourage pupil to sit next to an experienced non dyslexic pupil when performing.
- Practise small sections of music repetitively (over learning)
- Give opportunities for the use of a wide range of instruments.
- Allow the opportunity to experience a wide range of music
- Use reader and scribe if appropriate, especially if pupil has poor reading skills.
- Mind mapping information
- Use of highlighters in underlining key written information
- Explain key words and reinforce meaning
- Persistent gentle teacher questioning to ensure comprehension of information
- Awareness of preferred learning styles and mind mapping
- Encouragement of writing in sequence and careful organisation/planning of work
- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Routine to be established for homework with submission dates specified or Use of e-mail to reinforce requirements
- Make sure that there is adequate time for the tasks required – plenary at the end of each session.
- Outline of lesson content with summary points on worksheet or board
- Listening to a variety of mediums, listening in pairs, groups and class activities
- Make sure the pupil is listening before giving instructions.
- Use the learner’s name to help them focus quickly.
- Keep eye contact and give instructions one at a time until there is evidence that they can deal with more.
- Be prepared to repeat instructions and clarify them by changing or redefining word or terms.
- Extra time to complete written tasks and assessments.

References

Ditchfield, D. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Physical Education in the Secondary School

“Dyslexia is best defined as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short term memory, sequencing and organisation, auditory and/visual perception, spoken language and motor skills.” (Peer, 2001)

“Physical Education is often the subject that is ‘squeezed’ out by other curriculum demands”. It is “a crucial area for developing motor and coordination skills and it is an area sometimes neglected in relation to its value in developing cognitive and other learning skills needed by all children to perform in all areas of the curriculum.” (Peer, 2003)

Research has shown the following:

- Pupils with dyslexia may find automaticity of motor development more difficult. (When a skill is learned without thought).
- Research has indicated that a significant proportion of pupils on the dyslexic spectrum have difficulties not only with the written word but with coordination and movement.
- Dyslexic pupils may put more effort into planning sequential movements, especially when dual tasks are undertaken.
- Fawcett and Nicholson (1995) discovered that dyslexic pupils performed below their peers when asked to perform tests involving motor skills and articulatory skills (speed of articulating well known words).
- Further research by Fawcett and Nicholson (1996) indicated that “95% of dyslexic children showed evidence of deficits in postural stability and muscle tone. It was also noted that the degree of deficit was comparable in magnitude to the children’s reading and spelling deficits.” (Portwood, 2003).
- Kaplan (1998) reported that 63% of pupils with dyslexia also had dyspraxia, a developmental disorder of organisation and planning of physical movements. Performance in daily activities that require motor control is usually substantially below that expected, given the individual’s age and general ability level. This can manifest itself in delayed motor movements as a child, and such problems as independence skills, knocking or dropping things, poor performance in sport, movement or poor handwriting.
- Some pupils cope well with the practical content of the Physical Education curriculum but encounter difficulties with the written and reading demands at Standard Grade and Higher level and benefit from support to organise their work and essays.

However it would be incorrect to presume that all pupils with dyslexia have difficulties with coordination and motor control, as some will experience difficulties with certain components of the curriculum in Physical Education while others at the severe end of the spectrum will encounter significant problems in every section.

Suggested strategies to employ in Physical Education-practical performance.

(Portwood, 2003)

- Opportunities to practise visual sequencing with specified time constraints.
- Activities to develop binocular coordination using near and distant targets
- Opportunities for sequencing sound and movement
- Exercises, which specifically integrate sensory information, i.e. movement in response to visual and auditory stimuli.

Factors to take account when teaching the dyslexic Physical Education at Standard Grade and Higher.

- Reading can be a major problem for some pupils especially processing information quickly.
- Poor short-term memory, especially when completing Knowledge and Understanding element at SG.
- Can perform well orally and physically in practical performance element but finds difficulty with reading, writing and spelling
- Spells phonetically, poor punctuation
- Misuse of words
- Incorrect or confusing spelling structure
- Inability to organise essays
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.
- Can be very imaginative

Strategies to employ with reading

- Extra time to be allowed for reading and processing information
- Summary notes on element being studied
- Reader if necessary
- Pupil not to be asked to read aloud unless previously agreed
- Use of visual resources to reinforce learning
- Mind mapping information
- Use of bullet points in making notes
- Explain key words and phrases-definitions to be learned
- Persistent gentle teacher questioning to ensure comprehension of information

Strategies to employ with writing

- Do not overcorrect spelling; be selective and encourage logical spelling
- Always start with the 'big picture' and set your lesson in context of the topic/subject area. Break the lesson into chunks of learning.
- Encourage recognition of relationships between words
- Encourage use of dictionary when redrafting. ACE dictionary has been specifically written for dyslexic pupils.
- Personal spelling word bank at back of jotter or in notebook
- Use of spellchecker - available in all word processing packages
- Use of personal spellcheckers - can be used in exams if used as part of everyday learning
- Allow the pupil to redraft work
- Use of ICT to present and redraft writing
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequences and careful organisation/planning of work

- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Mind mapping information and notes for easy recall and revision.
- Make sure there is adequate time for the task
- Use of scribe, if dyslexia hinders flow of writing and inhibits pupils from expressing him/herself or causes frustration
- Learning of range of vocabulary associated with element-list of key words.
- Highlight key themes/points
- Provide clear worksheets and handouts.
- Use font size 14 or 16 for worksheets (12 point min recommended by British Dyslexia Association).
- Give outline of lesson content with summary points on worksheet or board
- Allow extra time to complete written tasks and assessments.

Strategies to employ with listening

- Reinforce verbal instruction especially if pupils listening and writing at the same time
- Persistent gentle teacher questioning to ensure comprehension of information
- Listening to a variety of mediums
- Provide sequential memory activities which have a multi-sensory approach, to assist pupils with retention of information.
- Make sure the pupil is listening before giving instructions.
- Be prepared to repeat instructions and clarify them by changing or redefining word or terms.

References

- Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers..
- Portwood, M. (2003). *Dyslexia and Physical Education*. London: Fulton Publishers.

Dyslexia and the Teaching of Physics in the Secondary School

“The subject content in Physics, being concerned with the natural physical laws which govern our planet and beyond, is very ‘tangible.’ There is an emphasis on the acquisition and application of knowledge and the use of it to make predications and to solve problems. Thinking and understanding are at a premium, and these are the two areas in which dyslexic pupils can do well.”

(P. Holmes, 2001)

Factors and difficulties to take into account when teaching the dyslexic pupil in the Physics class

- Accurate recall of formulae can be one of the most challenging skills in studying Physics
- Reliance on good memory skills to learn terminology that can have different meanings in other parts of the curriculum. E.g. ‘force’, ‘charge’, ‘transformer’ ‘conduct’.
- Language that is subject-specific.
- Difficulties with maths can cause problems. Maths has its own language, and this can be the root of many problems. Whilst some dyslexic students are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths.
- Use of symbols to represent words and mathematical symbols can pose problems and this mixture of words and symbols can be confusing.
“The mixture of letter and number symbols in formulae can be particularly confusing to those who have problems with maths or for students who have symbol/number visual perception/confusion problems.”(Holmes, 2001)
- Reading can be a major problem for some pupils especially processing information quickly.
- Inability to organise information in a systematic manner without support
- Slow laborious writing and recording of information
- Inaccurate proof reading
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text
- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to employ in the Physics classroom

- Pupils to be encouraged to read information carefully and given extra time to process information
- Teacher to read text/instructions aloud to class
- Reinforce verbal instruction especially if pupils are listening and writing at the same time.
- Persistent gentle teacher questioning to ensure comprehension of information - plenary session.
- Topics to be introduced showing the relationship with others so that

- learning takes place within the overall context.
- Revision/topic notes to be made available on topics being studied
- Use of scientific calculator and knowledge of usage. Prompt sheet.
- Clear guidelines on mathematical workings
- Routine to be established for homework with submission dates specified or using e mail to reinforce requirements
- New words should be explained and written out to avoid confusion.
- Topic word list and revision notes with formulae and essential topic information.
- New topic words should be read, explained and written out to avoid confusion. Word list to be formed for each topic in tabular form that all the class completes. E.g.

- Provide worksheets that are clear in instructions with clearly labelled diagrams and illustrations. Easy readability of text.
- Font size 14 or 16 for worksheets (12 point minimum recommended by British Dyslexia Association).
- Use of bullet points in making notes
- Awareness of preferred learning styles
- Mind mapping to be developed as a skill to record and learn information.
- Outline of lesson content with summary points on worksheet or board
- Extra time to complete written tasks and assessments if necessary
- Use of ICT for word processing, videos, tape, PowerPoint, desktop Publishing packages and CD/DVD ROMs to encourage opportunities for learning.

References

Holmes, P. (2001), in Peer, L. and Reid, G. (eds) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Dyslexia and the Teaching of Religious and Moral Education in the Secondary School

“Dyslexia is best defined as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short term memory, sequencing and organisation, auditory and/visual perception, spoken language and motor skills.” (Peer, 2001)

The Subject of Religious and Moral Education can offer a rich variety of practical skills of debating, discussion, group work, decision making and interviewing to prepare young people with skills for life and the ability to make their own choices. The nature of the subject, with an emphasis on visual stimuli and the encouragement to work with peer/groups can allow the dyslexic pupil to succeed and retain information. Difficulties that arise can be from the written, reading element and organisation of work; especially at Higher level when the learning of new subject related terminology and essay writing is crucial. At this level much depends on literacy as a prerequisite to success and learners have to develop the ability to understand and utilise new vocabulary that is integrated into the subject.

Factors to take account when teaching the dyslexic pupil Religious and Moral Education

- Reading can be a major problem for some pupils, especially processing information quickly.
- Poor short term memory
- Some pupils can perform well orally but find difficulty with reading, writing and spelling.
- Restless, poor concentration span, forgetful, easily tired
- Poor sense of direction and right- left confusion.
- Pupils can have sequencing difficulties, which poses problems with organising events in the past.
- Learners need to learn to decode and analyse a range of texts and sources.
- Pupils have to be confident with a variety of texts across a range of chronological, cultural and religious contexts.
- The language of the text being studied can pose linguistic problems for the reader.
- A further difficulty for the dyslexic pupil can come in the required evaluation of abstract ideas and understanding of the different values of people in the past.
- Religious and Moral Education requires pupils to select, organise and evaluate the text in order to address an issue or argument.
- Assessment in R.M.P.S and Philosophy is often through extended pieces of Writing.
- Comparing and contrasting information can pose difficulties due to the organisational skills required.
- Misuse of words
- Some pupils may spell phonetically with poor punctuation
- Incorrect or confusing spelling structure
- Inability to organise essays
- Slow laborious writing
- Inaccurate proof reading
- Vocabulary confusions
- Inability to take notes at speed and listen accurately at the same time
- Inability to copy accurately, especially from board
- Lack of skills in knowing how to revise and study
- Misreading examination questions, but awareness when read to them
- Can sometimes see patterns in printed text

- Inability to follow a sequence of instructions
- Can be very competent at giving information but finds it more difficult to write to same standard.

Suggested strategies to employ with reading in the R.M.E classroom

- Pupils to be encouraged to read class texts carefully, with a peer for support if appropriate.
- Teacher to read text and written instructions aloud to class
- Extra time to be allowed for reading and processing information
- Summary notes on texts being studied
- Reader if necessary
- Pupil not to be asked to read aloud unless previously agreed
- Use of visual resources to reinforce learning
- Pupils to be encouraged to visualise text or reading material
- Mind mapping information
- Use of bullet points in making notes and highlighters for key information.
- Explain key words and phrases prior to reading text
- Persistent gentle teacher questioning to ensure comprehension of information
- Awareness of preferred learning styles
- Use of ICT programmes that read information/work to pupils, voice text programmes.

Strategies to employ with writing in R.M.E

- Do not overcorrect spelling; be selective and encourage logical spelling
- Personal spelling word bank/new terminology list at back of jotter or in notebook
- Use of spellchecker - available in all word processing packages
- Use of personal spellcheckers - can be used in exams if used as part of everyday learning
- Allow the pupil to redraft work
- Use of ICT to present and redraft writing
- Use of careful planning and bullet points to organise work
- Encouragement of writing in sequence and careful organisation/planning of work
- Essay guidelines with suggested paragraph headings that the dyslexic pupil can use as a basis for writing and structuring information
- Use of graphics and cartoons to memorise facts i.e. simile of Plato's Cave
- Make sure that there is adequate time for each task
- Outline of lesson content with summary points on worksheet or board
- Extra time to complete written tasks and assessments.

Strategies to employ with listening in R.M.E

- Reinforce verbal instruction especially, if pupils are listening and writing at the same time
- Persistent gentle teacher questioning to ensure comprehension of information
- Practice in a debate can encourage the pupil's ability to think, question, listen, deduce and form their own opinions.
- Listening to a variety of mediums

- Listening in pairs, groups and class activities
- Sequential memory activities that have a multi-sensory approach to enabling pupils to retain information.
- Make sure pupil is listening before giving instructions. Use the learner's name to help them focus quickly.
- Keep eye contact and give instructions one at a time until there is evidence that they can deal with more.
- Keep complex instructions short and grammatically simple.
- Be prepared to repeat instructions and clarify them by changing or redefining word or terms.

Strategies to employ with talking in R.M.E

- Use of prompt cards to aid talking and organisational skills
- Reading of summary notes aloud (if appropriate for the pupil). Can be achieved in small group or with paired tutor assistance.
- Experience of talking in groups, pairs etc to build confidence
- Talking can allow pupils to capitalise on their oral skills and learn to visualise information
- Practice in a debate can encourage the pupil's ability to think, question, deduce and form their own opinions.
- Pupils respond to group/class research and the use of visual aids and photographs
- Taping of talk to build confidence
- Opportunity to present talk in small group setting

References

Peer, L. and Reid, G. (eds) (2001) *Dyslexia-Successful Inclusion in the Secondary School*. London: Fulton Publishers.

Extract from S4 Exam paper written by SAC pupil

Life before I found out I was dyslexic was awful. I was constantly embarrassed and distressed by the fact that my work was unreadable; that I couldn't read simple things like the names of colours and places and that I couldn't even tell the time. It was like walking around in a little bubble where things only made sense if someone read it aloud to me. It was like I was a baby needing help with the simplest tasks. It wasn't as if I didn't understand the work. I did, but only if someone dictated it to me.

Of course my classmates picked up on the fact that my work was all spelt incorrectly and didn't make sense. In Primary Five I can remember sitting beside this moany little girl and her saying, "What does that say?" in a disgusted voice so that the rest of the class could hear. My face went bright red, my hands started sweating and my stomach felt all achy and empty. I felt so helpless and alone back then, smothered by self-pity and embarrassment. Every time I couldn't read or spell something, it was like the walls of the classroom were pressing in on me, trapping me in the place I hated so much.

It wasn't until Primary Five that someone realised that it could be something more than just bad spelling. It was my Primary Five teacher, Mrs. R, who first tried to help. I can vividly remember being called out to her desk one day when the class had started work. She sat me down and took both of my hands in hers.

"Now, F," she said, "Myself and the Head Teacher have decided that you should be moved up an English group."

I can remember staring at her, a smile widening on my face – this time my stomach doing excited little somersaults. Then she spoke again.

"I would also like to have a little word with your mum and dad about this. So can you give them this?"

She handed me a flowery envelope with 'To the Parent or Guardian of F.' written on it in her twirly writing. It turned out the meeting wasn't just about my change of English group, Mrs R also suggested that I should be tested for dyslexia.

When my mum and dad told me that I was going to be tested for dyslexia, fear kindled inside me, like a flickering candle in my stomach making me feel sick. I didn't know what dyslexia was. I thought it sounded like a disease.

"Will I have to go to hospital?" I enquired.

My mum and dad laughed and explained that dyslexia is a learning difficulty

That day, that minute, that second when I found out, changed my world for ever. That bubble I had lived in burst. I got help and support. I found out I wasn't stupid. I was dyslexic. By the time this had all happened, I was quite far through Primary Six and my teacher was very supportive, but I will never forget how Mrs R helped me discover the truth.

So as I went through the final years of my Primary School life, I got this lady Mrs. T who I went to see twice a week and who helped me with my spelling and reading. I also got a laptop for English and I got moved up the highest Maths and English groups. This was mainly because now I got a reader/scribe so I wasn't losing marks on tests because I couldn't read the question or spell the answer.

This help continued to High School and I have improved so much. Now that I can read, it's like I'm a bird who is flying for the first time out into a world of bigger dreams and brighter possibilities. One day that bird will land and find a job and a family and have a life that they are happy and content with.

iv. Making Appropriate Provision : Dyslexia at Transition

Context

Dyslexia at Transition is a resource on DVD ROM, which was sent to all Scottish schools by the Scottish Government during the 2007-8 session. This resource, produced by Moray House School of Education, was launched at a showcase event which also included exemplars of good practice currently being gathered by Dyslexia Scotland on behalf of the Government.

The purpose of this high profile approach to Dyslexia support of which the DVD Rom forms a part is:

- To ensure that effective support for dyslexia is inclusive and at whole school level
- To share good practice on Secondary transition for pupil with dyslexic difficulties
- To ensure a “pupil voice” in developing effective practice
- To provide CPD materials for Secondary teachers largely based on pupil experience
- To provide an interactive consultative transition kit for relevant pupils at P7 transfer
- To encourage proactive rather than reactive support strategies
- To involve parents in the transition process e.g. through a special session at parents’ evenings for new S1 pupils

Other pointers from the launch conference were:

- The need to continue to teach literacy skills within the Secondary curriculum to those pupils who would benefit
- The need to evidence good practice
- The need for transparent practice which is clear to pupils and parents
- The need to acknowledge that “institutional change will not occur within small specialist pockets of knowledge”
- The assumption that the kind of approach outlined will be consistent with expectations from HMIE

The general approach and ethos outlined above fitted well with the model already adopted by South Ayrshire. However there were implications for the authority for the development of explicit good practice at transition, effective consultation with pupils, and procedures which are both transparent and reassuring to parents.

More recently, HMIE’s report “Education for Learners with Dyslexia” (November 2008) also identified the following practice as effective:

- Effective planning at transition
- Transition groups Primary – Secondary
- Consistency of awareness of *all* staff
- Engagement with pupil views and choices of support
- Monitoring and tracking/ literacy profiles
- Collaboration and engagement with parents

Increasingly, the research focus on Dyslexia and literacy difficulties is swinging towards the affective elements of learning - how pupils feel about themselves, their perspectives, their learning styles, their motivation, and their relationships with peers and teaching staff

Early failure on a socially, highly valued skill such as reading would cause an almost traumatic frustration leading to aggression, acting out behaviour and eventually, in severe cases, to conduct disorders.

Svensson et al (2001, p.63).

No matter how good the resources, technology and differentiation, it is probably the positive engagement of young people that matters most in determining outcomes.

Pilot Transition Workshops

In May and June 2008, two workshops were held for a group of Primary 7 pupils within a Secondary Cluster in South Ayrshire. All these pupils were clear that they had additional support needs which were helpfully described as dyslexic in nature. The pupils were from five different Primary schools, and were identified by pupil support teachers as candidates for the pilot. They had not worked together previously.

The Cluster Head Teachers were highly supportive of the venture and donated a small sum of money for costs of resources, goody bags, refreshments etc

The pupils were invited to attend personally, and the purpose of the workshops explained to them. Parents were sent a letter asking for their consent. Eight pupils attended both workshops and one was unable to attend the second one. There were 7 girls and two boys.

A sub group of South Ayrshire's Dyslexia Strategy group consisting of two educational psychologists and three pupil support teachers planned the workshop content and supported the schools with the logistics of transporting pupils to a central location. The first workshop was held in a Primary School, and the second was held in the Secondary school which by this time all the pupils have attended on induction days.

The aim of the workshops was not to improve literacy skills directly, but to support the pupils' confidence, motivation and self esteem, and to encourage them to network with each other.

Activities included in the workshops were:

- Introductions : e.g. positive name
- 2 stars and a wish
- Power point presentation
- Poster making " Great Dyslexics"
- Time out : refreshments
- DVD Rom children's comments
- Open forum
- Complete "My profile"
- Award ceremony
- Presentation of goody bags

(for exemplars see appendices - though this list is in no way prescriptive)

Evaluation

An evaluation exercise was carried out through pupil interview in December of their S1 year.

Positive outcomes

- Increase in confidence
- Enjoyed meeting other dyslexic pupils
- Better understanding of dyslexia
- Enjoyed activities
- Group empowerment

From the pupils' point of view, the open acknowledgement of dyslexia as something commonplace, associated with cool film stars, sporting stars, chefs and musicians (and Einstein too...), their acceptance of each other as having a similar range of difficulties but to very different degrees, were all impressive.

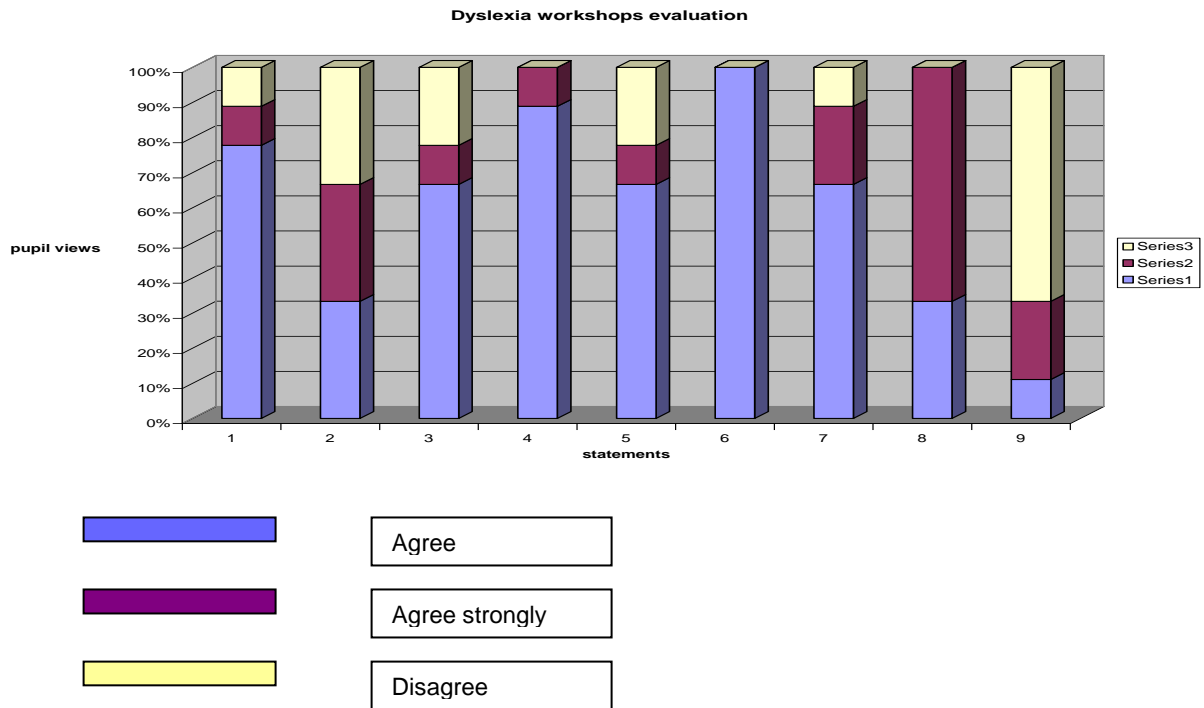
Their **suggestions for improvements** included:

- Leaflet for parents
- Workshop for parents at same time as pupil workshops
- Include more awareness for non dyslexics – possibly including them in group activities
- More boys!
- Higher profile with Secondary subject teachers
- The Coats Box (the brilliant idea of a Dyslexia box in every classroom with basic cheap support equipment)

For the adults involved, the main area of concern was to get the logistics smarter - transport, venues, technology, refreshments -all needed more planning than we had allowed for. The content worked well.

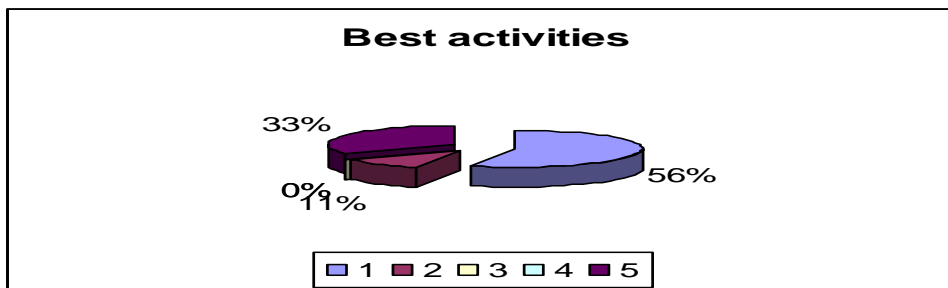
When the group met again in December, their confidence had increased markedly and they were making very astute (if unsolicited) points about curriculum delivery and attitudes of some subject teaching staff towards dyslexic pupils. The genie was indeed out of the bottle!

Appendix 1: Evaluation



Statements

1. Before the workshops I understood that I had dyslexic difficulties
2. I understood why I was going to the workshops
3. I was worried about going
4. I enjoyed the activities
5. I felt better about going to Secondary school
6. I understood more about dyslexia
7. I felt more confident
8. I enjoyed meeting other pupils with the same kind of problems
9. Secondary school is harder than I thought it would be



1. Meeting other dyslexic pupils
2. Poster
3. Profile
4. Awareness raising

Dyslexia in Transition Appendices

Sample Workshop Materials

Dyslexia in Transition P7 Workshop Materials

My Profile

Name:

Date of Birth:

Primary School:

My Achievements, e.g. certificates, awards, sporting medals, school National Assessments, etc.

Things I enjoy in school, e.g. art, music, drama, PE, experiments, problem solving, making friends, working with adults, discussions:



Things I enjoy out of school:



Some more interesting facts about me:




When I leave school I think I would like to be:



Some young people with dyslexia find the following things hard:

- | | | |
|------------------------------------|--------------------------|--------------------------|
| Reading | <input type="checkbox"/> | Too much work |
| <input type="checkbox"/> | | |
| Copying - from board | <input type="checkbox"/> | books |
| <input type="checkbox"/> | <input type="checkbox"/> | Finishing work on time |
| Spelling (especially when writing) | <input type="checkbox"/> | Times Tables |
| <input type="checkbox"/> | | |
| Story-writing | <input type="checkbox"/> | Telling the time |
| <input type="checkbox"/> | | |
| Handwriting | <input type="checkbox"/> | Remembering things |
| <input type="checkbox"/> | | |
| Homework (especially project work) | <input type="checkbox"/> | Sitting still |
| | | <input type="checkbox"/> |

'Stickability' (giving up)	<input type="checkbox"/>	Keyboarding Skills	<input type="checkbox"/>
Maths	<input type="checkbox"/>		
Forming friendships	<input type="checkbox"/>		
Paying attention for long periods of time		<input type="checkbox"/>	
Organising myself (looking after books, pencils, homework)			<input type="checkbox"/>
Understanding and following instructions		<input type="checkbox"/>	
Being confident		<input type="checkbox"/>	
Working within the whole class		<input type="checkbox"/>	
Others	-		



Things that helped me in P7:

Regular reading	<input type="checkbox"/>	Rests, thinking time	<input type="checkbox"/>
Paired reading	<input type="checkbox"/>	Enlarged materials	<input type="checkbox"/>
Audio books / Taped stories	<input type="checkbox"/>	Spellchecker	<input type="checkbox"/>
Spelling rules	<input type="checkbox"/>	Scribing for Assessment	<input type="checkbox"/>
Helping younger children	<input type="checkbox"/>	Laptop Computers	<input type="checkbox"/>
Mnemonics, e.g. laugh and u get happy	<input type="checkbox"/>	Writing Support	<input type="checkbox"/>
Overlays	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Phonics programme, e.g. my favourite resources			<input type="checkbox"/>
Reading strategies, e.g. breaking up words			<input type="checkbox"/>
Parents and school working together			<input type="checkbox"/>
Computer programmes, e.g. Co-writer, Wordshark			<input type="checkbox"/>
Teacher knowing about my difficulties			<input type="checkbox"/>

Friends knowing about my difficulties

Maths aids, e.g. calculator, number square, tables card,
maths memo cards

Meeting with other dyslexic pupils as part of a group
and talking about our problems

Extra time for reading/writing assessments

Others:



My personal target for the academy in session is:



When I go to the academy I am worried about:

Will all the teachers know about my Dyslexia?

What will I need for each day (books, equipment)?

Will I still be able to use my own learning aids?

Who will give me extra help if I need it?

How will I read and write everything?

Will I remember all the names?

How will I know where and when to go?

Will I have to read out aloud? I have never used a timetable before

The amount of homework Will I know anyone in my new classes
 Will I be taken out of the class How much writing will there be



I would be willing to try this in S1:

Support in a) The class from an adult, a study buddy
 or a sixth year helper

b) A small group out of class

c) Individual support out of class

Studying the map of the school so I know where to go

Learn to read school timetables

Keep a copy of the timetable at home and a diary that
 tells me what I need for each day

Pack my bag at night

Keep a SURVIVAL PACK in my bag (pencils, rulers, rubbers,
 sharpeners, timetables, etc)

Learn new vocabulary (e.g. Science, Geography, etc)

A plan to support me

Joining a reading club, spelling club, computer club, etc



Dyslexia in Transition P7 Workshop Materials

Famous Dyslexics Poster session

Materials can be found on the following websites : *NB these are suggested as sources of pictures only - they may otherwise be misleading!!!*

http://www.mindoverdyslexia.ca/MOD/famous_dyslexics.htm

www.dyslexiacenter.com/famous_dyslexics.htm

www.dyslexiaonline.com/famous/famous.htm

<http://www.brunswickreading.com/information.htm>

<http://www.beingdyslexic.co.uk/pages/information/dyslexia-inspiration/famous-dyslexics.php>

www.dyslexiachicago.com/about/challenge.html

<http://hometownhollywood.com/2008/09/70-famous-dyslexics/>

www.dyslexia-test.com/famous.html

*Tell me and I forget.
Teach me and I learn.
Involve me and I remember.*

(- Benjamin Franklin)

Dyslexia in Transition P7 Workshop Materials

ACTORS

ROCK STARS

INVENTORS

ARTISTS

POLITICIANS

CHEFS

LEADERS

BUSINESS PEOPLE

SCIENTISTS

Dyslexia in Transition P7 Workshop Materials

Sir Jackie Stewart

Albert Einstein

Keanu Reeves

George Washington

Henry Ford

Robin Williams

Princess Beatrice

Charles Lindbergh

Orlando Bloom

Jamie Oliver

Keira Knightley

Susan Hampshire

Pablo Picasso

Whoopi Goldberg

Steve Redgrave

Tom Cruise

Leonardo da Vinci

Richard Branson



Q. Why are these workshops happening?

A. The workshops were suggested by the Scottish Government in 2007 as part of effective transition practice, and highlighted by HMIE in 2008. Children have found them very positive - especially meeting other pupils with the same kind of problems. They have increased children's confidence and improved self awareness and resilience

Q. Who are the workshops for?

A. P7 pupils who have support in school for dyslexic or literacy difficulties, and are happy to share that information with others, may be invited to join in with P7 children from other schools in the Cluster

Q. What happens?

A. There will probably be two workshops, either in a Cluster Primary School or the Secondary. Pupils from p7 classes in Cluster schools will meet others with similar learning needs. There will be information, games and activities to help build confidence and awareness.

A *Pupil Profile* will probably be completed by the pupils to share information with their Secondary teachers, and any other concerns raised by pupils will be passed on.

Q. Who runs the workshops?

A. Teachers from cluster schools, and pupil support staff both Primary and Secondary are likely to be involved.

Q. What did other pupils think about the workshops?

A. Pupils agreed with these statements:

"I enjoyed the activities"

"I felt better about going to Secondary School"

"I understood more about Dyslexia"

"I felt more confident"

"I enjoyed meeting other pupils with the same kind of problems"

Dyslexia in Transition P7 Workshop Materials

5th June 2009

Session 1

Venue: Visitors' Room
xxxx Primary
1.30 – 2.45pm

Activities: **Check-In** x 2

- An ice-breaker in the form of a progressive round. “I am,”
- The Minister's Cat

Walk and Talk Session

Simple discussion about the meaning of dyslexia taken from BDA website.

‘Melanie's Story’ (SNAP website)

Carousel of statements pinned to wall. In pairs, with felt pens, tick those with which you identify.

Follow-on: sticky labels – write down two problems you have in class

Self-Esteem Builder

Large Star and Wish Chart – within the star write 2 talents which I possess, and on the moonbeam write 1 thing I would like to improve.

Lemonade and Biscuits

chat

Dyslexia in Transition P7 Workshop Materials

Poster Session – Famous Dyslexics

Dyslexia at Transition

12th June 2009

Session 2

Venue: Visitors' Room
xxx Primary
1.30 – 2.45pm

Activities: **Check-In** x 2

- An ice-breaker - The Minister's Cat
- Dice Talk

Finish Posters

- Famous Dyslexics
- Two Stars and a Moonbeam

My Profile (booklet) Pages 1 and 2

Lemonade and Biscuits

My Profile (booklet) Pages 3

Games Time

- Stacker (Word building)
- 4 in a Row (Syllabification Skills)
- Pull Your Socks Up (Idioms)

N.B. These exemplars are in no way intended to be prescriptive but give an idea of what content could be. Different models are being used in various clusters and adaptations made as seems appropriate.

Dyslexia in Transition P7 Workshop Materials



Sample pilot workshop materials – Prestwick Cluster 2008

v. Making Appropriate Provision ICT Support

- Computers are patient and will repeat instructions endlessly.
- Computers are non-judgemental and don't have body language.
- Students can take risks - mistakes can be removed without a trace.
- Computer software is often motivating by providing quick response and "feel good" feedback
- Students can take control of the pace of their learning.
- Computers provide the perfect multi-sensory learning environment.
- Self esteem can be boosted by privacy, independent working and work that looks good.

For up to date information and typical prices check the following websites:

<http://www.callscotland.org.uk>

<http://www.bdastore.org.uk>

<http://www.dyslexic.com>

<http://www.thedyslexiashop.co.uk>

Technical support for reading and writing

The following are currently (2010) the most recommended resources, but the pace of innovation is fast and new more effective resources appear all the time. They are also expensive and therefore up to date information should always be sought before committing. Ideally children and young people should have an opportunity to try out resources to see what may suit them. Not all pupils find the logistics of accessing ICT resources appealing (although most do) so their views should always be considered.

Write outloud – Solo edition

Co-writer

Dragon naturally speaking

I can write

Kidspiration v3 www.inspiration.com

Inspiration v8 www.inspiration.com

Software for writing

Texthelp Read and Write Gold

Clicker v5 (Crick software)

Wordbar V2 (Crick software)

Penfriend XP3

Software to support reading

Readable V2

Cloze Pro

Textthing plus

ClaroReadPlus2008

Other equipment to support reading and writing

Reading Pen – Oxford edition

Alphasmart Neo Laptop notebook

Tablet P.Cs (R.M.)

Software for spelling

Wordshark v4

Nessy Learning Programme v2 (Nessy)

Nessy Games player (Nessy)

Accelerate Acceleratewrite CD Rom

Lexion

I can spell (iANSYST)

Word Work (REM)

Spellmate (Sherston /REM)

Scanit – spelling in a flash (iANSYST)

Starspell ((iansyst)

Eye for spelling (Inclusive technology)

Keyboard skills

Nessy Fingers (Nessy)

KAZ

Touchtype

Handheld spellcheckers

Franklin literacy wordbank LWB 1216

Franklin DMQ -1870 Speaking Dictionary



Children and Community

Dyslexia Support Pack 2010

Section 5 : Whole School Approaches

1. **Dyslexia Friendly Schools**
2. **Dyslexia Friendly Classrooms**

5. Whole School Approaches

i. Developing Dyslexia Friendly Schools

“being an effective school and becoming dyslexia friendly seem to be two sides of the same coin”

Neil MacKay, 2001

The Dyslexia Friendly Schools movement developed initially from a partnership between the British Dyslexia Association and DfEE in England in 1999, and many local authorities in England and Wales have adopted a version of the original model, either with formal external accreditation or through a process of self evaluation. In Scotland most local authorities are supporting DFS good practice formally or informally.

Rationale

- High profile of dyslexia currently with Scottish Government
- Launch of Scottish Assessment Toolkit June 2010 which embeds effective identification and assessment within normal classroom practice and staged intervention (www.frameworkforinclusion.org/assessingdyslexia)
- DFS identified as good practice by HMIE 2008 Education for Learners with Dyslexia report
- Curriculum for Excellence focus on literacy as responsibility of all
- Reflects paradigm shift from dyslexia as disability to dyslexia as learning preference
- Normalises dyslexia continuum within classroom context
- Part of response to a flexible approach to diversity
- Addresses socio-emotional and attitudinal aspects of dyslexia associated with poor educational outcomes
- Antidote to “one size fits all” approach to dyslexia intervention
- Focus on parent partnership, addressing some parental concerns that dyslexia is not addressed consistently in a supportive perspective and ethos

In South Ayrshire, a short term Dyslexia Friendly School strategy group (including representation from Heathfield Primary, Troon Primary and Doonfoot Primary, together with Cluster staff and Psychological Service) devised a Dyslexia Friendly Primary Schools Self Evaluation Toolkit, which was launched in draft form at a twilight training course in January 2010.

This toolkit was adapted from a range of good practice adopted elsewhere in Scotland and the UK generally. Heathfield Primary School has been at the forefront of developing imaginative DFS good practice, and presented jointly at the January 2010 launch of the draft self evaluation materials.

This self evaluation model was taken forward in September 2010 on a Cluster basis across primary schools in South Ayrshire. Each Cluster was invited to nominate a minimum of one lead Primary school to participate in extending the DFS pilot in session 2010-2011. Many SAC

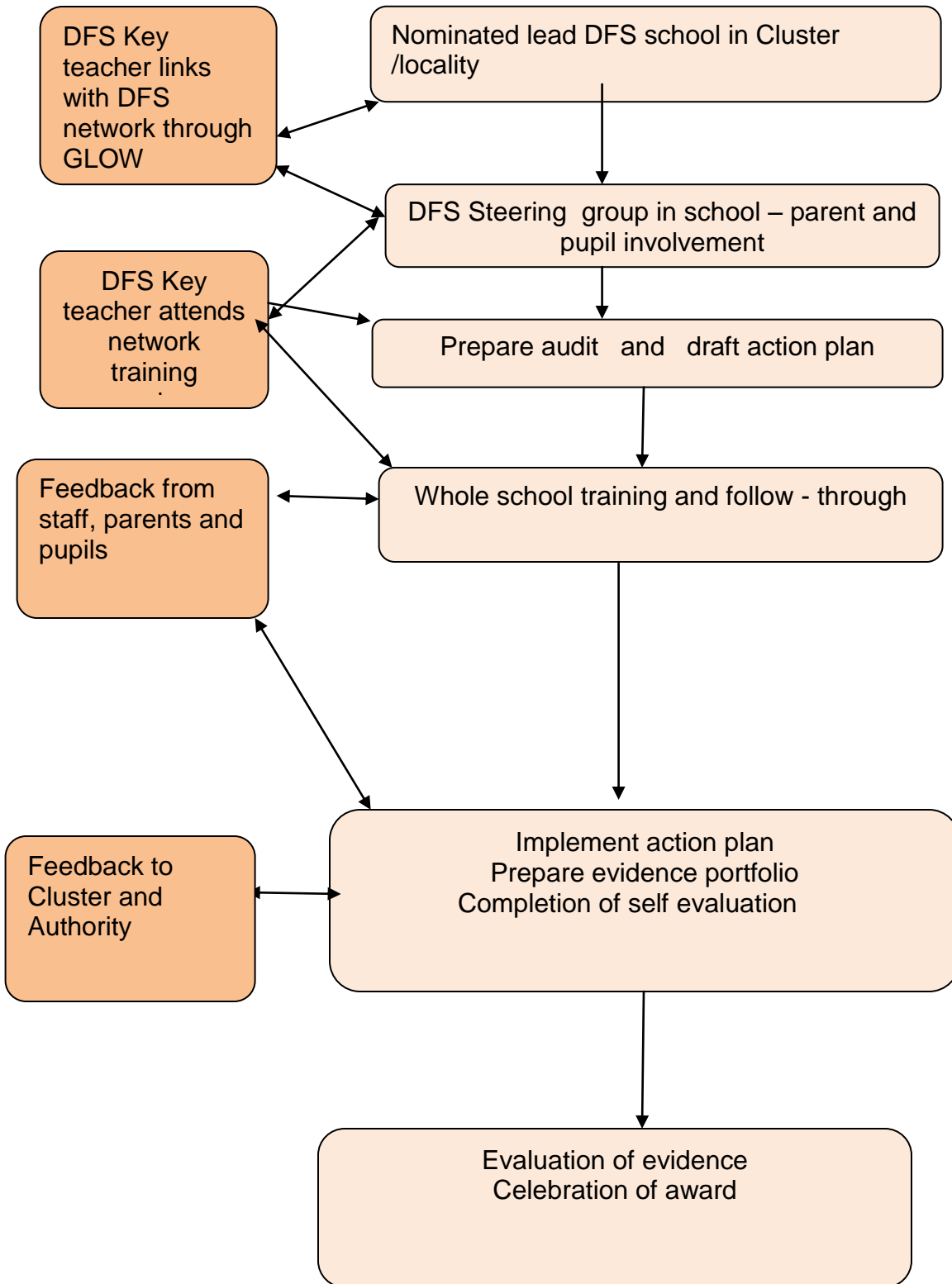
schools are already meeting a high proportion of the evaluation criteria and there was a very positive response

Participation involves :

- School agrees to a period of monitored self evaluation 12months – 24 months (depending on how many criteria are already met) as part of Development Plan
- Agreement for whole school CPD – 2 twilights or 1 half day, using elements of HMIE 2010 Journey to Excellence Development pack
- Formation of small school steering group with representation of parent and pupil views
- Identification of DFS key link teacher who will link with network of DFS key link teachers through GLOW and attend Level 2 Dyslexia training. This link teacher should preferably be a classroom teacher or member of management team
- Audit of current practice including views of staff, parents and pupils using targets identified in the DFS self evaluation toolkit
- Development of DFS Action Plan based on Audit and DFS self evaluation toolkit
- Preparation of DFS Evidence Portfolio, including views of parents and pupils
- Moderation of DFS completion
- Achieve DFS status with due ceremony!



"many of the practices advocated for a DFS will benefit a wide range of children and not just those children identified as having dyslexia" Barbara Riddick



SAC Dyslexia Friendly Primary Schools: Self Evaluation Toolkit

Name of school		
Date completed		Completed by :

Statement	Evidence	Planning	Working towards	Established
Area 1 Whole school commitment to DFS				
The school community has a consistent, inclusive and positive approach to dyslexia which is fully supported by SMT				
A school Dyslexia Policy Statement written in clear English is in place and available to all staff and parents				
SAC Dyslexia Support Pack is available to all staff				
Data on literacy attainment is regularly evaluated on a whole school basis				
Teachers are supported to evaluate their contribution to DFS good practice				
A key Dyslexia link member of staff is identified who is responsible for monitoring DFS progress				
Dyslexia is included in school homework policy, marking policy and Induction procedures for new staff				

Innovative literacy projects are introduced on a regular basis				
The school library is included in Dyslexia Friendly practice				
Area 2 Early identification and intervention				
PIPS screening results from nursery are followed up in P1 and used as a basis for literacy profiles				
Effective information sharing is in place with other agencies such as Speech and Language Therapy				
Enhanced early literacy experience is established through active learning when there is concern in P1				
Staged intervention procedures are in place from nursery / P1				
SAC Dyslexia Identification Checklists, or similar, are used regularly to record concerns				
Area 3 Assessment				
Assessment is an integral part of the ongoing process of identification, intervention and evaluation of progress				
All teaching staff are familiar with "check up" material for literacy skills to assess progress				
Pupil Support Staff have access to Dyslexia Assessment tools such as Dyslexia Screening Tests, GLA Dyslexia screener, GLA Dyslexia Portfolio or similar resources				

The school can access advice on assessment from SAC Educational Psychologists and from the Scottish Assessing Dyslexia Toolkit for teachers (see Dyslexia Scotland website)				
Assessment relates to : <ul style="list-style-type: none"> • The classroom environment • Pupil Learning Style • Thinking Skills • Pupil Perspectives as well as literacy attainments				
External Assessments from professionals such as private Chartered Educational Psychologists are valued and may be used to contribute information to the child's profile				
Dyslexia friendly good practice is in place when marking everyday assessments				
Area 4 Dyslexia Friendly Classroom				
Teachers are confident that they are meeting the needs of dyslexic children				
Classrooms are well organised with easily accessible dyslexia aids available (see Coats Box)				
All children are "dyslexia aware"				
Peer support is well organised and innovative				
Learning is differentiated appropriately and a range of learning methods encouraged				

Children are motivated to learn and evaluate their progress				
Teachers are “noticing and adjusting” effectively				
Area 5 Pupil Perspectives				
Children are given information about dyslexia appropriate to their level of understanding				
Children are encouraged to identify their strengths and needs, and become independent learners				
Feelings of learning failure, frustration and anxiety are acknowledged and addressed				
Children’s views are respected particularly in relation to : <ul style="list-style-type: none"> • Learning resources • Seating • Learning groups • How adult support is used (adult views are respected also, but children should feel they are listened to, and their concerns addressed)				
Area 6 CPD				
The school has a systematic and supportive policy on Dyslexia CPD for all school staff				
All teaching and support staff have attended at least a basic dyslexia awareness raising session in the last 5 years				

A record is kept of staff training and audit of training needs				
Action research projects which pilot DFS good practice are encouraged and supported				
Area 7 Planning at Primary – Secondary Transition				
Children have information about the range of supports and strategies (including ICT) available in Secondary School, and how to get them.				
Children are clear what information is being passed on to Secondary subject teachers				
Children are consulted about sharing information about their Dyslexia with new peers				
Pupils are offered the chance to attend a P7 Dyslexia Transition group or workshop				
Area 8 Partnership with parents				
Parents are given clear written early notice of any school concerns				
Parents' concerns are respected and acknowledged				
Information from parents contributes to the child's profile				
There is a system in place for regular sharing of information about progress, supports in place, and targets				
Workshops are available on supporting their children's learning				

SAC Dyslexia Friendly School Action Plan**School:****Date completed:**

Area for development	Actions required	Success criteria	Responsibility	Target date

South Ayrshire Council
Dyslexia Friendly Schools

Audit of CPD needs for all school staff

School:

Name :	Yes	No	Priority
<i>To support Dyslexia Friendly Approaches do you need?</i>			
• More information on identifying dyslexia			
• Creating a Dyslexia Friendly classroom			
• More information on barriers to learning experienced in dyslexia			
• Differentiating literacy activities			
• Experience with ICT Dyslexia resources			
• Assistance with setting targets for dyslexic pupils			
• Strategies to develop pupil motivation and self esteem			
• Monitoring progress and the success of intervention strategies			
• Other			

Please return to:

By:

"many of the practices advocated for a DFS will benefit a wide range of children and not just those children identified as having dyslexia" Barbara Riddick

ii. Whole School Approaches : Dyslexia Friendly Classroom



Dyslexia Friendly Classroom : 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 – eg 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 tape 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 taped 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

Dyslexia Friendly Classroom

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

Dyslexia Friendly Classroom

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 letters)
- 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 - get them to use LSDWCC without cheating
- Encourage silly mnemonics –the sillier the better
- Encourage frequent access to good software like Wordshark
- 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. Don't mess up a painstakingly put together piece of work with scores and angry comments!
- Consider a Franklin spellchecker or practice with word processing spellcheck when progress makes that possible.

Dyslexia Friendly Classroom

Organization support strategies

- make sure all the children are dyslexia aware
- give child a “Dyslexia support” card to indicate issue to supply teachers etc
- encourage peer buddies
- use photocopy partners
- encourage homework buddies - by phone or email
- use a large visual timetable for class activities (colour coded)
- provide individual pupil timetables and strategies for not losing them
- 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
- have an individual cue sheet for name, date of birth, address, school name, etc
- colour code all classroom storage and have visual symbols
- Give 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

Marking Strategies

- Identify good points but don't overdo it! Patronising can be as damaging as criticism!
- Identify points for improvement and practice – but not too many
- Use highlighters in different colours rather than red pen
- Be consistent in marking
- Use colour codes rather than writing comments that the child can't read
- Encourage emailing word processed written work as it can be easier to give feedback

Classroom resource: the Coats Box*

(the Box should look attractive – possibly decorated with pictures of famous dyslexics and should be kept tidy and attractive –it can be used by any children)

Contents - (this will depend on age, stage, range of children using the box, personal preferences etc)

- List of contents
- “Post its” selection of colours and sizes
- Wooden and magnetic letters
- Magnetic boards
- Pencil grips
- Easy grip pencils
- Fluorescent highlighters
- Reading frames
- Reading rulers
- ACE Spelling dictionary
- “Help” cards
- Ear plugs
- Sand timers
- LOOPCARDS (www.loopcards.net)
- Kooshie Balls
- Wikki Stix

Laminated wipe clean prompts:

- Days of the week
- Months of the year
- Maths symbols
- Punctuation symbols
- Number words
- Number bonds
- Number lines
- Number square
- B/D cues
- Right /Left cues
- Overlay strips
- Number square
- Alphabet arc
- Weather words and symbols
- Adjective / noun grids
- Subject key words (e.g. environment)
- Tables strips (Smart Kids)
- Tables car

* Coats Box – named after Marilyn Coats who came up with the idea and who has helped many dyslexic children in South Ayrshire



Children and Community

Dyslexia Support Pack 2010

Section 6 : Parent Partnership

Section 6 : Parent Partnership

Most parents of young children focus on literacy as an important measurable skill, and become anxious if they perceive their child to be “falling behind” or not showing an interest in early literacy activities like creative drawing or recognising print in the environment. This concern can be complicated by the varying messages about “what Dyslexia is” which come from friends, the media, or an internet search. Within the broad spectrum of early literacy achievement, the focus in school is on the progression of the individual child, whereas parents may focus on an assumed “normal” stage of reading and writing.

Schools have in the past tended to “professionalise” literacy to reduce parental anxiety, which may be interpreted by some parents as distancing them. Where early reading difficulty is seen to persist, and there is uncertainty, for whatever reason, about “what is wrong” or “what the school is doing about it”, some parents may become frustrated, and can feel helpless or angry, particularly if they had negative experiences themselves at school. Research carried out at Exeter University (Norwich, Burden) has described the conflicting perspectives between parents and professionals as particularly marked in the area of literacy and dyslexia, and therefore require to be addressed.

Parent Partnership: features of good practice

All parents should have available:

- Clear and accessible information about Language teaching
- 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

Parents of children with identified literacy concerns should have available in addition:

- Clear information on which school staff they should speak to, and when
- Information on the child’s literacy profile
- Information on individual skills progression
- Staged Intervention planning and evaluation information
- Information on the role of Pupil Support staff in school
- Information on the role of the school Educational Psychologist in relation to Dyslexia

Parents may find useful:

- Confidential opportunities to discuss their concerns at an early stage
- Parent workshops on Dyslexia
- Information on how best to support children at home
- Information on where to find additional good quality information on Dyslexia for them and their child e.g. <http://www.frameworkforinclusion.org/AssessingDyslexia/>
<http://www.dyslexiascotland.org.uk/> www.dudeswithdyslexia.co.uk
- Information on Primary – Secondary Transition supports
- Information on support at next stages (ie Secondary/ College/ University)

Engaging parents in joint good practice

- Liaise over homework – e.g. levels of differentiation, dealing with refusal and avoidance
- Encourage child to use same strategies at home with reading as they do at school – if they work!
- Supporting your child to deal with difficulties e.g. talking openly about concerns, pointing out successful role models
- Using organisational supports at home e.g. wallcharts, planners, colour coding
- Supporting the child to have a positive view of him/herself
- Activities to promote self esteem
- Give the child a positive “joined up” view of home and school working together

SAC Dyslexia Friendly Primary School: Self Evaluation – Partnership with Parents section

(section of self evaluation toolkit required to be completed for SAC Dyslexia Friendly Primary School Status)

Area 8 Partnership with parents	
Parents are given clear written early notice of any school concerns	
Parents' concerns are respected and acknowledged	
Information from parents contributes to the child's profile	
There is a system in place for regular sharing of information about progress, supports in place, and targets	
Workshops are available on supporting their children's learning	



Children and Community

Dyslexia Support Pack 2010

Section 7 : Glossary of Terms

Glossary of Terms

Additional Support Needs: terminology in 2004 Additional Support for Learning Act (Scotland). Dyslexia is an additional support need.

ADHD: Attention Deficit and Hyperactivity Disorder. A specific learning difficulty principally affecting attention and focus

Alliteration: words which start with the same sound

Analytic phonics: process of breaking words into constituent sounds

Auditory discrimination: the ability to pick out and match sounds from spoken language

Automaticity: the consolidation of new learning

Cognitive ability: a general term relating to thinking and knowing skills

Decoding: reading by breaking down words into sounds and syllables

Directionality: awareness of the relative position of one side of the body versus the other

DSA: Disabled Students' Allowance: may be made available for Higher Education students identified as experiencing a marked degree of dyslexia. Information from University Disability Offices

Dyscalculia: difficulty with mathematical concepts and processes

Dyslexia: a distinctive specific learning difficulty principally affecting the acquisition of literacy skills

Dyspraxia: a specific learning difficulty principally affecting motor skills and motor planning

Encoding: spelling by building by syllables or phonemes

Grapheme: a written letter or symbol

Kinaesthetic: relating to the perception of movement

Laterality: right or left handedness

Learning style: the preferred and most effective individual mode of learning taking into account personality and environment: e.g. visual/ verbal; individual / interactive

Meares-Irlen: see Scotopic sensitivity

Metacognition: learner's awareness of how he/she learns

Mind mapping: helpful note taking or planning study strategy –associated with Tony Buzan

Monocular occlusion: eye patching treatment for retinal processing problem – has been associated (Stein) with reading improvement

Multi Sensory: teaching using several senses at once

Non word: Made up word e.g. DRAMP - effectively tests ability to read phonically

Omega 3 and 6: present in fish oil – dietary deficit has been associated with poor attention control

Onset: initial phoneme in a word e.g. c -at

Orthographic: relating to how language is written down

Phoneme: a sound unit in a word which cannot be broken down further

Phonics: teaching reading by emphasising letter –sound relationships

Phonological Awareness: how speech sounds are processed and manipulated.

Pupil Support Coordinator: person identified in each school responsible for implementing

Rime: Latter part of a word e.g. c- at

Saccade: process where the eyes make rapid jerks to move along a line of text

Semantic: relating to the meaning of language

Scotopic sensitivity: a dysfunction of the visual system with sensitivity to light and colour contrast (also known as Meares-Irlen syndrome)

Specific Learning Difficulty: an identified pattern of developmental features which affects learning

Staged Intervention: Three levels of curricular support and planning for children and young people with additional support needs, including dyslexia

Syllable: the “beat” in a word e.g. e/le/phat

Synthetic phonics: process of building single sounds into words



Children and Community

Dyslexia Support Pack 2010

Section 8 : Appendix 1 : Resources for Teachers, Parents and Pupils

- Early years Books
- Books for children, parents and teachers
- Web based resources
- SAC Pupil Support Teachers' poll of favourite resources
- Assessment resources
- Intervention resources
- Visual Dyslexia
- Handy Hints (Secondary) pupil info

Dyslexia Support Pack Appendix 1 : Resources for Teachers, Parents and Pupils : Early Years**Early Years Books : Rhyme**

We're Going on a Bear Hunt	M Rosen	0744523230
A Dragon in a Wagon	Lynley Dodd	0140540857
What use is a Moose?	Martin Waddell	0744539560
The Park in the Dark	Martin Waddell	0744517400
Once Upon a time	John Prater	0744536901
Hop on Pop	Dr Seuss	000171309
The Cat That Scratched	J Long	0099353717
Duck in a Truck	J Alborough	0006647170
Don't Put Your Finger in the Jelly, Nelly	N Sharratt	059013664X
Mr McGee and the Biting Flea	Pamela Allen	0140564195
Swamp Stomp	Paul Strickland	1857141067
The Dance of the Dinosaurs	C and J Hawkins	0007114443
Mess Monsters in the Garden	B Shoshan	1845390679
Cops and Robbers	J and A Ahlberg	0140565841
This is the Bear	Sarah Hayes	(Walker books)
Each Peach Pear Plum	Jane and Allan Ahlberg	(Puffin)
Walking Through The Jungle	Julie Lacombe	(Walker books)
Rhymes, riddles and nonsense	Dr Seuss	0007169566
EIEIO	Gus Clarke	1842702653

Early Years : Alliteration

Captain's Abdul's Little Treasure	Colin McNaughton	0744570069
Brave Bitsy and the Bear	A McAllister, T Beeke	0405019182
Beetles in the Bathroom	B Moses, S Holleyman	0140567046
Hairy MacLary's Caterwaul Capers	Linley Dodd	0141508732
The Crunching Munching Caterpillar	Cain and Tickle	1854306413
The Dance of the Dinosaurs	C and J Hawkins	0007114443
Dimity Dumpty: Daughter of the Circus	Bob Graham	1844280675
Elmer: The Story of the Patchwork Elephant	David McKee	0862642086
Hairy MacLary From Donaldson's Dairy	Linley Dodd	0140505318
Fast Fox Goes Crazy	A Ahlberg, A Amstutz	0582411378
Jack and the Beanstalk		
Giddy Goat	Rix and Chapman	1843622831
The Three Billy Goat's Gruff		
Hedgehog Howdedo	Linley Dodd	0140568859
The HippoNOTamus	Payne and Parker-Rees	1862335141
Ish	Judy Moodie	1844282961
Pass the Jam, Jim	K Umansky, M Chamberlain	0099266148
Katje	Gtetchen Woefle	0744589398
Lullabyhullaballoo	Inkpen	0340626860
The Lighthouse Keeper's Lunch	R, and A, Armitage	05905051752
Mess Monster in the Garden	Beth Shoshan	1845390677
Maisie Meets her Match	Paterson	1871705037
Mr McGee and the Biting Flea	Pamela Allen	0140564195
Not Now Bernard	David McKee	1842704567
Pig in the Pond	M Waddell	074454316
Prowlpuss	Gina Wilson	0774532094
The Princess and the Pea	Lauren Child	0141381388
Mr Pod and Mr Piccalilli	Ned Sharratt	0744540666
About Quacky Quack-quack	Ian Whybrow	074459460X
The Ravenous Beast	Niamh Sharkey	1844284972
Riley and Rose in the Picture	Susanna Gretz	1844280020
Sniff-Sniff-Snap	Linley Dodd	0140558683
Swamp Stomp	Paul Strickland	1857141067
Squeak-a-lot	Martin Waddell	0744530474
The Kiss that Missed	David Melling	0340797185
Katie Morag and the Tiresome Ted	Mairi Hedderwick	0006631614
The Terrible Troublesome Troll	Ward	0439973678
Go Tell it to the Toucan	Colin West	0744582539

Winnie the Witch	K Paul, V Thomas	9780192721976
The Sheep Fairy, When Wishes Have Wings	Syme	0744598001
Wombat Goes Walkabout	Michael Morpurgo	0006646271
Zigazoo	Blake	0099265346
I Went to the Zoopermarket	N Sharratt	0439950635
Za-za's Baby Brother	Lucy Collins	0744570236
Hairy MacLary and Zachary Quack	Linley Dodd	0140567739

Bobby Shaftoe, Clap your hands	Sue Nicholls	0713635568
Bingo Lingo	Helen MacGregor	0713673249

ABC

Dr Seuss's ABCQ	Dr Seuss	0001713086
Animal ABC, a Scots Alphabet	Susan Rennie	190292746X
Groovy Animal ABC	Bang on the Door	0192791214

Music Resources

Singing Games and Rhymes for Early Years National Youth Choir of Scotland

<http://www.keepingthebeat.co.uk/>

<http://www.stickykids.co.uk/home/>

<http://www.musicisfun.biz/home.htm>

<http://www.brilliantpublications.co.uk/>

Dyslexia Support Pack Appendix 1 : Resources for Teachers, Parents and Pupils : Books

Books for children and young people

My Name Is Brian Brain (Apple Paperbacks)
 Brian Has Dyslexia (A Dr. Spot Casebook)
 It's Called Dyslexia (Live & Learn) (Jennifer Moore-Mallinos and Nuria Roca)
 It's Just Dyslexia (Marlene D. Hauck)
 So You Think You've Got Problems? (Rosalind Birkett)
 Dyslexia: A Teenager's Guide (Sylvia Moody)
 My Friend Has Dyslexia (Friends with Disabilities) (Amanda Doering Tourville)

Academic books

Dyslexia and Self-concept: Seeking a Dyslexic Identity (Robert Burden)
 Literature Review of Current Approaches to the Provision of Education for Children with Dyslexia, (Dely L Elliott, Julia K Davidson and Jon Lewin), HM Inspectorate of Education, May 2007.
 Available on the HMIE website: www.hmie.gov.uk
 Dyslexia and Vision (Bruce Evans)
 Dyslexia and Literacy: A Tribute to Ingvar Lundberg (Erland Hjelmquist and Curt von Euler)
 Reading Development and Dyslexia (Hulme and Snowling)
 Dyslexia: A Psychosocial Perspective (Morag Hunter Carsch)
 Reading by the Colors: Overcoming Dyslexia and Other Reading Disabilities Through the Irlen Method (Helen Irlen)
 Dyslexia and Stress – (ed. TR Miles)
 Early Reading Development and Dyslexia (Valerie Muter)
 Dyslexia, Learning, and the Brain (Nicolson and Fawcett)
 Multilingualism, Literacy and Dyslexia: A Challenge for Educators (Lindsay Peer and Gavin Reid)
 Dyslexia in Context (Gavid Reid and Angela Fawcett)
 Dyslexia and Literacy (Gavin Reid and Janice Wearmouth)
 Dyslexia (Margaret J. Snowling)
 Dyslexia – Speech and Language (Margaret Snowling and Joy Stackhouse)
 Dyslexia – Integrating Theory and Practice (Snowling and Thomson)
 Literature Review of Current Approaches to the Provision of Education for Children with Dyslexia, (Dely L Elliott, Julia K Davidson and Jon Lewin), HM Inspectorate of Education, May 2007.
 Available on the HMIE website: www.hmie.gov.uk

Practical Classroom Books

- Beginning to Read: Thinking and Learning About Print (M J Adams)
- Dyslexia? Assessing and Reporting: The Patoss Guide (Gill Backhouse and Kath Morris)
- Dyslexia: A Beginner's Guide (Beginner's Guides) (Nicola Brunswick)
- Seeing Spells Achieving: Improve your spelling, reading, memory, dyslexic symptoms, in any language, by using your brain the way nature intended, through NLP and visualisation (Andrew Bendefy)
- The Dyslexia Pocketbook (Teachers' Pocketbooks) (Julie Bennett and Phil Hailstone)
- Overcoming Dyslexia: A Practical Handbook for the Classroom (Hilary Broomfield and Margaret Combley)
- Mind Maps for Kids: An Introduction (Tony Buzan)
- Including Children with Early Signs of Dyslexia in the Foundation Stage (Chris Chandler ,Sheila Smith and Meryl Morton)
- Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students (Jenny Cogan)
- The Gift of Dyslexia: Why Some of the Brightest People Can't Read and How They Can Learn (Ronald D. Davis; Eldon M. Braun)
- Dyslexia in the Primary Classroom (Achieving QTS Cross-curricular Strand) (Wendy Hall)
- Dyslexia in the Early Years: Practical Guide to Teaching and Learning (Dimitra Hartas)
- Dyslexia and Maths (A BDA/Fulton publication) (Julie Kay and Dorian Yeo)
- Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit (Neil Mackay)
- Dyslexia Rules! (Mary Manning-Thomas)
- Dyslexia and Mathematics (Elaine Miles and Tim Miles)
- Music and Dyslexia: A Positive Approach (Tim Miles , John Westcombe , Diana Ditchfield)
- Dyslexia and Learning Style: A Practitioner's Handbook (Tilly Mortimore)
- Dyslexia-friendly Practice in the Secondary Classroom (Achieving QTS Cross-Curricular Strand) (Tilly Mortimore and Jane Dupree)
- Teaching Children with Dyslexia: A Practical Guide Philomena Ott
- The Dyslexia-friendly Primary School: A Practical Guide for Teachers (Dr Barbara Pavey ,Olive Hickmott and Jeanne Betancourt)
- Introduction to Dyslexia (Inclusion in the secondary school) (Lindsay Peer and Gavin Reid)
- Dyslexia and Design and Technology (Ranaldi)
- Dyslexia in Context: Research, Policy and Practice (Gavin Reid and Angela Fawcett)
- Dyslexia and Inclusion: Classroom - Approaches for Assessment,Teaching and Learning (Gavin Reid)
- Dyslexia: A Practioner's Handbook (Gavin Reid)

The Routledge Companion to Dyslexia (Gavin Reid)

100 Ideas for Supporting Pupils with Dyslexia (Continuum One Hundreds Series) (Gavin Reid)

The Teaching Assistant's Guide to Dyslexia (Gavin Reid and Janice Wearmouth)

Supporting Students with Dyslexia in Secondary Schools (Moir Thomson)

Dyslexia Included: A Whole School Approach (Resource Materials for Teachers) (Michael Thomson)

The Psychology of Dyslexia: with Case Studies CD-ROM: A Handbook for Teachers (Michael Thomson)

Dyslexia Guidance : (Martin Turner and Philippa Bodien)

Books for Parents

Dyslexia (Talking It Through) ("Althea")

The Gift of Dyslexia: Why Some of the Brightest People Can't Read and How They Can Learn (Ronald D. Davis; Eldon M. Braun)

Dyslexia (Christine Ostler)

What Is Dyslexia?: A Book Explaining Dyslexia for Kids and Adults to Use Together (Alan M.

Hultquist)Dyslexia: A Complete Guide for Parents (Gavin Reid)

Living With Dyslexia (Barbara Riddick)

Dyslexia Support Pack Appendix 1 : Resources for Teachers, Parents and Pupils : web resources**Key resources / policies in Scotland**

<http://www.dyslexiatransition.org>

<http://www.hmie.gov.uk/documents/publication/eflwd.pdf>

<http://www.dyslexiascotland.org.uk>

<http://www.countmein.org.uk>

<http://www.supportingdyslexicpupils.org.uk>

www.journeytoexcellence.org.uk

www.frameworkforinclusion.org/dyslexiaassessment

Other useful websites

<http://www.dyslexic.com/kyle/kyleschool.htm>

<http://www.starfall.com/>

<http://www.blacksheepress.co.uk/>

<http://www.dyslexia-parent.com/>

<http://www.dyslexia-teacher.co.uk>

<http://www.jollylearning.co.uk>

www.smartkids.co.uk

www.crossboweducation.com

<http://www.patoss-dyslexia.org>

<http://www.dyslexiascotland.org.uk/documents/Guide%20for%20Teachers%20A4.pdf>

<http://www.lovereading4kids.co.uk/genre/dys/Dyslexia-friendly.html>

<http://www.dyslexiaaction.org.uk/uploads/DyslexiaGuide.pdf>

<http://www.dyslexiaaction.org.uk/store/pc-65-19-units-of-sound-literacy-that-fits.aspx>

<http://www.dyslexiahelp.co.uk>

<http://community.tes.co.uk/forums>

<http://www.iansyst.co.uk>

<http://literacy.cumbriagridforlearning.org.uk>

<http://www.dyslexiatransition.org>

<http://www.cemcentre.org>

www.lexion.co.uk

<http://www.classroom-assistant.net/resources.html>

<http://www.gl-assessment.co.uk/>

<http://www.dyslexic.com>

<http://www.bdadyslexia.org.uk>

<http://www.senteacher.org/Print/>

<http://www.teachingideas.co.uk/english/contents.htm>

South Ayrshire Teachers' Favourite Resources for Supporting Pupils with Dyslexia

Many thanks to all Pupil Support teachers who responded with their 3 absolute favourite resources and suitable comments. Some couldn't stop at 3 so a few extra votes slipped in. A wide range of favourites emerged – a mixture of familiar tried and tested and newer exciting web based resources. GLA Screener seems robust and popular in use, narrowly beating the inevitably popular Toe by Toe.

Resource	Source	Votes
Alpha to Omega 6 th edition – with supplementary worksheet activities	www.a2ouk.com <i>“structured multisensory programme”</i>	1
alphasmart	www.portabletechnology.co.uk	3
Aston Index	<i>“examines pupil’s strengths and areas of concern in visual and auditory discrimination, motor development, co-ordination, written language, reading and spelling”</i>	2
Barrington Stoke novels	Barrington Stoke <i>“the one about manure is particularly popular”</i>	2
BBC Spellits multisensory activities	www.bbc.co.uk/schools/spellits	1
Beat Dyslexia	www.ldalearning.com <i>“a non-specialist ma not be able to change the pace and emphasis of the programme to suit the individual learner”</i>	5
Boxes Font	Crossbow	2
CHAMPS software	www.learntolearn.org/index_uk	1
Dandyion readers	www.crossboweducation	3
Dyslexia Screening Test	Pearson Assessment <i>“explains why pupil may have difficulties in certain sections”</i> <i>“formalised.scored, ARQ indicator”</i> <i>“profile of strengths and weaknesses”</i> <i>“a valuable first step in assessment”</i>	4
Elkonin boxes	bogglesworldesl.com/elkonin_boxes.htm <i>“lets kids see how words are divided up”</i>	1
Eye level reading rulers	Crossbow <i>“discreet and not childish looking”</i>	2
Five minute box	www.fiveminutebox.com	1
Franklin Spellchecker		1
GLA Dyslexia Screener	GLA <i>“fun for the pupils and gives good insight as to possible barriers to</i>	12

	<i>learning. Detailed coloured graph is produced, useful for discussing results with parents</i> <i>"can be used for 5-16"</i> <i>"highlights varying degrees of dyslexic tendencies"</i>	
Harcourt Assessment screening test	Harcourt	1
I Hear with my little ear -101 phonics games	Liz Baldwin – available widely	1
Letters and Sounds	DfES publications (free)	1
Lexion		2
Look Say Cover Write, Check	<i>"Get pupils to make up their own fold sheets and choose the words they need to learn –they relate well to this"</i>	1
Mind Mapping – Tony Buzan		1
Neale Analysis	GLA	4
NFER Spelling test		1
PAT	www.ucl.ac.uk/educational-psychology/cpd/pat	2
Phonic Code Cracker	University of Strathclyde	6
Quest	<i>"for the little ones" " a bit old fashioned but still useful"</i>	3
Rapid Reading programme	Heinemann	1
Read and Write Gold	www.texthelp.com <i>"Read and Write Gold now widely used in Departments. Pupils are using ICT in preparation for digital question papers for assessments and exams –we had 24 pupils using DQPs in SQA exams"</i>	4
Reading books with audio support		1
Reciprocal reading	www.primaryresources.co.uk	1
Ruth Miskins nonsense word test	www.ruthmiskinliteracy.com	1
Salford Reading Test		1
Schonell spelling	<i>"bit old but does identify spelling inaccuracies"</i>	2
Show me boards	<i>"very CfE ish"</i>	1
Smartkids games – Syllable chunks	Smartkids	1
SNAP	www.gavinreid.co.uk	1
South Ayrshire Dyslexia pack	<i>"easy to use for all staff –good resource"</i>	4
Starfall website	www.starfall.com <i>"good for younger pupils"</i>	4
Starspell	<i>"easy and fun to use – create personal word lists"</i>	
Stareway to Spelling	www.starewaytospelling.co.uk	4
Stile Dyslexia	www.staeducational.com/stile.htm	2

	<i>“useful and motivating consolidation for teaching points”</i>	
Stride Ahead	www.starewaytospelling.co.uk/strideahead/strideahead.	3
Toe by Toe	www.toe-by-toe.co.uk <i>“a simple well explained system that works well for many children –the tick system is motivating but the work is repetitive and needs stickability”</i>	10
Woodlands Primary School website	www.woodlands-junior.kent.sch.uk <i>“pupils find site easy to navigate themselves”</i>	1
Wordshark	White Space <i>“colourful and motivating”</i> <i>“adult chooses the programme”</i>	4
Wordwasp	www.wordwasp.com	2

Dyslexia Support Pack Appendix 1 : Resources for Teachers, Parents and Pupils : Assessment

The following list is a small selection of published and widely used assessment materials available in 2010 . These resources are not necessarily recommended, but represent the range of material available for use in a range of contexts. They may contribute useful information to a profile of skills. Further information on suppliers and costs is readily available on the web

Assessment of Handwriting Speed

Year 7 to year 11
Patoss website
Free to download

British Picture Vocabulary Scale (BPVS)

3 yrs to 15.8
GL Assessment

British Spelling Tests (BSTs);

Level 4 (12.6 - 17.5) and Level 5 (15.6 - 24+)
GL Assessment
Each Level has its own Set

Cognitive Abilities Test (CAT)

7.6 - 15.9
GL Assessment

Dyslexia Portfolio

A battery of short, diagnostic tests that help identify areas of difficulty in literacy learning.
Author(s): Martin Turner
Suitable For: age Range: 6 - 16 years
GL Assessment

Dyslexia Screener

An innovative, computer-based assessment designed to help you identify pupils with dyslexic tendencies.
Author(s): Martin Turner and Pauline Smith
Suitable For: SENCOs, Teachers and Educational Psychologists
Age Range: 5 - 16 years
Administration: Individual
Timings: Untimed
GL Assessment

Dyslexia Screening Tests – DEST-2 (Early years) DST-J (Primary) DST-S (Secondary) DAST (Adult,
Angela Fawcett and Rod Nicolson
Pearson Assessment

Edinburgh Reading Tests

Stage 4
12 - 16
Hodder & Stoughton

Matrix Analogies Test - Short Form

5 - 17

The Psychological Corporation

Manual Dexterity Tests (Morrisby)

14 - 49

The Morrisby Organisation

Naglieri Nonverbal Ability Test (NNAT)

5 - 17+

The Psychological Corporation

Neale Analysis of Reading Ability

GL Assessment

Phoneme Factory Phonology Screener

A CD-ROM based assessment designed to test for phonological error patterns in the speech of 4 - 7 year olds.

Author(s): Yvonne Wren and Professor Sue Roulstone

Suitable For: Teachers, SENCOs and teaching assistants

Age Range: 4 years - 7 years 11 months

Administration: Individual

Timings: Untimed

GL Assessment

Phonological Abilities Test – Valerie Muter, Charles Hulme and Margaret Snowling

Pearson Assessment

Phonological Assessment Battery (PhAB)

6 - 14.11

GL Assessment

Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

3 - 17.11

NFER Nelson

TOWRE Test of word Reading efficiency – Joseph K Torgesen, Richard Wagner and Carl Rashotte

Pearson

Graded Word Spelling Test 3rd edn

P. E. Vernon, revised and restandardised by Colin McCarty & Mary Crumpler

Hodder

Wechsler Individual Achievement Test - Second UK Edition for Teachers (WIAT-IIUK-T)

UK norms up to 16 years 11 months

US norms for adults 17 to 85 years

ISBN 978 0 749128 04 3

Psychological Corporation

Wide Range Achievement Test 3 (WRAT 3)

5 - 75

The Psychological Corporation

Wordchains

7 - Adult

GL Assessment

Web links : some of these are voluntary organizations, some are publishers. Again these are not particularly recommended but may be helpful :

www.frameworkforinclusion.org/dyslexiaassessment

www.bdadyslexia.org.uk

<http://www.psychcorp.co.uk>

<http://www.literacytrust.org.uk>

<http://www.lucid-research.com>

<http://inclusion.ngfl.gov.uk/>

http://www.cripsat.org.uk/downloads/dfidloads/literacy_guide.pdf

www.patoss-dyslexia.org

<https://dibels.uoregon.edu/>

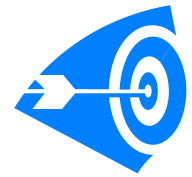
<http://www.lucid-research.com>

<http://training.dyslexiaaction.org.uk/advice/screeningandassessment/copyfreetestsandassessmentprocedures>

Dyslexia Support Pack Appendix 1 : Resources for Teachers, Parents and Pupils : Intervention

<p>Intervention Resources <i>The following resources are a few of many on the market– not all resources suit all dyslexic children and sometimes trial and error is the best way to match pupil with resource.</i></p>
Alpha to Omega
Barrington Stoke Readers www.barringtonstoke.co.uk
Beat Dyslexia
Colour Coding : Away into phonemic awareness for children with spoken and written language problems – Camilla Leslie and Nicola Robinson, Lothian University Hospitals NHS Trust
Confusing Letters – six photocopiable books to deal with letters readily confused
Heinemann Rapid Reading Intervention programme
Heinemann Rhyme World
Hornet (Word Wasp Publications)
Intellitools Inclusive technology www.inclusive.co.uk
Launch the Lifeboat Resource Pack (Robinswood Press) www.robinswoodpress.com
LDA Flexletters www.LDAlearning.com
LDA games www.LDAlearning.com
LDA sounds bags www.LDAlearning.com
LDA LDA Active Literacy Kit www.LDAlearning.com
LDA Football Kit www.LDAlearning.com
Letter tracking - photocopiable book with letter tracking exercises (Ann Arbor) www.annarbor.co.uk
Lexion software
Making Sense of Numbers (Inclusive technology) 4- 6 years www.inclusive.co.uk
Maths Attacker (REM) 5 –adult
Numbershark (Whitespace) 6 -14 years www.numbershark.com
PAT Phonological Training Materials
Phonic codecracker - University of Strathclyde
Reading for Meaning (Learning materials) www.learningmaterials.co.uk
Smart Kids – literacy resources
Sound Linkage – Phonological awareness training programme (Whurr)
Spelling Made Easy – Egon www.egon.co.uk
Star Track - Whurr
Stareway to Spelling (Cowley and Cowley)
Starfall – see website
Stile Dyslexia –available from Dyslexia Action info@dyslexiaaction.org.uk www.dyslexiaaction.org.uk
Stride Ahead (Cowley and Cowley)
Talking clocks plus (REM) www.r-e-m.co.uk
Think About It (North Lanarkshire Council)
Toe by Toe (Cowley and Cowley)
TRUGS – games to support Dyslexia Action’s teaching programme www.readsuccessfully.com info@dyslexiaaction.org.uk www.dyslexiaaction.org.uk
Units of Sound (Dyslexia Institute/LDA)
What to do when you can’t learn the times table – Steve Chinn (Egon)
Word Wasp (WASP Publications)

Dyslexia - Visual strategies



Although the majority of children with dyslexic difficulties have had problems primarily with processing **sounds**, a smaller group have difficulties primarily with **visual processing**. Some children experience both difficulties. Visual difficulties may come from poor tracking, faulty eye convergence, unstable ocular dominance or light sensitivity

The following should be investigated with a view to parents having the child checked by a qualified optometrist :

Reports blurring or jumbling of words when reading
 Blinking or rubbing eyes
 Reading at an unusual angle
 Covering one eye when reading
 Loses the place or jumps between lines
 Misses lines, words or letters
 Headaches when reading
 Difficulty copying accurately
 Mirror writing
 Poor coordination e.g. ball skills
 Close working distance

Support Strategies in class

The following tactics are aimed particularly at children in Primary School who experience reading difficulties which appear to be primarily visual in nature:

Single sounds

- **Make sure the child can recognise all letter shapes automatically, and can write them automatically to dictation - never assume this. If not relearn them daily in as many different ways as possible**
- Allow picture cues for sounds (apple, ball, cup, door, egg etc) - the child should have a summary sheet as a reminder until they have automatic and fast mastery of letter sounds

Visual alphabet exercises

- With magnetic, cardboard or wooden letters, arrange the letters of the alphabet in a semi – circle. Remove a few letters and get pupil to fill the spaces. Remove the small letters. Remove the tall letters. Eventual target is to get the pupil to lay out the letters and name them, forwards and backwards. Try colour coding vowels and consonants
- With a horizontal printed alphabet lists, get the pupil to practice finding the letters in key words by drawing a loop round each letter in turn and saying the letter.
- Simple word searches made up of key words the child is learning or words beginning with same sound, or same ending
- Practice overwriting then writing the letters which are similar in shape until this is fast and automatic (e.g. a e o u; p q; b d; v w u; m n etc)

Letter patterns

- Use a variety of texts and scripts to find letters, suffixes (e.g. ed), double consonants (e.g. ll, ss), word endings (in e, in y, in s), medial vowels, h-digraphs (wh, ch, th,sh, ph)) - depending on what stage the child is at. The object is to find the pattern, not read the word.
- Make Colour coded letters which are readily confused and practice sorting them e.g. b and p are red, d and q are blue



Word learning exercises - use key words for all the tasks -these may be from reading scheme or particular language resource used, or alternatively be the 100 most common words, or words chosen by the child as being hard to remember.

- Do word matching - match word cards with each other, or word card with word in text. Use varying scripts, sizes , lower and upper case letters as the child gets better.
- With new reading words get the child to copy or underwrite them, then write in the air with a finger
- Match new words with picture cues
- Practice picking out the correct key word from four similar words - e.g. **when where which watch**
- Get the child to study a new word - how long is it? What shape is it? Begins with? Ends with? What other words is it like? What's funny about it? How will I remember it?
- Look at the word, say it hide it and write it
- Remove a letter from the word and get the child to fill it in
- Use a grid with 6 - 20 squares. Write in current key words and practice daily with times and accuracy recorded.
- Make lists of number words, weather words, time words, days of the week, months, or other topics with a visual cue for each list. Let the child have their own copy.

- Let the child use their own special markings to remember a word, or part of a word, then phase them out
- Draw round words to make a clear shape. Provide the shapes and practice fitting the correct word to the shape
- Group words into similar shapes
- Give “box dictations” in spelling tests (ready made version available from Crossbow)
- Make word chains of key words and get the child to mark where the divides should be (e.g. **catballdigpot**)
- Practice visual chunking of words beyond actual reading level - e.g. what smaller words can you see in **catapult**



Reading

- Check child is not reading from memory
- Check child reads left –right, top –bottom, recognises sentence beginning and ending etc
- Use Cloze reading passages for practice
- Encourage finger pointing, rulers or cards to keep the place
- Use card to cover text not needed –especially where pages are “busy”. Beware maths books!
- In text , number lines in 5s
- Highlight key points or words in text in bold or colour
- Try coloured overlays
- Try different shades of paper
- Try magnified text
- Use a reading partner to keep the place

Games

- SNAP - (2-4 players). Photocopy four sets of 48 identical word cards . Deal the cards between the players. Play as ordinary SNAP
- Pairs (2-4 players) Place two identical sets of word cards on the table (6 -12 pairs) . Each child takes it in turn to turn two cards over. When two identical cards are turned over, the pupil reads go words. If read correctly then they win the cards. The winner is the person with most pairs

- Cue words: Put the word on one side of the card and a cue of the child's choice on the other side (e.g. a picture, number of letters, "sounds like", or a sentence). Keep a score of successes.
- Domino words
- Bingo words
- Make simple jigsaws of words by cutting four words in half vertically and matching the halves

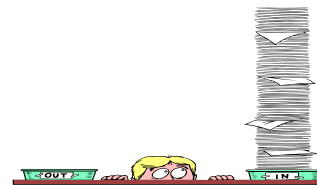
Handy hints for Bob who has Dyslexia



What is Dyslexia?

Dyslexia is where people have problems in learning to read, write and spell, while otherwise being smart.

Get organised. Get the right toolkit



Make lots of copies of your timetable.

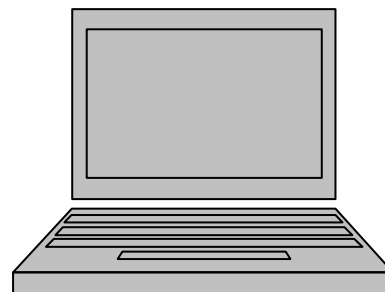


Do not lose.

	1	2	3	4	5	6
Monday	Eng	Maths	French	H.Ec	M.St.	Geo
Tuesday	Comp	Eng	Maths	P.E.	French	Geo
Wednesday	Art	R.E.	Eng	P.E.	Maths	Hist
Thursday	Eng	Art	H.Ec	Maths	Comp	M.St.
Friday	Maths	French	Art	tech	R.E.	Eng

Computer Software Packages

These can help you improve your planning, presentation and spelling.





Highlight important bits of text so you can find them easily

Ask (nicely) for photocopied notes



Use mind maps



Use whatever help you need - if it works.....



Children and Community

Dyslexia Support Pack 2010

Section 9 : Appendix 2 : Assessment Toolkit

- Alphabetic awareness
- Auditory Discrimination check
- Is this me (attitude to reading)
- Non Word Checklist
- Attitude to reading 2 (upper primary)
- Laterality check
- How many syllables ?
- Phonological Awareness
- Letter check
- Auditory Awareness checklist
- Copying shapes
- Confidential Profile
- Sequencing
- Naming letter sounds
- Attitude to reading 1 (mid-Primary)
- Attitude to Reading 3 (Secondary)
- Sequencing
- Visual sequence recall

Dyslexia Assessment Toolkit

Introduction

The Assessment Toolkit consists of a set of very informal assessments contributed by a range of SAC professionals who have found them useful, and have been prepared to share with others. The result is less than systematic, but is a starting point only, with other contributions hopefully being added to the Support Pack through GLOW. All can be used or adapted as required.

These are not standardised assessments, nor should be, but can be used to track individual progress. They have the advantage of being free! All have a potentially important contribution to make to an emerging literacy profile.

The range is from early years to Secondary and should be used on a “pick and mix” basis to confirm, or not, a teacher’s concerns about an individual child before progressing to more formal checks.

A Confidential Profile is included which should include information from parents on the child’s development. This should be treated as a confidential document.

There are four Reading attitude assessments which are geared to different age levels and /or levels of language understanding, and should be used as part of a literacy profile

The assessment tools in the pack are mainly intended as informal check ups to identify areas of suspected weakness. Results can then be used to plan immediate next steps in learning. The Phonological Awareness assessment in particular is useful for this purpose.

Alphabetic awareness

ab defghi kl nopqr tuv xyz

1. Put in the missing letters above

a cd fg ijk mn p rstu wx z

2. Put in the missing letters above

3. Write these words in alphabetical order :

Donkey
Mouse
Hyena
Wolf
Bat

Name:

Date :

Auditory Discrimination**A. Big word or little word ?**

Examples : *cat* - little word;
hippopotamuses – big

Are these words big or little? Say words one at a time and pupil has to say “big” or “little” depending on how long the word sounds.
 (NB check child understands same / different first)

1. television
2. mat
3. car
4. grandmother
5. at
6. the
7. Tyrannosaurus
8. Quarrelling
9. bag
10. Headmaster

Score /10

Auditory Discrimination**B. Same or Different ?**

Examples : *pig* - *pig* (same)
Car - *cat* (different)

Read two words in each line to the pupil – do they sound the same or are they different ?
 (NB check child understands same /different first)

1. hat - hit
2. big - bag
3. jam - jam
4. fish - fill
5. mince - mince
6. fire - fire
7. ship - chip
8. that - what
9. think - thin
10. warm - warm

Score / 10

Is this me ?



Name :

Class:

		Yes	?	No
1	Reading is very important			
2	I like reading			
3	I never read books at home			
4	I think reading is sometimes hard			
5	I can read very fast			
6	I would like to be a better reader			
7	I like spelling hard words			
8	I think my spelling is OK			
9	I can't spell as well as other people my age			
10	I am very good at writing			

Non word Reading Checklist

bof	nefum	bamp
wug	radot	brant
jip	woxib	dwilk
kem	hestik	glund
naz	nimep	twing
yol	snep	dramep
hep	drin	kalomp
vuss	bret	prinalt
rit	plog	twugamp
cogat	smud	crogard

Read column by column

Total words = 30

SAC Assessment Toolkit

Attitudes to reading 2

Here are some questions to see what you think about reading.

Read each statement carefully and tick how much you agree or disagree with each statement.

There are no right or wrong answers. This is about how you *feel* about reading.

		Disagree a lot	Disagree a little	Agree a little	Agree a lot
1	I only read because I have to				
2	I like to read about new things				
3	Complicated stories are no fun to read				
4	It is important for me to be good at reading				
5	I like to tell people about what I am reading				
6	I read about my hobbies so I can learn about them				
7	I like stories with big words				
8	I am good at reading				
9	I like reading long stories				
10	I like it when the teacher says I read well				
11	I like it when people say I am good at reading				
12	I am better at reading than anyone else in my class				
13	My parents/carers ask me about my reading				
14	I only read to make my school marks better				
15	I like to read adventure stories				
16	I always do my reading homework				

17	I try to be better at reading than my friends				
18	I talk to my friends about what I am reading				
19	I like to be the best at reading				
20	I don't like reading things with hard words				
21	Even if it is difficult, I will read an interesting story				
22	I will need to be good at reading when I am older				

Scoring instructions

For each question, give the corresponding points for the answer

Disagree a lot	Disagree a little	Agree a little	Agree a lot
Score 1 point	Score 2 points	Score 3 points	Score 4 points

* scores for item 1 is reversed (i.e. Disagree a lot scores 4)

Enter the points for each question in the "Scores" column,

Add them up and enter the total in the next column

Divide this by four and this will give the Scale Score.

	Question No.	Scores	Total ÷ 2	= Scale Score
Reading Efficacy	8, 12	+	÷ 2	
Reading Challenge	7, 21	+	÷ 2	
Reading Curiosity	2, 6	+	÷ 2	
Reading Involvement	9, 15	+	÷ 2	
Importance of Reading	4, 22	+	÷ 2	
Compliance	1*, 16	+	÷ 2	
Reading Recognition	10, 11	+	÷ 2	
Reading for Marks	13, 14	+	÷ 2	
Social Reasons for Reading	5, 18	+	÷ 2	
Reading Competition	17, 19	+	÷ 2	
Reading Work Avoidance	3, 20	+	÷ 2	

Dyslexia Assessment Toolkit

Right Left....

Name :

Date:

Pupil writes with : RH LH Either

Ask pupil	Correct Answer	Pupil's answer	Score
Which is your right hand?			
If you want to go towards the door do you turn left or right?			
Which is your left foot?			
Which is your right eye?			
Which is my left hand?			
Point to my right hand with your left hand			

Score : /6

Syllable Counting

How many syllables / Clap the syllables in :

Name :

Date :

	Response	Score
Sheep		
Tree		
Wigwam		
School		
Banana		
Sandwich		
Lorry		
Bus		
Elephant		
Yellow		
Aeroplane		

	Response	Score
Piano		
Motorcycle		
Daffodil		
Monkey		
Binoculars		
Calculator		
Footballer		
Television		
Tractor		
Goalkeeper		
chipmunk		

Phonological/Phonemic Awareness Assessment

Consideration should be given to:

- Regional dialect traits, which may give an inaccurate impression of phonological awareness.
- Pupils for whom English is a second language may not have early language skills congruent to those found in English language development.
- Hearing impairment should be ruled out/considered when undertaking phonological awareness assessment

Awareness of Rhyme

Detecting Rhyme

Do these words rhyme?

mat - sat	table - stable
big - pig	jelly - belly
tail - tall	dinner - supper
take - cake	baking - taking
off - on	mother - brother

Producing Rhyme

Give me another word that rhymes with....

cat rat
hit mit
fun run
get let

sing thing
take bake
sow low
eat seat

Can you give me a word that rhymes with?

hut	moon
men	name
bed	end
fall	cow

What word finishes this nursery rhyme?

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great ?

Hickory dickory dock,
The mouse ran up the ?
Jack and Jill went up the ?
Little Miss Muffet, Sat on her ... ?

Syllable Awareness

Syllable Blending

Can you tell what word these syllables make?

to + day
rain + bow
break + fast
win + dow
di + no + saur

Syllable Segmentation

Can you tell me how many syllables are in these words? (count/clap)

cat	(1)	computer	(3)
butterfly	(3)	batman	(2)
alligator	(4)	red	(1)
button	(2)	television	(4)

Can you give me a word with 1, 2, 3, 4 syllables?

Dog has 1 syllable. Give me another word with 1 syllable

Lady has 2 syllables. Give me another word with 2 syllables

Elephant has 3 syllables. Give me another word with 3 syllables
Rhinoceros has 4 syllables. Give me another word with 4 syllables

Intra-Syllable Segmentation

Onset Detection

What sound is the same at the beginning of these words?

shop ship
bat ball
fist fair
chips cheese
shape show

Onset Deletion

What is left when you take...

s away from sit
m away from meat
st away from stitch
p away from pill
g away from gate

Onset Production/Alliteration

Can you give me three words that start with the same as....

ball
sun
rod
cat
food

Rime Detection

What sound is the same at the end of these words?

hit	lit
cake	rake
fed	red
fox	box
sum	hum

Initial Sounds

Do these words start with the same sound?

ball	bed
car	far
mother	brother
shop	ship
tear	take
chips	cheese
thing	free

What is the first sound of these words?

small	sing
wish	wall
shell	sharp
dark	doll
market	make

Which is the odd word out? Listen to the beginning sound

take	tie	bear
three	tree	thing
sore	small	shake
ball	bad	made
sock	roll	rock

Can you give me another word that starts with?

Jump starts with J - give me another word starting with J

Men starts with M - give me another word that starts with M

Football starts with F - give me another word that starts with F

Star starts with S - give me another word that starts with S

Yellow starts with Y - give me another word that starts with Y

Final Sounds

Do these words end with the same sound?

mend	bend
past	cost
with	which
glass	miss
rock	roll

What is the last sound of these words?

start
fish
plum
apple
both

Which is the odd word out? Listen to the last sound

mist	cost	much
ball	brush	peel

bat	bug	pig
ten	pin	tent
much	touch	sing

Can you give me another word that ends with....?

Bat ends with T - give me another word that ends with T
Mash ends with Sh - give me another word that ends with Sh
Bear ends with R - give me another word that ends with R
Read ends with D - give me another word that ends with D
Fluff ends with F - give me another word that ends with F

Medial Sounds

Do these words have the same sound in the middle?

rat	bat
cot	rot
sheep	ship
pill	pull
moon	soon

What sound is in the middle of these words?

big
sad
bed
gut
mit

Which is the odd word out? Listen to the middle sounds

hit	sit	rat
leg	mat	bet
rob	log	dig
pat	cut	dug
mad	bat	sin

Can you give me another word that has ... in the middle?

Pig has i in the middle. Give me another word with i in the middle.

Log has o in the middle. Give me another word with o in the middle.

Bag has a in the middle. Give me another word with a in the middle.

Met has e in the middle. Give me another word with e in the middle.

Gut has u in the middle. Give me another word with u in the middle.

For younger children, I spy games can be used to identify sounds, e.g. I spy ... something beginning/ending/with 'a' in the middle...

Phonemic Awareness

Phoneme segmentation

What sounds can you hear in the following words?

d / i / g	c / oa / t	b / l / ee / d
r / e / d	f / a / r / m	c / r / u / mb
f / a / t	sh / i / p	s / w / oo / p

Detection of Phonemes

How many sounds can you hear in the following words? (clap or count)

c / a / t	d / o / g	f / u / n	m / e / t
k / e / tt / le	f / ee / t	d / i / nn / e / r	f / a / th / e / r

Phoneme Blending

Can you say what words the following sounds make?

f - a - t	sh - o - p
l - i - d	b - a - sh
c - o - t	ch - o - p
t - e - n	th - a - t
n - u - t	c - l - o - th
d - e - p	r - i - ch
s - e - b - o	b - o - tt - le

Deletion of Phonemes

What is left when you take away the following sounds?

<u>Initial phoneme</u>	<u>Final phoneme</u>	<u>Second letter</u>
c away from cat	t away from mist	r away from trip
m away from meat	p away from sheep	l away from glass
w away from wear	d away from beard	p away from spore

*Manipulation of Phonemes***Adding Sounds**

What word do I make if I add a sound at the beginning of...

B to air
Sh to ark
C to lap
Th to ought

Deleting Sounds

What am I left with when I take...

Case away from bookcase

Toy away from toybox?

Friend away from friendship?

Sea away from seaweed?

Foot away from football?

Dow away from window?

Tist away from dentist?

Pen away from pencil?

Car away from carpet?

A away from acorn?

Changing Sounds

What word do you make when you change the ...

b in boat to c

c in cat to m

s in sun to f

g in grip to t

d in rod to t

t in met to n

Phonological Awareness Scoring sheet

School:

Name of pupil :

Date of birth :

Task	Number correct / total	Date
Detecting rhyme		
Producing rhyme		
Word that rhymes with...		
What word finishes...		
Syllable Blending		
How many syllables		
Words with 1,2,3,4 syllables		
What sound is the same at beginning		
Onset detection		
Onset deletion		
Onset production /alliteration		
Rime detection		
Initial sound awareness		
Identifying first sounds		
Odd word out (beginning sounds)		
Another word that starts with...		
Final sound awareness		
Identifying final sounds		
Odd word out (final sounds)		
Another word that ends with...		
Medial sound awareness		
Identifying medial sounds		
Odd word out (medial sounds)		
Another word with same medial sound....		
Phoneme segmentation		
Detection of phonemes		
Phoneme blending		
Phoneme deletion		
Adding phonemes		
Deleting phonemes		
Phoneme exchange		
Letter identification		

Letter Knowledge

s g e b l d y o n
w m r i

j z c x h f q k p a t
v u

C A Y B N W I O P Z
X L E

J H Q R T S D G F M
U V K

Auditory awareness checklist

Name :	Date :
➤ Confusion in sounds/words heard	
➤ Difficulty in spelling words that are dictated	
➤ Problem remembering names and places that are heard	
➤ Requests a speaker to repeat what is said on a frequent basis	
➤ Difficulty in following directions that have been given orally	
➤ Easily distracted by extraneous sounds/noises	
➤ Leaves out words and letters when asked to repeat sentences/words	
➤ Identifies one sound or word for another (substitutes incorrect or word)	
➤ Confuses the sequence of sounds, words, and steps in a task when presented verbally	
➤ Trouble differentiating one sound from another	
➤ Displays avoidance behavior during writing/reading activities	
➤ Inability to select and attend to relevant auditory stimuli	
➤ Difficulty recognizing a word when only parts are given.	
➤ Slowness to respond to questions presented orally	
➤ Inappropriate responses to relatively simple, age appropriate questions	
➤ Inability to gain any meaning or the complete meaning from material presented orally	

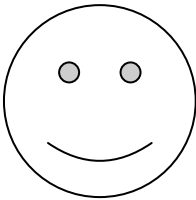
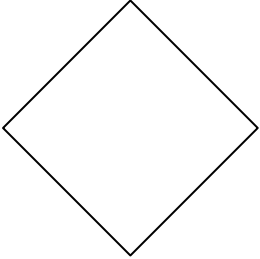
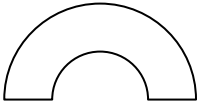
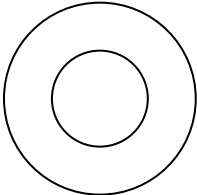
(Adapted from Pamela Strickland, 1993, Auditory Processes, Revised Edition, Academic Therapy Publication.)

NB It is essential that hearing is checked, or has been checked out to put this information in context

Copying Shapes

Name:

Date :

Dyslexia Assessment : Confidential Background Profile

School :

Name of pupil :

DOB :

Issue	Evidence	Date information obtained
Background /early history		
Birth trauma / weight		
Early development		
Medical history		
Vision		
Hearing		
Language development		
Communication development		
Coordination		
Pre- 5 experience		
Educational history		
Nursery transition issues		
School attendance		
Family history of dyslexia/ reading difficulty		
Parent concerns re progress		
Literacy Development		
Phonological awareness		
Word reading		
Text reading		
Non word reading		
Reading speed		
Reading comprehension		
Attitude to reading		
Copying		
Spelling		
Writing (fine motor)		
Writing (content)		
Attitude to writing		
Maths		

Maths progress		
Tables		
Time		
Problem solving		
Sequencing		
Spatial awareness		
Learning Style		
Motivation		
Self esteem		
Attention and focus in class		
Social relationships		
Classroom Behaviour		
Information processing		
Retention of information		
Organisation skills		
Divergent thinking		
Verbal reasoning		
Visual reasoning		
Creativity		
Other		
Other information		
General knowledge		
National Test Results		
ICT skills		

Naming letter sounds

Name :

Class :

Date :

r	l	a	s
d	f	v	g
i	x	m	o
n	b	h	c
p	u	k	t
z	q	e	w
y	j		

Errors :

Total correct :

D	G	O	K
Q	W	B	S
E	R	Z	H
V	J	F	T
M	X	P	C
Y	A	U	L
I	N		

Errors :

Total correct :

Attitude to Reading 1

Here are some questions to see what you think about reading.

Read each statement carefully and tick how much you agree or disagree with each statement.

There are no right or wrong answers. This is about how you *feel* about reading.

		Disagree a lot	Disagree a little	Agree a little	Agree a lot
1	I don't like reading				
2	I like to read about new things				
4	It is important to be good at reading				
5	I like to tell people about what I am reading				
7	I like stories with big words				
8	I am good at reading				
9	I like reading long stories				
11	I like it when people say I am good at reading				
13	My parents/carers ask me about my reading				
19	I like to be the best at reading				

20	I don't like reading things with hard words				
----	---	--	--	--	--

Scoring instructions

For each question, give the corresponding points for the answer

Disagree a lot	Disagree a little	Agree a little	Agree a lot
Score 1 point	Score 2 points	Score 3 points	Score 4 points

* scores for item 1 is reversed (i.e. Disagree a lot scores 4)

Enter the points for each question in the "Scores" column,

Add them up and enter the total in the next column

Divide this by four and this will give the Scale Score.

	Question No.	= Scale Score
Reading Efficacy	6	
Reading Challenge	5	
Reading Curiosity	2	
Reading Involvement	7	
Importance of Reading	3	
Compliance	1*	
Reading Recognition	8	
Reading for Marks	9	
Social Reasons for Reading	4	
Reading Competition	10	
Reading Work Avoidance	11	

Attitude to reading 3

We are interested in how you feel about reading. The statements on the next page are what some other people have said about reading.

Read each statement carefully and tick how much you agree or disagree with each statement.

There are no right or wrong answers. This is about how you *feel* about reading

		Disagree a lot	Disagree a little	Agree a little	Agree a lot
1	I only read because I have to				
2	I like to read about new things				
3	Complicated stories are no fun to read				
4	When the teacher talks about something interesting I often read more about it				
5	I like to help my friends with their reading school work				
6	It is very important for me to be good at reading				
7	I like to tell my family/carers about what I am reading				
8	I will do well in reading next year in school				
9	I read about my hobbies so I can learn more about them				
10	I get pictures in my mind when I read				
11	My parents/carers often tell me I am good at reading				
12	I like books that are challenging or difficult to read				
13	I am good at reading				
14	I like to finish my reading before other people in my class				
15	Compared to other things I do, it is most important for me to be good at reading				
16	I enjoy getting involved in a long story or book				
17	I like to read fantasy and make-believe stories				
18	I like it when the teacher says I read well				
19	My friends sometimes tell me I am good at reading				
20	I do as little reading as possible for school				

21	Sometimes I am so involved in reading I lose track of time				
22	I like to get compliments on my reading				
23	I learn more from reading than anyone else in my class does				
24	My parents/carers ask me about my reading				
25	I only read to make my school marks better				
26	I like to read adventure stories				
27	I always try to finish my reading on time				
28	I don't enjoy having too many people in a story				
29	I try to get more answers right than my friends				
30	I like it when something in a book makes me think				
31	I talk to my friends about what I am reading				
32	I like to be the best at reading				
33	I don't like reading things with very difficult words				
34	I usually learn about difficult things by reading about them				
35	I look forward to finding out my reading marks				
36	I always do my reading work exactly how the teacher asks for it				
37	Out of all my school subjects, I am best at reading				
38	Even if it's difficult, I will read an interesting book				
39	Marks from tests are a good way of finding out how good my reading is				
40	I don't like questions about vocabulary				
41	I like being the only person who can answer questions about what we are reading				
42	I swap books and stories with my friends				

Scoring instructions

For each question, give the corresponding points for the answer

Disagree a lot	Disagree a little	Agree a little	Agree a lot
Score 1 point	Score 2 points	Score 3 points	Score 4 points

* scores for items 1 and 26 are reversed (i.e. Disagree a lot scores 4 points)

Enter the points for each question in the "Scores" column,

Add them up and enter the total in the next column

Divide this by four and this will give the Scale Score.

	Question No.	Scores	Total ÷ 4	= Scale Score
Reading Efficacy	8, 13, 23, 37	+ + +	÷ 4	
Reading Challenge	12, 30, 34, 38	+ + +	÷ 4	
Reading Curiosity	2, 4, 9, 21	+ + +	÷ 4	
Reading Involvement	10, 16, 17, 26	+ + +	÷ 4	
Importance of Reading	6, 15	+ + +	÷ 2	
Compliance	1*, 20*, 27, 36	+ + +	÷ 4	
Reading Recognition	11, 18, 19, 22	+ + +	÷ 4	
Reading for Marks	24, 25, 35, 39	+ + +	÷ 4	
Social Reasons for Reading	5, 7, 31, 42	+ + +	÷ 4	
Reading Competition	14, 29, 32, 41	+ + +	÷ 4	
Reading Work Avoidance	3, 28, 33, 40	+ + +	÷ 4	

Dyslexia Assessment Toolkit

Sequencing

(don't use beyond the level a child is comfortable at)

Task	Success
1.Pig Cat Monkey - which came at the beginning, which at the end, which in the middle	
2.Remembering numbers : 53 46 792 623 5015 3793 58291	
3.Remembering numbers in reverse : 48 93 759 243 9247 6329	
4. Say days of the week	
5. What comes after a. Wednesday b. Sunday	
6. What comes before a. Saturday b. Wednesday	
7. Say days of the week in reverse	
8. Say months of the year	
9. Count forwards to 10	
10. Count backwards from 10	
11. Count backwards from 20 in twos	
12. Count backwards from 30 in 3s	

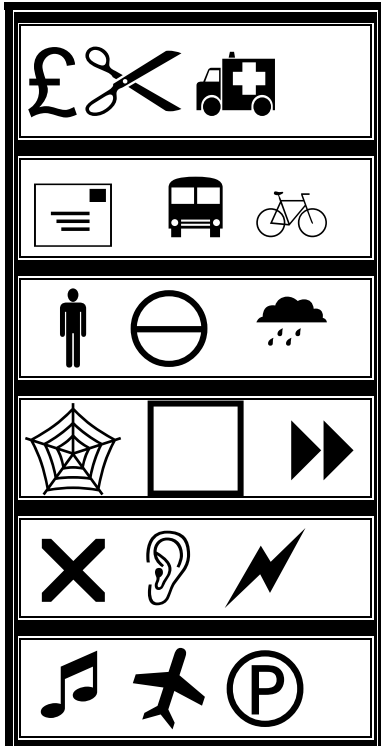
Visual Sequence Recall

Cut Column 1 into 6 sections

Present child with one Column 1 picture to look at for 10 seconds, **then hide picture before showing the other three columns.**

Child has to remember which one is an exact match.

Score : /5



£ truck with cross scissors	£ scissors truck with cross	truck with cross scissors £
bus bicycle document	document bus document	document bus bicycle
circle with line person cloud with rain	person circle with line cloud with rain	person cloud with rain circle with line
spiderweb square two arrows	square three arrows	spiderweb two arrows square
X X ear	X ear lightning bolt	ear lightning bolt X
musical note (P) airplane	(P) musical note airplane	musical note airplane (P)

Emergent literacy skills

Alphabetic knowledge	
Alliteration oddity	
Alliteration production	
Awareness of print	
Awareness of rhythms and sound patterns of language	
Beginning sound oddity	
directionality	
End sound oddity	
Identify letters	
Oddity middle sounds	
Identify phonemes in a CVC word	
Make a word with two syllables, three syllables etc	
Match spoken to written word	
Name writing	
Nursery rhyme memory	
orientation	
Print conventions (differentiate letters from numbers and symbols)	
Reproduce letters	
Rhyme oddity	
Rhyme production	
Rhyme recognition	
Segmentation of language into words	
Syllable combination	
Syllable counting /clapping	
Syllable deletion	
Visual matching of letters	
Word segmentation	
Middle sound oddity	
Phoneme deletion	
Phoneme substitution	
Syllable blending	
Phoneme blending	
Phoneme segmentation	
Orthographic awareness	
Semantic knowledge	
Syntactic knowledge	
Pragmatic knowledge	
Repeating a word	
Repeating a nonsense phrase	
Clap or stamp the steady beat in a nursery rhyme or song	
Discriminate pitch	
Identify environmental sounds	



Children and Community

Dyslexia Support Pack 2010

Section 10 : Appendix 3 - Sample School Policies

- Forehill Primary School
- Kyle Academy

N.B. These policies are not intended to be models, but are helpful examples of what a school Dyslexia policy should include. Many thanks to the schools who have been prepared to share their good work.

FOREHILL PRIMARY SCHOOL
PUPIL SUPPORT

POLICY STATEMENT

DYSLEXIA



November 2007

1 RATIONALE

"All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best." SOEID (1998): Professional Practice in Meeting Special Educational Needs (A Manual of Good Practice). These principles are reflected in both the Additional Support for Learning Act 2004 and the Curriculum for Excellence.

All staff at Forehill Primary School have a major role in ensuring that the additional needs of pupils with dyslexia are met. The primary curriculum provided should contribute to the successful inclusion of these pupils and to raising their attainment.

The British Psychological Society's definition of Dyslexia is:

"Dyslexia is evident when accurate and fluent word reading and / or spelling develops very incompetently or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching'.

One person in ten is thought to be dyslexic to some degree and of these one in four may be severely dyslexic.

We aim to make every classroom at Forehill "a dyslexia friendly classroom".

1.2 KEY PRINCIPLES ON WHICH GOOD PRACTICE IS BASED

- The early identification of children at risk of developing learning difficulties and the implementation of appropriate intervention.
- An accurate description of the young person's difficulties through a variety of assessment strategies.

- Equality of access to the curriculum through appropriate individual planning and differentiation.
- Recognition of the effective role which parents may play in partnership with schools.
- Full involvement of young people in discussion of their difficulties and progress.

1.3 IDENTIFICATION, ASSESSMENT, INTERVENTION AND EVALUATION

This should be set clearly in the context of South Ayrshire's Staged Intervention model of Pupil Support. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.

Making appropriate provision is a whole school responsibility and this policy should make clear how it will meet the needs of the children with Dyslexia.

2 WHOLE SCHOOL RESPONSIBILITIES

It is every teacher's responsibility to provide an appropriate curriculum, accessible to all pupils, that allows them to learn and progress. Responsibility for meeting the additional support needs of dyslexic pupils are the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. Teachers should be able to demonstrate:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils.
- Selection of appropriate teaching and learning programmes that match the range of all abilities, within the curricular framework of the school.
- Awareness of the learning differences related to dyslexia that may cause difficulties.
- Understanding that pupil may persistently underachieve because of dyslexia.
- Knowledge that many dyslexic pupils use misbehaviour or illness as a means of coping.
- Willingness to ask for advice and support.
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum.

- Acknowledgement of the very severe difficulties that dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy.
- Understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary.
- Taking account of the difficulties experienced by dyslexic pupils when assessing progress. Make arrangements for assessments that reflect the additional support usually provided.
- Awareness that image is all important and anything different from peers is often rejected, resulting in many dyslexic pupils deliberately underachieving and associating with slower learners or disaffected to save themselves from being embarrassed by the effects of their dyslexia in the classroom.
- Anticipate difficulties and stress arising from the impact of dyslexia on organisational and short-term memory by working together with parents / carers and pupils themselves to develop strategies to deal with problems concerning:
 - Copying down homework at the end of the lesson.
 - Sending home notes and newsletters.
 - Relaying verbal messages.
 - The amount or type of homework.
- Develop a shared understanding that there is 'no quick' fix or 'cure' for dyslexia and that supporting the dyslexic pupils may be a long uphill struggle for teachers.

3 ROLES

3.1 The Pupils Support Co-ordinator

- Ensure that resources in the school, including staffing, are distributed appropriately.
- Monitor the review process for children in the Stage Intervention system.

- Monitor and evaluate the school's provision for pupils with dyslexia, and collaborate in leading whole school support and training initiatives.
- Support class teacher in the writing of IEP.
- Help staff be aware of the diverse nature of dyslexia, and the range of appropriate support strategies available including relevant technology.
- Liaise closely with parents over support and curricular issues.
- Identify appropriate alternative assessment arrangements in collaboration with teaching staff and pupils.
- Involve parents and pupils regularly in review and planning procedures.
- Liaise with the school's Educational Psychologist.

3.2 Pupil Support

The 5 roles of Pupil Support (as described in the SOEID 1994 ESPEN document) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

- 1 **Tuition** - providing direct teaching for pupils with dyslexia (small groups or individuals).
- 2 **Co-operative Teaching** - support staff support the work of the class by targeting assistance in a planned way to pupils experiencing barriers to learning but also by enriching the overall quality of teaching and learning.
- 3 **Consultancy** - liaising with other agencies, eg, educational psychologist.
- 4 **Staff Development** - providing information about dyslexia, barriers to learning and how the learning and behaviour of dyslexic pupils might be dealt with effectively.

3.3 Classroom Teachers

- Consult with the Pupils Support staff if there is a concern.
- Develop pupils IEP and monitor the effectiveness of strategies.

- Collaborate over any alternative assessment arrangements.
- Ensure that appropriate strategies as described in whole school responsibilities are embedded in the everyday curriculum and class context.

3.4 Psychological Service

Psychological services work at authority, school and cluster level:

- To develop effective school based identification, assessment, intervention and monitoring procedures for dyslexia.
- To provide background knowledge of theory and practice to support intervention.
- To work collaboratively with classroom teachers or Pupil Support specialists in relation to assessment, planning and intervention for pupils with the most complex and persistent dyslexic difficulties.
- To give appropriate advice to children, and their parents where that is appropriate.

4 ASSESSMENT AND IDENTIFICATION

The Supporting Children's Learning Code of Practice (2005) requires EA to publish information about policies and arrangements to identify ASN and to make provision for additional support for each pupil identified.

"... assessment is seen as the ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances. The purpose of assessment is ultimately to help identify actions required to maximise development and learning" (Code of Practice, Ch 3, para 3.1).

The purpose of assessment is to help identify actions needed to overcome barriers to learning and maximise learning. This is an integral part of the teaching and learning process and is supported by information from parents and other agencies. It identifies and builds

on strengths while taking account of ASN. It assumes negotiated sharing of information.

At Forehill we will identify most children and young people with additional support needs through their arrangements for assessing learning and monitoring the educational progress of **ALL** children and young people. This will build upon the Staged Intervention process.

Pupil Support staff will be the people who will carry out an initial investigation into any likelihood of a dyslexic profile.

4.1 Primary Liaison

Transfer to secondary.

We will organise transfer reviews for pupils with ASN including those with dyslexia. The Principal Teacher of Pupil Support and the relevant Year head from Kyle Academy will be invited to attend.

4.2 Assessment Arrangements

Pupil Support staff can select from a range of assessment tools to investigate whether dyslexia is present, both electronic and paper based. (See Appendix 2).

Arrangements may include:

1 Initial Steps

- Review of pupil's educational history and results of any standardised tests previously administered.
- Class teachers asked to complete the dyslexia indicator checklist and pass on samples of work. (Appendix 1).

2 Further Investigation

- If dyslexia indicators are present and the results of preliminary investigation show inconsistencies and a pattern of strengths / difficulties, further investigation may be considered.

- Parents / carers should be contacted to inform them of the concerns and to ask them for their support / permission to investigate a possible dyslexic profile.
- Parents should be asked to consider the need for an eye test or a hearing test where appropriate.
- Parents may also be asked to complete a questionnaire or checklist.
- Classroom observations may be completed to evaluate dyslexic behaviours.
- Dyslexia Screening Test may be administered.

3 Feedback

- If the results of assessments indicate that a pupil fits a dyslexic profile, ASN Co-ordinator should provide details to the pupil, parents and teacher with suggestions for appropriate support strategies.

4 Monitoring and Evaluation

- Pupil progress should be monitored carefully.

5 PUPIL PROFILING

All pupils with dyslexia should have a profile containing:

- A summary of the pupils aptitudes and abilities.
- The factors leading to barriers to learning.
- Main implications for learning and teaching.
- Staged Intervention paperwork.
- Review minutes.
- IEPs
- ICT implications

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.
- The most effective use is made of all resources.
- There is a consistency of approach.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation, profiling of pupils and using 'Performance Indicators' from "How Good Is Our School".

ASN Co-ordinator and the Head Teacher will be responsible for the evaluation.

KYLE ACADEMY PUPIL SUPPORT

POLICY STATEMENT

DYSLEXIA



September 2007

Contents page

Page 1	1	RATIONALE
Page 2	2	KEY PRINCIPLES OF INCLUSION
	3	SCHOOL AIMS
Page 3	4	TO WHOM THE POLICY IS ADDRESSED
	5	OTHER SCHOOL POLICIES TO WHICH THIS RELATES
Page 3-10	6.	ROLES AND RESPONSIBILITIES
Page 3	6.1	Head teacher
Page 4	6.2	Pupil Support Co-ordinator
	6.3	Depute Head teachers
Page 5	6.4	Principal teacher Pupil Support
Page 6	6.5	Principal teacher of Guidance
	6.6	Principal teacher of Subject
Page 7	6.7	Pupil Support staff
Page 8	6.8	Classroom teachers
	6.9	Contact teachers
Page 9	6.10	Pupil Support assistants
	6.11	Educational psychologist
Page 10	6.12	Specialist Peripatetic staff
	6.13	All staff (teaching and non teaching)
	6.14	Parents and carers
	6.15	Pupils
Page 11-13	7.	IDENTIFICATION & ASSESSMENT OF BARRIERS TO LEARNING
Page 11	7.1	Barriers to Learning
	7.2	Assessment
	7.3	Core Educational Assessments
Page 12	7.4	Primary Liaison
	7.5	Staged Intervention
Page 13	7.5	Staged Intervention (contd)
Page 14-18	8	ARRANGEMENTS FOR MAKING PROVISION FOR PUPILS WITH ASN.
Page 18	9	INDIVIDUALISED EDUCATIONAL PROGRAMMES
Page 19	10	REFERRAL TO SUPPORT SERVICES
	11	CO-ORDINATED SUPPORT PLANS
	12	REFERRALS TO CENTRAL MONITORING GROUP
Page 19-21	13	STATUTORY PROCEDURES
Page 21-23	14	TRANSITIONS
Page 23	15	LOOKED AFTER AND LOOKED AFTER AND ACCOMMODATED CHILDREN
	16	SCHOOL REFUSERS
Page 24	17	DELIBERATE SELF HARM
	18	TRANSIENT AND TRAVELLING CHILDREN
	19	HOME TUITION
Page 25	20	CHILD PROTECTION PROCEDURES
Page 26	21	ARRANGEMENTS FOR EVALUATION OF THIS POLICY
Page 27	22	GLOSSARY/ABBREVIATIONS
	23	USEFUL DOCUMENTS AND POLICIES

1. RATIONALE

"All children and young person's have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best." SOEID (1998): *Professional Practice in Meeting Special Educational Needs (A Manual of Good Practice)*. These principles are reflected in both the Additional Support for Learning Act 2004 and the Curriculum for Excellence.

All staff at Kyle Academy have a major role in ensuring that the additional needs of pupils with dyslexia are met in the secondary curriculum contributing to the successful inclusion of these pupils in the school and to raising their attainment.

The British Psychological Society's definition of Dyslexia is:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompetently or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching'

One person in ten is thought to be dyslexic to some degree and of these one in four may be severely dyslexic.

Secondary teachers need to consider dyslexia in the context of their own subject. In any subject class there will be a need to make provision to meet a wide variety of strengths and additional support needs, not all linked to dyslexia, but teaching and learning strategies that are appropriate for dyslexic pupils can be effective for all.

1.2. KEY PRINCIPLES ON WHICH GOOD PRACTICE IS BASED.

- The early identification of children at risk of developing learning difficulties and the implementation of appropriate intervention.
- An accurate description of the young person's difficulties through a variety of assessment strategies
- Equality of access to the curriculum through appropriate individual planning and differentiation
- Recognition of the effective role which parents may play in partnership with schools.
- Full involvement of young people in discussion of their difficulties and progress.

1.3 IDENTIFICATION, ASSESSMENT, INTERVENTION AND EVALUATION.

This should be set clearly in the context of South Ayrshire's Staged Intervention model of Pupil Support. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.

Making appropriate provision is a whole school responsibility and this policy should make clear how it will meet the needs of the children and young people with Dyslexia.

2. WHOLE SCHOOL RESPONSIBILITIES

It is every teacher's responsibility to provide an appropriate curriculum, accessible to all pupils, that allows them to learn and progress. Responsibility for meeting the additional support needs of dyslexic pupils are the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. School staff should be able to demonstrate:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils.
- Selection of appropriate teaching and learning programmes that match the range of all abilities, within the curricular framework of the school.
- Awareness of the learning differences related to dyslexia that may cause difficulties.
- Understanding that pupil may persistently underachieve because of dyslexia.
- Knowledge that many dyslexic pupils use misbehaviour or illness as a means of coping.
- Willingness to ask for advice and support from the Pupil Support Team.
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum.
- Acknowledgement of the very severe difficulties that dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy.
- Understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary or secondary.
- Acceptance that some pupils with dyslexia may require additional support within the context of their subject and to consult with colleagues and specialists to determine how best to provide this.
- Taking account of the difficulties experienced by dyslexic pupils when assessing progress so that subject knowledge and ability are assessed fairly by making alternative arrangements for assessments that reflect the additional support usually provided.
- Awareness that to most secondary school pupils, image is all important and anything different from peers is often rejected, resulting in many dyslexic pupils deliberately underachieving and associating with slower learners or disaffected to save themselves from being embarrassed by the effects of their dyslexia in the classroom.

- Anticipate difficulties and stress arising from the impact of dyslexia on organisational and short-term memory by working together with parents/carers and pupils themselves to develop strategies to deal with problems concerning:
 - Copying down homework at the end of the lesson
 - Sending home notes and newsletters
 - Relaying verbal messages
 - The amount or type of homework.
- Develop a shared understanding that there is 'no quick' fix or 'cure' for dyslexia and that supporting the dyslexic pupils may be a long uphill struggle for subject teachers.

3. ROLES

3.1 The Pupil Support Co-ordinator

- Ensure that resources in the school, including staffing, are distributed appropriately
- Monitor the review process for children in the Stage Intervention system.
- Monitor and evaluate the school's provision for pupils with dyslexia, and collaborate in leading whole school support and training initiatives.

3.2 The Principal teacher of Pupil Support

- Liaise closely with appropriate staff of primary schools at the P7/S1 transitional stage.
- Keep subject teachers informed of pupils' current needs either informally or through the IEP.
- Help staff be aware of the diverse nature of dyslexia, and the range of appropriate support strategies available including relevant technology.
- Assist pupils to access information about the nature of their difficulties
- Liaise closely with parents over support and curricular issues.
- Identify appropriate alternative assessment arrangements in collaboration with teaching staff and pupils and ensure pupils have appropriate experiences e.g. with scribing.
- Involve parents and pupils regularly in review and planning procedures.
- Liaise with the school's Educational Psychologist, Careers service, and other agencies where appropriate

3.3 Pupil Support staff

The 5 roles of Pupil Support (as described in the SOEID 1994 EPSEN document) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

1. **Tuition** - providing direct teaching for pupils with dyslexia (small groups or individuals)
2. **Co-operative Teaching** - support staff and/or subject teachers support the work of the class and subject teachers by targeting assistance in a planned way to

pupils experiencing barriers to learning but also by enriching the overall quality of teaching and learning.

3. **Consultancy** - liaising with other agencies e.g. educational psychologist
4. **Providing specialist services**- Pupil Support staff provides exceptional services to individual pupils' e.g. supporting transition to the school and its curriculum, identification and assessment of dyslexia.
5. **Staff development** - Contribution to the enhancement of colleagues' professional development through seminars; case conferences; courses and providing information about dyslexia, barriers to learning in the subject curriculum and how the learning and behaviour of dyslexic pupils might be dealt with effectively.

3.4 Classroom teachers

- Consult with the Pupil Support staff if there is a concern
- Contribute to pupils IEP and monitor the effectiveness of strategies
- Collaborate over any alternative assessment arrangements
- Ensure that appropriate strategies as described in whole school responsibilities are embedded in the everyday curriculum and class context.

3.5 Pupil Support Assistants

- Liaise with classroom teachers re appropriate support strategies
- Help to support short term/long term targets in IEPs
- Support note taking in the classroom
- Read/scribe in classroom situations and also in tests/assessments
- Photocopy resources/notes
- Provide speedsheets and support differentiation
- Support the use of ICT

3.6 Psychological Service

Psychological services work at authority, school and cluster level:

- To develop effective school based identification, assessment, intervention and monitoring procedures for dyslexia.
- To provide background knowledge of theory and practice to support intervention.
- To work collaboratively with classroom teachers or Pupil Support specialists in relation to assessment, planning and intervention for pupils with the most complex and persistent dyslexic difficulties.
- To give appropriate advice to children, young people and their parents where that is appropriate.

4 ASSESSMENT AND IDENTIFICATION

The Supporting Children's Learning Code of Practice (2005) requires EA to publish information about policies and arrangements to identify ASN and to make provision for additional support for each pupil identified.

"...assessment is seen as the ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances. The purpose of assessment is ultimately to help identify the actions required to maximise development and learning". (Code of Practice, Ch 3, para 3.1)

The purpose of assessment is to help identify actions needed to overcome barriers to learning and maximise learning. This is an integral part of the teaching and learning process and is supported by information from parents and other agencies. It identifies and builds on strengths while taking account of ASN. It assumes negotiated sharing of information.

Kyle Academy will identify most children and young people with additional support needs through their arrangements for assessing learning and monitoring the educational progress of **ALL** children and young people. This will build upon the Staged Intervention process.

Pupil Support staff will be the people who will carry out an initial investigation into any likelihood of a dyslexic profile.

4.1 Primary Liaison

The Pupil Support Team will identify, in consultation with associated primary colleagues, pupils with Additional Support Needs including those youngsters with dyslexia in Primary 7 by:

- conversations with primary staff
- observation and conversations with primary 7 pupils
- conversations with parents
- liaison with external support agencies

Transfer reviews will be organised by the primary schools and attended by the Principal teacher of Pupil Support and the relevant Year head. An Action Plan for pupils with ASN will be put in place identifying strengths, barriers to learning and the nature of any support that will be needed for dyslexic pupils to access the curriculum at an appropriate level. Special induction visits/programmes will be arranged if required.

Information will be distributed to staff prior to Induction days (purple sheets) which will contain a profile of the pupil, implications for learning and teaching and support strategies.

4.2 Emerging Needs

Dyslexia may not be identified until pupils are at secondary school for a number of reasons:

- The move to secondary has shown up difficulties that 'hidden' dyslexic pupils have been able to mask at primary school.
- Some higher order dyslexic difficulties may not appear until the demands of the secondary subject curriculum cause a pupil's coping mechanism to collapse.

- The time aspect of the secondary timetable often creates problems for dyslexic pupils accustomed to having all the time they need in the primary classroom.
- A mismatch between a pupil's apparent ability and the quality (and quantity) of written work may be observed in some subjects.

In August all pupils in S1 will be given a screening test in reading and spelling which will be used to build up an individual profile on all pupils which will be held in class folders. Profiles will be scrutinised and further assessments will be conducted if necessary e.g. to investigate a possible specific learning difficulty such as dyslexia. Staged Intervention paperwork will be completed and where appropriate Core educational Assessments which will be monitored and reviewed regularly.

The school psychologist and relevant external agencies will be involved if appropriate, and will give advice, on the content of the curriculum, teaching and learning strategies, resources needed and monitoring of targets. If significant ASN are identified an IEP will be prepared, implemented, evaluated and updated regularly.

Even with these arrangements in place some dyslexic pupils will not be identified until they cannot use their strengths to compensate for their difficulties, possible not until they are sitting formal timed tests.

4.3 Assessment Arrangements

Pupil Support staff can select from a range of assessment tools to investigate whether dyslexia is present, both electronic and paper based. (See Appendix 2)

Arrangements may include:

1. Initial steps

- Review of pupil's educational history and results of any standardised tests previously administered.
- Review of reports from individual subject teachers
- Subject teachers asked to complete the dyslexia indicator checklist and pass on samples of work. (Appendix 1)

2. Further Investigation

- If dyslexia indicators are present in several subject areas and the results of preliminary investigation show inconsistencies and a pattern of strengths/difficulties, further investigation may be considered.
- Parents/carers should be contacted to inform them of the concerns and to ask them for their support/permission to investigate a possible dyslexic profile.
- Parents should be asked to consider the need for an eye test or a hearing tests where appropriate.
- Parents may also be asked to complete a questionnaire or checklist.

- Classroom observations across subject areas may be completed to evaluate dyslexic behaviours
- 3. Feedback**
- When all the information is collected, it is important that Pupil Support staff arrange to speak to the pupil concerned, possibly with the parents to explain what dyslexia is and why it is being investigated in order to gain their co-operation before proceeding to an investigation of dyslexia.
 - If the results of assessments indicate that a pupil fits a dyslexic profile, the Pupil Support teacher should provide details to the pupil, parents and subject staff with suggestions for appropriate support strategies.

4. Monitoring and Evaluation

Pupil progress should be monitored carefully and evidence collated to back up requests for Alternative Assessment Arrangements if appropriate.

5. PUPIL PROFILING

All pupils with dyslexia should have a profile containing:

- A summary of the pupils aptitudes and abilities
- The factors leading to barriers to learning
- Main implications for learning and teaching
- Staged Intervention paperwork
- Review minutes
- IEPs/Action plans
- ICT implications
- Details of attainment levels and past achievements including samples of work.
- Details of the pupil eligibility for alternative assessment arrangements reflecting support in place in the curriculum, so that the pupil is not placed at a disadvantage compared to other pupils in tests and exams.

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
- Departmental policies on dyslexia are devised and implemented within the context of the whole school Pupil Support policy
- The most effective use is made of all resources
- There is a consistency of approach

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation, profiling of pupils and using 'Performance Indicators' from "How Good Is Our School

The Principal Teacher of Pupil Support, Principal Teachers Subject, the Pupil Support Co-ordinator and the Head teacher will be responsible for the evaluation.

The poster features several tips and images:

- Make eye contact with me**: Accompanied by an emoji wearing a blue cap and goggles.
- Talk clearly**: Accompanied by an emoji pointing.
- Find out who has dyslexia in your classes.**: Accompanied by an emoji with a starburst effect.
- Provide a dictionary and thesaurus during writing tasks.**: Accompanied by an emoji and images of a dictionary and thesaurus.
- Write homework on the board at the start of the lesson.**: Accompanied by an emoji pointing to a bar chart.
- Make arrangements for a reader/scribe for tests.**: Accompanied by an emoji reading a book.
- Make some tasks practical.**: Accompanied by an emoji holding a wrench.
- Check for my understanding**: Accompanied by a confused emoji with a question mark.
- Give me a task checklist that I tick after completing each part.**: Accompanied by an emoji writing on a checklist.
- Give me summary sheets**: Accompanied by an emoji reading a book.

In the center, a large speech bubble contains the text: **I have dyslexia how can you help?** This is surrounded by several photos of people with dyslexia and an emoji waving with a "HELLO!" speech bubble. A "HELP WANTED" sign is also present.

Poster by Dyslexic pupils of Kyle Academy 2010