



**WOODHOUSE PRIMARY SCHOOL  
DYSLEXIA FRIENDLY SCHOOLS POLICY**

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## **Principles**

This policy details how the school will use its best endeavours to ensure that the necessary provision is made for any pupils who have dyslexia or dyslexic tendencies, and those needs are made known to all who are likely to teach them. We recognise the strengths of pupils with dyslexia and aim to support children in their learning. We aim to encourage children so they can reach their full potential in all areas of the curriculum.

All staff recognise the signs of dyslexia, as well as other factors that may co-exist with dyslexia for example, dyspraxia and dyscalculia. Staff are aware of the need for individual learning styles and adopt a range of multi-sensory experiences for children as well as providing resources to support learning. Ongoing training continues to update staff skills and understanding in this area. Governors and leaders are committed to supporting pupils with dyslexic tendencies across the curriculum. We encourage partnerships with parents and carers and engaging children in their own learning.

### **The aims of this policy are to facilitate and encourage:**

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

## What is dyslexia?

The British Dyslexia Association (BDA) defined dyslexia as:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.'

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

Some learners have very well developed creative skills and/or interpersonal skills, others have strong oral skills. Some have no outstanding talents. All have strengths."

(Dr.Lindsay Peer, 2006)

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

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

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

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

## Checklist for learners

<https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic/signs-of-dyslexia-early-years>

<https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic/signs-of-dyslexia-primary-age>

### **Reading:**

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

### **Spelling:**

- Poor sound-symbol correspondence (associating sounds with the letters that represent them)
- Adherence to phonic spelling
- Spells words in several different ways in the same piece of work
- Letter reversals
- Bizarre spellings, which may then be unreadable to even the child just a few minutes after writing

## **Writing:**

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

## **Numeracy:**

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

- Can think at a high level in mathematics, but needs a calculator for basic facts

### **Speech & Language:**

- Phonological awareness problems (difficulty with rhyme, rhythm and alliteration)
- Delayed speech development
- Speech irregularities
- Confusion of sounds in speech (e.g. f / th / v)
- Poor articulation
- Confusing sentence structure
- Poor vocabulary and misuse of words
- Early word finding difficulties, which often persist into later stages of development
- Monotony of voice
- Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced
- Inability to follow verbal instructions, especially a sequence of instructions
- Difficulty learning a foreign language
- Perception:
  - Poor sense of direction (e.g. confusion of left & right, problems putting correct shoe on foot in early years)
  - Difficulties in visual processing (e.g. shape, pattern, sequencing)
  - Poor visual-motor skills which impacts handwriting
    - Difficulty with auditory processing of language-based information (e.g. instructions get forgotten or misheard)
  - Poor spatial orientation which impacts handwriting
  - Impaired temporal orientation (e.g. difficulty learning to tell the time, poor timekeeping and personal organisation in later years)
- Motor skills:
  - Poor co-ordination resulting in apparent clumsiness
  - Impaired gross motor skills (e.g. in early years had difficulty with dressing independently, and catching, throwing & kicking a ball)
  - Impaired fine motor skills (e.g. late learning to fasten shoe laces or buttons, poor pencil grip)

### **Memory:**

- May seem to catch on initially but when memory gets to the point of overload forgets even the simplest of words
- Finds it hard to remember a sequence of numbers, letters or instructions
- Difficulty memorising alphabet, days of week, months of year & multiplication tables

- Poor memory for number bonds / tables / formulae
  - Tendency to forget names of common objects / people
  - Forgets what he / she was going to say while waiting for a pause in conversation or in middle of a sentence
  - Poor working memory (e.g. poor organisational skills, difficulty planning a piece of work, difficulty telling or writing a story)
  - Information may become jumbled in memory, seemingly resulting in misunderstanding
- Processing:**
- Impaired concentration ability / short attention span
  - Tires easily
  - Poor ability to prioritise and organise work
  - Slow to complete tasks
  - Sequencing difficulties (e.g. ordering letters, words, stories, dates, ideas, events or following a sequence of instructions)
  - Variability in performance - able to do something one time and not another time
  - Difficulty following oral directions
  - Misunderstands complicated questions
  - Level of production and work varies from day to day
  - Processing of spoken and / or written language is slow

### **Behaviour:**

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

### **Roles and Responsibilities of Staff**

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

#### **Classroom Teachers should:**

- be aware of the patterns of development and attainment which may indicate dyslexia
- be aware of the school's policy and practice on dyslexia
- implement the staged intervention process where appropriate

- consult with the school's SENDCo if there is a concern
- support parents in understanding the nature of the concern
- contribute to a profile of the child's progress
- alert the School's SENDCo where problems are prolonged, resistant to intervention, or associated with behavioural changes
- contribute to the pupil's individual learning plan (ILP) where appropriate, and monitor the effectiveness of strategies
- be aware of the child's views

### **Teaching Support Staff should:**

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

### **Identification and Assessment**

It is the responsibility of the class teacher to recognise the early signs of dyslexia and arrange for assessments, in liaison with the SENDCo. Teachers would use initial assessments of the child including background information, classroom observation, and pupil interview and complete the Learner Profile accompanied with the SpLD checklist. (Appendix 1)

Parents and carers also need to be informed of the child's difficulties and give consent for the dyslexia screening assessment to be undertaken with their child.

The dyslexia screening test will then be completed (GL Assessment Screener). This will indicate the level of risk of dyslexia relating to the child which will then be reported back to class teachers and parents and carers either at a meeting, by phone or by letter.

The child will also complete a visual stress assessment with a named member of staff. This will help to identify the correct colour overlay which can be used to



support the child's learning. Some pupils, who may not have dyslexic tendencies, may use a coloured overlay to support their reading.

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

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

### **Strengths**

- Quick thinker and doer but not in response to instruction
- Enhanced creativity - often good at drawing - good sense of colour
- Aptitude for constructional or technical toys e.g. Lego, bricks, remote control for TV, computer keyboard.
- Appears bright - but seems an 'enigma'

Not all dyslexic children experience all the difficulties above. Moreover, it is important to note that many very young children make similar mistakes to dyslexic children, but it is the severity of the trait, the clarity with which it may be observed and the length of time during which it persists which give the vital clues to the identification of the dyslexic learner.

#### **Provision - classroom adaptations and interventions:**

All action is guided by the school's SEN policy, the SEN Code of Practice 2015, and the available school resources. It may include some or all the following:

- Differentiated planning by the teacher / teaching assistant.
- Specific targeted interventions in the ILP or One Page Plan which will then be passed on to future class teachers or schools as necessary
- Support from Teaching Assistants as directed by the class teacher or SENDCo.
- Regular reviews to monitor support and impact of support
- Liaison with parents and carers
- Access to a full, broad and balanced curriculum
- All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate
- Staff to use multisensory techniques to facilitate learning
- Staff to plan differentiated tasks, outcomes and resources which enables the child to access the curriculum

- Dyslexia friendly learning resources (e.g. TRUGS, correct font on cream paper, alphabet arc with blue consonants and red vowels, mind maps, widgets for spellings.)

### **General provision (Non-negotiables in bold)**

- **To raise pupils' self-esteem**
- **To reward success in small steps**
- **Give limited instructions at a time**
- **Ensure copies are provided for the child and avoid unnecessary copying from the board**
- **Ask pupils to repeat instructions**
- **Repeat instructions until s/he can repeat them back**
- **Allow more time for tasks such as getting out books, getting started and completing work**
- **Use of routine and structure in an organised classroom**
- **Use of visual timetables**

### **General activities**

- Say nursery rhymes together
- Read poetry to children
- Use mime and drama
- Provide pictures to talk about and link to prepositions in discussion. Is the cat in front or behind the man?
- Hide the thimble. Encourage the child to verbalise Is it in the pot? On the box?
- Play Simon Says
- Board games to develop turn taking
- Dot to dot / mazes

### **Listening activities and Auditory Sequencing.**

- Put various objects in containers and shake. Ask what they think is inside.
- Listen to everyday sounds
- Play Sound Lotto with everyday sounds

- Tap or clap a simple rhythm for the child to repeat.
- Clap words of one syllable then two then more. Say the words as you clap the syllable and ask the child how many syllables the word has.
- Play I spy - beginning with the sounds of the letters, then the letter name, something that rhymes with... and something that ends with.
- Spell a word using sounds and the child has to say the word. E.g. m -a-n, l-a-m-p.
- Say pairs of words which rhyme. E.g. cat and bat. Do they rhyme?
- Say pairs of words which do not rhyme. E.g. cat and dog. Do they rhyme?
- Say a word and take it in turns to think of a rhyming word. E.g. day - play - may - tray
- Play Simon Says
- Say a group of words with a 'stranger' in it. E.g. cat, dog, apple, fox. The child tells you which word is the stranger. This game can also be played with rhyming words.
- I went to the market and bought. Start with fruit or vegetables then you can go on to a mixture of different objects.
- Songs involving memory and sequence - Old Macdonald, Ten green bottles
- Following instructions - start with one or two only. Encourage the child to repeat the instruction before carrying it out.

### **Reading:**

- **Encourage the child to read and allow time for preparation for this.**
- **Allow time to pre-read text before guided reading / DARTS**
- **Teach unfamiliar subject words explicitly.**
- Help with study skills such as skimming, scanning, selecting key words.
- **Teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts. (Cream background / blue font. E.g. Comics sans, Arial, Tahoma, minimum 12 for paper and 28 smart notebook)**
- **Avoid underlining and italics and use bold where appropriate**
- **Avoid block capitals**
- **Line spacing 1.5**
- **When appropriate, use bullet points or numbering**
- **Use of widgets**

## Spelling:

- Display key words in the upper left hemisphere.
- Small words in big words. E.g. here in there, lie in believe
- Use the word in a sentence and draw a funny picture to go with it.
- Mnemonics / picture mnemonics
- Mind maps
- Find words that follow a pattern. E.g. could, should, would
- Mark written work on content and encourage the use of a wide vocabulary.
- **Correct targeted spellings.**
- **Teach the spelling of subject specific words**
- **Give pupils a list of subject specific words for reference (Cross curricular)**
- Have lists of subject specific words on display in teaching rooms.
- Allow the pupils to read work back to you if you cannot read it.
- **Use blue for consonants and red for vowels when practising words**
- Make a spelling shield
  - Top left square - write the word
  - Top right square - copy the word saying the letters
  - Bottom left square - write the word from memory
  - Bottom right square - write word with your eyes shut
- Use of widgets

## Looking Activities and Visual Sequencing

- Snap - Use pictures at first then introduce letters and simple words
- Pairs
- Memory games
- Dominoes
- Sorting objects into colour, shapes and sizes. Then sort into initial sounds.
- Happy families
- Look at a picture together. Cover it and ask the child questions about it.
- Kim's game
- Show three shapes on a card. Cover and get the child to say or draw the shapes s/he saw. Gradually increase the sequence of shapes

- Show the child several pictures and ask him/her to order the pictures to make a story.
- Draw several pictures and include a stranger - apple, pear, book, banana. Ask the child to point the odd one out.

### **Kinaesthetic Awareness.**

- Tracing shapes, letters, words, simple pictures
- Making letters out of modelling clay or play dough.
- Feeling and naming shapes with eyes closed
- Feeling and naming wooden / plastic letters with eyes closed.
- Put various objects in a bag and ask the child to name the objects by feeling them.
- Jigsaw puzzles
- Threading beads -sequence of coloured beads and continue the pattern.
- Cut words into syllables / phonics, jumble then assemble
- Walk around while spelling
- Allow fiddling
- Tap / clap syllables
- Move to different places in a room

### **Physical Skills**

Throwing, catching, kicking balls, skipping, hopping, jumping, balancing.

### **Written work:**

- Encourage legible handwriting.
- Encourage a variety of ways of recording learning. E.g. mind maps, flow diagrams.
- Use of ICT to show learning.
- Use of different writing tools. E.g. triangular pencils, pencil grips, chubby pencil crayons, felt tips.

### **Assessment: *Method of assessment can be adapted to meet the needs of individual pupils***

- Assess through oral responses.
- When setting long responses, use writing frames and mind maps.
- Ways of assessing understanding without too much writing:
- Matching questions to answers

- True/false statements
- Sentence matching ('tops and tails')
- Multiple choice
- Labelling diagrams
- Categorising
- Table/grid completion
- Title - paragraph match
- Sentence completion
- Sequencing

### **Multi- sensory learning**

A range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preference.

### **Auditory Learners**

- Explain
- Repeat
- Discuss
- Use poem / stories
- Use drama
- Read aloud

### **Kinaesthetic Learners**

- Be practical
- Use models
- Make things
- Move about
- Write

### **Visual Learners**

- Use picture
- Use diagrams
- Use colour coding
- Use highlighting

- Use handouts
- Demonstrate what they have learnt

## **How we support dyslexic learners**

It is expected that most pupils' needs will be met in within the classroom setting, through provision planned and differentiated learning opportunities which are carefully matched to the needs to the individual child.

### **Environment**

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

### **Resources**

- Access to all resources/ equipment is well organised and child friendly
- Resources are matched to students' specific needs
- Coloured overlays and line readers for reading
- A clear font and size is used on the IWB and enlarged text 14-16 on worksheets, font in Arial, Primary Sassoon Infant or Comic Sans are preferable
- Expanded 1.5 spacing between letters and lines; bold is used to highlight rather than italics or underlining; staff avoid underlining titles or key words



- Learning Preferences Toolkit: Practical resources to encourage kinaesthetic and visual learning are readily available: cubes, counters, coins, numbers 1-100, place value charts, multiplication tables, plastic letters, word building sets etc.
- Class teachers encourage use of the learning walls / table-based self-reference materials. E.g. key topic words are displayed and access to word banks, tablemats, high frequency word mats etc. are provided
- Writing frames and scaffolds are provided to support writing
- Range of pens and pencils available - including a range of grips and left-handed pens
- Models and Images used to illustrate concepts
- Use of a personal word book
- Basic word list to support writing
- Use of number square / line for reference
- Use of spellchecker
- Offering handouts to avoid the pupil having to copy from the board, or if copying from the board is necessary the child may find it easier if they are sitting near to the board
- Using highlighter pens to highlight important points and key vocabulary

## **Resources**

- Coloured overlays and reading rulers
- Magnetic letters

- Precision teaching
- Toe by toe
- Talking tins
- Widgets
- Trugs

### **Teaching Programmes/Interventions**

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

- Group work/ 1-1 with TA/ teacher
- Toe by Toe
- Multi-sensory spelling
- Precision teaching
- ACE dictionaries
- Read,write, inc
- Reading buddies
- Communication and Language Games
- High Frequency Words

### **Using ICT to support pupils**

We recognise the value of computer in supporting dyslexic children. Computers are helpful in acquiring and practising literacy and numeracy skills in an enjoyable and motivating way, and they can also help in expressing and recording ideas in a well presented format. We have the following software to help children with SpLD:

- Immersive Reader
- Nessy
- Ipad - apps for learning support
- IWB in each classroom
- Laptops for alternative methods of recording
- Talking tins and microphones

## **Transition - Monitoring and Evaluating**

When children are moving between classes, time will be allocated for meetings between class teachers to discuss the profile of individual children with dyslexic difficulties. During Y6, the child's profile information will be transferred to the selected high school.

## **Homework**

There are a range of tasks set and the child can use a variety of ways to record their homework. E.g. computer, pictures, mind maps, etc. Pupils and parents know when homework is set and needed to be handed in. Homework tasks are printed using a clear font and correct spacing. (See previous guidance)

Adjustments may be made with homework for children with dyslexia such as number of spellings / individual spellings.

## **Parents and carers - Parents' Partnership**

Partnership with parents plays a key role in our school and enables children with dyslexia or dyslexic tendencies to achieve their full potential. When the school first identifies that a child may be showing signs of dyslexia, the parent will be contacted to give consent for a Dyslexia Screening Test to be administered. Parents are also encouraged to contact their child's class teacher, SENDCo or Head teacher if they have a concern.

The school will keep parents informed and involved by:

- Inviting parents to meetings to discuss their child's needs;
- Responding to parents' wishes for further discussion;
- Involving parents in reviews;

## **Pupil voice**

Children who have been identified with dyslexic tendencies have a knowledge of their own needs and their views about what sort of help they would like to help them make the best of their education. Wherever possible, pupils' views are ascertained, and where appropriate, they are involved in reviews.

## Appendix 1

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

NDTCombinedchecklist\_EYFS.pdf (patoss-dyslexia.org)

Combined\_checklist\_Primary.pdf (patoss-dyslexia.org)