

Supporting a Dyslexic Pupil and what is a Dyslexia friendly school

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Definition of Dyslexia

The British Dyslexia Association has adopted the Rose (2009) definition of dyslexia:

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.

Why Students struggle

Why Students struggle

- Confidence (I don't believe I can do it)
- It is dull (We have already learnt the information before)
- Confidence (I don't believe I can do it)
- Attention (distraction)
- Confidence (I don't believe I can do it)
- Lonely (hours on your own)
- Confidence (I don't believe I can do it)
- They only know one way or don't know how to revise
- Confidence (I don't believe I can do it)
- Lack of motivation
- Confidence (I don't believe I can do it)
- Can't see the point
- Confidence (I don't believe I can do it)

Confidence (I don't believe I can do it)

**If we don't believe
they can do it,
they won't believe
they can do it!**

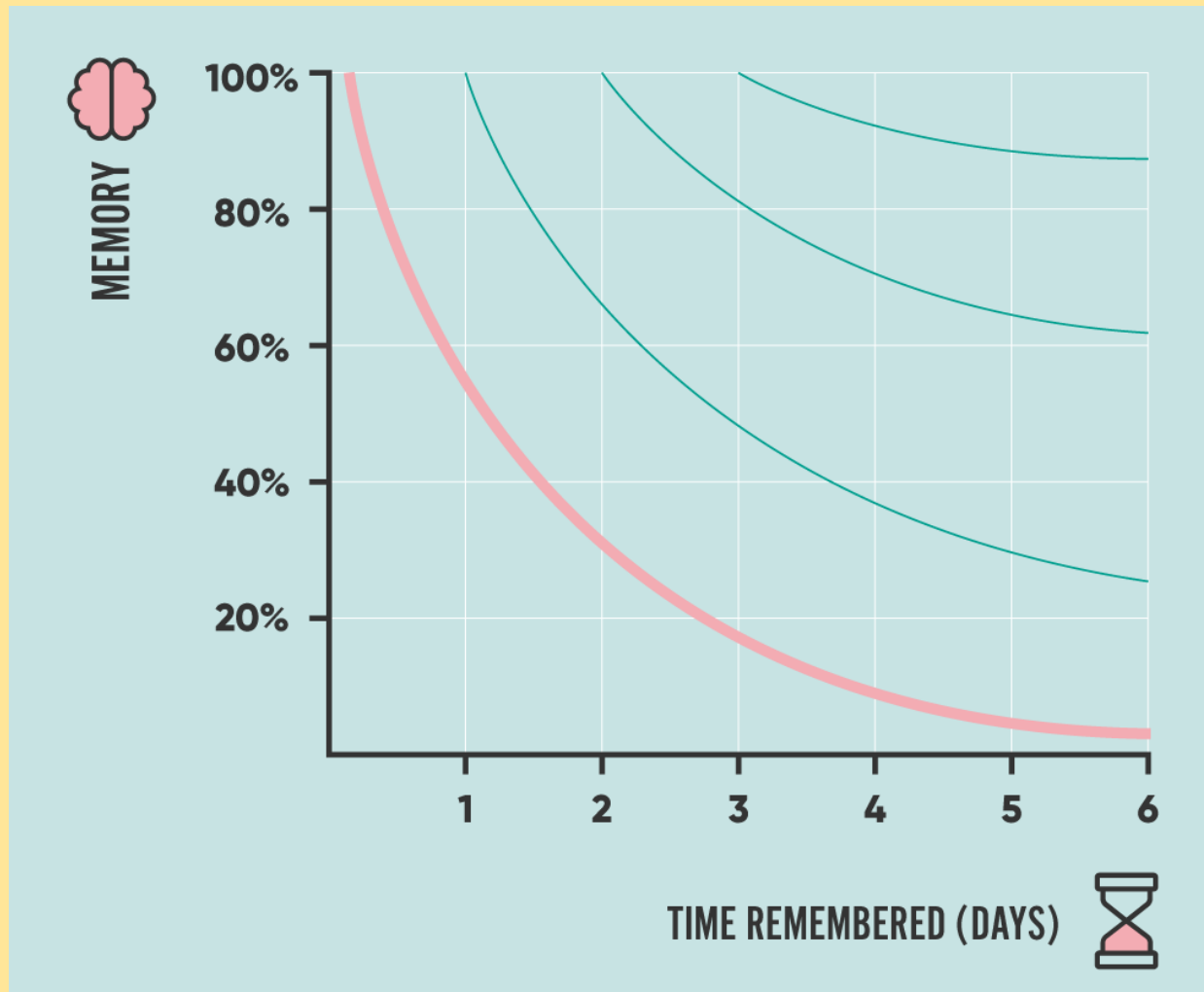


Link between academic achievement and resilience

- Early intervention for emotional difficulties improves outcomes for children, families and wider society including:
 - increased learning and educational attainment;
 - improved behaviour and attendance at school;
 - better physical health;
 - improved long-term mental health.
- Vulnerable pupils who often leave us feel de-skilled and/or frustrated. Don't give up!
- Not giving up on yourself as the adult can help them to do better than you might have expected. Keep going!
- At least one trusted adult, with regular access over time, who lets the pupils they 'hold in mind' know that they care.

Memory and How we Learn

Remembering over time vs each time you learn something



Types of Memory

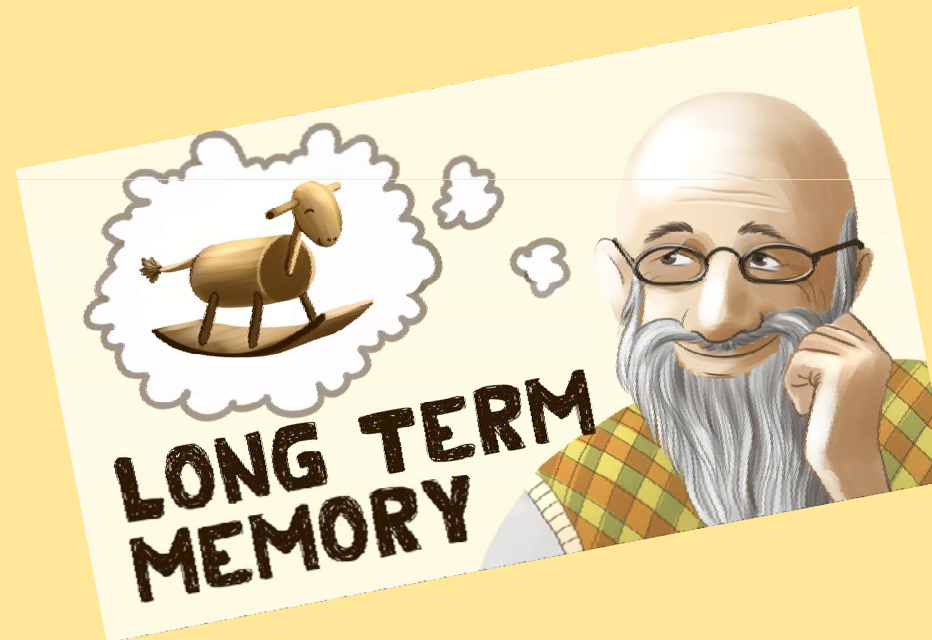
Short term

- Working memory
- Short term verbal and visual memory



Long Term

- Autobiographical
- Semantic
- Episodic
- Procedural



Verbal short-term memory

- Also known as Auditory Memory or Phonological Loop. This is one of the key indicators of dyslexia.
- Link between verbal memory and ability to learn new sounds and vocabulary.

Visuo-spatial short term memory

- Looking at pictures, symbols, diagrams.
- Used to learning new letter shapes.
- Short term memory for visual and spatial information (parallel parking!!).

Building confidence

(I can't remember anything!!!)



- Autobiographical - personal facts, significant events.
- Semantic - information about the world.
- Episodic - specific events that have happened recently.
- Procedural - skills learnt e.g. riding a bike, driving a car, swimming, juggling.

Memory

Type

The last holiday you went on

How to use an x-box

Remembering a list of things to get from upstairs

Your best friend's name

Remembering how to get from your English class to your Maths class

Calculating 10% of 100

Is there milk in the fridge?

What you need to buy from the shop

Parent's Birthday

Stopping before crossing the road

The Brain

Left hemisphere	THE BRAIN	Right hemisphere
Words		Rhythm
Logic		Spatial
Numbers		awareness
Sequence		Imagination
Linearity		Colour
Analysis		Dimension
Lists		

We are multi-sensory learners!

Dyslexia Friendly good
practice to support inclusion

Cognition and Learning Overview Provision Map

Universal Provision (Inclusive High-Quality Teaching)	Intervention (Cause of Concern) FS-Y6	SEND Provision
<p>Reading/phonics: Hearing check. Vision check.</p> <p>Reading: Whole class guided reading Making sure that children have a reading book plus a phonic based book (that is matched to their phonic knowledge). Changed weekly in FS-Y2. Daily sentence reading in phonics lessons in Year 1. Children individual reading once a week. DERIC Adapted Ashley Booth Guided Reading programme 3x week (Y3-Y6) ensuring wide range of genres Twenty mins a day reading class reader (Reading Spine books) with a story maps to introduce the character, settings and plot. Always start with quick start retrieval questions and then focused on a skill. Class Reader-guided reading 2x weekly (Y3-Y6) differentiated three ways. Differentiated Timed Comprehension to build up the children's stamina (fortnightly) Y2-Y6 Y2- Guided reading: 3x week = skills, 2x week comprehension.</p>	<p>Pre-teaching (FS-Y2) using Widgit Over teaching (FS-Y2) 2minute spelling (with visuals)/2 minute phonics</p> <p>Barrington-Stoke books in the KS2 library</p> <p>Visual stress assessment</p> <p>Y1-Sound Check (phonics) Early English Intervention by Dawn Targeted daily Readers - FS-Y6</p> <p>Daily phonics pre/post</p> <p>Precision Reading/Spelling</p> <p>Booster groups for reading (after school) Y5/Y6</p> <p>List of names for targeted support in class.</p> <p>Effective use of TAs</p>	<p>Early English Intervention for lower KS2.</p> <p>Targeted Guided Reading for specific pupils: Ie ToD Y5/Y6: focus on one paper for 3x30mins sessions. Plus Widgit grids and carefully structured DERIC questions.</p> <p>SBI: Precision Reading/Spelling</p> <p>SBI: Widgit grids for Maths, English, Class reading, Topic, Enquiry.</p> <p>Corrective reading Y5/6</p> <p>Morphographs Y5/6</p>

Spelling:

Weekly spelling rule teaching in class

Strategies for spelling: mnemonics, rainbow writing, multi-sensory spelling (e.g sand, shaving foam, water outside etc) speed spell

Daily revision during phonics lesson

Spelling posters in class- with visuals (pictorial reminders) on washing lines

Spelling lists/ personalised dictionaries

Vocabulary lists/widget grids

Word of the day (origins of words)

Which part of the word do you find tricky?

Spellzone (Read, write, inc)

Dictionaries/thesaurus/siri

Spelling roadmap (linking word patterns)

Mystery words in spelling tests (to encourage learning the rule)

Working walls (nag bag/list)

Help yourself display (HFW mats, year group spelling mats)

Year 1 - sound check

Year 2- Intervention for children who didn't pass the year 1 screening check

Early English Intervention with 1:1 TA

Year 3/4

2 minute spelling

Children specific/individualised spelling

Visual aids/mats for specific spellings

Widget Grids

Dyslexia screening

Year 5/6

2 minute spelling

Children specific/individualised spelling

Visual aids/mats for specific spellings

Widget Grids

Children

specific/individualised spelling

Clicker- word banks

Speed spell

Morphographs

IEP targets

Precision spelling

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<p>Writing/recording/handwriting:</p> <p>All: www.printablepaper.net Highlighted tramlines Say, write, check Help Yourself Area Shared writing, guided writing Talk for Writing - mapping out text (actions and pictures) Stimulus for writing; experience personally Alphabet on the wall - BSL PALS display on working wall Learning patterns, Dough Gym, Squiggle while you wiggle Trays - sand, shaving foam, glitter Word bank within Clicker (Phoneme mats; universal in KS1 - if needed in KS2) Model Texts (WAGOLL/WABOLL), working wall grammar Structure strips Slow write Exercises for strengthening fine and gross motor skills- Strength games; tug of war, chair push-ups, stress ball, shoulder push ups Checking that children are in the right seating position with the correct paper & pencil angles and grips</p>	<p>All: Buff paper Use of technology - "Books", "PicCollage" Personalised spellings Engaging their interests</p> <p>EYFS: Name practise: Cut up letters of name: piece together, drive car to letters in order. SPARKEYs</p> <p>KS1: Talking Tim Dough Disco Squiggle while you wiggle Fine motor support Concrete sentence structure; use of gems to hold a sentence. Amount of resources to match amount of words within the sentence. Learning Patterns</p>	<p>SPARKs (timetabled + PE) Referral to OT Refer to Advisory Specialist teacher Personalised spellings Personal packs; overlay, word banks, equipment, checklist, chunked tasks, alphabet strip Colourful Semantics</p> <p>Pencil grips Writing slopes Trays - sand, shaving foam, glitter Scribing Specialist pens and pencils</p>

Techniques that Might Work for a Dyslexic Student

How to Remember

- Make a conscious effort.
- Memory by association.
- Repetition.
- Chunking, e.g.

Anti dis es tab lish ment ari an ism

- Rhythm (Oo an agh)
- BECAUSE.

Written work



Working at home

- House rooms.
- Not on your own.
- Post-it notes.
- Board marker on glass.
- Walking the dog.
- Focus revision around the examination board syllabus.
- Past exam papers.
- Revision guides.
- Blank cards/index cards.
- Rewards (treats!).
- Condensed notes.
- Textbooks and notes - don't just read them!
- Adverts.



Highlighter pens – only help identify key points, they should only be the first step!

There is no evidence to suggest that highlighted text will help you remember it in and of itself. If you highlight 80% it doesn't help at all.

Don't just copy chunks of text - it should be a selective process that reduces the notes down until a topic is on one sheet of paper.

posing ideas. Avoiding ideas that conflict with your own gives the reader the impression you may be uncertain, fearful, or unaware of opposing ideas. Thus, it is essential that you not only address counter-arguments, but also do so respectfully.

Try to address opposing arguments earlier rather than later in your essay. Rhetorically speaking, ordering your positive arguments last allows you to better to address ideas that conflict with your own, so you can spend the rest of the essay countering those arguments. This way, you leave your reader thinking about your argument rather than someone else's. You utter the last word.

Acknowledging points of view different from your own also has the effect of fostering more credibility between you and the audience. They know from the outset you are aware of opposing ideas and that you are not afraid to give them space. Although your opponents' ideas may differ from your own, you should still acknowledge the validity of the opponents' ideas. Treating your opponents' ideas as

Managing Your Well-being

Tips and Techniques

- Eat sensibly and stay hydrated.
- Music.
- Sleep.
- Exercise
- Reduce large amounts of material to small “bite-sized” chunks.
- Reduce the size of notes each time you over learn.
- Use a cooking timer or a clock with a board marker.

MNEMONICS

What is a mnemonic?

It is a device to assist your memory – a verse, picture, silly phrase, etc.

Richard Of York Gave Battle In Vain



My Very Educated Mother Just Served Us Noodles

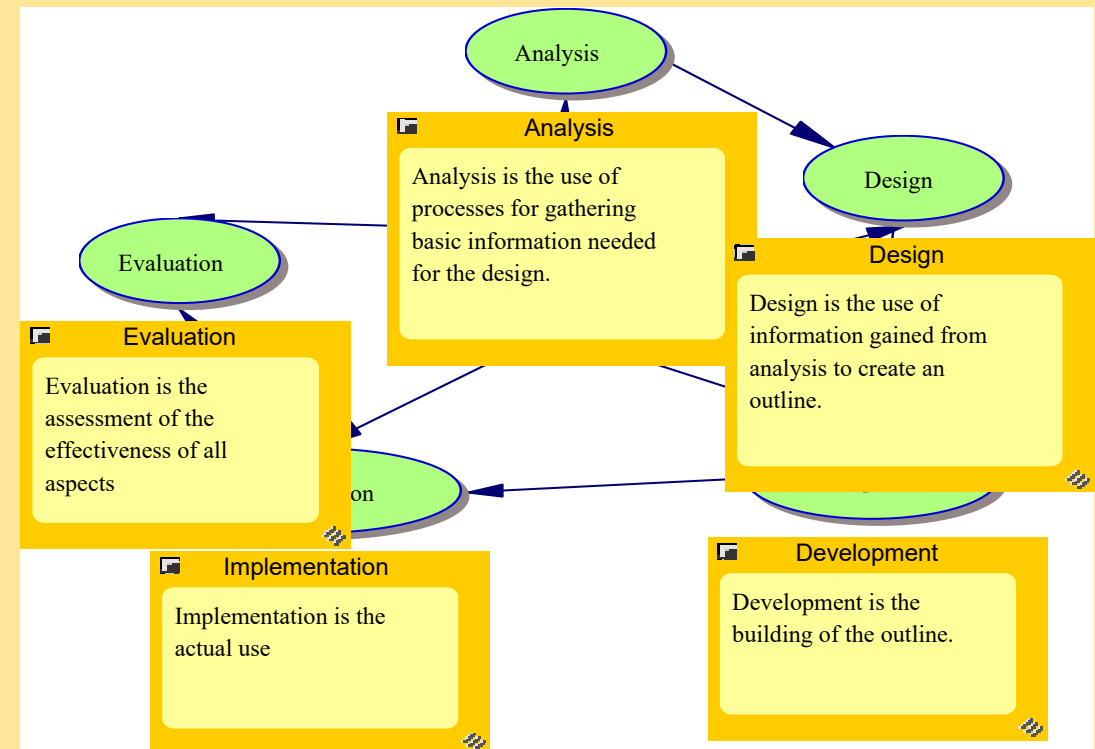
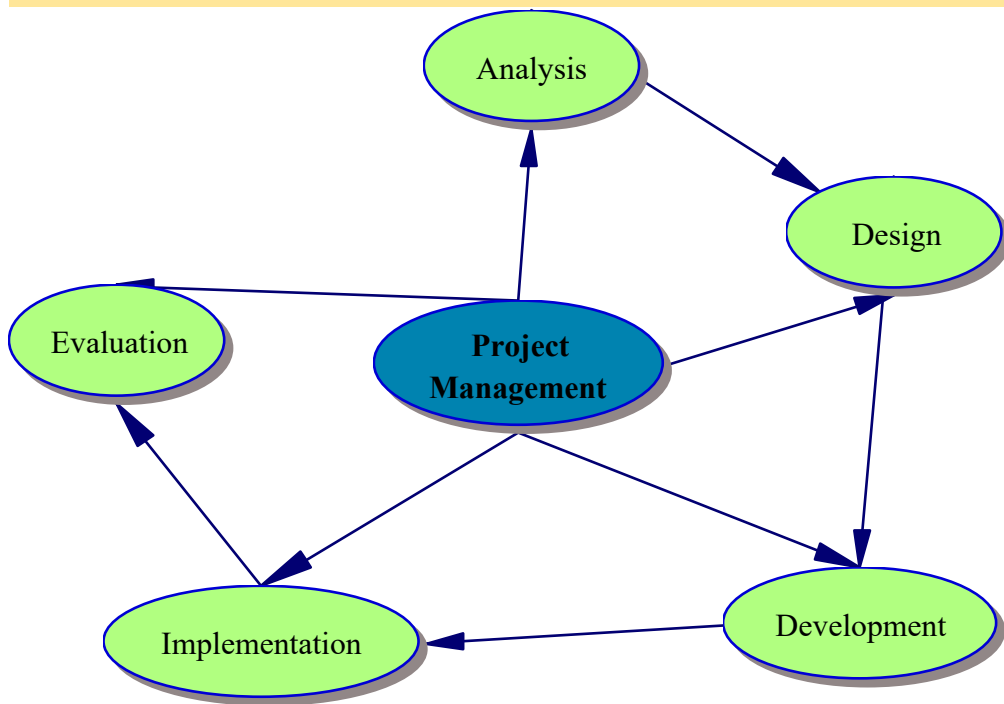


Mind-mapping

“By freeing the child of the tyranny of semantics, which often accounts for 90 percent of the difficulty, the mind map allows the child a far more natural, complete and accelerated self-expression.” (Buzan 2003, p192)

Mind-mapping

Mind maps use several visual stimuli to portray information and create strong association bonds between categories and subcategories.



In SATs

Test technique

- Take a highlighter into the exam so that you can **emphasise key words**.
- Read the exam paper carefully - **answer the number of questions that are required**.
- **Write your name on the paper!!!**
- **Time yourself** - a superb first answer will not make up for failing to answer your last question.
- Use of Brain Breaks and Extra time
- **Check your answers** for accuracy and clarity - this is not a waste of time.
- Be aware of the **number of marks available for each part of a question**.
- **Do not panic** - if you are prepared you will be able to answer the test, even if at first you think you cannot.
- Remember that the examiner could have hundreds of papers to mark. If your handwriting is poor use a computer as your normal way of working.
- Take rest breaks.

Other Support

British Dyslexia Association

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