



METROPOLITAN BOROUGH OF CALDERDALE

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CURRICULUM AND ASSESSMENT DOCUMENTATION

DYSLEXIA FRIENDLY POLICY

| | Date | Chair of Governors | Headteacher |
|----------|------|--------------------|-------------|
| Adopted | | | |
| Reviewed | | | |

WOODHOUSE PRIMARY SCHOOL

DYSLEXIA FRIENDLY POLICY

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. 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. One member of staff holds a Certificate Professional Studies – Specific Learning Difficulties (Dyslexia).

Governors and senior 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. (Parent and pupil voice)

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)

Parents and carers

The school places a high priority on developing parental links. Partnership with parents plays a key role in promoting a culture of co-operation throughout the school community. This is important in enabling 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. Via the SEN information report on the school's website, parents are also encouraged to contact their child's class teacher, SENCO 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. However, where the parent and staff believe this would not be appropriate, the child's views will be gathered informally prior to the meeting.

Early identification

(From A Guide to the Early Recognition of Dyslexia by Jean Augur)

Some of the Early Signs which may suggest a dyslexic profile

- Family history of similar difficulties
- May have walked early but did not crawl – was a 'bottom shuffler' or 'tummy wriggler'.
- Persistent difficulties in getting dressed efficiently
- Persistent difficulty in putting shoes on the correct feet
- Late in learning to fasten buttons or tie shoe-laces
- Obvious 'good' or 'bad' days for no apparent reason
- Enjoys being read to, but shows no interest in letters or words
- Often accused of 'not listening' or 'not paying attention'
- Excessive tripping, bumping into things and falling over
- Difficulty with catching, kicking or throwing a ball
- Difficulty with hopping and skipping
- Difficulty with clapping a simple rhythm

Speech and language

- Later than expected learning to speak clearly
- Persistent jumbled phrases 'tebby dare' for 'teddy bear' of 'pence fost' for 'fence post'

- Use of substitute words or 'near-misses' e.g. lampshade for lamppost
- Mislabelling – knows colours but mislabels them e.g. black for brown
- An early lisp
- Inability to remember the label for known objects e.g. chair, table
- Persistent word searching
- Confusion between directional words e.g. up, down, in, out
- Difficulty in learning nursery rhymes
- Difficulty with rhyming words
- Difficulty with sequence e.g. coloured beads, days of the week, numbers

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.

Identification and Assessment

If the class teacher recognised the early signs of dyslexia, they would arrange for dyslexia screening, in liaison with the SENCO. 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.

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 (DST-J/ Pearson) will then be completed by a trained member of staff. 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. (<http://www.visualstressassess.co.uk/vsassess/default.aspx>) 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.

Provision

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 detailed in the Provision Map 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 SENCO.
- 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 preferences.

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

Resources

- Nesy computer programme
- Coloured overlays and reading rulers
- Magnetic letters
- Precision teaching
- Toe by toe
- Talking tins
- Widgets
- Trugs

Useful links

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

<https://www.helenarkell.org.uk/about-dyslexia.php>

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