



# Presentation Title

- 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.**
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# SEND code of practice: 0-25

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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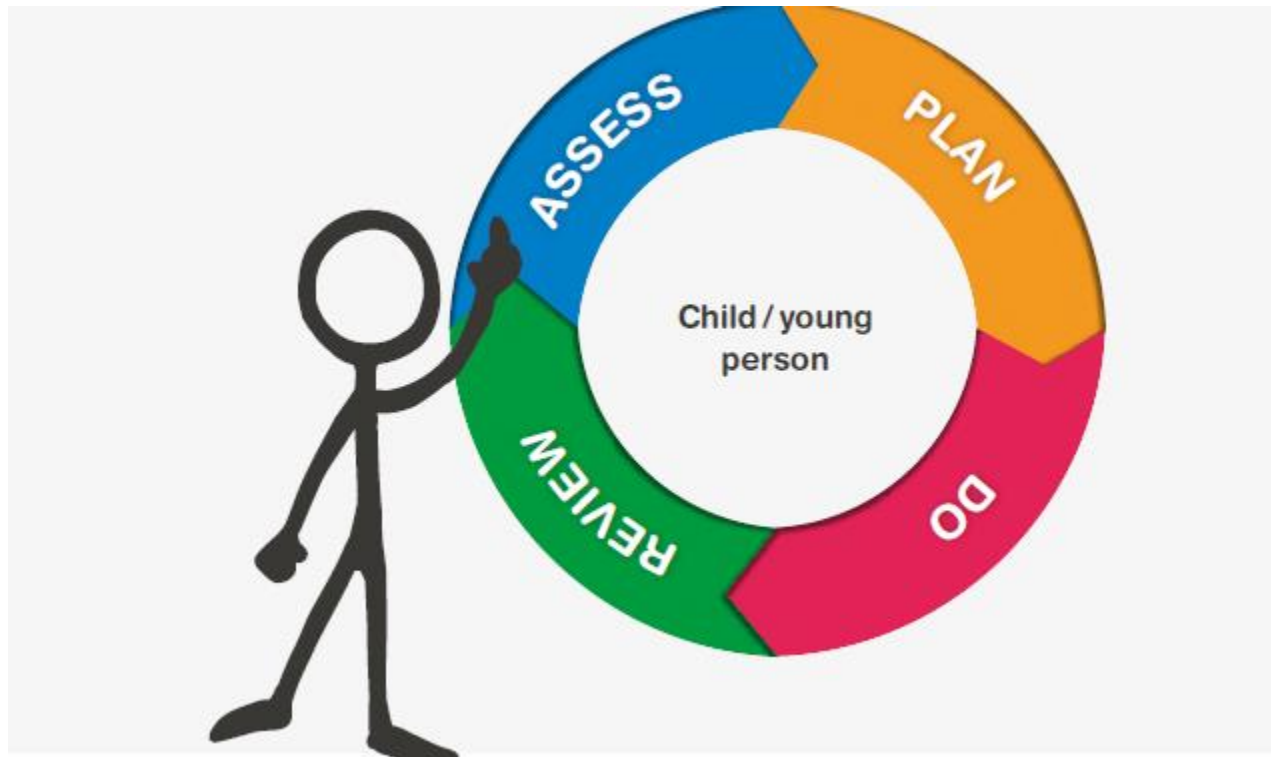
# Ordinarily Available

- "Ordinarily Available" is a framework which describes the entitlement of pupils in Worcestershire mainstream schools. It will assist schools in developing their provision for pupils with SEN to be more consistent with that in the majority of schools. It will enable a greater focus on teaching and learning approaches, and should reduce the focus on levels of teaching assistant support.
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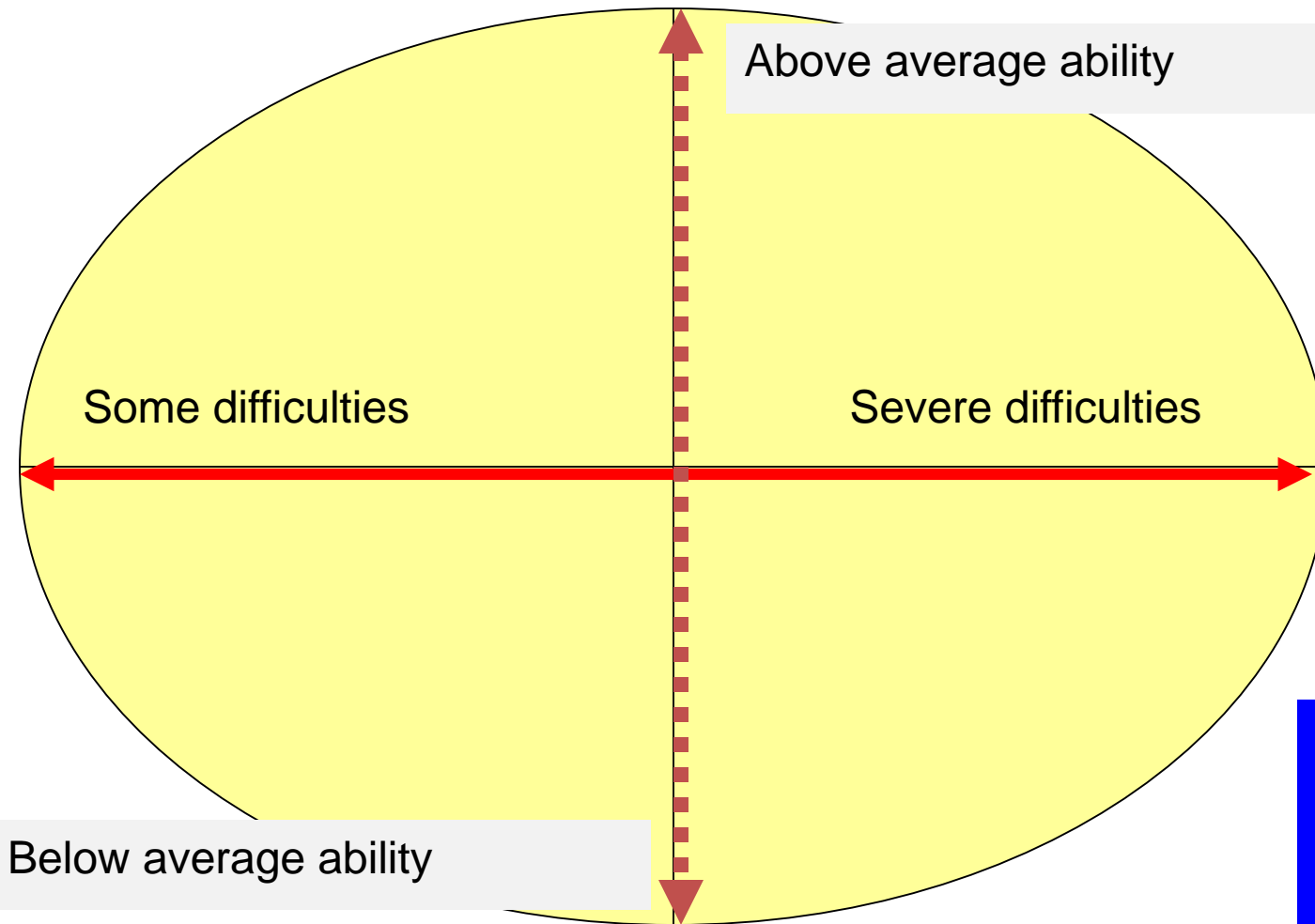
# Levels of Intervention

- **Wave 1:** quality inclusive teaching for the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.
  - **Wave 2:** specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.
  - **Wave 3:** targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.
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# The Graduated Response

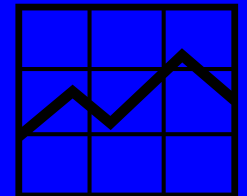


# Dyslexia is a spectrum of difficulties



Below average ability

Look for a spiky profile of performance



# Key Principles of Dyslexia Pathway

- Positive emotional climate to make progress
  - Dyslexia friendly schools
  - **Holistic systematic assessment and intervention**
  - Learning and teaching reflecting the needs and strengths of each child
  - **Early school based intervention prior to outside agencies**
  - Active involvement of **pupil and parent**
  - **Assessment through teaching and learning over time, monitoring of progress and provision**
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## Dyslexia Decision Meeting DDM

Wave 3 personalised support

Involvement of outside agencies

Inclusive and Dyslexia friendly classroom sheets

Wave 1, Wave 2 support

Views of pupil

Initial concerns

Review of school tracking information

Common characteristics checklist

PACE checklist

Views of parent



# Pupils with Dyslexia may have strengths in:

- problem solving
  - debate and verbal interaction
  - graphics and design
  - artistic and creative skills
  - ICT
  - sport
  - music
  - spatial awareness
  - constructional and technical activities
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# Identification - Common signs:

- Able in some areas, creative, construction skills, verbal skills but have difficulty in reading or writing skills or both
  - Appear clumsy
  - Lack concentration
  - Tire easily or may seem to be lazy
  - Difficulty recalling information - e.g. verbal instructions
  - Difficulty in sequencing information, remembering times tables
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# What causes the problems

- Poor memory skills
- Problems processing information quickly
- Difficulties matching and remembering letter shapes and sounds

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# Copy the sentences

عندما يكبر وأود أن يكون الشاي

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# Time and Organisation

- Problems remembering what to take for school
  - Problems learning days of the week, months of the year
  - Problems with yesterday, today, tomorrow
  - Problems knowing how time passes
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# Multi-sensory approaches for Reading and Spelling

- Fernald Tracing/glue activity
- Sand/flour for younger children
- b/d on back. 'bed' mnemonic to help direction
- Discreet finger tracing for older pupils
- Practical Apparatus - games



What is this word - ghoti

/gh/ = 'f' as in laugh

/o/ = 'i' as in women

/ti/ = 'sh' as in nation

**Fish**

George Bernard Shaw

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# Hearing sounds in words

- Letter sounds - phonics
  - Glue ear
  - Rhyming books and games
  - Playing with sounds - I spy something beginning with...
  - Need to learn letter sounds
  - Need to be able to blend and segment sounds
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# Spelling difficulties

- Problems linking correct spelling pattern to word due to many choices: shirt/shurt/shert
  - Homophones: beech/beach, their/there/they're
  - Sequencing difficulties: help/hepl, two/tow
  - Letter reversals: b/d, p/b
  - Weak handwriting skills leading to poor letter formation so no visual reinforcement of correct spelling pattern.
  - Poor pronunciation and sound discrimination skills.
  - Not retaining words 'learnt' for spelling test, no transference to own writing
  - Poor spelling and poor self esteem leads to restricted writing not in line with verbal skills.
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# Spelling Routine

- Read the word
  - Highlight the tricky letters
  - **COPY**
  - Cover
  - Write the word from memory
  - Check
  - Repeat routine if word is incorrect
  - Activity
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# Developing spelling skills

- Make sure your child can read the word first
- Say the word as it is spelt -Wed nes day
- Write down alternatives and see which looks correct
- Use joined writing
- Spelling rules may help
- Words in words understand
- Build words from rhyming words fight light might
- Don't forget mnemonics

# Syllables

- Syllables - good way to spell longer words. Likely to be correct or more readable
  - Hearing syllables in spoken word
  - Spotting syllables in the written word  
e.g. carpet, postman,
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# Reading together

- Make reading an enjoyable time together
    - Make sure you are comfortable and relaxed
    - Make it part of a daily routine e.g. bedtime
    - Use different voices for the characters in the story
    - You pretend to be one character and your child could be another character
    - You are never too old to listen to a story
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# Starting Reading

- Matching what is known from speaking on to written words
  - Good language and vocabulary skills help reading development
  - Listening to stories
  - Recognising familiar words as a picture
  - Guessing at words by what they look like
  - What word do you think your child would recognise?
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# Reading together

- Make it fun
  - Look at the pictures, what's the story?
  - Can you make up a story from the pictures?
  - Who are the people (characters) in the story?
  - How do the people (characters) feel?
  - Look for hard words on the page before reading
  - Read a sentence each, show how to read fluently
  - Point to the words as you read (finger trace)
  - Let your child read the words they recognise
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# Reading with your child: Make it fun

- Supported reading: child reads with parents help
    - Looking at the book and pictures together
    - Ask your child what they think the book is about
    - Pick out two or three words to talk about and find
    - Give your child about 5 seconds to 'work out' a more difficult word, before telling them
    - Encourage your child to think if it makes sense if they guess a word, check the letters
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# Reading with your child: Make it fun

Shared reading: adult reads and child joins in

- Talk about the book, what it's about?
  - Look at the pictures, what is happening?
  - Trace with your finger under the words as you read
  - Encourage your child to read/join in some of the words he/she may know
  - Ask your child to retell the story in their own words
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# Stuck on a word?

- Does the picture help?
- Try reading the rest of the sentence
- Guess? Does it make sense?
- Try sounding out the word?
- Look for small words in the big word
- Does the end of the word look familiar  
e.g. ing

# Reading with your child: Make it fun

- If a child can not read most of the words on the page fluently - it is too hard. Five or more words hard words the book is too hard to understand
  - Read to your child - improves listening skills, vocabulary, knowledge of how a story works leads to an interest in books
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# Sight words

- Tricky words are hard to remember
- Hard to learn - may look same  
**no/on      was/were      went/want**
- May not be able to sound out word
- Can't make a picture of the word
- Words have no meaning but can change the sense of the sentence

# Reading with your child: Make it fun

- Over learning:
    - Reading favourite books many times, "I can read it with my eyes shut"
    - Use of games for key words
    - Helps short term memory and transfer to long term memory builds fluency in reading
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# Learning to recognise sight words

- Need lots of practise to help remember the word.

- **Play games:**

Pairs

Race games

- **Activities:**

Tracking for the word

Speed Read



# Read? Anything and Everything

- Instructions
- Comics
- Leaflets
- Adverts
- TV guide
- TV subtitles
- Road signs
- Road names
- Books
- Computer games
- Newspaper
- Recipes
- Tins and packets
- Shop signs



**Have fun**

# Verbal memory

- Forgetting information, instructions
  - Difficulties problem solving
  - Maths difficulties
  - Problems time keeping
  - Easily distracted
  - Losing place in story, conversation
  - Difficulties holding and writing a word, a sentence, sequencing a story
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