Specific Learning Difficulties Guidance
(Revised Dyslexia Handbook)
Introduction

North Yorkshire is committed to ensuring that all children and young people, regardless of their circumstances, are given equal opportunities to achieve their full potential.

This guidance is intended to support this key strategic aim by providing schools with guidance and information to help remove barriers to learning for children and young people with Specific Learning Difficulties (SpLD) and contribute towards meeting the five statutory outcomes as defined in Every Child Matters (2003).

In addition, the guidance acknowledges the recommendations cited in The Rose Report (2009) and takes account of both the Code of Practice for Special Educational Needs and the Disability Discrimination Action (2005).

This new guidance is intended to replace the original North Yorkshire Dyslexia Handbook first published in 2005 (updated in 2007) and provides information and guidance on supporting children and young people with Specific Learning Difficulties and in particular dyslexia.

Specific learning difficulties is an overarching term for a number of associated learning difficulties of which dyslexia is one.

N.B see following pages for definitions of dyslexia and other specific learning difficulties.

This guidance acknowledges that many children who show characteristics of SpLD show developmental delays. Staff need to take this into consideration when deciding on appropriate provision for children and young people.

It is intended that the guidance will provide a framework to assist schools and parents and support their children and young people with SpLD by:

- Promoting the learning, achievement and well-being of children and young people with SpLD
- Enhancing the capacity of schools in supporting children and young people with SpLD and ensuring consistency of approach
- Further developing the awareness and skills of staff when working with children and young people with SpLD

The guidance includes information about:

- Current research and theory including underpinning principles to support the inclusion of children and young people with SpLD
- Identification and assessment
- Approaches, strategies, resources and materials which support and increase curriculum access for children and young people with SpLD
- How to create a ‘dyslexia friendly’ school and achieve the ‘Dyslexia Quality Mark’

N.B. It is intended that the guidance in this document is not just to support provision for children and young people with identified SpLD (dyslexia) (5-9% of the population) but all those displaying characteristics of SpLD (dyslexia) 10-20%.
The CD is divided into 3 sections:

Section 1 This section is intended for all practitioners, as well as parents and carers and others working and supporting children and young people with Specific Learning Difficulties (dyslexia). This provides an overview of dyslexia and related issues and includes theory background and underpinning principles to promote inclusion of children and young people with SpLD. Further information can be found in the Appendix 1.

Section 2 This section is intended for school staff and others working with children and young people with SpLD (dyslexia). It provides practical advice for classroom teachers and has been designed to be printed off and be made available to all staff. Appendix 2 includes a variety of examples of support material and resources.

Section 3 This section provides school staff (in particular SENCos, and Heads) a guide to achieving North Yorkshire Dyslexia Quality Mark (DQM), which is based on the British Dyslexia Association Standards.

Each of these sections can be used as a ‘stand alone’ document and it is hoped that, in particular, Section 2 will be used in every classroom in every North Yorkshire school.

This guidance is seen as a ‘working document’ which will be updated as new initiatives/strategies are introduced.
Specific Learning Difficulties Guidance Document (Revised Dyslexia Handbook)

Section 1

Overview

Theory, background and underpinning principles to promote the inclusion of children and young people with SpLD.

“Specific Learning Difficulties (such as Dyslexia) are the single biggest preventable cause of educational failure.”

The Dyslexia SpLD Trust 2009
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Section 1</strong></td>
<td>7</td>
</tr>
<tr>
<td>Specific Learning Difficulties</td>
<td>8</td>
</tr>
<tr>
<td>Simple Overview of Dyslexia</td>
<td>12</td>
</tr>
<tr>
<td><strong>Identification and Assessment</strong></td>
<td>14</td>
</tr>
<tr>
<td>Identification and Assessment</td>
<td>15</td>
</tr>
<tr>
<td>Who Can Identify Dyslexic Difficulties?</td>
<td>16</td>
</tr>
<tr>
<td>Monitoring Impact of Interventions</td>
<td>17</td>
</tr>
<tr>
<td>Dyslexia Checklists (Summary)</td>
<td>17</td>
</tr>
<tr>
<td><strong>Intervention and Provision Mapping</strong></td>
<td>18</td>
</tr>
<tr>
<td>Waves of Intervention and Provision Mapping</td>
<td>19</td>
</tr>
<tr>
<td>The Inclusion Passport</td>
<td>23</td>
</tr>
<tr>
<td>Professional Support for Schools</td>
<td>24</td>
</tr>
<tr>
<td><strong>Theory Underpinning the Teaching of Children and Young People with Dyslexia</strong></td>
<td>26</td>
</tr>
<tr>
<td>Multi-Sensory Teaching</td>
<td>27</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>27</td>
</tr>
<tr>
<td>The VAK Model for Learning</td>
<td>28</td>
</tr>
<tr>
<td>Dyslexia within the Framework of the Simple View of Reading</td>
<td>29</td>
</tr>
<tr>
<td>Memory</td>
<td>31</td>
</tr>
<tr>
<td>Organisational Skills</td>
<td>32</td>
</tr>
<tr>
<td>What Is a Spelling Strategy?</td>
<td>33</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>34</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>36</td>
</tr>
<tr>
<td>Key Visuals</td>
<td>37</td>
</tr>
<tr>
<td>Recognising and Using Common Organisational Patterns in Texts</td>
<td>38</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Specific Learning Difficulties (SpLD)</td>
<td>39</td>
</tr>
<tr>
<td>Mathematics and Specific Learning Difficulties</td>
<td>44</td>
</tr>
<tr>
<td>The Main Skills Needed in Mathematics</td>
<td>46</td>
</tr>
<tr>
<td>Using ICT to Support Children and Young People with Dyslexia</td>
<td>48</td>
</tr>
<tr>
<td>Children and Young People, Parents and Carers</td>
<td>50</td>
</tr>
<tr>
<td>Pupil Voice</td>
<td>51</td>
</tr>
<tr>
<td>Use of School Councils with Regard to Consulting Children and Young People</td>
<td>52</td>
</tr>
<tr>
<td>Self-Esteem and Dyslexia</td>
<td>53</td>
</tr>
<tr>
<td>Self-Belief and the Relationship to Behaviour</td>
<td>54</td>
</tr>
<tr>
<td>Coping Strategies</td>
<td>56</td>
</tr>
<tr>
<td>Assessment for Learning</td>
<td>60</td>
</tr>
<tr>
<td>Working with Parents / Carers</td>
<td>62</td>
</tr>
<tr>
<td>Transition</td>
<td>64</td>
</tr>
<tr>
<td>Access Arrangements</td>
<td>68</td>
</tr>
<tr>
<td>Access Arrangements and Testing Issues</td>
<td>69</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>71</td>
</tr>
<tr>
<td>Assessment and Checklists</td>
<td>71</td>
</tr>
<tr>
<td>Checklists for Indicators of Dyslexia</td>
<td>72</td>
</tr>
<tr>
<td>Assessment Guidance</td>
<td>83</td>
</tr>
<tr>
<td>Normal Distribution Curve</td>
<td>87</td>
</tr>
<tr>
<td>Assessment Elements Included in Commercial Tests</td>
<td>91</td>
</tr>
<tr>
<td>Testing Materials</td>
<td>92</td>
</tr>
<tr>
<td>Intervention Provision Mapping</td>
<td>96</td>
</tr>
<tr>
<td>Meeting Individual Needs of Children and Young People with Dyslexia</td>
<td>97</td>
</tr>
</tbody>
</table>
Illustrative Examples of Arrangements and Targets From Key Stage 1 and 2 .......................... 98
Inclusion Passport for a Child or Young Person – School’s Copy ........................................ 102

Children and Young People, Parents and Carers ................................................................. 106

Levels of Children and Young Peoples’ Participation .......................................................... 107
How to Recognise Low Self-Esteem (Children and Young People) .................................. 108
Information Gathering – Parent Perspective ........................................................................ 109
Hints for Ways to Support Homework for Parents and Carers ........................................... 112

Transition ................................................................................................................................. 113

Transition Information ........................................................................................................... 114

Continuing Professional Development .................................................................................. 118

The Inclusion Development Programme ............................................................................... 119
Flow Diagram – Specialist Teacher Routes to Achieving an SpLD Assessment Practising Certificate ................................................................. 120

Glossary of Terms .................................................................................................................. 122

Useful Websites .................................................................................................................... 127

Reading List .......................................................................................................................... 128
Specific Learning Difficulties

‘Specific learning difficulties’ is an overarching term for a number of associated learning difficulties which may manifest across all ability ranges and with variable severity or significance. Specific learning difficulties include dyslexia, dyscalculia and dyspraxia (also known as Developmental Co-ordination Disorder).

Children and young people with specific learning difficulties may experience particular difficulties in learning to read, write, spell or manipulate numbers to the extent that their performance in these areas is below their performance in other areas, despite appropriate learning opportunities and additional education provision.

They may also experience problems with the speed of processing information, with working memory, organisational skills, phonological awareness and co-ordination. Those affected by specific learning difficulties often underachieve within the education system unless they receive appropriate support enabling them to minimise their weaknesses and utilise their strengths.

Both the severity of the impairment and the effectiveness of compensatory strategies vary widely.

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent 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.
In addition to dyslexia other developmental disorders that fall under the heading of specific learning difficulties are:

- **Developmental Co-ordination Disorder (DCD) / Dyspraxia**
  
  Developmental Co-ordination Disorder (DCD) is a medically diagnosed condition for someone with specific co-ordination problems. The term dyspraxia has been superseded by the term DCD but it is still used by GPs. DCD affects around 5% of school-aged children and young people. It has a varying but significant impact throughout an individual’s lifespan and can affect social relationships and have medical and psychological consequences. A child or young person with DCD/dyspraxia may (in addition to those shared characteristics common to many SpLDs) exhibit some or all of the following characteristics:
  
  - An impairment or immaturity in the organisation of movement, often appearing clumsy.
  - Difficulty in learning, retaining and generalising gross motor skills (related to balance and co-ordination) and fine motor skills (relating to manipulation of objects).
  - Find writing is particularly laborious.
  - Difficulty acquiring keyboard skills.
  - Difficulty organising ideas and concepts.
  - Difficulty with pronunciation.
  - Over / under sensitive to noise, light and touch.
  - Poor awareness of body position.
  - Misread social cues.

- **Dyscalculia**
  
  Dyscalculia affects the ability to acquire arithmetical skills. Dyscalculic learners may show some or all of the following characteristics:
  
  - Difficulty understanding number concepts.
  - Lack an intuitive grasp of numbers
  - Problems with learning number facts and procedures.
  - Struggle when sequencing numbers in reverse especially in twos and threes
  - Struggle with computation of numbers over 1000.
  - Find learning and recalling number facts difficult.
  - Challenges with basic concepts such as money (i.e. calculation of prices and handling of change) as well as ‘telling the time’.

Such children and young people often lack confidence even when they produce the correct answer. They also fail to use rules and procedures to build on known facts. For example, they may know that 5+3=8, but not realise that, therefore 3+5=8 or that 5+4=9. Lack of an intuitive grasp of number magnitudes makes checking calculations especially difficult. When solving problems dyscalculic children and young people often don’t understand which type of arithmetical operation is asked for.
Additionally, the following conditions may co-occur with specific learning difficulties:

- **Attention Deficit Disorder**
  Attention Deficit Disorder (ADD) is a term applied to children and young people whose behaviour is impulsive, overactive and who cannot sustain attention. It can exist with or without hyperactivity (ADHD – Attention Deficit Hyperactivity Disorder). In most cases children and young people with this disorder display the following characteristics:
  - Often ‘off task’ and have particular difficulty commencing and switching tasks.
  - A very short attention span and high levels of distractibility.
  - Fail to make effective use of the feedback they receive and have weak listening skills.

  Those with hyperactivity may act impulsively and erratically, have difficulty foreseeing outcomes, fail to plan ahead and be noticeably restless and fidgety. Those without the hyperactive trait tend to daydream excessively, lose track of what they are doing and fail to engage in their studies unless they are highly motivated. The behaviour of children and young people with ADD / ADHD can be inappropriate and unpredictable; this, together with the characteristics common to many SpLDs, can have a significant impact on their ability to succeed in school. The initial diagnostic assessment of ADD / ADHD would be carried out by a medical professional.

- **Speech, Language and Communication Needs (SLCN)**
  Children and young people with speech, language and communication needs (SLCN) have difficulties communicating with others. They may not be able to express themselves efficiently and / or they may have difficulties in understanding what is being said to them. Approximately 10% of school-aged children and young people have SLCN significant enough to affect progress in education and school life.
Simple Overview of SpLD

1. Possible Strength
2. Underlying difficulties
3. Possible learning difficulties

- Numeracy
- Sequencing
- Organisation
- Spatial
- Empathic
- Visual Thinker
- Social
- Articulate
- Motor
- Artistic
- Creative
- Language Processing
- Lateral Thinker
- Spelling
- Writing
- Self Esteem
- Phonological Processing and Awareness
- Reading
- Memory
Simple Overview of Dyslexia

**Possible Strengths**
- Social.
- Articulate.
- Lateral thinker.
- Creative.
- Artistic.
- Visual thinker.
- Empathetic.

**Underlying difficulties**
- Memory and concentration.
- Motor skills.
- Language Processing.
- Phonological Processing and Awareness.
- Sequencing.
- Spatial.

**Possible Learning Difficulties**
- Reading.
- Spelling.
- Writing.
- Self-esteem.
- Numeracy.
- Organisation and time management.
### Characteristics that may be seen in children and young people with dyslexia at different developmental stages.

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Signs of Dyslexia</th>
</tr>
</thead>
</table>
| Pre-School                  | Delayed or problematic speech  
Poor expressive language  
Poor rhyming skills  
Little interest / difficulty learning letters |
| Early school years          | Poor letter-sound knowledge  
Poor phoneme awareness  
Poor word attack skills  
Idiosyncratic spelling  
Problems copying |
| Middle school years         | Slow reading  
Poor decoding skills when faced with new words  
Phonetic or non-phonetic spelling |
| Adolescence and adulthood   | Poor reading fluency  
Slow speed of writing  
Poor organisation and expression in work |

*Adapted from Snowling 2008*

*Reference – Dyslexia Barriers – primary and secondary. (The National Strategies Inclusion Development Programme 2008)*
Identification and Assessment
Identification and Assessment

“There is only one point in assessment and that is that it results in action. If no action follows the assessment then there is no point in doing it.”

“The first step in identifying that children and young people may have dyslexia is to notice those making poor progress in comparison with their typically developing peers, despite high quality Wave 1 teaching.” (Rose 2009)

Assessment is at the heart of learning and a fundamental prerequisite for identifying SpLD, however there are a number of issues to be considered:

- Assessment has to include observation and history of provision.
- There is evidence that difficulties continue to persist despite appropriate teaching and / or intervention.

The purpose of assessment is to identify current skill levels, patterns of strengths and difficulties and successful cognitive strategies that a child and young person uses when learning. It is to ensure that appropriate targets can be set to help promote progress.

In Dyslexia Friendly Schools the focus has changed from establishing what is wrong with children and young people in order to make them ‘better’ to identifying what is right in the classroom in order to enhance the effectiveness of learning. (British Dyslexia Association)

The outcome of assessment should inform how to plan for effective interventions, through identifying:

- Preferred learning styles and helping to devise new strategies.
- Learning strengths and helping the learner to practice the new strategies.
- Attainment levels.
- Aspects of the curriculum that may interest / motivate the learner.
- Personal / social skills (persistence, dealing with difficulties, willingness to have a go).

Schools will utilise the assessments from the existing whole school assessment arrangements. Assessments for Dyslexia would dovetail into existing procedures and not be ‘add-on’ or replacement assessments. Dyslexia should be contextual and assessed over time so that assessments are on-going across the curriculum. Strengths as well as weakness need to be identified and the assessment process should be seen as a positive.

Assessment guidance can be found in Appendix 1.
Who can Identify Dyslexic Difficulties?

The Rose Report (2009) recommends three levels of assessment. This 3-level model includes guidance on the identification and assessment of literacy and dyslexic difficulties, who should undertake such assessments and the recommended waves of provision.

- **Level 1** – Monitoring of progress – teachers.
- **Level 2** – Skills assessment.
- **Level 3** – Comprehensive assessment.

**At level 1** – At this stage, it is class teachers who identify literacy difficulties. They will notice individual differences and adjust their teaching. They will also be aware of the possibility that some children and young people may have dyslexia. However, they will not declare that a particular child and young person has dyslexia, in the absence of further assessment. If parents and carers raise the question of dyslexia at this stage, class teachers will explain that this possibility will be explored with more specialist colleagues in the light of the child and young person’s response to literacy interventions. They will also explain what interventions are being put in place and that, at this stage, no different intervention would result even if a positive identification of dyslexia was made. Provision at this level should be at Wave 1 quality first teaching with appropriate adaptations.

**At level 2** – The class teacher will involve a more experienced literacy teacher or a specialist dyslexia teacher and / or the SENCo to assess the child and young person’s difficulties and response to intervention. The main purpose of an assessment undertaken at this level is to plan further teaching in the expectation that it will significantly advance the child and young person’s progress. However, in many cases the teachers will consider whether or not the child and young person ‘appears to have dyslexic difficulties’ and discuss their emerging view with the child and young person’s parents. It should be stressed that this is not a formal identification of dyslexia, rather at this stage, the main decision being made is about what more should be done to counter the particular difficulties the child and young person is experiencing. Provision at this stage will still be through appropriate adaptation and/or differentiation at Wave 1, but consideration should be made of the appropriateness of Wave 2 / 3 interventions.

**At level 3** – Appropriately qualified specialist teachers and other professionals, in consultation with parents and the child and young person’s class teacher, would make a decision on whether or not the child and young person has dyslexia and with what severity. The professionals regarded as ‘appropriately qualified’ should be those who are identified as such, i.e. be appropriately qualified and experienced psychologists or specialist dyslexia teachers, holding a current Practising Certificate. Provision is still through differentiation at Wave 1 / Quality First teaching usually includes Wave 3 interventions and may need to be long term support and / or specialist teaching.
Monitoring Impact of Interventions

The three levels of identification and assessment are focused on (a) identifying those children and young people who require additional support and (b) assessing strengths and difficulties to plan that support. It is also important that the impact of support, and adaptations to teaching, are monitored and fed back into further assessment. The effectiveness of support should be judged in relation to identified targets; where difficulties are relatively mild, progress within a short period of time, as little as 10 weeks, should be expected. Use of standardised tests of reading and spelling are important for evaluating progress, along with evidence of progression through a structured programme.

Although expectations should be high, it must be acknowledged that there is a significant minority of children and young people who do not respond well to well founded programmes of intervention. Those children and young people should not have to repeat programmes that are less effective for them, but should instead have their needs considered through comprehensive assessment, so that more long term intervention can be planned, implemented and, in turn, evaluated.

Dyslexia Checklists (summary)

The use of dyslexia checklists
Checklists are designed to support school staff in their analysis of children and young people’s strengths and difficulties in such a way as to enable the identification of those who may have specific learning difficulties e.g. dyslexia. This identification process is important in giving a holistic view of a child and young person’s pattern of strengths and weaknesses so that the child and young person can be supported in the most effective way.

Identification of factors within the checklists could indicate other difficulties, not solely dyslexia.

The child and young person’s progress should then be reviewed, to assist in considering whether additional support and advice should be sought from educational support staff from outside the school. Consideration of the child and young person’s rate of progress, once suitable interventions have been put in place for an appropriate period of time, will help with the decision as to whether to seek further advice.

Checklists can be found in Appendix 1.
Intervention and Provision Mapping
Waves of Intervention and Provision Mapping

Wave 1 Provision

Quality First Teaching: The majority of children and young people achieve well through high quality classroom teaching. When children and young people are being taught to read, Quality First Teaching provides high quality, systematic phonic work as part of a broad and rich curriculum that engages children and young people in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.

Targeted support at Wave 1 may be offered by a teaching assistant or the teacher in the following way:

- Ensuring the child or young person is aware of the learning outcomes of the session.
- Ensuring the child or young person has time to discuss their learning with a ‘talking partner’.
- Ensuring the child or young person is taught in a multi-sensory way.
- Texts that are not accessible to the child or young person are read by the Teaching Assistant or put onto tape or disk.
- Worksheets modified to make them less cluttered and easier to tackle.
- Prompts given to identify the most important aspects of a task.
- The highlighting of important words in text.
- Rephrasing a task to make it more accessible.
- Exploring a different way in which a task can be done that would suit the child or young person and lead to more effective learning.
- Providing word banks to support writing.
- Encouraging children and young people to work with their peers, or independently.
- Noting homework requirements and ensuring it is written down correctly.
- Support for organisation by using writing frames, aide memoirs and mind maps.
- Offering opportunities for overlearning.
- Offering feedback on progress and success against the learning outcomes.
- Drawing attention to ‘working displays’ where there are prompts and cues to support learning.
- Alternative methods of recording (i.e. digital voice recording, use of ICT). See section 2 for further guidance.
Wave 2 Provision

Small group and one to one interventions: Some children and young people require additional support to help them achieve in line with their peers.

- Wave 2 programmes and interventions are intended for children and young people who are performing just below age related expectations.
- They are often short term interventions with the intention that the children and young people will catch up with their peers.
- This may include small group, time limited intervention programmes delivered by a member of the school’s classroom based support team.

N.B. The pace of such programmes is not always suitable for children and young people with dyslexia. However, these programmes can be adapted to take account of the learning differences displayed by learners. The materials need to be carefully screened to ensure that the programmes are appropriate for the needs of the children and young people.

Wave 3 Provision

Intensive support: This is for those children and young people who require the personalised approach of a programme that is tailored to their specific, often severe, difficulties. Wave 3 is about additional and different provision often on an individualised basis.

- It is usually taught as a one to one programme by a teacher or a member of the support staff who has undertaken some additional training for teaching children and young people with reading difficulties.

Information is given on a number of interventions in the appendix where there is evidence of effectiveness.
Specific Learning Difficulties (SpLD)

## Intervention Map

### Identification / Assessment

*Early identification of need*
- Observations
- Tracking
- Informal Classroom assessment
- Assessment for hearing

*Programme evaluation*
- Checklists

*Diagnostic Assessment*

*Specialist Identification*

### Provision / Action

*Target resources*
*Teaching + learning style*
*Dyslexia friendly classroom*
*Communication friendly classroom*
*Differentiation*
*Check sight/hearing*

*Timed + targeted intervention*

*Specific core assessment*

*Targeted tailored timed teaching*

### Opportunities for learning

- **Wave 1**
- **Wave 2**
- **Wave 3**
- **Wave 3+**

### People Involved

- **Class Teacher**
  - Parent/Child
- **Class Teacher**
  - TA
  - SENCo
  - Parent/Child
- **SENCo**
  - Specialist Teacher
  - Parent/Child
- **Additional Agencies**
  - EP
  - EMS
  - Parent/Child

### Support Areas

- **Self esteem monitoring**
Provision Mapping Pyramid

Wave 1
- All children
- Universal
- High quality teaching with differentiated planning and activities
- Differentiated delivery including questioning
- Differentiated outcome
- Use of ICT including mind mapping software and word processing
- Range of dictionaries including Ace dictionary
- Writing frames, mnemonics, work banks
- Shared learning objectives and success criteria

Wave 2
- Vulnerable groups
- Teaching assistant support / differentiated resources
- Focused multi-sensory teaching

Wave 3
- Targeted
- Teaching assistant support

Wave 3+
- Specialist and individual
- 1:1 teaching and intervention programmes, adjustment of learning objectives

Wave 3 interventions:
- Reading Intervention, Paired Reading, Paired Writing, Accleread Accelwrite,

Severe needs
- Specialist and individual

Specialist and individual

Universal

Wave 3 Wave 2 Wave 3 Wave 3+

North Yorkshire County Council Children and Young People’s Service
The Inclusion Passport

The Inclusion Passport is a document which provides an up to date summary of the provision offered by a school to meet a child or young person’s needs. It is particularly useful for points of transition (moving to a new school or setting, new phase or new class).

**Pupil Voice**

The passport crucially includes the views of the child or young person and their parents and carers on the effectiveness of this provision. A key purpose is to empower children and young people and parents and carers in understanding the provision that a school should be offering to them as their entitlement.

**Provision Mapping**

The passport should be underpinned by effective whole school provision maps which identify the specific reasonable adjustments a school is making to help overcome barriers to learning in order to better meet a child or young person’s needs. This includes provision at Wave 2 and Wave 3 where interventions have been seen to be successful. But it also includes the expectation of all staff in delivering ‘quality first’ Wave 1 teaching.

**Reviewing Provision**

The passport is not a stand alone document, but should be the culmination of an effective review process, which has the child or young person at the centre. This should also involve parents and carers, outside agencies and adults working with the child or young person. The key purpose of the review should be to evaluate the different aspects of provision in terms of the impact they have had for the children or young people in enhancing their achievement at school.

**Who is the Inclusion Passport for?**

The passport has two elements:

- The child or young person’s passport, which they ‘own’ and carry with them to take to a new school or to their lessons, to discuss with staff on a daily basis.
- The school’s passport which will form a key part of the overall documentation retained by schools and is passed on to new schools. It records the provision that a school has offered for a particular child or young person and the impact of that provision. It enables schools to make all staff aware of provision to which a child or young person is entitled.

Both documents should be very closely aligned and should be produced as part of the same review process.

**Who is the Inclusion Passport for?**

The Inclusion Passport can be used for all vulnerable children or young people, not just for those identified with Special Educational Needs (SEN). However schools should be developing passports with all children or young people who have a statement of SEN, or who are identified at School Action Plus as a minimum requirement.
The format of the Inclusion Passport
Some schools are trialling ‘e-passports’ which are held on their intranet or a virtual learning environment.

Examples of an Inclusion Passport can be found in Appendix 1.

Professional Support for Schools

Schools have access to a range of support within the Children and Young People’s Service to meet the needs of children and young people with literacy difficulties or dyslexia.

Quality and Improvement Service
The inclusion advisory team can support schools with advice and training opportunities. Members of the team have specialist knowledge of dyslexia and provide regional training opportunities and cluster or school based training. They are also able to advise on resources and programmes for individual children and young people.

Educational Psychologist and Early Years Service
Each school has a designated Educational Psychologist who can offer advice and support particularly for children and young people where progress is an issue and their difficulties are complex. The Educational Psychologist can help to explore the dynamics of the child or young person’s learning experience and assist school staff in the development of their knowledge, understanding and skills (to include specific training) in the provision of such.
Clusters
There may be specialist knowledge and experience to draw on within the local cluster of schools. Cluster based training and sharing of specialist resources can also be part of the support system. Some schools will have the Dyslexia Quality Mark and they can be a point of reference.

Enhanced Mainstream Schools
There are 7 Enhanced Mainstream Schools (EMS) for Specific Learning Difficulties based across the county. Each features a support base located within an Enhanced Mainstream School, with specialist staffing, resources and funding for specific learning difficulties. The EMS offer training, outreach and support to other local schools within their geographical area, for children and young people who are failing to make adequate progress even though all appropriate action has been taken by the school. The EMS also offers up to six specialist, full-time placements for children and young people with a statement of special educational needs, whose needs are such that they cannot be met by outreach support.

Leading SENCos
Are experienced Special Educational Needs Co-ordinators, who are able to share their expertise with SENCos in other schools. They offer advice on SEN paperwork, including the SEN register, provision mapping, IEPs, referral for statutory assessment (RSA) and annual reviews. They may also be able to support SENCos to run training in school. Many of them organize a local cluster support group for SENCos. They are trained by the Quality and Improvement (Q&I) Inclusion team and are line managed by an EDU CAMAS Advisor. Generally their services are free and can be accessed by making an advice and support request to Q&I.

Leading Schools for Inclusion
Schools that have achieved the local authority’s (LA) Inclusion Quality Mark and have been selected to share their leading aspects with other schools. Heads, governors, SENCos or any other staff, are welcome to visit a Leading School for inclusion to look at their provision and discuss details of how their inclusive school is achieved and maintained.
Theory Underpinning the Teaching of Children and Young People with Dyslexia
Multi-sensory Teaching

By the nature of their difficulties, children and young people with dyslexia often strongly prefer one mode of learning and can become single channelled. Sometimes that preferred channel is not one of their strengths. Teachers need to use a range of styles simultaneously; a multi-sensory approach which engages all the senses in learning. This teaching approach supports areas of weakness and at the same time develops strengths particularly with respects to memory skills.

Learning Styles

Our brains process information in different ways. Children and young people with dyslexia often encounter difficulties as they learn and process information differently to the majority of children and young people in the classroom.

Not all children and young people with dyslexia are the same and it is helpful to know if they have a preferred learning style and how to respond to this.

### Multi-sensory Learning

**We remember**

- 20% of what we read
- 30% of what we hear
- 40% of what we see
- 50% of what we say
- 60% of what we do

**And**

90% of what we see, hear, say and do!!

<table>
<thead>
<tr>
<th>Left hemisphere emphasises:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic</td>
</tr>
<tr>
<td>Verbal</td>
</tr>
<tr>
<td>Numbers</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Structure</td>
</tr>
<tr>
<td>Parts to whole</td>
</tr>
<tr>
<td>Evaluating</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Linear, sequential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right hemisphere emphasises:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
</tr>
<tr>
<td>Non-verbal</td>
</tr>
<tr>
<td>Patterns</td>
</tr>
<tr>
<td>Holistic</td>
</tr>
<tr>
<td>Symbolising</td>
</tr>
<tr>
<td>Whole to parts</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Rhythm</td>
</tr>
<tr>
<td>and rhyme connections</td>
</tr>
</tbody>
</table>
The VAK Model for Learning

The Visual, Auditory, Kinaesthetic (VAK) model emphasises the preference individuals have for visual, auditory or kinaesthetic learning.

- Visual-learners prefer to see information; they like reading text or looking at diagrams.
- Auditory-learners prefer to hear information; they like listening and talking.
- Kinaesthetic-learners prefer to learn by doing; they like moving, manipulating and touching.

Some aspects of learning styles may represent strong inherent preferences, but all learners benefit from multi-sensory approaches to learning. Teachers should acknowledge and cater for the distribution of preferred styles amongst learners, but children and young people should nonetheless be encouraged to develop a range of approaches to learning.

Difficulties Facing the Poor VAK Learner

<table>
<thead>
<tr>
<th>Difficulties facing the poor visual learner</th>
<th>Difficulties facing the poor auditory learner</th>
<th>Difficulties facing the kinaesthetic learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misreading words.</td>
<td>Following instructions.</td>
<td>Dressing, e.g. tying shoe laces or fastening buttons.</td>
</tr>
<tr>
<td>Reading aloud.</td>
<td>Sequencing oral instructions.</td>
<td>Poor with 2-dimentional images.</td>
</tr>
<tr>
<td>Confusion between similar words or letters.</td>
<td>Poor recall or orally presented work.</td>
<td>Difficulty with ‘hands on’ practical activities.</td>
</tr>
<tr>
<td>Poor recall of visual images, e.g. pictures, patterns.</td>
<td>Misunderstanding of oral instructions.</td>
<td>Difficulty making things.</td>
</tr>
<tr>
<td>Confusion between similar images (as above).</td>
<td>Distracted easily by sound.</td>
<td>Poor motor control.</td>
</tr>
<tr>
<td>Miss out important details.</td>
<td>Difficulty in sequencing events, e.g. historical sequences.</td>
<td>Poor drawing skills.</td>
</tr>
<tr>
<td></td>
<td>Difficulties pronouncing multi-syllabic words.</td>
<td></td>
</tr>
</tbody>
</table>

Schools tend to emphasise the visual and auditory rather than the kinaesthetic. This may well make learning more difficult for those who would prefer a more physically active mode of learning: those who like to work with hands and to fidget in class.

Teachers cannot offer every child or young person their preferred learning style at all times, nor would this actually be in the individual’s interest. A variety of activities within a session can, however, better accommodate different learning styles. It can also provide breaks and shifts of attention, and prevent boredom. Teachers should therefore plan to use a variety of teaching approaches in lessons.
Dyslexia within the Framework of the Simple View of Reading (with multi-sensory teaching)

Within the Early Years and Primary National Strategies, the ‘Simple View of Reading’ provides a model for understanding important aspects of literacy learning. As shown in Figure 1, in this view there are two distinct but closely related dimensions: word recognition processes and language comprehension processes. Both are essential for learning to read and for understanding what is read.


www.standards.dcsf.gov.uk/primaryframework/literacy provides overarching guidance and support for teachers in teaching literacy.

Figure 1: The Simple View of Reading – Different patterns of performance
The definition adopted with regard to ‘dyslexia’ (Rose 2009) proposes that dyslexia primarily affects the skills involved in accurate and fluent word reading and spelling. It follows that those children and young people whose reading performance falls within either the upper or the lower left quadrants of Figure 1 most likely include those children and young people who are experiencing dyslexic difficulties because their performance indicates varying degrees of poor word recognition. The definition notes that cognitive difficulties associated with dyslexia include phonological awareness, verbal memory and verbal processing speed. Children and young people with good and poor language comprehension can have such difficulties. The two-dimensional nature of the ‘Simple View of Reading’ accords with the definition in that dyslexia is best thought of as a continuum, not a distinct category and there are no clear cut-off points.
Memory

What is Memory?

Working memory
Is a system by which small amounts of information are held in ‘memory’ for a short time while simultaneously processing the same or other information.

Short term memory
Is a system for temporarily storing and processing information. The capacity of short term memory is limited. Most people can only store around 7 items (at any one time) and only for up to 30 seconds. Information can be retained for longer by using strategies such as ‘rehearsal’.

Long term memory
This is made up of a series of memory systems each with its own category of group of items to remember e.g. semantic memory for meanings of words, visual memory for images, auditory memory for remembering sounds or kinaesthetic memory for dealing with sensation or feeling. Reading and spelling rely on our memorising phonological information and in sequencing that information correctly. Those children and young people who have dyslexic problems may have a weakness in all of these areas.

Sensory memory
Sometimes referred to as ‘sensory storage’, sensory memory is believed to store information gathered from our sensory organs. The information is stored for a brief time (3/4 seconds) and some prefer to think of this as part of the sensory perception rather than actual memory.

Many children and young people with dyslexia will find remembering things difficult. In order to recall skills and knowledge they have to be stored in long term memory.

Memory is important because:

● It is an essential part of effective learning, enabling us to recall, link and use skills and knowledge.

● It is a major factor in the successful acquisition of basic literacy and maths skills: reading, spelling, writing and number facts / operations.
Organisational Skills

A challenge for some children and young people with dyslexia, is organisational skills.

They may struggle to organise their own room and belongings and in addition may find it a challenge to organise their work e.g. planning and writing essays, letters or reports, setting out or formatting their work.

For these children and young people, specific strategies to support their organisational skills will need to be taught and developed. Crib sheets and visual prompts and timetables have been found to be most effective with regard to the organisation of a child and young person’s belongings.

Mind mapping, story frames and other visual cues can be beneficial to support the organising of written work.

*Further strategies to support organisational skills can be found in Section 2 of the handbook.*
What is a Spelling Strategy?

● A spelling strategy is a means for a child or young person to retrieve an accurate spelling choice using a method compatible with their learning style. They may choose a different strategy for different words.

● The child or young person should always choose their own strategy but this can only be done when they are aware of the different options.

● Effective spelling strategies enable the child or young person to retain the sequential look, shape, sound and feel of a word.

● Spelling should always be linked to a cursive style of handwriting so that the word is felt by the hand movements (kinaesthetic memory). The spellings children and young people say out loud are not always what they write down. Therefore spellings should always be written, after all we only learn to spell in order to communicate in writing.

● Accurate spellings are more easily recalled if they link to the child or young person’s own writing. The child or young person will remember them if they have a purpose and the child or young person really wants to use and recall that spelling.

● Learning spellings requires effective memory strategies. Children and young people need to be taught the different strategies of how to remember. Do not just tell children and young people to ‘learn them’, but teach them how to learn and remember.

● Regular revision is essential for the word to be imbedded into the long term memory.

Before any effective spelling can be achieved a child or young person must be able to hear the different phonemes (smallest unit of sound) within words.

Any child or young person who has difficulty with this must have basic phonological awareness training.

Resources:


● Playing with Sounds: A supplement to Progression in Phonics.


● See Spelling Strategies (Section 2).
Phonological Awareness
(Understanding of sounds in words)

One of the main issues for children and young people with dyslexia is their level of phonological knowledge and awareness. There is considerable evidence that demonstrates the need for children to develop good speaking and listening skills early on as a sound basis to later literacy.

Children are introduced to phonics (knowledge of letter sounds) within the Foundation Stage and are taught how to link the letter (grapheme) with the sound (phoneme).

Most children and young people will learn to make the connection between the sounds (phonemes) and letters (graphemes) and go on to successfully blend sounds together to make words. They will also learn about digraphs – a phoneme represented by two letters such as ‘sh’ and ‘ch’ and trigraphs where a phoneme is represented by three letters as in ‘air’. They will also be taught adjacent consonants (blends) where two or three phonemes are blended together as in ‘fl’ and ‘spr’.

The development of skills associated with phonological awareness is detailed in Sound Linkage by Peter Hatcher:

- **Concepts of print** – this includes an understanding of the difference between words and letters and how print is organised.
- **Syllable blending** – the blending of syllables to make words, cow/boy.
- **Phoneme blending** – the ability to blend sounds to make words, ch..i..m..p … chimp.
- **Rhyme** – being able to distinguish rhyming and non rhyming words.
- **Phonemes segmentation** – the ability to segment a word in individual phonemes, black …b..l..a…ck (4 phonemes).
- **Phoneme deletion** – the ability to delete a phoneme from a word, for example the l sound from black to make back.
- **Phoneme transposition** – the ability to take the first letters from two words and transpose them so Will Young, becomes Yill Woung and Tony Blair becomes Blony Tair.

It is important to note that many common words need to be learned as they are not regular and therefore blending the sounds will not help the child or young person. For example the word ‘said’ is irregular as the two vowels normally make a long ‘a’ sound.
Children and young people with dyslexia will usually experience:

- Difficulties with phoneme / grapheme correspondence. They may know the sound but cannot make the link with the sound(s) or recognise the letter but cannot make the link with the sounds(s).

- Difficulty in retaining information, may remember a phoneme one day but will have forgotten it the next.

- Difficulty in hearing phonemes in words and ‘segmenting’ these when spelling.

- Difficulty in blending phonemes (sounds) together to make words.

- Difficulty in learning sight words.

These phonological difficulties impact on reading, writing and spelling.

There is a substantial body of materials to support the teaching of phonics in schools. Listed below are some of the DfES publication of the Rose Report (2006). Many contain useful materials, games and activities for individuals and groups of children and young people. In addition, they could be used with a wider age range than originally intended or the materials can be modified:

- Letters and Sounds (DfES 0028/2007).


- Developing early writing (DfES 0055/2001).

- KS3 Literacy Progress Unit: Phonics (DfES 0477/2001).

- Excellence and Enjoyment: Learning and Teaching in the primary years (DfES 0518-2004 G).

In addition there are a number of published phonic programmes that detail how to deliver a phonics programme and the structure for introducing the 44 phonemes.

When delivering a programme, there are three key principles that underpin the development of phonological awareness:

A phoneme can be represented by one or more letters

- **sh, th, ea**

The same phoneme can be represented by one or more letters

- **rain, may, lake**

The same spelling may represent more than one phoneme

- **mean, deaf**
Definition of Terms

**Phonological awareness**
Phonological awareness refers to an individual's awareness of the sound structure or phonological structure of a spoken word in contrast to auditory discrimination, which is the ability of distinguishing one sound from another.

According to Usha Goswami and Peter Bryant in their book Phonological Skills and Learning to Read ‘someone who can explicitly report the sounds in any words is aware phonologically’.

Recent research has confirmed the importance of ‘phonological awareness’ in the development of reading and current guidance is highlighting the need for teachers to ensure children and young people are ‘phonologically aware’ before progressing to higher literacy skills.

**Phonetics**
This is the study of speech sounds; it includes all aspects of speech sound, including the physics, the acoustics, and the pure and technical elements of speech sound transmission.

**Phonology**
This is the applied aspect of phonetics. If phonetics is the study of speech sounds, phonology is the study of speech sounds in context and what happens to them when we put them together into words or sentences.

**Phonics**
This is the method of teaching reading by breaking words down into sounds. It is very important to remember that English sounds and letters don’t always have strict one-to-one correlation, so for example, we might have two letters, or three letters making one sound, ‘sh’ made of two letters s and h for instance. Or ‘igh’ made up of three letters i-g-h.

The key fact to remember is that sometimes one sound requires several symbols.


Further information on phonological awareness can be found in Section 2 of this document.
Key Visuals

**What are key visuals and graphic organisers?**

Key visuals and graphic organisers are visual representations and organisational tools with important applications in two distinct areas.

- They can be used to help practitioners in their teaching by focusing on; the understanding and development of children and young people’s ‘thinking’, the connections they make and the ways in which they organise ideas and information.
- They can also be used to help children and young people to focus on and understand organisational patterns and the cohesion of ideas within texts.

They are particularly useful tools for English as an Additional Language (EAL) learners as they give teachers important insights into prior knowledge and experience, promote inclusion by allowing children and young people to construct their own meanings and make their ‘ways of seeing’ explicit, they facilitate access to linguistically demanding tasks, they generate talk and powerfully support the development of cognitive and academic language.

**Focusing on, understanding and developing children and young people’s thinking, connections and ways of organising information.**

**Purposes**

- To activate prior knowledge.
- To assess understanding.
- To develop the relationship between ideas.
- To link prior knowledge to new learning.

Thoughts and ideas generated in order to activate prior knowledge can be grouped into diagrams in order to help children and young people to clarify their thinking.

Mind maps and concept maps can be constructed by practitioners in ‘guided’ sessions or by children and young people working independently in groups.

They help assess children and young people’s existing knowledge, the ways in which information and ideas are grouped and the connections children and young people are making.

Misconceptions can be identified and the visuals revisited at the end of a unit of work to see how ideas have changed or developed.

Each step in a procedure, a sequence of events or the attributes of a character or an object can all be represented in a visual form.

Children and young people will be developing and using the language associated with listing, classifying, sequencing and prioritising.
Recognising and Using Common Organisational Patterns in Texts

Purposes

- To develop awareness of the structure of a text.
- To summarise main ideas from a written text in a visual form.
- To organise relevant information and ideas from a discussion in order to support the construction of a formal talk or a written text.

Structures typically identified are:

- Lists, including chronological lists.
- Cause – effect.
- Problem – solution.
- Compare – contrast.
- Main idea – further detail.

Each organisational pattern can be represented by a key visual which can then be used as a framework for note taking or contextual support to help with text comprehension or text construction, before, during or after reading, before and during writing, and during and after discussion.

Lists

Fiction and non-fiction texts will generate a range of lists. In order for these to be useful they need to be organised into categories. Eric Carle’s ‘The very hungry caterpillar’ will generate two lists – days of the week and the things the caterpillar ate. These lists can be organised into a chronological sequence.

Information grids or retrieval tables, timelines, flow diagrams and cycles can all be constructed from different kinds of lists.

Reference: Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Children and young people by Jenny Cogan and Mary Flecker, pages 3-20 provide some examples.
## Spelling Developmental Continuum

When identifying spelling difficulties it is useful to be aware of the child and young person’s developmental stage.

<table>
<thead>
<tr>
<th>Spelling Developmental Continuum</th>
<th>Key Indicators</th>
<th>Major Teaching Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Preliminary Spelling</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| In this phase children and young people become aware that print carries a message. They experiment with writing like symbols as they try to represent written language. Their writing is not readable by others as understanding of sound-symbol relationships have yet to develop. Children and young people are fascinated by print and are constantly trying to explore relationships between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing. | ● Is aware that print carries a message.  
● Uses writing-like symbols to represent written language.  
● Uses known letters or approximations of letters to represent language.  
● Assigns a message to own symbols.  
*Is confident to experiment with words* | Preliminary spellers need to be immersed in print. The environment should support the development of concepts of print and stimulate them to write.  
● Developing an awareness of letter names.  
● Developing understanding of concepts of prints.  
● Using correct terminology for letters, sounds, words and sentences. |
Phase 2: Semi-Phonetic Spelling

In this phase children and young people show developing understanding of sound symbol relationships. Their spelling attempts show some evidence of sound symbol correspondence. They may represent a whole word with one, two or three letters. In this, as in all phases of development children and young people will be copying, recalling and inventing words. Children and young people at this phase are able to copy letter by letter.

- Uses left to right and top to bottom orientation of print.
- Relies on the sounds which are most obvious to him or her.
- Represents a whole word with one, two or three letters. Uses mainly consonants.

Semi-phonetic spellers need to be exposed to print in natural and meaningful contexts. They need opportunities to experiment with writing so they will develop understandings about print

- Help children and young people develop a stable concept of a word.
- Help children and young people hear different sounds in words.
- Help children and young people develop the ability to segment spoken words into individual sounds.
- Help children and young people to represent sounds heard in words with letters written in the order they are heard.
- Select high interest and high frequency words from children and young people’s reading and class writing to add to class word lists.
- Teach children and young people that letter names are constant but sounds they represent vary.
- Provide many opportunities for children and young people to explore and identify sound-symbol relationships in meaningful contexts.
### Spelling Developmental Continuum

#### Phase 3: Phonetic Spelling

Writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Major Teaching Emphasis</th>
</tr>
</thead>
</table>
| ● Choose letters on the basis of sound without regard for conventional spelling patterns.  
● Sounds out and represents all substantial sounds in a word.  
● Develops particular spellings for certain sounds often using self-formulated rules.  

*Has a positive attitude towards self as a speller* |
| Phonetic spellers should be exposed to a wide variety of printed materials to provide data from which (at their own pace) they can draw new conclusions about spelling. |
| ● Teach writers to look for visual patterns and common letter sequences in words.  
● Teach writers to identify critical features of words (i.e. differentiating characteristics).  
● Continued to emphasise the building up of a systematic view of spelling with emphasis on the way: |
| 1) letters can represent different sounds depending on context or place in the word.  
2) a sound can be represented by more than one letter or letters.  
● Teach writers to think about meaning as a strategy.  
● Continue the development of word banks by incorporating theme, topic, high frequency and interesting words as they arise.  
● Introduce proof-reading strategies |
# Spelling Developmental Continuum

<table>
<thead>
<tr>
<th>Phase 4: Transitional Spelling (from sounds to structure)</th>
<th>Key Indicators</th>
<th>Major Teaching Emphasis</th>
</tr>
</thead>
</table>
| In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaning-based strategies. They may still have difficulty recognising if a word ‘looks right’ but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It often takes writers a long time to move through it. It is important that progress is carefully monitored so as much support and explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase. | ● Uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable.  
● Is beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words.  
*Is willing to take risks and accepts responsibility* | Transitional spellers need to develop familiarity with many common patterns of spelling through reading, writing and specific spelling activities. They also need opportunities to focus on groups of words rather than words in isolation. This enables them to make generalisations about word patterns and to formulate rules. |
| | | ● Continue to emphasise visual patterns encouraging writers to focus on patterns and to classify words.  
● Focus on word meaning and derivations as a guide to spelling e.g. sign-signature.  
● Teaching strategies for remembering the correct spelling of difficult words.  
● Teach strategies for spelling new words.  
● Encourage writers to generate alternative spelling in order to select the right one.  
● Encourage writers to hypothesise and generalise e.g. rules for plurals are syllabification.  
● Encourage the use of words not previously used to enlarge spelling vocabulary.  
● Continue the development of Word Banks and class alphabetical lists.  
● Continue to model and teach proof-reading skills. |
<table>
<thead>
<tr>
<th>Spelling Developmental Continuum</th>
<th>Key Indicators</th>
<th>Major Teaching Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 5: Independent Spelling</strong></td>
<td></td>
<td>Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work as they are now able to spell most commonly used words correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Focus on meaning as a guide to spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Continue to explore derivations of words – meanings of foreign words as a guide to spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Consolidate and extend proof reading skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Continue to build up a systematic picture of the whole spelling system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Teach writers to use context as a guide to spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Reinforce strategies for remembering correct spelling of difficult words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emphasise social importance of spelling – insist on correct spelling for public audiences, parents, other classes or principal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Is aware of social obligations as a speller</em></td>
</tr>
</tbody>
</table>

In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn’t look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.

Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work as they are now able to spell most commonly used words correctly.

- Focus on meaning as a guide to spelling.
- Continue to explore derivations of words – meanings of foreign words as a guide to spelling.
- Consolidate and extend proof reading skills.
- Continue to build up a systematic picture of the whole spelling system.
- Teach writers to use context as a guide to spelling.
- Reinforce strategies for remembering correct spelling of difficult words.

Emphasise social importance of spelling – insist on correct spelling for public audiences, parents, other classes or principal.

*Is aware of social obligations as a speller*
Mathematics and Specific Learning Difficulties

Dr. Steve Chinn, a national specialist in the field proposed that teachers need to ensure children and young people are confident at concrete level before moving to abstract including and manipulating numbers.

The Strategic Mathematical National Framework

Advantages to children and young people with specific learning difficulties:

- Small steps in learning concepts.
- Emphasis on doubling / halving and broader application.
- Use of variety of apparatus advocated.
- Teacher directed to link learning.

Disadvantages to children and young people with specific learning difficulties:

- Learning styles not considered.
- Heavily reliant on auditory memory.
- Each topic to be completed in pre-defined time.
- Not enough multi-sensory approaches.
- Too many instructions to be given to children and young people.
- Group differentiation encourages ‘labelling’.
- Lots of mental calculations.

Dr. Steve Chinn stated that

“There is enough evidence around to confirm the importance of mathematics in everyday life and in employment. Much of what is needed post-school is about number sense and estimating. Memorising without understanding will not develop number sense nor will it give lasting skills. Our memories are designed to forget what we do not practise. If children, young people and adults avoid maths their skills will become less and less.”

Children and young people who have difficulties in mathematics often have only one strategy for accessing facts. Such children and young people often struggle with accuracy and in addition it is a very slow strategy particularly for working out multiplication facts such as 6 x 7. Those children and young people who struggle to count backwards (and many cannot) will struggle to subtract.

Children and young people should be encouraged to learn accessible facts such as those involving 1, 2, 5 and 10. They can then relate these to other facts and thus help to build a sense of numbers, operations and how they inter-relate.
Maths is often taught as an exercise in memory which includes multiple instructions ‘This is what you do.’ For example, for division by a fraction, ‘Turn upside down and multiply’. This is particularly challenging for those children and young people with short term and working memory difficulties who do not remember facts and processes as effectively as their peers.

It is essential, when teaching mathematics that every teacher is aware of the short-term memory and working memory capacities of their children and young people. For most children and young people, the memory capacity will increase as they get older. Unfortunately, this is not so for every individual.

In addition, teachers need to understand how children and young people arrive at an answer to a mathematical problem in order to appreciate how that child or young person learns and then teach how they learn.

Dr. Steve Chinn emphasised the effect of failure in mathematics, a motivation ‘and self esteem’ and subsequent performance in this curriculum area.


Professor RD Sharma proposes a linear approach to teaching of maths from intuitive level to consolidation level.

Learning levels
Intuitive – this is when learning is linked to previous learning – must build from where child or young person is – link is only made by child or young person and not when teacher explains it. There can be language difficulties.

Concrete – apparatus rather than pictorial representation – there should be a link from concrete to pictorial representation.

Pictorial representation – could be used as support when moving from concrete to abstract.

Abstract – move to use of symbols – need to be at this level for exams. When maths is introduced at this level children and young people with difficulties in numeracy struggle to understand. Most higher maths is taught at abstract level – there is always the need for concrete materials for some children and young people.

Application – use rule / skill in another area of maths.

Communication – need to explain their method / approach and this reinforces.

Consolidation – need to consolidate previously learnt work.
# The Main Skills Needed in Mathematics

<table>
<thead>
<tr>
<th><strong>Mathematical Skill</strong></th>
<th><strong>How it relates to Maths</strong></th>
<th><strong>How a child and young person with Specific Learning Difficulties (SpLD) may be affected</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to visualise</td>
<td>Picturing questions in your head. Seeing geometric shapes, how numbers are written and how they relate to each other.</td>
<td><strong>This may be a strength.</strong> If not then the problems are in linking two-dimensional drawings to their three dimensional originals and in seeing numbers as symbols that bear no relationship to each other or the real world.</td>
</tr>
<tr>
<td>Perception skills</td>
<td>Interpreting diagrams, reading digits and numbers, understanding relationships, choosing the correct method or formula to solve a question.</td>
<td>Not understanding a relationship or diagram in the same way as a teacher does will make learning difficult or even impossible.</td>
</tr>
<tr>
<td>Processing skills</td>
<td>The speed and efficiency with which information is taken in and manipulated.</td>
<td>Often slow so less practice and reinforcement results. Because of poor memory skills, more reinforcement is what is needed.</td>
</tr>
<tr>
<td>Language ability</td>
<td>Reading, (decoding) a question – both words and symbols. understanding, in a mathematical sense, what has been said.</td>
<td>Poor language skills hinder decoding and also the understanding of many English words used in a mathematical context.</td>
</tr>
<tr>
<td>Spatial ability</td>
<td>Linked to visualisation. Relating shapes, objects, digits, numbers, and symbols to each other and recognising patterns. At an early stage understanding that the number of objects is unaffected by the space that they take up.</td>
<td><strong>Often a strength.</strong> However, those learners with poor spatial skills may write numbers and symbols incorrectly, rely on ‘rote’ learning and although they may be numerate, experience difficulties in other areas of maths.</td>
</tr>
<tr>
<td>Sequential thinking</td>
<td>Counting, seeing patterns in numbers and symbols. Following correct procedures to solve problems e.g. multiplication of 2-digit numbers by 2-digit numbers.</td>
<td>Poor mastery of procedures and standard methods of recording. Lack of recognition of patterns and relationships.</td>
</tr>
<tr>
<td>Logical thinking</td>
<td>Overlaps with the above, but involves thinking in the correct order for problem solving. Recognising patterns.</td>
<td>Inability to think through a problem in a correct logical order. Failure to establish and recognise patterns. Difficulty transferring skills.</td>
</tr>
</tbody>
</table>
### Mathematical Skill

<table>
<thead>
<tr>
<th>How it relates to Maths</th>
<th>How a child and young person with Specific Learning Difficulties (SpLD) may be affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking</td>
<td>Poor mastery of the language of maths relating to names and shapes of symbols. Poor recall of names for shapes and vice versa.</td>
</tr>
<tr>
<td>Estimation</td>
<td>Develops with exposure to many similar examples. As children and young people with dyslexia often get less practice, they see fewer examples to help them to improve estimation skills.</td>
</tr>
<tr>
<td>Memory</td>
<td>Weakness in all of these areas.</td>
</tr>
<tr>
<td>Confidence and self-esteem</td>
<td>Lack of confidence and self-esteem means that learners are reluctant to tackle any question that stretches them.</td>
</tr>
</tbody>
</table>

Many of the difficulties experienced by dyslexic children and young people with reading and writing can also affect their progress in mathematics. Some children and young people with SpLD however do not have problems in this area.

#### Times Tables

Poor auditory sequential memory will lead to difficulties learning times tables by rote. Remember that to say all the times tables from one times one to twelve times twelve requires the child or young person to remember four hundred and thirty two numbers in the correct sequence! As most dyslexic children and young people rely on strategies that ‘work up’ or ‘down’ to the fact that they need it, is likely that they will need far more time to recall and automatic responses will take far longer to reach.

#### Language of number

Difficulties with short-term memory cause problems with the retention of mathematical vocabulary and the recognition of mathematical language and symbols. Additionally, children and young people may not understand the language i.e. they may be confused about words which are used in everyday English but have precise meanings in mathematics e.g. ‘vulgar’ ‘take-away’ and ‘uneven’.

Children and young people may have difficulties with naming symbols and signs and show confusion when selecting the appropriate one.
Using ICT to Support Children and Young People with Dyslexia

The British Dyslexia Association Computer Committee (BDACC) decided to change its name to reflect the wider role it now fulfils. It has been renamed the BDA New Technologies Committee (BDANTC).

Part of their role is to raise the profile of the use of ICT in schools to support dyslexic learners. They have recently put together an ICT supplement to complement the existing Dyslexia Friendly School’s pack.

ICT is recognised as a key tool to help dyslexic learners in the classroom in both learning and teaching experiences, as well as accessing or recording written information.

When ICT is used effectively, many of the barriers to and differences in learning, can be reduced or overcome. These may include reading, writing, spelling, accessing the curriculum, learning vocabulary, improving phonic skills and assisting planning, recording and presenting information. This may be a result of using appropriate speech supported software, selected hardware, or specific programs to support and improve memory skills, planning and organisation, including Maths.

Some dyslexic learners also have co-ordination, sequencing and organisational difficulties. These may affect their handwriting, cause learners to produce less work or take a lot longer than expected. Once they have mastered the keyboard efficiently, a portable hand-writing device can often liberate them, allowing them to concentrate on content, rather than process.

ICT can provide the necessary risk taking, patient, multi-sensory environment many dyslexic learners need. This can result in increased confidence and self esteem, enabling users to:

- See and hear written text on screen.
- Repeat and review information as and when they need to.
- Try out actions first, then make an informed choice.
- Practise skills that meet their needs, in both pace and content.
- Overcome barriers such as slow typing or writing speed and spelling.
- Record and edit ideas easily using ordinary word processing, word banks, predictive and planning tools, as well as digital and video technologies.
- Plan work before starting to write and review output prior to completion.
- Demonstrate their knowledge and ability.
- Work more independently.
Many popular programmes used in today’s classrooms were written originally with dyslexic children and young people’s needs in mind. They have specific children and young people or teacher options, including the essential speech support. As with many strategies and resources designed to support dyslexia, these will benefit many children and young people in today’s inclusive classroom, enabling independent working and access to the curriculum for all.

There are several ICT assessment tools available to help teachers identify children and young people who may be dyslexic and enable early intervention. These programmes are designed specifically to use in schools, and may support and / or confirm other assessments or concerns.

Victoria Crivelli BDA NTC
For children and young people with dyslexia (as well as other children and young people struggling with reading and writing for any reason) technology can provide access to existing written material and support in recording our work.

However practitioners need to be aware that providing a technology tool is not the complete answer. There needs to be careful consideration about the use and appropriateness e.g. promoting use of a laptop by a child or young person needs to acknowledge requirement for well developed ‘typing skills’ if it is not to lead to frustration.

Indeed staff need to ensure all children and young people have an appropriate level of ‘typing’ competency before promoting the use of such for recording home work.

When considering access arrangements for children and young people staff need to ensure that if a laptop is recommended the child or young person has had sufficient practice in the use of such technology.
Children and Young People, Parents and Carers
The Rights of the Child (UN) legislation gave a legal framework to ensure that all children and young people had a right to have their voice heard and to have their views taken into account on action that impacted upon them. The monitoring of pupil voice and their active participation in their education is part of Ofsted monitoring and supported by initiatives such as Healthy Schools, Standard, Citizenship, Circle Time, peer / adult mentoring, Assessment for Learning, etc. For many years, schools and society have valued positive, passive children and young people, as they are seen as socially and academically compliant and easy to teach. However, with the increased focus on life skills, children and young people who are positive and active are required. The ability to make your views known, to listen and collaborate, is seen as enabling independent and solution based thinking. The late Professor Jean Rudduck (former Professor of Education at Cambridge University) grouped children and young people into:
Use of School Councils with Regard to Consulting Children and Young People

At times these can be solely there to provide evidence that consultation is being undertaken with children and young people, rather than as an evaluated process aimed at increasing pupil ownership, well-being and engagement. Indicators of school councils that fail to empower children and young people and give them a voice are those that:

- Invite contributions but do not put them into action, but instead select to follow adult decided routes.
- Only allow children and young people to make choices in areas that do not impact on teaching and learning e.g. the colour of the school sweatshirt or the equipment / resources made available at break / lunch time.
- Do not have formalised approach and followed routines for feedback.

To make an impact on ‘pupil voice’ requires consideration of the whole school ethos, policies and practice. This may start with staff reflection on questions such as:

- How are adults enabled to listen to children and young people?
- Do work practices / policy place listening to children and young people a priority?
- Are children and young people taught the skills necessary to express their views?
- Are children and young people given opportunities to discuss their views with adults?
- Is this the case for every child and young person or a sample?
- Are adults able to convey genuine interest and value in the views of all children and young people?
- What is the response if children and young people’s views do not agree with school policy?
- What formalised processes are in place to ensure that the ‘pupil voice’ agenda is not dominated by adults?
- How can it be ensured that issues discussed, represent those that children and young people consider concern them?
- Are children and young people always involved in decision-making in a way that is not tokenistic?
- Is there evidence of real power sharing that aims at enablement?

Underpinning ‘the pupil voice’ agenda is a school ethos where relationships between adults and children and young people demonstrate and model care and mutual respect. One that fosters shared responsibilities and delivers its promises. An ethos that places priority on the development of children and young people’s skills and is evidenced by the reciprocal dialogue ensuring full children and young people’s participation and engagement in children and young people’s learning.

See Appendix 1 for examples of children and young people’s questionnaires.

Examples of an Inclusion Passport can be found in Appendix 1.
Self-Esteem and Dyslexia

‘Self-esteem’ is essentially the evaluative part of our ‘self’. It is that part of our ‘self-concept’ which is concerned with how worthwhile and confident we feel about ourselves.

The positive feelings we have about ourselves are fostered through a sense of unconditional acceptance, competence and worth. We feel valued and value ourselves as individuals.

On the other hand, negative feelings arise from conditions, standards being laid down by others or ourselves which, no matter how hard we try, we are unable to meet.

Generally, very young children have a positive view of themselves. As they begin to become more involved with the outside world, go to school, develop friendships and so on, how they feel about themselves may change. They may begin to sense a difference between their own perception of level of competence in social, physical and cognitive skills and that of others. It is this comparison between our own self-image and the picture painted by others that begin to affect our level of self-esteem.

When an individual’s self-esteem is ‘under attack’ and a variety of defence mechanisms can come into play. These may be any of the following:

- Being aggressive, getting angry, particularly at those who do not understand.
- Making excuses, giving a reason that isn’t the real one.
- Making up for the deficiency, buying friendship.
- Shifting negative feeling to a safer target, kicking the dog.
- Making out that you can’t do something that’s a bind, boring.
- Behaving immaturesly.
- Isolating, building a wall to protect yourself.
- Living in a fantasy world, dreaming life being better elsewhere.
- Blaming others, attribute your failure to someone else’s fault.
- Pretending that nothing is wrong.
- Denying, being reluctant to face something unpleasant.

Self-esteem can either spiral in an upward or downward direction. Failure to succeed in a task lowers self-esteem further within a downward spiral leading to decrease in motivation.

How we attribute success or failure depends very much on our level of self-esteem. People with average to high levels of self-esteem attribute success to internal factors, such as intelligence and effort and failure to external forces of which they have no control, such as the weather or the difficulty of the task. Those with low self-esteem attribute success to outside factors and failure to internal factors.

As the self-esteem spirals down and failure is attributed to lack of personal ability, a child or young person is at risk of ‘learned helplessness’. Children and young people may have learned to be helpless because they believe they are a hopeless case.
Self-belief and the Relationship to Behaviour

Behavioural difficulties arise for a range of reasons. For children and young people with SpLD, it is often as a result of their being:

- Misunderstood.
- Badly handled.
- Misdiagnosed.
- Underestimated.

How do we see this in the classroom? Many children and young people with SpLD are full of ideas and able to express themselves well orally. The fact that they cannot portray their knowledge on paper makes them very frustrated and sometimes sad. Often they will buy into the label of ‘incapable’ with which they believe others tarnish them. Their struggles often manifest themselves in one of two reactions.

- They ‘act out’.
- They ‘withdraw’ into themselves.

It is easier for a child or young person to become popular as the class clown than it is to risk being laughed and sneered at by peers, because of difficulties completing their class work. It is emotionally easier to get into trouble for not trying, than it is for failing to succeed. The following examples illustrate what can happen to dyslexic children and young people.

**Cameo 1**

Johnny aged 7, dreads coming into school because the day starts with writing about the weekend’s activities. He has already had a fight at home with his mum that morning. She asked him to get his bag ready the night before – he forgot. Now he is late and has lost one football boot and a reading book. Mum is late for work and has no time to search with him; she has the other children to get ready. She shouts at him and he in turn has got angry with his younger sister, leading to a fight. The toddler is now crying. Chaos reigns in the kitchen.

Johnny gets to school late and the teacher is cross with him. She tells him to get out his pencil and his writing book. He can’t find his pencil and the carton of orange juice that his mum gave him for break has now burst – all over his writing book. The teacher and Johnny are in despair.

Johnny decides to make a joke of it all – he does not want his friends to think he can’t write and is really struggling. He jokes around, falls over a bag and ends up being sent out of the room. It is only 9.25am on Monday morning.
Cameo 2
Lesley, aged 9 is also dyslexic. She is highly organised; her mum has sent her to school with everything ready for the day in her bag. She listens to her teacher, is very well behaved and tries hard to please. However, she also has to write about her activities over the weekend. Her way out is to write nothing at all! Her teacher is worried and reports this to the Head teacher who is concerned that there are problems at home causing Lesley emotional difficulties. Why else would she say that she has done nothing at home and has nothing to write about on a regular basis?

Cameo 3
James, aged 8 is trying to write down his weekend activities, as are his classmates. He puts pen to paper and begins at the right-hand side of the page. The teacher notices and is cross with him. She points out that he has been in school for three years and should know which side of the page to start writing on. His ‘friends’ laugh at him. He begins to write and spells the same word three different ways in the same piece. The teacher cannot understand why, if he got it right once, he got it wrong on two further occasions. This she remarks in front of the class. She points out his mistakes, tells him to erase them and rewrite the work correctly. His handwriting is laboured and his control over the pencil is not well developed. He takes the eraser and begins to rub over the first word. In a few seconds he has made a hole in the paper and the teacher is cross again.

The other children and young people continue their activities and James is asked to stay in at break to redo his work.

Is it any surprise that the children and young people’s reactions lead to:

- Frustration.
- Anger.
- Demotivation.
- Low self-esteem?

Learning and Teaching for Dyslexic Children
DFECS1186-2005
Coping Strategies

Even very young children employ coping strategies – from the child or young person who is the class clown to the child or young person who sits quietly at the back of the class not disturbing anyone. **Avoidance** is one of the most common ways of dealing with impending failure. Remember: If you don’t try, you can’t fail! For example:

- The child or young person develops a need to leave the classroom (headache, stomach ache).
- They might offer to help others, or you, so that they do not have to face the difficult task themselves.
- They might do all the ‘easy’ parts first and leave the difficult parts to last.
- They might pretend that the task has been completed when in fact it hasn’t.
- They might announce to the class that something is too easy: “This is boring!”, “What is the point? I already know this!” or “This won’t help me”.
- They might try cheating. This is one of the most desperate ways of avoiding a task.

**What can be done?**

These children and young people ultimately, will have to learn to communicate their ideas and succeed in school just like their peers who experience no specific learning difficulties. It is critical that all teachers and teaching assistants fully understand what is going on in the children and young people’s minds. It is not their fault that they cannot express their ideas on paper. In all lessons, and in particular those that are text based the children and young people will be given the opportunity of learning in the way they learn best every day of the week. It is hoped that they will make progress; if not they will be directed to specialists who can help them.

**General pointers for help**

- Ensure that both you and the child or young person know why they are doing the task.
- Do children and young people need someone to work with? Do you need to find an alternative way to work with the child or young person?
- Ensure children and young people experience multi-sensory teaching and that everything is over-learned. Never test anything that has not been successfully taught and understood.
- Never put children and young people in the position of having to publicly do something they find really difficult, for example read out loud or tell the time if they cannot. This means that you must be aware of what they do and do not know.
If a child or young person can’t learn something the way others do, ensure that other and more appropriate ways of teaching are introduced.

Emphasise that if children and young people do not understand something, it is your job as a teacher to find a way that they can learn. It is never their failure.

Do not assume that because you taught something yesterday, all children and young people should be able to do it today. Until the skill has become automatic, it will need to be taught and practised repeatedly.

Be aware of how children and young people like to learn. Understanding learning styles will aid successful teaching and boost child and young person self-esteem and confidence.

Ensure that every child or young person feels valued for who they are – use words and exemplars. Ensure that your body language reinforces your words. Give praise for application, commitment and effort. Never give false praise; children and young people will know it is not genuine.

Reward for success and achievement. Ensure that successes are displayed.

If a child and young person’s work needs redrafting in order to reach an acceptable standard, it is worth doing.

Reading a child or young person’s work to the class is highly reinforcing.

Always find something positive to say about and to a child or young person. Over the course of time, the child or young person’s confidence will grow and everyone will benefit from achievements.

Mark work with pencil (red pen can look really critical) with some positive feedback included.

Classroom specific strategies:

Environment

- Background colour of Smartboard
- Positive ‘have a go’ ethos
- Appropriate seating-facing teacher
- Appropriate height of chairs, tables
- Type of lighting-blinds, natural light
- Friendly atmosphere
- Temperature
- Brain breaks
- Water available

Display

- Informative
- Displays at correct height
- Working walls
- Visual cues-labels
Resources available

- Individual whiteboards
- Alphabet Arc
- Word Banks
- Work mat
- Highlighters
- Overlays
- Coloured writing paper
- Variety of writing materials
- Writing slopes
- Dictionaries- topic/ACE/picture
- Privacy boards
- Feedback head sets
- Personal learning packs, toolkits
- Writing frames
- Desk copies of interactive white board
- Memory aids
- Work stations

ICT

- Range of software
- Dictaphone/tape recorders
- Headphones
- Computers switched on and in use

Teaching and Learning Support

- Use of teaching assistant
- Assessment for Learning in use
- Peer working/marking
- Organisational support
- Structured tasks
- Use of groupings
- Brain breaks
- Water available
- Variety in teaching- meeting different learning styles
- VAK teaching
- Learning objectives displayed and broken down
- Friendly atmosphere
- Not copying from board
- Homework details – written and checked
- Variety of spelling strategies
- Type of support
Self-belief
Children and young people need to believe that they can achieve, that they are capable. There is an emotional component that is critical to any child or young person’s success. Very often by the time they reach you, children and young people with SpLD will have been through several years of upset and distress from both home and school.

Attitudes exhibited and general opportunities offered by class teachers are critical to successful learning across the curriculum. If a person believes they are incapable of achieving, they will not learn… they will determine their own future, despite excellent teaching – a self-fulfilling prophecy.

In the extreme
In some cases of severe distress some children and young people may exhibit extreme behaviours that are unacceptable. How can poor behaviours be turned into positive ones? Alongside effective multi-sensory teaching, teachers should take note to build and develop self-esteem on a regular basis. The following five groups of behaviours should be noted, together with suggestions for teachers.

1. Characteristics described as demanding special attention: clowing, mischief making, restlessness.

   Teacher’s response may be: irritation and annoyance.

   Try to: encourage recognition of a role which is key to the group or class.

2. Characteristics described as power and control: aggressiveness, hostility, defiance, resistance, apathy and lying.

   Teacher’s response may be: anger.

   Try to: put the child or young person in charge of an activity or responsibility. These children and young people are often good problem-solvers as well as being persistent and determined.

3. Characteristics described as hurtful: violence, destructive behaviour, stealing, vandalism.

   Teacher’s response may be to feel hurt.

   Try to: put them in the position of identifying or helping disadvantaged people or the underdog. They are often sensitive individuals who can be encouraged to identify sympathetically with people worse off than themselves.

4. Characteristics described as a quitter: one who avoids making an effort, when criticised will stop the activity.

   Teacher’s response may be to feel helpless.

   Try to: guarantee success through coaching at one activity and use those skills for the good of the group.
Assessment for Learning

Assessment for learning is any assessment that is used to highlight children and young people's strengths, needs and potential. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are, where they need to go and how best to get there. (Assessment Reform Group 2002a)

Reviews of research into classroom assessment by Black and William (1998) indicate that assessment for learning is one of the most powerful ways of improving learning, teaching and raising standards. In their findings they identified 5 key factors that improve learning through assessment.

- Providing effective feedback to the child or young person.
- Actively involving children and young people in their learning.
- Adjusting teaching to take account of the result of assessment.
- Recognising the profound influence of assessment on the motivation and self-esteem of children and young people both of which are crucial to learning.
- Considering the need for children and young people to be able to assess themselves to understand how to improve.

Teaching strategies that class teachers should consider include:

- Sharing of learning goals with children and young people – at planning stage teaching staff need to be clear about learning intentions and distinguish between these and learning activities.
- Sharing of and / or setting success criteria with children and young people.
- Assessing children and young people's starting points through questioning in order to adapt learning and teaching appropriately to meet their needs.
- Using a range of questions from literal to higher order to develop children and young people's understanding.
- The use of ‘thinking time’ and ‘talk partners’ to ensure all children and young people are engaged in answering questions.
- A ‘no hands up’ policy to ensure all children and young people are given equal opportunity to respond to questions.
Assessment for learning involves:

- Observation of children and young people to provide insight into their response to learning and teaching strategies.
- Effective oral and written feedback to include:
  - Discussion with children and young people to share successes (difficulties) against success criteria / targets and reflect on progress.
  - Written feedback (including focused marking) against learning objectives showing success indicating improvement and an improvement suggestion.
  - Involving parent / carers in ongoing dialogue about children and young people’s learning.
- Talk and ask questions about their own learning.
- Engage in dialogue about targets.

Annie is a Year 4 child who shows ‘dyslexic’ tendencies. She was making limited progress in reading and spelling and exhibited low self-esteem and self-confidence. Her class teacher has been using teaching strategies based on ‘assessment for learning’ principles over the past year and Annie appears to be benefiting from this. This summer she has won the Achievement Award for the school, having made very good progress. In particular, Annie is pleased that she has moved up a reading level and will now ‘have a go’ (often successfully) at spelling. When asked about the new way of working in her classroom (i.e. assessment for learning strategies) Annie said “really like school now” and “I feel more confident about work”.

See Excellence and Enjoyment – Learning and Teaching in Primary Years DFES 0518 – 2004

KS3 National Strategy Training materials for the foundation subjects DFES 0350/2002
Working with Parents / Carers

The Lamb Inquiry (2009) concluded that

“In the most successful schools the parents and carers of children with SpLD can be stressed and anxious when discussing their child. Parents and carers are aware of the value of academic qualifications and want their child to succeed. They will be concerned if their child or young person appears to be ‘failing’ and many of them may have experienced difficulties themselves in school. Parents and carers are often dealing with the low self esteem of their child and the associated frustrations of living with associated difficulties.”

We can support parents by ensuring we have dyslexia friendly schools where children and young people receive quality teaching in dyslexia friendly classrooms and have access to effective interventions such as the Reading Intervention programme.

The following guidance material was developed with a parent group from North Yorkshire.

Communication

Schools should:

- Acknowledge parents and carers’ concerns about their child or young person, ensure they are listened to and their contributions are valued. Parents can feel very frustrated when schools do not accept concerns.
- Provide parents with an appropriate means of communication with school. Avoid unnecessary jargon wherever possible.
- Understand that parents may have many issues to deal with out of school – for example, getting an unwilling child or young person to school, ensuring homework is completed and coping with the child or young person’s forgetfulness.
- Be honest with parents as they rely on having a good relationship with school and trust needs to be maintained.
- Try not to make assumptions about parents – seeing them as the ‘over anxious parent’ or ‘over ambitious parent’.
- If parents bring information in about their child or young person, please read it.
- Avoid making parents feel guilty about funding issues.
Information

Schools should:

● Provide parents or carers with information including the leaflet on SpLD (parent partnership publication) and how they can access the guidance handbook.

● Provide parents or carers with information on the provision their child or young person is receiving and the progress of their child or young person compared to national benchmarks.

● Use the identification and assessment materials in the handbook as a basis for discussion with parents or carers. The discussion can be linked to knowledge of the child or young person's strengths and the provision you are making.

● Inform parents or carers and the child or young person about arrangements for support in testing or examinations. Parents and carers need to know about the rationale and the criteria for ‘access arrangements’ particularly additional time. Effective engagement of parents has had a profound impact on children and young people’s progress and the confidence between school and the parents and carers.

● Support parents and carers in helping their child or young person at home; See ‘Hints to support Homework for Parent and carers in Appendix 1

● Ensure that transition is as smooth as possible. Transition particularly from Key Stage 2 to Key Stage 3 is a critical time. Planning is essential and should involve the parents and carer, child or young person and schools.

Remember the parents are the experts on their child or young person.

Where there are tensions that persist, a school may involve the Parent Partnership Service with the permission of the parents. Parent Partnership Co-ordinators are based at County Hall and within local education offices.
Transition
Transition

There are particular times that may be more stressful for children and young people with SpLD

**Transition points** between classes, key stages, particularly the transition between the primary phase (Key Stage 2) and secondary phase (Key Stage 3) and leaving school, require close liaison between the professionals involved with the child or young person. Additional reassurance and support may be needed for the child or young person and their parents or carers.

Schools must have arrangements to transfer information about the child or young person’s progress, achievements and the programme of intervention undertaken. The transition between phases needs to be as smooth as possible to ensure progress is maintained.

There are four key principles that underpin successful transitions:

**Preparation**
This includes both for the child or young person and his / her family and preparation of the secondary school. This could include:

- Identifying a ‘key worker’ to plan and monitor transition in both schools.
- Setting up visual supports to support the sequence of events for the child or young person.
- Creating a structured plan which may begin in Y5 and continue through to Y8.
- Making a ‘Pupil Passport’ to share information between the child and young person and schools.

**Partnership**
Transition requires a working partnership between the primary and secondary schools, partnership between parents and teachers and partnership between schools and other professionals, who may be involved, all working as equal partners. An effective transition plan needs everyone working together for a consistent approach so that the children and young people can feel relaxed and less anxious.

**Communication**
There needs to be clear and open lines of communication between the schools and between schools and parents.

**Time**
There is need to plan for transition. Children and young people with Speech Language and Communication Needs (SLCN) will take longer to become confident in a new setting and will need support to build confidence. Schools need time to plan transition activities. These might include joint activities in the secondary setting, teacher swaps, visits, parent meetings, etc (For further information see Primary and Secondary National Strategies: Strengthening Transfers and Transitions DCSF 00186-2008 DWO-En-01)

**www.supportingselfevaluation.org.uk**

Ref: NYCC Joint Policy and Procedure for Transition Planning for Young Disabled People (March 2010)

North Yorkshire Multi Agency Strategic Transition Protocol for all Services (June 2009)
Following are examples of activities to support transfer:

**Reaching out**
- Opportunities for Years 6 and 7 teachers to experience each other’s lessons first hand.
- Make effective use of data and information from feeder schools to identify those most vulnerable children and young people and plan to help bridge the transition.
- Ample opportunity for transition coordinator / learning mentor / pastoral support coordinator to visit feeder schools.
- Link faculties – share resources and staff with feeder schools, provide opportunities for taster sessions and use of secondary school facilities.
- Develop bridging units for children and young people to work on in the summer term Y6 and autumn term Y7.
- Develop links between current Y7 children and young people and Y6 children and young people – letters, information leaflets, talks and websites.
- Extra familiarisation sessions for vulnerable children and young people.
- Use of ICT to take children and young people on a virtual tour of the school – See Autism Spectrum Condition (ASC) pack.
- Produce a ‘newcomers’ guide with school plan, photos of areas in the school such as cloakrooms, science labs, and photos of members of staff.

**Inviting In**
- Coffee morning for Y6 parents in secondary school.
- Open days, open evenings, concerts, information days.
- Induction programme for primary children and young people over a set of days to include taster lessons, lunch time session.
- Family days- sports activities during holiday, treasure hunts, etc.
- Mini sports days for feeder schools in secondary setting.
- Sports tournaments, arts days.
**Supporting**

- Y7 nurture groups for vulnerable children or young people.
- Dedicated Y7 tutor.
- Additional support for all Y7 classes.
- Limited movement of children and young people in Y7.
- Use of social skills/language/self-esteem groups.
- Continued literacy support.
- Breakfast / homework clubs.
- Organisation lessons.
- Continue the use of Circle Time and SEAL.
- Mentoring system using Y11/12 mentors.
- Paired reading with peer mentors.
- Buddy system or e-buddies – pair Y7 with Y8 from same school.
- Bus buddies.
- Y12 Listeners- attached to Y7 form groups to work with Pastoral care team.
- Limited break areas for Y7’s.
- Staggered lunch and break times.

**Transition between classes (key stages)**

It is important that teacher(s) receiving children and young people with SpLD are made aware by previous teacher(s) of successful strategies/resources that have been effective in supporting these children and young people. This is also provides a positive message to parents or carers that there is liaison between staff about children and young people.
Access Arrangements
Access Arrangements and Testing Issues

Key Stage Testing is stressful for many children and young people and it is important that schools ensure children and young people with dyslexia are supported where possible. Schools need to identify the usual way in which a child and young person works and ensure they are aware of what access arrangements may be available. Applications for additional time have to meet the criteria set by the Qualifications and Curriculum Development Agency (QCDA). There is no automatic entitlement to additional time for children and young people with dyslexia. For further information see www.qcda.gov.uk

Access arrangements for external examinations at Key Stage 4

At Key Stage 4, access arrangements for children and young people taking GCSEs are determined by the Joint Council for Qualifications who represent a range of exam boards. This is a different body to those responsible at Key Stage 1, 2 and 3 (i.e. QCDA). Each year on September 1st, the Joint Council for Qualifications issues guidance which outlines the access arrangements available to children and young people over the forthcoming year. School staff must decide upon and apply for access arrangements before the exam period begins (i.e. late Y9 / early Y10). Access arrangements are not to be confused with the ‘special consideration’ given to a small number of children and young people after an exam period during which something unexpected has occurred (e.g. illness, bereavement).

Access arrangements are put in place for children and young people who experience a learning difficulty which is likely to impact on their ability to successfully take an exam, given that they have the required level of skill to be appropriately entered for the exam.

The Joint Council for Qualifications considers access arrangements under the areas of need identified in the Code of Practice for Special Educational Needs (2002) i.e. communication and interaction, cognition and learning, behaviour, emotional and social development and sensory or physical.

For young people experiencing learning difficulties, one or more of the following access arrangements may be helpful in an exam situation (please see guidance for full range of arrangements):

- A reader.
- A word processor.
- A scribe.
- 25% extra time.
- Reading aloud.
- Oral modifier.
Access arrangements should not give a child or young person an unfair advantage, nor compromise the skill being assessed (e.g. a reader cannot be used if reading is being assessed). Access arrangements should only be given where there is a genuine learning need. A child or young person's eligibility is determined therefore not by the diagnosis of a disability but by the levels of functioning in the skills required to access an exam paper (i.e. predominantly reading and writing). The Joint Council for Qualifications requires that a child or young person's skills should fall in the below average range (i.e. a standard score of less than 85 or less than the 16th percentile).

In order to apply for access arrangements, following consultation with the child or young person concerned and their parents or carers, school staff must gather recent evidence regarding the child and young person:

- Level of functioning.
- Normal way of working in class and in tests.
- History of need and provision.

and request an assessment by an educational psychologist or a specialist teacher (with Joint Council approved qualifications).

The final decision regarding access arrangements is made by the exam boards to which the application is made.

The Joint Council for Qualifications guidance can be found at the website below. Click on ‘enter’, ‘arranging access’, scroll down the files to find ‘Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations’.

www.jcq.org.uk
Appendix 1

Assessment and Checklists
Checklists for Indicators of Dyslexia

Checklists can be very useful in drawing together observations from assessments for learning and from other information about the child and young person, for example from parents and carers. Many learners show some signs identified on the checklists, but when a high number are indicated or when a key indicator such as a family history of dyslexia is combined with several other factors that are a cause for concern.

How do you tell if a child or young person may be dyslexic? There are many signs, but not all children and young people have the same cluster of skills or abilities. Look out for the following areas of weakness, which, in some cases, may appear alongside patterns of stability. A learner, who has a cluster of these difficulties, may well be dyslexic and further assessment would be indicated.

Remember, many learners will display some of these traits. It is the number of traits and their persistence that is like to indicate dyslexia.

<table>
<thead>
<tr>
<th>Family History</th>
<th>Y</th>
<th>N</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a family history of dyslexia or difficulties with reading and writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was speech late in developing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there history of ear infections or problems such as glue ear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a reluctance to come to school or any unhappiness about school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were there any problems with learning to ride a bike or cope with basic dressing and undressing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School History (general)</strong></td>
<td>Y</td>
<td>N</td>
<td>Observations</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---</td>
<td>---</td>
<td>--------------</td>
</tr>
<tr>
<td>Is there significant inconsistency in performance across the curriculum, or a mismatch of abilities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is performance uneven from day to day?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there sometimes difficulty in finding the right word or is he / she forgetful in words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any difficulties with remembering and following instructions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there evidence of personal organisation difficulties?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there confusion between left and right; up and down; east and west etc?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there poor general awareness of time and time concepts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the child or young person often very tired in the afternoon?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a significant level of frustration with coping with schoolwork? Is there evidence of poor self-esteem?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>Y</th>
<th>N</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the child or young person often leave out or add words when reading aloud?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the child or young person making poor progress in reading?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the child or young person experience problems with scanning the text from left to right, or does he / she lose the place in text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any difficulties with blending or syllable division?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there confusion of visually similar words, e.g. no/on, was/saw etc?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there confusion between left and right; up and down; east and west etc?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there problems in understanding the text, or lose track when reading or being read to?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there failure to recognise familiar 'learnt' words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the child or young person read very slowly without automaticity, often lacking expression?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Writing**

<table>
<thead>
<tr>
<th><strong>Observations</strong></th>
<th>Y</th>
<th>N</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a marked difference between spoken and written ideas and language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the presentation of the work messy with poor handwriting or crossing out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there several tries at spelling? Is there persistent letter confusion?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the same word spelt in different ways in one piece of writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there spelling problems, not age or ability appropriate? E.g. ‘form’ instead of ‘from’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual errors – said/siad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory errors – donnd/down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bizarre errors – taf/elephant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters omitted or wrong letters used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there problems with punctuation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the sequencing of ideas often erratic?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phonological Skills**

<table>
<thead>
<tr>
<th><strong>Observations</strong></th>
<th>Y</th>
<th>N</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the child or young person identify and generate rhyme and alliteration?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there recognition, how many syllables there are in a word, starting with his/her own name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the child or young person discriminate between the phonemes in a word (e.g. m-i-s-t rather than m-i-st)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the child or young person remember the order of sounds in words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can alliteration and rhyme be generated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Y</td>
<td>N</td>
<td>Observations</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>--------------</td>
</tr>
<tr>
<td>Are there difficulties in remembering times tables?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are similar numbers confused or reversed e.g. 6/9, 21/12?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the child or young person show confusion with number order or place value?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there difficulty remembering sequences? (e.g. days, months, years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there difficulty learning to tell the time? (particularly analogue)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the child or young person have problems in remembering and sequencing the correct processes in maths?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is mental maths difficult because the child or young person cannot remember the question?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indication of children and young people on the dyslexic continuum – Primary

Name of child or young person

<table>
<thead>
<tr>
<th>Focus</th>
<th>Some of the typical signs or behaviours in child and young person at risk of dyslexia</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Slow to process instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems with sequencing, e.g. getting dressed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not retain concepts from one lesson to the next</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems with fine or gross motor skills</td>
<td></td>
</tr>
</tbody>
</table>

Is there a family history of dyslexia?

Does the child or young person have a history of ear infection or hearing loss?

Was the child or young person late to start talking?

Observations
**Focus** | **Some of the typical signs or behaviours in children and young people at risk of dyslexia** | **Observations**
---|---|---
Writing | Content does not reflect ability:  
- Good at thinking of ideas, but cannot get them down on paper  
- Uses simple ideas and vocabulary that do not reflect verbal ability  
- Written work often not completed  
- Reluctant to write  
Difficulties in structuring written work:  
- Problems with grammar, e.g. tenses or words muddled  
- Problems sequencing ideas, e.g. when writing a story  
- Ideas not logically linked together – rambling style  
- Inaccurate punctuation  
Poor handwriting:  
- Reverse some letters when writing, e.g. b/d, p/q, m/w  
- Older child or young person does not write cursively  
- Writing badly arranged on the page  
- No spaces between words  
- Slow writing speed  
- Problems copying from the board  
Inaccurate spelling:  
- Omits letters within words  
- Errors in discriminating individual sounds, e.g. middle sound  
- Letters in words in the wrong order  
- Bizarre spelling
<table>
<thead>
<tr>
<th>Focus</th>
<th>Some of the typical signs or behaviours in children and young people at risk of dyslexia</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Problems choosing a book at a suitable reading level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not read for pleasure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reluctant to read out loud</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inaccurate reading:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Unable to read high frequency words and lines when reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Confuses words when reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Omits words when reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Poor tracking along words and lines when reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of reading fluency:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Sounding out each word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Needs time to process visual information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Lack of expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Slow reading speed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not understand what is being read:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Not reading for meaning and using context as a strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Cannot predict what is going to happen next</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Cannot summarise what has happened</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Needs to read several times to understand meaning</td>
<td></td>
</tr>
</tbody>
</table>
### Focus: Some of the typical signs or behaviours in children and young people at risk of dyslexia

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems remembering times tables</td>
<td></td>
</tr>
<tr>
<td>Difficulty with mental maths</td>
<td></td>
</tr>
<tr>
<td>Confusion of visually similar numbers (e.g. 6/9)</td>
<td></td>
</tr>
<tr>
<td>Forgets maths concepts if not practised regularly</td>
<td></td>
</tr>
<tr>
<td>Misreads signs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept of time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confusion about timetable for the day</td>
<td></td>
</tr>
<tr>
<td>Problems adapting to changes in routine</td>
<td></td>
</tr>
<tr>
<td>May not be able to say what day it is</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems finding what they need to start a task</td>
<td></td>
</tr>
<tr>
<td>Difficulties executing tasks in the right order</td>
<td></td>
</tr>
<tr>
<td>Often forgets to bring dinner money / PE kit, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour and motivation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses bad behaviour to avoid work</td>
<td></td>
</tr>
<tr>
<td>Often off-task</td>
<td></td>
</tr>
<tr>
<td>Reluctant to contribute in lessons</td>
<td></td>
</tr>
<tr>
<td>Copies from other children and young people</td>
<td></td>
</tr>
</tbody>
</table>
## Indication of children and young people on the dyslexic continuum – Secondary

### Name of child or young person

<table>
<thead>
<tr>
<th>Focus</th>
<th>Some of the typical signs or behaviours in children and young people at risk of dyslexia</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slow to process instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems with sequencing, e.g. getting dressed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not retain concepts from one lesson to the next</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems with fine or gross motor skills</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Content does not reflect ability:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good at thinking of ideas, but cannot get them down on paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses simple ideas and vocabulary that do not reflect verbal ability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written work often not completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reluctant to write</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Difficulties in structuring written work:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems with grammar, e.g. tenses or words muddled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems sequencing ideas, e.g. when writing a story</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideas not logically linked together – rambling style</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inaccurate punctuation</td>
<td></td>
</tr>
</tbody>
</table>
### Focus

**Some of the typical signs or behaviours in children and young people at risk of dyslexia**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor handwriting:</strong></td>
<td></td>
</tr>
<tr>
<td>Reverse some letters when writing, e.g. b/d, p/q, m/w</td>
<td></td>
</tr>
<tr>
<td>Older child or young person does not write cursive</td>
<td></td>
</tr>
<tr>
<td>Writing badly arranged on the page</td>
<td></td>
</tr>
<tr>
<td>No spaces between words</td>
<td></td>
</tr>
<tr>
<td>Slow writing speed</td>
<td></td>
</tr>
<tr>
<td>Problems copying from the board</td>
<td></td>
</tr>
<tr>
<td>Inaccurate spelling</td>
<td></td>
</tr>
<tr>
<td>Omits letters within words</td>
<td></td>
</tr>
<tr>
<td>Errors in discriminating individual sounds, e.g. middle sound</td>
<td></td>
</tr>
<tr>
<td>Letters in words in the wrong order</td>
<td></td>
</tr>
<tr>
<td>Bizarre spelling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems choosing a book at a suitable reading level</td>
<td></td>
</tr>
<tr>
<td>Does not read for pleasure</td>
<td></td>
</tr>
<tr>
<td>Reluctant to read out loud</td>
<td></td>
</tr>
<tr>
<td>Inaccurate reading:</td>
<td></td>
</tr>
<tr>
<td>● Unable to read high frequency words and lines when reading</td>
<td></td>
</tr>
<tr>
<td>● Confuses words when reading</td>
<td></td>
</tr>
<tr>
<td>● Omits words when reading</td>
<td></td>
</tr>
<tr>
<td>● Poor tracking along words and lines when reading</td>
<td></td>
</tr>
<tr>
<td><strong>Lack of reading fluency:</strong></td>
<td></td>
</tr>
<tr>
<td>● Sounding out each word</td>
<td></td>
</tr>
<tr>
<td>● Needs time to process visual information</td>
<td></td>
</tr>
<tr>
<td>● Lack of expression</td>
<td></td>
</tr>
<tr>
<td>● Slow reading speed</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Some of the typical signs or behaviours in children and young people at risk of dyslexia</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Does not understand what is being read:</strong></td>
</tr>
<tr>
<td></td>
<td>● Not reading for meaning and using context as a strategy</td>
</tr>
<tr>
<td></td>
<td>● Cannot predict what is going to happen next</td>
</tr>
<tr>
<td></td>
<td>● Cannot summarise what has happened</td>
</tr>
<tr>
<td></td>
<td>● Needs to read several times to understand meaning</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Problems remembering times tables</td>
</tr>
<tr>
<td></td>
<td>Difficulty with mental maths</td>
</tr>
<tr>
<td></td>
<td>Confusion of visually similar numbers (e.g. 6/9)</td>
</tr>
<tr>
<td></td>
<td>Forgets maths concepts if not practised regularly</td>
</tr>
<tr>
<td></td>
<td>Misreads signs</td>
</tr>
<tr>
<td><strong>Concept of time</strong></td>
<td>Confusion about timetable for the day</td>
</tr>
<tr>
<td></td>
<td>Problems adapting to changes in routine</td>
</tr>
<tr>
<td></td>
<td>May not be able to say what day it is</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Often late for school lessons</td>
</tr>
<tr>
<td></td>
<td>Problems finding what they need to start a task</td>
</tr>
<tr>
<td></td>
<td>Difficulties executing tasks in the right order</td>
</tr>
<tr>
<td><strong>Behaviour and</strong></td>
<td>Forgetting or not doing homework</td>
</tr>
<tr>
<td><strong>motivation</strong></td>
<td>Uses bad behaviour to avoid work</td>
</tr>
<tr>
<td></td>
<td>Often off-task</td>
</tr>
<tr>
<td></td>
<td>Reluctant to contribute in lessons</td>
</tr>
<tr>
<td></td>
<td>Relies on other children and young people to help</td>
</tr>
<tr>
<td></td>
<td>Withdrawn</td>
</tr>
</tbody>
</table>
Assessment Guidance
Assessment approaches for use in schools

Assessment of learning difficulties
Assessment of SEN is a process of gathering and interpreting information about a child and young person’s difficulties and strengths.

Assessment of a child or young person with learning difficulties involves finding out what he / she can or cannot do and the factors which influence this.

Criteria for valid assessment include:
- That it takes place in as normal and supportive a situation as possible.
- That the child or young person has had access to opportunities to learn the skills involved.
- That the child or young person understands what is required.

The principal assessment techniques that are useful in school settings are as follows:

Criterion referenced assessment
This means deciding whether or not a child or young person can achieve a fixed standard of performance on a specific task (e.g. a statement of attainment from the national curriculum). This helps to decide what to teach next.

When assessing a child or young person against criteria we need to specify as far as possible, the conditions and required level of performance.

Curriculum Based Assessment (CBA) is a form of criterion referenced assessment, taking place in the context of a specified curriculum. It involves obtaining direct and frequent measures of a child and young person’s performance on a series of sequentially arranged objectives from the curriculum used in the classroom. CBA comprises the following steps:
- Express curriculum in the form of behavioural objectives.
- Place child or young person on curriculum.
- Select teaching methods and conditions for optimum learning.
- Evaluate.

Normative assessment
This involves assessing the child or young person on a series of tasks which have been previously standardised on a large number of randomly selected children and young people of various ages. The tester can compare an individual child or young person’s performance on a task with the performance of the standardisation sample, using the norms provided.

The child and young person’s score can be represented in various ways:
- A standard score, which, has a fixed mean and standard deviation.
- A centile: the percentage of children and young people of the same age who would on average be expected to attain a lower score.
• An age equivalent: the age for which the child or young person’s score represent the mean score.

Normative assessment was traditionally used to decide if a child and young person required a particular provision. Current uses included measuring child and young person progress over medium and long term (by successive administration of the same attainment test), screening groups of children and young people and helping to decide levels of resourcing for a child or young person. Normative assessment is not usually used for planning individual programmes.

Normative assessment was traditionally used to decide if a child or young person required a particular provision. Current uses included measuring child and young person progress over medium and long term (by successive administration of the same attainment test), screening groups of children and young people and helping to decide levels of resourcing for a child and young person. Normative assessment is not usually used for planning individual programmes.

Diagnostic assessment may comprise careful and structured investigation of the way in which the child and young person approaches the task. An example is miscue analysis of reading.

Another example of diagnostic assessment is where a complex skill is perceived as depending on a range of underlying abilities which are not themselves, overtly demonstrated in the task. For instance some tests e.g. Aston Index assess auditory memory skills which is regarded as necessary skill when undertaking written tasks.

**Assessment of rate of leaning**

There are a range of ways in which the effectiveness of the teaching received by a child or young person can be evaluated these included:

• Setting criterion referenced targets (as in an IEP) and checking how long the child or young person takes to acquire them.

• Administering the same of parallel forms of norm referenced tests at intervals.

• Checking acquisition of a sample of skills by repeated assessment of fluency on a daily basis (precision teaching).

**Diagnostic assessment**

In diagnostic assessment both a child and young person’s strengths and learning difficulties can be identified as clues how to provide effective support.

Criterion referenced testing may give us diagnostic information, if the skill being assessed is broken down into finer graded sub skills it can then be ascertained which of the sub-skills the child or young person has not acquired and need to be taught.
Specific Learning Difficulties (SpLD)

Assessment of the learning environment
There are a range of factors which make it more or less likely that a child or young person will learn successfully (depending on their individual learning style). These include:

- The physical environment.
- The way in which tasks are presented.
- The feedback reinforcement the child or young person receives for their performance.
- The opportunities the child or young person has for practice and generalisation of the skills.
- The extent of opportunities for collaborative learning.

The learning environment can be assessed by observation, with the assistance of checklists.

Assessment of behaviour difficulties
Some key principles in assessing behaviour are:

- The need to describe as far as possible what the child or young person does rather than what they are like.
- The need to collect data over time.
- The need to collect data from a variety of settings and viewpoints.
- The need to assess the child or young person’s response to interventions.

Below are some techniques which are considered particularly useful for providing information about children and young people’s emotional, social and behavioural difficulties.

Checklists
These are used by the assessor to decide if particular behaviours are present and also to give an estimate of frequency. They ensure that the child and young person’s difficulties are looked at as broadly as possible. There are published and locally developed versions.

Observation schedules
These may give information about frequency of behaviour, giving a base line so it can be determined if intervention is working. They may also give more detailed information about behaviour such as ABC charts.

Behaviour logs
This can be ascertained by interview, questionnaire, or less direct methods such as sentence completion.

The child or young person’s view
This can be ascertained by interview, questionnaire, or less direct methods such as sentence completion.

Context of behaviour
This can be assessed by use of a checklist.
Standardised Assessment

Age Equivalent
This is the age range or chronological age for which an individual’s raw score is average. Therefore, you always use the raw score to calculate age equivalents.

Above Average
A standardised score of 115 or above is in the above average range: the above average range is standardised scores 115 – 130 (percentiles 85 – 98)

A standardised score of 130 – 145 is considered to be an extremely (or significantly) high score (percentiles 99 – 99.9)

A standardised score of above 145 is in the exceptionally high range (above 99.9th percentile)

Average Range
A standardised score of between 85 – 115 is within the average range (percentiles 16 – 84)

Low average range is between 85 – 90 (percentiles 16 – 35)

High average range is between 110 – 115 (percentiles 75 – 84)

Please see diagram on page 156 of ‘Dyslexia? Assessing and reporting’ by Backhouse and Morris (2005)

Below Average
A standardised score of below 85 (percentile below 16) is a below average score.

A standardised score between 70 – 85 (percentiles 2 – 16) is in the below average range.

A standardised score between 55 – 70 (percentiles 0.1 – 2) is in the significantly low range.

A standardised score below 55 (percentiles 0.1) is in the exceptionally low range.

Confidence Limits
Confidence limits give a measure of the confidence you can have in the score range obtained reflecting accurately the testee’s ability in the area being tested. E.g. The BPVS test gives confidence limit of 68%. This means that 68% of the time, you can be confident that a score range obtained on that test reflects accurately the testee’s ability in receptive vocabulary.

The probability coefficient (p) measures the likelihood of obtaining a score by chance. The smaller the value of p (e.g. 0.05, 0.01, 0.001), the more significant the result.

Median
Median is the middle score in a set of numbers i.e. 50% of numbers below and 50% above.

Mean
This is the average for a particular group on a particular test and refers to a standardised score of exactly 100.

Norm
This tells you what the normal range of performance is for a particular age group.
Normal Distribution Curve (or standard distribution curve)

If a human attribute can be measured, the results obtained tend to produce a normal distribution curve (sometimes called a bell curve, because of its shape). i.e. the results show that approximately 68% of the population fall within standardised scores 85-115, with 16% falling below 85 (below average) and 16% falling above 115 (above average).

Clearly, this is the ideal. In reality, the results of whatever is being measured depend on the size of the sample and the make-up of that sample (e.g. is the sample truly representative of the population?)

So, in order for a test’s standardisation results to result in a normal distribution curve, they are manipulated to fit, using specific calculations.

**Standardised testing is not an exact science!**
Percentile
The percentile reflects the percentage of the group whose scores fall below that of the testee. E.g. 50th percentile rank is equivalent to a standardised score of 100. So, 50% of the population will have a score below that of the testee.

A 10th percentile rank means that 10% of the population would have a lower score than the testee.

A 90th percentile rank means that 90% of the population would have a lower score than the testee.

N.B. Percentile score tend to magnify small differences near the mean i.e. the actual performance between percentile ranks 5 – 15 is much larger than between percentile ranks 40 – 50. This problem is not encountered with standardised scores, where the intervals on the standardised scale are all equal.

Probability
This refers to the likelihood of obtaining a particular result by chance. It is sometimes used interchangeably with the terms ‘significance’.

Probability is measured by the probability coefficient (p) for a particular test. The smaller the value of p, the more probable the result was to the testee’s skill and the less likely the result was by chance.

Raw Score
This is the numerical score that is obtained on a particular test i.e. the direct numerical report of performance on any test.

The raw score and the testee’s chronological age are then used to look up the testee’s standardised score, in that test’s standardised score conversion table.

The raw score can also be used to find the age equivalent for a particular test, by using the age equivalent conversion tables.

Reliability
The reliability of a test refers to the extent to which is consistently measure the target skill.

Reliability is not a fixed concept because there are different ways of measuring it.

Test / Re-test reliability: refers to the chances of a testee obtaining the same results if she / he took the test again on another day. It can also be thought of as replicability or stability. This is especially important when a test has alternative forms e.g. NARA and DRA reading tests, forms A and B; NFER Individual Reading Analysis, Forms X, Y and Z.

Internal reliability is measured using a special formula. This results in a reliability coefficient ‘r’ being calculated for that test. The reliability of each element of the test (e.g. each question) is checked and then a score is given for the reliability of the whole test. An ‘r’ score of 1.00 means that the test is perfectly reliable.

Standardised tests with reliability coefficients of above 0.8 are considered to be reliable tests.

The lower the reliability, the less confident you can be that the testee’s score on that test actually measures their ability in that particular skill.
Specific Learning Difficulties (SpLD)

Cronbach’s
Alpha is another way of testing reliability. Again, a value of 0.8 or more is desirable.

Significance
Refers to the likelihood of getting a particular score by chance. It is measured by the probability coefficient (p) for that particular test. The smaller the value of p, the more significant the result.

Standard Deviation (SD)
The normal distribution curve can be divided into equal blocks of 15, either side of the mean (mean = standardised score 100). Each block of 15 is called a standard deviation. So, one SD below the mean = standardised score 85:1 SD above the mean = standardised score 115 (and so on).

2 SDs below the mean = 70
3 SDs below the mean = 55
2 SDs above the mean = 130
3 SDs above the mean = 145
(see diagram on pg. 26 of NARA)

Standard deviation is often used to describe a testee’s position compared to the mean for his age group. It can also be used to compare a testee’s performance on a range of tests.

Standard Distribution Curve
see Normal Distribution Curve

Standardisation Sample
This refers to the size and composition of the people the test was trialled on and whose results were used to create the standardised conversion tables.

Always look in the technical part of any test manual for details of the sample used in standardising the test.

The larger the sample size, the more reliable the standardisation will be.

The closer the sample reflects the actual make-up of the population, the more reliable the standardisation will be.

Similarly, the more recent the standardisation, the more accurately it reflects actual performance of the population that particular test.

Standardised Score
This is the score obtained when the raw score and the testee’s chronological age (CA) are used in the standardised score conversion tables. The standardised score compares the testee’s performance on that test with the average level for his age.

Standardised Tests
Standardised tests attempt to establish what is the norm for a particular skill or attribute in a child or young person of a particular age.

A child and young person obtains a numerical score. This is then compared with the scores of a standardised sample of known age. This comparison is based on the assumption that most (i.e. 68%) people in any population being measured for any skill or attribute will fall within the average range and that exactly 16% will fall below the average range and 16% will fall above the average range.
**Stanine**
This is calculated by dividing the standard distribution curve into 9 equal parts. Please refer to diagram on pg. 26 of NARA. It derives its name from ‘standard 9’.

Stanine 1 – 3 = below average
Stanine 4 – 6 = average
Stanine 7 – 9 = above average

**Testee**
The person being tested.

**Tester**
The person doing the testing.

**Validity**
This refers to whether or not the test measures what it claims to measure i.e. does it do what it says on the tin? General issues which should be taken into account include:

- The language used.
- Age appropriateness of the test materials.
- Culture factors.
- Social factors.
- Are the questions asked suitable for obtaining the intended information?

As with reliability, validity is not a fixed concept. There are different ways of measuring it.

**Construct validity**
There should be evidence that the test does in fact measure the ability or skill stated. Also, when measuring a developmental skill like reading, evidence of scores increasing with age should be found.

**Content validity**
How well does that test cover all the important aspects of the skill being measured?

**Concurrent validity**
Testees known to vary on the task being measured (e.g. weak, average and good readers) will obtain appropriately different scores on the test.

Information on validity is often expressed via correlations with e.g. results of similar or linked tests e.g. PhAB with NARA; WISC with NARA.
## Assessment Included in Commercial Tests

<table>
<thead>
<tr>
<th>Test Name Contents</th>
<th>Dyslexia Screening Test</th>
<th>Dyslexia Early Screening Test</th>
<th>Cognitive profiling Systems</th>
<th>Dyslexia Screening</th>
<th>Bangor Dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading test</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Spelling test</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Phonology segmentation</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Phonology blending</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Rhyming</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Phonemic awareness</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Alphabet sequence</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Days/months</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sequencing – other</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Letter names/sounds</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Non – word repetition</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Free writing</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Visual discrimination</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Visual memory</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Auditory discrimination</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Auditory memory</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Rapid naming</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Postural stability</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Shape copying</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Reversals</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Manipulative skills</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Testing Materials

Practical ways of identifying SpLD difficulties in the classroom have been suggested. There are also formal tests, which may be used to identify dyslexia and look at areas of difficulty in phonological awareness and reading. The purpose of such assessments will be to give a clearer view of the child and young person’s strengths and weaknesses and ensure that teaching can utilise those strengths and address the weaknesses.

**D.S.T. (Dyslexia Screening Test for 6.6–16.5)** and **D.E.S.T. (Early screening test from 4.6 – 6.5)** published by The Psychological Corporation Harcourt Brace and Co Publishers (cost £77) 24-26 Oval Road, London, NW1 7DZ.

**Cognitive Profiling Systems CoPS Lucid Assessment Systems LASS**
Computer based programme: CoPS enable early identification at KS1. LASS was initially designed for secondary children and young people (11-15) but a second version for junior children and young people is now available (8-11) LUCID, P.O. Box 63, Beverley, East Yorkshire, HU17 822. A free demo is available by completing online form at [www.lucid-research.com](http://www.lucid-research.com)

**Dyslexia Screeners**
NFER Dyslexia Screener: Initial diagnostic tool that evaluates: non verbal reasoning, phonics, spelling, reading, visual search and verbal reasoning. An individual computer-based assessment using Windows 98, 2000, XP, Suitable for 5-16 (cost £160 for license and renewal annually of £55) Published by NFER-Nelson, Freepost LON16517, Swindon, SN 8BR.

**SNAP**
An individual computer aided diagnostic profile of eighteen specific learning difficulties and related factors. Not all profiles are norm referenced and are not meant as stand alone diagnostic tools. A free demo is available through download from the website: [www.snapassessment.com](http://www.snapassessment.com) (cost £165 for 2 years license, Pupil assessment packs £17.99, Users Kit £39.99) Published by Hodder Murray Direct Services, 130 Milton Park, Abingdon, Oxon, OC14 4SB.
Dyslexia Screening and Assessment materials

These tests are not norm referenced but allow teachers to make preliminary analyses of children and young people who may be dyslexic. There is also a range of information gathering forms to use with teachers, parents and children and young people.

Multi-Sensory Learning, Earlstrees Road, Northants, NN14 4HH.

Additional information could be gained through assessments such as:

- PhAB (Phonological Assessment Battery) which includes five tests of phonological processing for use with primary aged children.
- Diagnostic reading tests such as Neale Analysis (NFER Nelson) or GORT (Harcourt) or single word reading test WRAT 4 (Wide Range Achievement Test) published by The Psychological Corporation, age range 5 to 75 years, TOWRE, age 6 – 24, Word chains, age range 7+.
- Baseline assessments such as P.I.P.S. or M.I.S.T..

Any assessment should only be used as part of ongoing assessment and interventions to build up a picture over time.

This can be used for ascertaining pupil’s views for varying reasons e.g. transitions.
Child or young person questionnaire

Assessment for Learning

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you like school? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>2.</td>
<td>Do you like literacy? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>3.</td>
<td>Do you like numeracy? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>4.</td>
<td>Do you know what to do when you start a task? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>5.</td>
<td>Do you start the task straight away? y/n</td>
<td>How quickly?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How quickly?</td>
</tr>
<tr>
<td>6.</td>
<td>Do you like someone to help you with your work? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>7.</td>
<td>Do you like to work on your own? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>8.</td>
<td>Do you talk to other children and young people about your work? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>9.</td>
<td>Do you check your own work? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td>10.</td>
<td>Does the work go at the right speed for you? y/n</td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
</tbody>
</table>
Child or young person checklist

My thoughts about learning

Score 1 to 5 stars

5 is ‘like a lot’ or ‘very good at’

<table>
<thead>
<tr>
<th>I like ice cream</th>
<th>★ ★ ★ ★ ★</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like stories</td>
<td></td>
</tr>
<tr>
<td>I like reading</td>
<td></td>
</tr>
<tr>
<td>I am good at reading</td>
<td></td>
</tr>
<tr>
<td>I am good at spelling</td>
<td></td>
</tr>
<tr>
<td>I can copy easily from the blackboard</td>
<td></td>
</tr>
<tr>
<td>I remember instructions (what I am asked to do)</td>
<td></td>
</tr>
<tr>
<td>I can remember times tables</td>
<td></td>
</tr>
<tr>
<td>I enjoy school</td>
<td></td>
</tr>
<tr>
<td>I like writing</td>
<td></td>
</tr>
<tr>
<td>I have good ideas for stories</td>
<td></td>
</tr>
<tr>
<td>I enjoy class discussion</td>
<td></td>
</tr>
</tbody>
</table>
Intervention Provision Mapping
### Meeting Individual Needs of Children and Young People with Dyslexia

**For a child and young person at:**

#### Whole School Arrangements

- **Differentiation in class for spelling, writing, reading and numeracy:** consider task, outcome, classroom organisation and support.
  - Class / subject teachers record accurately results of all tests (formal and informal) and identify concerns about a child and young person's level of attainment.
  - Resources necessary for meeting child and young person's needs met from those already available within class / school, including **Wave 2 interventions** e.g. catch-up programmes.
  - The school will ensure that there is a close match between the nature of the child and young person's need and provision.
  - Child and young person's progress is tracked through cycle of planning, teaching and assessing, together with record-keeping.
  - Systems in place to ensure effective differentiation across all subjects.

<table>
<thead>
<tr>
<th>School Action</th>
<th>School Action Plus</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation strategies: see whole school arrangements.</td>
<td>Differentiation strategies: see whole school arrangements.</td>
<td>Differentiation strategies: see whole school arrangements.</td>
</tr>
<tr>
<td>In addition, 5-20 minutes per day 1:1 (or equivalent, such as in small groups), working on carefully selected <strong>Wave 3 intervention</strong>, matching provision with child and young person's base-line.</td>
<td>In addition, 20 – 60 minutes per day 1:1 (or equivalent, such as in small groups): <strong>Wave 3 intervention</strong> would be carefully selected which intensifies support for the child and young person.</td>
<td>In addition, 60 + minutes per day 1:1 (or equivalent, such as in small groups): <strong>Wave 3 intervention</strong> based on advice from external agencies.</td>
</tr>
<tr>
<td>I.E.P. targets can consist of core targets from the Wave 3 programme; if small group provision, Group Education Plans (GEPs) can be used (but reviewed individually).</td>
<td>Core targets from such a programme may be used as IEP/GEP targets (reviewed individually).</td>
<td>I.E.P. drawn up based on objectives in statement and support delivered by suitably trained personnel.</td>
</tr>
<tr>
<td>Head teacher and governors must ensure that sufficient arrangements and funds are available to meet the child and young person's needs.</td>
<td>Independent learning approaches / resources available for in-class literacy. HT and governors must ensure that sufficient arrangements and funds are available to meet the child and young person’s needs.</td>
<td>Head teacher and governors must ensure arrangements and funds are available to meet the child and young person needs.</td>
</tr>
<tr>
<td>I.E.P. reviewed at least 2x year</td>
<td>I.E.P. reviewed at least once a term.</td>
<td>I.E.P. reviewed at least once a term.</td>
</tr>
<tr>
<td>Parents and carers involved in reviews of progress and target-setting.</td>
<td>Parents and carers and children and young people involved in reviews of progress and target-setting.</td>
<td>Parents and carers and children and young person involved in reviews of progress and target-setting.</td>
</tr>
</tbody>
</table>

#### School Action

- **Differentiation in class for spelling, writing, reading and numeracy:** consider task, outcome, classroom organisation and support.
- Class / subject teachers record accurately results of all tests (formal and informal) and identify concerns about a child and young person's level of attainment.
- Resources necessary for meeting child and young person's needs met from those already available within class / school, including **Wave 2 interventions** e.g. catch-up programmes.
- The school will ensure that there is a close match between the nature of the child and young person's need and provision.
- Child and young person's progress is tracked through cycle of planning, teaching and assessing, together with record-keeping.
- Systems in place to ensure effective differentiation across all subjects.

<table>
<thead>
<tr>
<th>School Action Plus: Pupil needing further support/advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As school action plus:</strong> SENCo refer children and young people to Educational Psychologist (EP).</td>
</tr>
<tr>
<td>E.P., SENCo meet to discuss child and young person.</td>
</tr>
<tr>
<td>E.P. identifies nature of involvement.</td>
</tr>
<tr>
<td>E.P. action.</td>
</tr>
<tr>
<td>E.P., SENCo meet to plan specific programme, level of support, new IEP.</td>
</tr>
<tr>
<td>Review progress after agreed time: and/or E.P. to attend.</td>
</tr>
<tr>
<td>Continue cycle of plan / do / review, referring to CoP guidance.</td>
</tr>
</tbody>
</table>

#### Statement

- **Differentiation strategies:** see whole school arrangements.
- In addition, 60 + minutes per day 1:1 (or equivalent, such as in small groups): **Wave 3 intervention** based on advice from external agencies.
- I.E.P. drawn up based on objectives in statement and support delivered by suitably trained personnel.
- Head teacher and governors must ensure arrangements and funds are available to meet the child and young person needs.
- I.E.P. reviewed at least once a term.
- Parents and carers, child and young person involved in reviews of progress and target-setting.
### Illustrative examples of arrangements and targets from Key Stage 1 and 2

#### Case Studies

<table>
<thead>
<tr>
<th>Whole School Arrangements</th>
<th>School Action</th>
<th>School Action Plus</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 2 pupil: Ben C.A. 7:02</strong>&lt;br&gt;R.A. 6:00 Spelling age: 6:00&lt;br&gt;Maths: NC level 2A</td>
<td>Year 5 pupil: Elijah C.A. 9:08&lt;br&gt;R.A. 7:08 Spelling Age: 7:06&lt;br&gt;Maths: NC Level 3A</td>
<td>Year 4 pupil: Nina C.A. 8:06&lt;br&gt;R.A. 5:04 Spelling Age: 5:06&lt;br&gt;Maths: NC Level 3C</td>
<td>Year 6 pupil: Thomas C.A. 11:03&lt;br&gt;R.A. 6:00 Spelling Age: 5:10&lt;br&gt;Maths: NC Level 2A</td>
</tr>
<tr>
<td><strong>Main difficulties:</strong>&lt;br&gt;Weak phonic skills e.g. short vowels/vowel digraphs leading to: weak decoding skills (reading); weak encoding (spelling).</td>
<td><strong>Main difficulties:</strong>&lt;br&gt;Weak phonic skills e.g. short vowels/vowel digraphs leading to: weak decoding skills (reading); weak encoding (spelling).</td>
<td><strong>Main difficulties:</strong>&lt;br&gt;Very weak phonic skills</td>
<td><strong>Main difficulties:</strong>&lt;br&gt;Very weak phonic skills</td>
</tr>
<tr>
<td>Arrangements:&lt;br&gt;Create dyslexia-friendly classroom, including accelerated learning methods, self-esteem-boosting initiatives; differentiated work involving spelling, writing and reading (and numeracy), e.g. differentiated spellings – based on the child and young person’s phonic knowledge. Phonic-based parallel reading books at correct level of difficulty. Paired Reading / Family Literacy. Use range of writing frames. Use alternative ways of recording e.g. mind maps. Word level work during Literacy Hour at correct level of difficulty i.e. scroll back as appropriate.</td>
<td><strong>Arrangements:</strong>&lt;br&gt;Differentiation and dyslexia-friendly classroom, as for whole school arrangements (as column 1) Self-esteem boosting initiatives Wave 3 intervention e.g. Phonographix, rml (Ruth Miskin literacy)</td>
<td><strong>Arrangements:</strong>&lt;br&gt;Differentiation and dyslexia-friendly classroom, as for whole school arrangements (as column 1) Self-esteem boosting initiatives Wave 3 intervention with more intensive support Study Buddy pack to increase independence and social inclusion</td>
<td><strong>Arrangements:</strong>&lt;br&gt;Differentiation and dyslexia-friendly classroom, as for whole school arrangements (col. 1) Study Skills / Study Buddy pack to increase independence/social inclusion. Access to laptop/spellchecker</td>
</tr>
</tbody>
</table>

**Year 5 pupil: Elijah C.A. 9:08<br>R.A. 7:08 Spelling Age: 7:06<br>Maths: NC Level 3A**

- **Main difficulties:**
  - Weak phonic skills e.g. short vowels/vowel digraphs leading to: weak decoding skills (reading); weak encoding (spelling).

- **Arrangements:**
  - Differentiation and dyslexia-friendly classroom, as for whole school arrangements (as column 1)
  - Self-esteem boosting initiatives
  - Wave 3 intervention e.g. Phonographix, rml (Ruth Miskin literacy)

---

**Year 4 pupil: Nina C.A. 8:06<br>R.A. 5:04 Spelling Age: 5:06<br>Maths: NC Level 3C**

- **Main difficulties:**
  - Very weak phonic skills
  - Phonological difficulties
  - Visual processing difficulties

- **Arrangements:**
  - Differentiation and dyslexia-friendly classroom, as for whole school arrangements (as column 1)
  - Self-esteem boosting initiatives
  - Wave 3 intervention with more intensive support
  - Study Buddy pack to increase independence and social inclusion

---

**Year 6 pupil: Thomas C.A. 11:03<br>R.A. 6:00 Spelling Age: 5:10<br>Maths: NC Level 2A**

- **Main difficulties:**
  - Very weak phonic skills
  - Phonological difficulties
  - Maths difficulties
  - Organisation

- **Arrangements:**
  - Differentiation and dyslexia-friendly classroom, as for whole school arrangements (col. 1)
  - Study Skills / Study Buddy pack to increase independence/social inclusion.
  - Access to laptop/spellchecker
<table>
<thead>
<tr>
<th>Whole School Arrangements</th>
<th>School Action</th>
<th>School Action Plus</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wave 2 / catch-up programmes</td>
<td>I.E.P. targets e.g.</td>
<td>I.E.P. targets e.g.</td>
<td>I.E.P. targets e.g.</td>
</tr>
<tr>
<td>Avoid: child and young person reading aloud, weekly undifferentiated spelling test, reciting times tables, copying from board.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and young person’s progress is tracked through cycle of planning, teaching and assessing.</td>
<td>Phonological skills: Learn to detect, blend and segment phonemes (orally) e.g. follow ‘Sound Linkage’ programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phonic skills: revise all initial sounds; learn remaining 44 phoneme: grapheme correspondences by following a structured, multi-sensory phonics-based Wave 3 literacy programme e.g. Phono-Graphix, Lexia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve decoding skills: targeted reading practice to apply phonics skills in context, using parallel reading books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve decoding skills: targeted reading practice to apply phonics skills in context, using parallel reading books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling: learn different strategies for spelling regular and irregular words; e.g. SOS, cued spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling: learn different strategies for spelling regular and irregular words; e.g. SOS, cued spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy: alt. ways of memorising no. bonds and x tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I.E.P. reviewed at least 2x year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I.E.P. reviewed at least once a term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Illustrative examples of arrangements and targets from Key Stage 1 and 2

#### Case Studies

<table>
<thead>
<tr>
<th>Whole School Arrangements</th>
<th>School Action</th>
<th>School Action Plus</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7 pupil: Jake C.A. 11:06</strong>&lt;br&gt; R.A. 9:11 Spelling age: 9:10&lt;br&gt; Maths: NC level 4&lt;br&gt; <strong>Arrangements:</strong>&lt;br&gt; Create dyslexia-friendly classroom, including accelerated learning methods, self-esteem-boosting initiatives. Differentiate work involving spelling, writing and reading (and numeracy)&lt;br&gt; e.g. Use range of writing frames, appropriate for each subject;&lt;br&gt; Allow alternative ways of recording e.g. mind maps;&lt;br&gt; Reduce amount of copying from board – give printed notes wherever possible.&lt;br&gt; Give additional time to complete class work;&lt;br&gt; Display homework tasks prominently and for long enough;&lt;br&gt; Paired Reading;&lt;br&gt; Study Buddies;</td>
<td><strong>Year 8 pupil: Anita C.A. 12:08</strong>&lt;br&gt; R.A. 9:08 Spelling Age: 9:06&lt;br&gt; Maths: NC Level 4&lt;br&gt; <strong>Main difficulties:</strong>&lt;br&gt; Weak phonic skills;&lt;br&gt; Poor organisation;&lt;br&gt; Poor motivation for reading;&lt;br&gt; <strong>Arrangements:</strong>&lt;br&gt; Differentiation and Dyslexia-friendly classroom, as for whole school arrangements (column 1);&lt;br&gt; Self-esteem initiatives;&lt;br&gt; Study skills support e.g. ‘Study Skills’ by Christine Ostler;&lt;br&gt; Special exam arr. Wave 3 intervention e.g. Phono-Graphix, rml 2 (Ruth Miskin literacy);&lt;br&gt; I.E.P. targets (from Wave 3 prog.)</td>
<td><strong>Year 9 pupil: Jasdeep C.A. 14:02</strong>&lt;br&gt; R.A. 8:06 Spelling Age: 8:00&lt;br&gt; Maths: NC Level 5&lt;br&gt; <strong>Main difficulties:</strong>&lt;br&gt; Very weak phonic skills;&lt;br&gt; Phonological and visual processing;&lt;br&gt; Handwriting / motor coordination;&lt;br&gt; <strong>Arrangements:</strong>&lt;br&gt; Differentiation and Dyslexia-friendly classroom, as for whole school arrangements (column 1);&lt;br&gt; Self-esteem initiatives;&lt;br&gt; Study skills support e.g. ‘Study Skills’ by Christine Ostler;&lt;br&gt; Special exam. Arrangements; Wave 3 more intensive support;</td>
<td><strong>Year 10 pupil: Mark C.A. 15:05</strong>&lt;br&gt; R.A. 7:00 Spelling Age: 6:11&lt;br&gt; Maths: NC Level 3&lt;br&gt; <strong>Main difficulties:</strong>&lt;br&gt; Very weak phonic skills;&lt;br&gt; Phonological and Language processing;&lt;br&gt; Maths, Organisation;&lt;br&gt; <strong>Arrangements:</strong>&lt;br&gt; Differentiation and Dyslexia-friendly classroom, as for whole school arrangements (column 1);&lt;br&gt; Self-esteem initiatives;&lt;br&gt; Study skills support;&lt;br&gt; Special exam. Arrangements; Wave 3 more intensive support;</td>
</tr>
<tr>
<td>Whole School Arrangements</td>
<td>School Action</td>
<td>School Action Plus</td>
<td>Statement</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Wave 2 programmes e.g. booster groups</td>
<td>I.E.P. targets (from Wave 3 prog.)</td>
<td>I.E.P. targets (from Wave 3 prog.)</td>
<td>I.E.P. targets (from Wave 3 prog.)</td>
</tr>
<tr>
<td>Avoid: child and young person reading aloud, weekly undifferentiated spelling test, reciting times tables, copying from board</td>
<td>Phonological skills: Learn to detect, blend and segment phonemes (orally) e.g. follow ‘Phonological Awareness Procedures’; Phonic skills: revise all initial sounds; learn remaining 44 phonemes: graphemes using a structured, multi-sensory literacy programme e.g. rml 2, Phono-Graphix, Accelereread / Accelerwrite; Reading: see column 4; Spelling: learn different strategies for spelling regular and irregular words; Numeracy: learn alternative ways of memorising times tables/number bonds; I.E.P. reviewed at least once a term</td>
<td>Phonological skills: Learn to detect, blend and segment phonemes (orally) e.g. follow ‘Phonological Awareness Procedures’; Phonic skills: revise all initial sounds; learn remaining 44 phonemes: graphemes using a structured, multi-sensory literacy programme e.g. rml 2, Phono-Graphix, Accelereread / Accelerwrite; Reading: see column 4; Spelling: learn different strategies for spelling regular and irregular words; Numeracy: learn alternative ways of memorising times tables/number bonds; I.E.P. reviewed at least once a term</td>
<td></td>
</tr>
<tr>
<td>Child and young person's progress is tracked through cycle of planning, teaching and assessing</td>
<td>Reading: i) develop enjoyment of reading; provide age-appropriate/low reading age/high interest reading material e.g. Barrington Stoke books; paired reading opportunities; ii) apply phonic skills when reading phonic-based texts e.g. Second Chance Readers, rml2; Spelling: learn different strategies for spelling regular and irregular words by following spelling programme; I.E.P. reviewed at least 2x year</td>
<td>Reading: i) develop enjoyment of reading; provide age-appropriate/low reading age/high interest reading material e.g. Barrington Stoke books; paired reading opportunities; ii) apply phonic skills when reading phonic-based texts e.g. Second Chance Readers, rml2; Spelling: learn different strategies for spelling regular and irregular words by following spelling programme; I.E.P. reviewed at least 2x year</td>
<td></td>
</tr>
</tbody>
</table>
Inclusion Passport for a child / young person – school’s copy

<table>
<thead>
<tr>
<th>Surname:</th>
<th>First Name(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td>Date of birth:</td>
</tr>
<tr>
<td>Unique pupil number:</td>
<td>Year Group:</td>
</tr>
<tr>
<td>Language spoken at home:</td>
<td>Religion:</td>
</tr>
<tr>
<td>Home address:</td>
<td></td>
</tr>
<tr>
<td>Post Code:</td>
<td></td>
</tr>
<tr>
<td>Home telephone number:</td>
<td></td>
</tr>
</tbody>
</table>

Ethnicity (please tick under appropriate box)

<table>
<thead>
<tr>
<th>White British</th>
<th>Mixed/Dual Background White and Black Caribbean</th>
<th>Mixed/Dual Background White and Black African</th>
<th>Mixed/Dual Background White and Asian Caribbean</th>
<th>Mixed/Dual Background Any other mixed background</th>
<th>Asian or Asian British Indian</th>
<th>Asian or Asian British Pakistani</th>
<th>Asian or Asian British Bangladeshi</th>
<th>Asian or Asian British Caribbean</th>
<th>Black or Black British African</th>
<th>Black or Black British Any other Black background</th>
<th>Black or Black British Chinese</th>
<th>Black or Black British Any other ethnic group</th>
<th>Not yet obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick Where Appropriate</td>
<td>Is this child / young person Looked After?</td>
<td>Does the child / young person have a statement of Special Educational Needs?</td>
<td>Does the child / young person have a health care plan?</td>
<td>Is the child / young person eligible for Free School Meals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Persons with parental responsibility:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address (if different from above)</th>
<th>Home Tel No</th>
<th>Work Tel No</th>
<th>Relation to pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specific Learning Difficulties (SpLD)

Assessment Information (please complete first row with most recent assessment and all other rows for which you have information – NC levels/P-Scales/Foundation Stage Profile)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>Science</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most recent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSP points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End KS1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End KS2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End KS3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other recent achievements, including in relation to ECM outcomes

Child / young person’s strengths and interests

School Attendance History

This academic year : ___%  Last year (20__/___) : ___%  Previous year (20__/___) : ___%

Have there been any significant periods or patterns of absence in the last year? YES / NO

If yes please give brief details

School information

Current School  Transferring to

Date joined school  Date of transfer

Previous Schools

<table>
<thead>
<tr>
<th>School Name/Local Authority</th>
<th>From</th>
<th>To</th>
<th>Reason for leaving (if known)</th>
</tr>
</thead>
</table>
Agencies currently involved with the child / young person (see attached annex)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Name</th>
<th>Contact Number</th>
<th>Involved since</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overview of needs/barriers to learning (if behaviour related identify possible triggers)

What has the school done differently to meet the pupil's needs, that has worked well? (E.g. this could be at School Action/School Action Plus, description of activity)

<table>
<thead>
<tr>
<th>Reasonable Adjustment</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What strategies has the school tried which have been less successful?

<table>
<thead>
<tr>
<th>Less successful strategies</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School's summary

Views of child / young person

Views of parents / carers

Signed | Designation | Date
--- | --- | ---
Child / young person
Parents / carers
Head teacher
Children and Young People
Parents and Carers
Levels of Children and Young Peoples’ Participation

The Levels of Children and Young People of Participation identifies eight different levels of participation (as identified by Roger Hart, 1992). The first three levels are classified as being non-participatory. The top five levels represent increasing degrees of participation.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>The idea comes from children and young people and they remain in charge</td>
<td>8 (participation)</td>
</tr>
<tr>
<td>The idea and implementation is derived from children and young people</td>
<td>7 (child and young person directed)</td>
</tr>
<tr>
<td>Genuine partnership with children and young people having equal say</td>
<td>6 (shared decisions)</td>
</tr>
<tr>
<td>Process designed and run by adults but children and young people empowered to understand process and influence policy</td>
<td>5 (consulted)</td>
</tr>
<tr>
<td>Information obtained from children and young people but no feedback on how this will influence policy</td>
<td>4 (allocated but informed)</td>
</tr>
<tr>
<td>Children and young people included but given no choice about the subject or how the event is organised</td>
<td>3 (tokenism)</td>
</tr>
<tr>
<td>No explanation is given of issues or reasons for children and young people involvement</td>
<td>2 (decoration)</td>
</tr>
<tr>
<td>Children and young people not allowed to influence or change adult taken decisions</td>
<td>1 (manipulation)</td>
</tr>
</tbody>
</table>
How to Recognise Low Self-Esteem (Children and Young People)

1. Non-verbal communication:
   Absence of smiles, whining or dismissive tone of voice.

2. Frequent self-criticism:
   “I can't do it”.
   “I've always been useless at sport”.

3. Negative expectation of outcomes:
   “I don't stand a chance”
   “I'll never get it right for her”.

4. Criticism or denigration of others’ achievements:
   “It was a fluke”
   “He couldn't have managed that if he had been trying”.

5. Unwillingness to accept or take blame:
   “It’s not my fault, she didn’t tell me how to do it properly”.

6. Eagerness to point out the failure of others:
   “Her problem is…”
   “What she ought to do is…”

7. An inability to accept praise:
   “It was nothing…”
   “She’s only saying it to make me feel better”.

8. Presumption that others will disapprove or dislike you:
   “She never listens if I ask for help”
   “She just thinks I don’t try”.

9. Low motivation, refusal to try:
   “I'm not interested, it’s boring”
   “I'll only get it wrong anyway”.

10. Poor social adjustment. Shyness, over-sensitivity to criticism:
    “I can’t talk in class. I get muddled up. I always go bright red. Whatever I say feels wrong”.

11. Difficulty in owning or personalising feelings and using ‘I’ statements:
    “You know how it is, you just don’t feel right”.
Information Gathering – Parent Perspective

Parental Perspective

<table>
<thead>
<tr>
<th>Name of child / young person:</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date:</td>
</tr>
<tr>
<td>Present:</td>
<td></td>
</tr>
</tbody>
</table>

Medical Background

- Were there any difficulties with the pregnancy/birth?
- Did your child / young person do well with all developmental checks?
- Approximate age when he / she crawled / walked:
- Did he / she have any problems with speech and language? When did they first speak audibly?
- Is he / she taking medication for any reason?
- Are there difficulties with eating or sleeping?
- Is his / her general health good?
- Does your child / young person appear clumsy / seem to break things easily?
- Have there been any concerns re hearing / vision?
- Has there been recent hearing / vision tests?

<table>
<thead>
<tr>
<th>Hearing test?</th>
<th>Date ......................</th>
<th>Results ..................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision test?</td>
<td>Date ......................</td>
<td>Results ..................</td>
</tr>
</tbody>
</table>

- Are there any problems with fine motor co-ordination (e.g. using knife / fork?)
Educational Development

● Does your child / young person enjoy doing jigsaws?

● Is he / she good at remembering words to songs / nursery rhymes?

● Would you consider him / her to be proficient in
  a) writing stories
  b) presenting work neatly
  c) spelling
  d) reading
  e) Does your child / young person take a general interest in the world around?
  f) Is he / she good at maths / numbers?
  g) Is he / she generally inquisitive; does he / she ask questions about how things work?

(ASK ABOUT HOMEWORK)

● Has your child / young person had help ‘outside school’ (including any assessments)?
  Please provide details:

● Any other agencies involved
Social Development

● Does he / she have any special talents/interests?

● Does your child / young person get upset easily?

● How does he / she get on with other children and young people?

● Does he / she relate well to adults?

● What do you feel about their self esteem / personality?

● How well does he / she follow instructions at home?

● Can he / she tell the time?

● Is your child / young person well-organised at home?

Laterality

● Which hand does he / she tend to use?

Family

Has anyone in your family ever had similar difficulties at school?
Hints for Ways to Support Homework for Parents and Carers

**Primary**
- Agree a regular time for homework and work within it (avoiding favourite TV programmes etc). Adapt only occasionally. If your child or young person frequently runs out of time it may be that there is too much homework being set or that it is too hard. Inform your child or young person's teacher.
- Before starting, check that your child or young person is clear about the task and has the relevant materials. If this is problematic it may be useful to have the phone number of another child or young person or study buddy.
- It is tempting to do the work for your child or young person if he/she is finding it difficult. Resist the temptation! The class teacher will think the child or young person has mastered the skill and will give harder work next time or not offer necessary extra help.
- It is easier to stop if your child or young person becomes distressed, than to insist that the task is completed. There may be a problem to address. Inform your child or young person's teacher.

**Secondary**
- Read / ask to see the school homework policy so that you know what the school expects.
- You are not expected to do the homework yourself! Your role is to support and encourage. Anything more means that the task is not suitable to your child or young person for whatever reason.
- Ensure that your child or young person has a quiet, private space to work in at home or elsewhere.
- Negotiate with your child or young person to identify a set time as homework time.
- Check your child or young person’s homework diary regularly so that you know what is coming and can help your child or young person meet deadlines.
- If your child or young person appears overloaded with work, you need to inform your school. There may be a breakdown in communication that could easily be sorted out.
Transition
## Transition Information

### Year 6-7 Transition information for Vulnerable Children and Young People

<table>
<thead>
<tr>
<th>Primary School</th>
<th>Name of Child:</th>
<th>Name of Parents / carers:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of need:</strong> (please tick)</td>
<td><strong>Need:</strong> (please tick) Cognition and Learning</td>
<td><strong>Test Scores:</strong></td>
</tr>
<tr>
<td>School Aware</td>
<td>Communication and Interaction</td>
<td>Reading Age: __________</td>
</tr>
<tr>
<td>School Action</td>
<td>Behaviour, social and emotional development</td>
<td>Spelling Age: __________</td>
</tr>
<tr>
<td>School Action Plus</td>
<td>Sensory and / or physical</td>
<td>KS2 SATs / TAs English</td>
</tr>
<tr>
<td>Statement</td>
<td>Other: (please state)</td>
<td>Maths Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of time in current school:</th>
<th><strong>Attendance:</strong> Excellent Average Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality: Excellent Average Poor</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Yes No</td>
<td></td>
</tr>
<tr>
<td>If so, how many? _________________</td>
<td></td>
</tr>
</tbody>
</table>

### Medical Concerns:

### Support offered to date: (Please note school based and external interventions / agencies e.g. THRASS, examination arrangements, Specific wave 3 action, E.P./ Attendance officer/ Social worker involvement, etc.)

### Home / School circumstances which may affect the child / young person’s transition:
**Attitude to work:** (Please comment on the child and young person’s motivation, concentration and willingness to accept support)

**Behaviour:** (Please comment on the child and young person’s ability to accept responsibility for own actions, any potential risk they might present to themselves or others and any successful strategies you have developed)

**Relationships:** (Please comment on the child and young person’s relationships with peers and adults, and any successful strategies you have developed)

**Any other comments:**

Many thanks for your time
## Transfer Timeline Suggestions- KS2 to KS3

<table>
<thead>
<tr>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Wave 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y5</strong></td>
<td>Planning Meetings with parents</td>
<td>Transition Reviews</td>
</tr>
<tr>
<td><strong>Y6 Autumn Term</strong></td>
<td>Parents to meet with SENCo of secondary school; Small group Circle Time activities;</td>
<td>Extra individual and small group visits; Individual discussions with named adult; Forward planning for Annual Reviews e.g. invitations and request for reports; Appropriate training for Special Needs medical;</td>
</tr>
<tr>
<td>Visits and open day/evenings in secondary schools; Whole class Circle Time activities for anxieties; School liaison with outside agencies; Use of secondary school facilities for sports, projects, etc; Joint training days;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Y6 Spring Term</strong></td>
<td>Planned Transfer</td>
<td>Planned Transfer</td>
</tr>
<tr>
<td>Active transition Phase</td>
<td>SENCo invited to review meetings; SENCo to discuss groupings of children and young people with secondary teachers; Informal observations by secondary staff; Link support for parents and carers; Coffee mornings for parents and carers;</td>
<td>SENCo invited to Annual Reviews;</td>
</tr>
<tr>
<td>Schools liaise to discuss groupings / issues; Teacher exchange for taster lessons and familiarisation of expectations; Joint celebration events-feeder schools; Crucial Crew activities in some areas;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wave 1</td>
<td>Wave 2</td>
<td>Wave 3</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Y6 Summer Term</strong></td>
<td>Visits to schools</td>
<td>Additional small group visits / taster groups</td>
</tr>
<tr>
<td>Taster lessons in secondary school;</td>
<td>Use of Transitional materials – SEAL, Big School;</td>
<td>Visits to meet named staff-tutors;</td>
</tr>
<tr>
<td>Links with KS3 children and young people;</td>
<td>Individual child or young person interviews;</td>
<td>Video journey through new school;</td>
</tr>
<tr>
<td>Letter from previous year’s cohort;</td>
<td>Passport to success;</td>
<td>Photographic scrap book;</td>
</tr>
<tr>
<td>Joint activities with feeder schools-</td>
<td>Differentiated bridging units;</td>
<td>Involvement with outside agencies;</td>
</tr>
<tr>
<td>sports days, away days, etc;</td>
<td></td>
<td>Develop friendship / peer support groups;</td>
</tr>
<tr>
<td>Children and young people develop Record of Achievement;</td>
<td></td>
<td>Peer tutoring link Y6-Y7;</td>
</tr>
<tr>
<td>Bridging Units;</td>
<td></td>
<td>Support for bridging units;</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td>Summer Holiday projects;</td>
<td></td>
</tr>
<tr>
<td>Summer Schools;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booster Lessons;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Y7</strong></td>
<td>Whole class Circle Time;</td>
<td>Group Circle Time;</td>
</tr>
<tr>
<td>Foundation programme taught by single teacher;</td>
<td>Extended Post Transfer induction programmes;</td>
<td>Individual counselling;</td>
</tr>
<tr>
<td>Peer shadowing;</td>
<td>Liaison with external agencies;</td>
<td></td>
</tr>
<tr>
<td>Mentoring or peer tutoring by older child or young person;</td>
<td>Study buddies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue links between Primary and Secondary to follow-up support of Yr 7 children and young people;</td>
<td></td>
</tr>
</tbody>
</table>
The Inclusion Development Programme

The National Strategies are responsible for taking forward the commitment made in the DfES publication Removing Barriers to Achievement, by providing continuing professional development (CPD) to all mainstream practitioners, to increase their confidence and expertise in meeting high incidence SEN in schools. This commitment has resulted in the development of the Inclusion Development Programme (IDP) – a four year training programme. In the first year, the focus was on identifying and addressing barriers to learning for children and young people with dyslexia and also those with speech, language and communication needs (SLCN). The guidance in relation to dyslexia has been revised, in light of the Rose Report 2009 and is now available as two separate DVD’s i.e. one for dyslexia and one for SLCN. In addition these are also available as e-learning courses on the DCSF website. The second IDP targets the needs of children and young people with autistic spectrum disorder. This was followed by CPD on supporting children and young people with behavioural, emotional and social difficulties and those with moderate learning difficulties.

The main difference between the IDP and other National Strategy interventions and resources is the expectation that all school practitioners in mainstream settings undertake and complete it. It is however, not statutory.

The programme is accessed through e-learning and the intention is that it is a process driven by Head teachers and leadership teams. Primary and secondary IDP resources have been made available on a DVD and on the National Strategies website [http://nationalstrategies.standards.dcsf.gov.uk/](http://nationalstrategies.standards.dcsf.gov.uk/). These include video exemplifications, a glossary, a library of resources, links to previous National Strategies resources associated with school improvement and a range of materials published to support dyslexia and SLCN.

The process begins with self-evaluation audits (available at [http://preview.tinyurl.com/5meewh](http://preview.tinyurl.com/5meewh)). All staff are encouraged to complete these in order to baseline confidence and competence in addressing the needs of children and young people with dyslexia and SLCN. The audit uses the National Strategies’ four levels of judgement; focusing, developing, enhancing and establishing.

The audits require evidence to be identified in nine categories to justify judgements made. The accompanying publication suggests that: ‘ideally, the self evaluation will be carried out as a whole school activity, where staff jointly consolidate what they consider to be good evidence and establish key opportunities for collecting this’.

When the audit has been completed, the Head teacher and leadership team are encouraged to gather this data to develop an IDP action plan identifying action needed to increase and evidence staff learning.
Flow Diagram – Specialist Teacher Routes to Achieving an SpLD Assessment Practising Certificate

**Route 1**

You have a postgraduate qualification in SpLD*

You apply for membership of professional body and a Practicing Certificate

Accepted

You have membership of professional body

You apply for a Practising Certificate in SpLD Assessment valid for 3 years

You will renew your Practicing Certificate registration by providing evidence of Continuing Professional Development (CPD) every 3 years

**Route 2**

You have relevant training and experience in SpLD assessment, but your qualification does not automatically entitle you to membership of professional body

You apply for membership of professional body and a Practicing Certificate through APL/APE

Not Accepted

You refer to guidance on training (see website)

**Route 3**

You have SpLD specialist teacher training but no training in the use of psychometric tests.**

You apply for membership of professional body and a Practicing Certificate

You complete training to match your needs and gives entitlement to membership of professional body

On successful completion of training, you are now eligible to apply for membership and a Practising Certificate

**Route 4**

You have no SpLD specialist training

You apply for membership of professional body and a Practicing Certificate through APL/APE

Accepted

You have membership of professional body

You refer to guidance on training (see website)

---

*Post-graduate qualification with practical elements in teaching and assessment such as the OCR/RSA Diploma (SpLD), or equivalent qualification, e.g. qualifications meeting requirements for AMBDA (Associate Membership of the British Dyslexia Association) are suitable for this purpose.

**Qualification with practical elements in teaching such as the OCR/RSA Certificate (SpLD), or equivalent qualification. Qualifications meeting requirements for BDA ATS (Approved Teacher Status of the British Dyslexia Association) are suitable for this purpose.

*Taken from SpLD Working Group 2005 – DfES Guidelines*
<table>
<thead>
<tr>
<th>Work-based learning</th>
<th>Professional Activity</th>
<th>Formal/educational</th>
<th>Self-directed learning</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning by doing:</td>
<td>● Involvement in a professional body.</td>
<td>● Courses.</td>
<td>● Reading journals / articles.</td>
<td>● Public service.</td>
</tr>
<tr>
<td>● Coaching from others.</td>
<td>● Mentoring.</td>
<td>● Attendance at conferences.</td>
<td>● Progress files.</td>
<td></td>
</tr>
<tr>
<td>● Discussion with colleagues.</td>
<td>● Examiner.</td>
<td>● Submission and publication of books / articles / papers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Peer review.</td>
<td>● Tutor.</td>
<td>● Seminars.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Gaining and learning from experience.</td>
<td>● Branch meetings.</td>
<td>● Distance learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Involvement in wider work of employer e.g. representative on a committee.</td>
<td>● Organisation of journal clubs or other specialist groups.</td>
<td>● Courses accredited by professional body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Shadowing secondments.</td>
<td>● Maintenance of and / or developing specialist skills.</td>
<td>● Planning or running a course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Job rotation.</td>
<td>● Expert witness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Journal club.</td>
<td>● Membership of other professional bodies / groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● In-service training.</td>
<td>● Presentation at conferences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Visits to other departments and reporting back.</td>
<td>● Research supervision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Role expansion.</td>
<td>● National assessor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Completion of self-assessment questionnaires.</td>
<td>● Appointment to a promoted post.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Project work / management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specific guidance on appropriate CPD must be sought from the relevant professional body.
Taken from SpLD Working Group 2005 – DfES Guidelines

Taken from SpLD Working Group 2005 – DfES Guidelines
# Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>Words which begin with the same sound / phoneme (not necessarily the same letter) e.g. free phone, running rats in races</td>
</tr>
<tr>
<td>ALK cards</td>
<td>Active Literacy Kit Cards. They form part of the Reading Intervention resource pack – alphabet / picture cards.</td>
</tr>
<tr>
<td>Ascender</td>
<td>Used in the description of handwriting to denote the height and upward direction of the letter stroke. Descender – downward direction of a stroke.</td>
</tr>
<tr>
<td>Auditory</td>
<td>To do with hearing e.g. auditory memory.</td>
</tr>
<tr>
<td>Blend</td>
<td>The process in reading whereby children and young people combine phonemes / sounds into words.</td>
</tr>
<tr>
<td>Cloze</td>
<td>An exercise where words are missed from a passage for the children and young people to fill in. Used as an assessment tool for understanding / comprehension.</td>
</tr>
<tr>
<td>Compound word</td>
<td>A word made up of two other word e.g. foot ball.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>The level of understanding of the text</td>
</tr>
<tr>
<td></td>
<td>● Literal – surface details of the text, retelling a story.</td>
</tr>
<tr>
<td></td>
<td>● Inferential – the reader can read meaning within the text which has not been explicitly mentioned.</td>
</tr>
<tr>
<td></td>
<td>● Evaluative – the reader can offer an opinion on the text;</td>
</tr>
<tr>
<td>Consonant</td>
<td>All letters of the alphabet except vowels (a,e,i,o,u).</td>
</tr>
<tr>
<td>Consonant blend</td>
<td>2 separate consonant phonemes at the beginning or end of a word (or syllable) e.g. ‘fl’ in flag; ‘ft’ in left NB they are two separate phonemes.</td>
</tr>
<tr>
<td>Consonant digraph</td>
<td>A phoneme represented by 2 letters e.g. ch, sh, th, ph, wh.</td>
</tr>
<tr>
<td>Cue</td>
<td>In reading children and young people may use a variety of cues to help them with the text e.g. contextual, grammatical, graphic or phonological.</td>
</tr>
<tr>
<td>Decode</td>
<td>In reading tasks to interpret the symbols on the page into spoken words or sounds.</td>
</tr>
<tr>
<td>Digraph</td>
<td>2 letters representing one sound / phoneme e.g. sh, sh, th, ai, ee.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>The ability to notice the difference between two sounds which may be similar e.g. t/d p/b.</td>
</tr>
<tr>
<td>Diagnostic</td>
<td>An activity or process which will give the teacher information for their future planning.</td>
</tr>
<tr>
<td>Expressive language skills</td>
<td>These refer to a collection of skills that can be observed in a person e.g. a person’s ability to express his / her thoughts / needs / ideas etc verbally: a person’s communication skills; a person’s ability to reason using language (verbal reasoning).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expressive vocabulary</td>
<td>The words a person can explain the meaning of.</td>
</tr>
<tr>
<td>Genre</td>
<td>This term refers to different types of writing, each with own specific characteristics which relate to origin (legend / folk tale) or reader interest area.</td>
</tr>
<tr>
<td>Grapheme</td>
<td>Written representation of a sound; may consist of 1 or more letters</td>
</tr>
<tr>
<td>Guided reading</td>
<td>Classroom activity in which children and young people are taught according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.</td>
</tr>
<tr>
<td>Homonym</td>
<td>A word with the same spelling or pronunciation as another, but with different meaning or origin.</td>
</tr>
<tr>
<td>Kinaesthetic</td>
<td>Involving tactile and motor memory experiences.</td>
</tr>
<tr>
<td>Mnemonic</td>
<td>Device to aid memory, e.g. to learn particular spelling patterns or spellings: <em>I Go Home Tonight</em>; There is a <em>rat</em> in <em>separate</em>.</td>
</tr>
<tr>
<td>Modelling</td>
<td>In literacy, this refers to demonstration of an aspect of reading or writing by an expert for learners. This would support direct instruction.</td>
</tr>
<tr>
<td>Multi-sensory</td>
<td>Using visual, auditory and kinaesthetic strategies for teaching and learning.</td>
</tr>
<tr>
<td>Onset</td>
<td>The onset of a word or syllable is the initial consonant of consonant cluster: <em>clang</em>; <em>trike</em>; <em>sun</em>. Some words or syllables have no onset; <em>or</em>; <em>use</em>; <em>out aw/ful</em>; <em>in/side</em>. See: <em>rime</em>.</td>
</tr>
<tr>
<td>Orthography</td>
<td>The written form of a language; English orthography is especially complex sometimes referred to as being ‘dense’, compared with e.g. Finnish, which is said to have a ‘transparent’ or ‘shallow’ orthography. The reason for the complexity of written English is that the 44 separate sounds in the language are represented by an inconsistent, complex code using the 26 letters of the alphabet.</td>
</tr>
<tr>
<td>Phoneme</td>
<td>The smallest unit of sound in a word. There are approximately 44 phonemes in English. A phoneme may be represented by one, two, three or four letters: <em>to</em>, <em>shoe</em>, <em>through</em>.</td>
</tr>
<tr>
<td>Phoneme Blending</td>
<td>Blending phonemes together to make a word e.g. ‘d’..‘o’..‘g’ = dog. Phoneme blending is essential for learning to read.</td>
</tr>
<tr>
<td>Phoneme Grapheme Correspondence</td>
<td>Being able to say the correct phoneme (sound) for each grapheme: being able to write the correct grapheme when they hear a phoneme.</td>
</tr>
<tr>
<td>Phoneme Frame</td>
<td>A series of boxes used when children and young people are segmenting phonemes (sounds) in words. Sometimes known as the Elkonin box.</td>
</tr>
</tbody>
</table>
### Phoneme Segmentation
Segmenting a word into its separate phonemes (sounds)
e.g. fox = ‘f’..‘o’..‘x’

Phoneme segmentation is essential for learning to spell.

### Phonics
Knowledge of letter sounds. A phonic approach to reading is based on teaching the letter sounds and then supporting the child and young person to blend the sounds.

### Phonic Skills
Knowledge of the symbols used to represent phonemes (sounds); reading and spelling vc, cvc, ccvc, cvcc words and word containing vowel digraphs.

### Phonological awareness
Awareness of sounds within words – demonstrated for example in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds. An awareness that our language is made up of the words and that each word is made up of separate sounds (phonemes).

### Phonological Skills
- **Alliteration** – being able to detect / discriminate the first sound in words.
- **Discriminating beginning**, middle and end sounds in words (‘ungluing’ sounds in words).
- **Blending and segmenting phonemes.**
- **Phoneme deletion** e.g. crest without the ‘c’ is rest; tramp without the ‘p’ is tram.

### Phonological Memory
Coding information phonologically (i.e. by sound) for temporary storage in the working (short-term) memory. This involves the phonological loop, which provides a brief exact storage of auditory information. A weak **phonological memory** may impede the reading of longer words; complex sentences; understanding longer texts and more complex instructions; it may also interfere with the development of narrative skills.

### Prefix
A prefix is a letter or group of letters placed at the beginning of a root word to change the way in which that word can be used; e.g. prefixes de, im, ex can be added to root word press to make depress, impress, express.

### Pure Sounds
Saying consonant phonemes (sounds) without an ‘uh’ (schwa).

To remember the pure sound, think of a word that **ends** in that sound e.g. for ‘b’, think of rub; if it had an ‘uh’ it would be rubber.

This works for all consonants except ‘w’, ‘y’ and ‘qu’; for these consonants, you must think of a word that **starts** with these sounds, in order to isolate the pure sound e.g. when, wish; yes, yap; queen, quiet.
### Rapid Naming
Rapid naming e.g. of colours, objects, digits and letters, requires efficient retrieval of phonological information from the long-term memory. Individuals who perform poorly on rapid naming tasks are likely to have difficulty reading fluently.

N.B. Rapid naming requires speed and processing of **visual**, as well as phonological information.

### Reading Intervention
A programme combining reading and phonological training developed from Reading Recovery by Peter Hatcher. Utilises the Sound Linkage book.

### Reading Recovery
A reading programme devised by Marie Clay 1985.

### Receptive vocabulary
A person’s knowledge of word meanings (lexicon).

### Rime
The part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: at in *car*; orn in *horn*; ow in *cow*. Some words consist of rime only; or, ate, eel. See: **onset**.

### Searchlights
Searchlight model for reading. (See National Literacy Strategy Information).

### Segment
To break a word or part of a word down into its component phonemes, for example: *c-a-t; ch-a-t; ch-ar-t; g-r-ou-n-d; s-k-i-n*.

### Semantic Fluency
This refers to the ability to produce categories of information verbally, in response to a verbal cue e.g. ‘In 30 seconds, name as many animals as you can think of’. It is not a phonological skill. Instead, it is tapping into the use of language and provides evidence about how the individual is storing and retrieving learned information.

### Shared reading
In shared reading the teacher, as an expert reader, models the reading process by reading the text to and with the learners.

### Simultaneous Oral Spelling
A spelling programme devised by Bradley and Bradley 1985.

### Sound Linkage
A phonological programme devised by Peter Hatcher and used in Reading Intervention.

### Suffix
A suffix is a letter or group of letters added to the end of a root word to change the way that word is used in a sentence e.g. suffixes *ed, ing, ful* can be added to root *word play* to make *played, playing, playful*.

### Syllable
Each beat in a word is a syllable. Words with only one beat (*cat, fright, jail*) are called monosyllabic; words with more than one bear (*super, coward, superficiality*) are polysyllabic.

### Synthetic phonics
This is an approach to teaching early literacy skills involving teaching ‘pure sounds’ to children and young people, a few at a time and then teaching them how to blend (synthesise) those sounds into words (the basis of early reading); it also involves teaching children and young people that words can be segmented into separate sounds (the basis of early spelling).
<table>
<thead>
<tr>
<th>Trigraphs</th>
<th>Three letters representing one sound / phoneme e.g. eau, ing, ous, igh, nth, sch, scr, shr, spl, spr, squ, str, thr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voiced consonants</td>
<td>Consonant phonemes that require the voice box to be ‘switched on’.</td>
</tr>
<tr>
<td>Unvoiced consonants</td>
<td>Consonant phonemes that are spoken without the voice box being used e.g. c, k, f, h, p, s, t, x, sh, ch, th.</td>
</tr>
<tr>
<td>Visual</td>
<td>To do with sight, for example, visual memory.</td>
</tr>
<tr>
<td>Vowel</td>
<td>a, e, i, o, u. A phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (maid) or a combination of vowels and consonants (start; could). The letter y can sometimes act as a vowel as in my. A phoneme (sound) which is always voiced and in which the vocal cavity does not impede the air flow; there are 20 vowel sounds in the English language. Short vowel: vowel sound as in words such as mat, pet, pin, dog, bus; this can be denoted by a breve (smiley face!) above the vowel. Long Vowel: vowel sound as in words such as mate, Pete, pine, bone, abuse i.e. where the vowel 'says its name'; this can be denoted by a macron (straight line)</td>
</tr>
<tr>
<td>Vowel Graphemes</td>
<td>How the vowel sounds are written down; this includes vowel diagraphs (e.g. play), vowel trigraphs (e.g. light)</td>
</tr>
<tr>
<td></td>
<td>Alternative vowel graphemes: alternative ways of writing the same vowel sound e.g. ‘ay’ in play ‘ai’ in rain; a…e in make ‘eigh’ in eight.</td>
</tr>
<tr>
<td>Working memory</td>
<td>A system by which a small amount of information is held in ‘memory’ for a short time while simultaneously processing the same or other information.</td>
</tr>
</tbody>
</table>
Useful Websites

- www.acceleratedlearning.co.uk
- www.actiondyslexia.co.uk
- www.bbc.co.uk
- www.bdadyslexia.org.uk
- www.beingdyslexic.co.uk
- www.channel4.com
- www.cumbriagfl.org.uk
- www.desktoppublications.co.uk
- www.dyslexiaaction.org.uk
- www.dyslexiacentre.co.uk
- www.dfes.gov.uk/readwriteplus/
  understandingdyslexia
- www.dyslexiahelp.co.uk
- www.dyslexic.com
- www.dyslexic.org.uk
- www.spellzone.com
- www.gavinreid.co.uk
- www.iamdyslexic.com
- www.iansyst.co.uk
- www.inclusive.co.uk
- www.interdys.org.uk
- www.ldonline.org.uk
- www.learning-works.org.uk
- www.leics.gov.uk/lgfl
- www.nasen.org.uk
- www.optimal-learning.net
- www.patoss.org.uk
- www.reachlearningcenter.com
- www.redroseschool.co.uk
- www.sparklebox.co.uk
- www.teachit.co.uk
- www.thedyslexia-spldtrust.org.uk
- www.thegrid.org.uk
# Reading List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author / Supplier</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Dyslexia Friendly Schools</td>
<td>British Dyslexia Association</td>
<td>1998</td>
</tr>
<tr>
<td>The Mathematical Brain</td>
<td>Butterworth B</td>
<td>1999</td>
</tr>
<tr>
<td>Dyscalculia Guidance</td>
<td>Butterworth B &amp; Yeo D</td>
<td>2004</td>
</tr>
<tr>
<td>Use your Head</td>
<td>Buzan T</td>
<td>2006</td>
</tr>
<tr>
<td>Mind Maps for Kids</td>
<td>Buzan T</td>
<td>2005</td>
</tr>
<tr>
<td>Dealing with Dyscalculia: Sum Hope</td>
<td>Chinn S</td>
<td>2007</td>
</tr>
<tr>
<td>What to do when you can't learn the times tables</td>
<td>Chinn S</td>
<td>1999</td>
</tr>
<tr>
<td>Mathematics for Dyslexics</td>
<td>Chinn S &amp; Ashcroft R</td>
<td>1997</td>
</tr>
<tr>
<td>Letters and Sounds</td>
<td>DCSF</td>
<td>2007</td>
</tr>
<tr>
<td>Learning and Teaching for Dyslexic Children</td>
<td>DfES</td>
<td>2005</td>
</tr>
<tr>
<td>Specific Learning Difficulties in Mathematics</td>
<td>El Naggar O</td>
<td>2007</td>
</tr>
<tr>
<td>The Effective Teachers guide to dyslexia and Other Specific Learning difficulties</td>
<td>Farrell M</td>
<td>2005</td>
</tr>
<tr>
<td>Dyslexia in the Early Years: Practical guide to teaching and learning</td>
<td>Hartas D</td>
<td>2005</td>
</tr>
<tr>
<td>Removing dyslexia as a barrier to Achievement</td>
<td>McKay N</td>
<td>2006</td>
</tr>
<tr>
<td>Teaching Children with Dyslexia</td>
<td>Ott P</td>
<td>2005</td>
</tr>
<tr>
<td>How to detect and manage Dyslexia</td>
<td>Ott P</td>
<td>1997</td>
</tr>
<tr>
<td>Dyslexia: Successful Inclusion in the Secondary School</td>
<td>Peer L &amp; Reid G</td>
<td>2001</td>
</tr>
<tr>
<td>Day to Day Dyslexia in the Classroom</td>
<td>Pollock J</td>
<td>2004</td>
</tr>
<tr>
<td>Dyslexia and Inclusion</td>
<td>Reid G</td>
<td>2005</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>Reid G</td>
<td>2007</td>
</tr>
<tr>
<td>100 Ideas for Supporting Children and Young People with Dyslexia</td>
<td>Reid G &amp; Green S</td>
<td>2007</td>
</tr>
<tr>
<td>Dyslexia and Literacy</td>
<td>Reid G &amp; Wearmouth J</td>
<td>2002</td>
</tr>
<tr>
<td>Grasping the Nettle – How Dyslexics Learn</td>
<td>Saunders K &amp; White A</td>
<td>2002</td>
</tr>
<tr>
<td>Dyslexia, Speech and Language</td>
<td>Snowling M &amp; Stackhouse J</td>
<td>2005</td>
</tr>
<tr>
<td>Supporting Children with Dyslexia</td>
<td>Squires G &amp; McKeown S</td>
<td>2003</td>
</tr>
<tr>
<td>Dyslexia in Practice</td>
<td>Townend J &amp; Turner M</td>
<td>2000</td>
</tr>
</tbody>
</table>
Specific Learning Difficulties Guidance (Revised Dyslexia Handbook)

Section 2

School Staff Handbook

Practical Strategies

All children will benefit from learning in a ‘dyslexia friendly’ environment

“If they can’t learn the way we teach, we must teach the way they learn”

(H Chasty 1987)
Section 2 .................................................................................................................. 129
Strategies and Interventions .................................................................................. 132

A Dyslexia Friendly Environment ........................................................................... 133
The Dyslexia Friendly Classroom .......................................................................... 134
Support Strategies for Classrooms ........................................................................ 138

Teaching Strategies ............................................................................................... 139
Multi-Sensory Teaching ......................................................................................... 140
Ideas for Supporting Memory ................................................................................ 142
Practical Strategies for Supporting Organisation .................................................. 143
Suggestions for Teaching and Learning Strategies with Key Visuals and Graphic Organisers .......................................................... 144
Study Skills ........................................................................................................... 145

Reading .................................................................................................................. 147
Strategies to Support Reading ................................................................................. 148
Paired Reading for School Staff ............................................................................ 152
Paired Thinking to Support Reading .................................................................... 153
Worksheet Adaptations and Readability ................................................................ 154
Visual Stress and Dyslexia ..................................................................................... 155

Phonological Awareness ....................................................................................... 157
Assessing the Development of Phonological Awareness ...................................... 158
Games for Phonological Skill Development .......................................................... 159

Writing .................................................................................................................... 163
Strategies to Support Writing ................................................................................ 164
Strategies to Support Written Work ...................................................................... 174
The Language Experience Approach ................................................................... 175
Note Taking, Note Making .................................................................................... 176
Using Whiteboards to Improve Writing ................................................................ 178
Use of ICT to Support Children and Young People with SpLD (Dyslexia) .......... 179
Proof Reading ...................................................................................................... 182
Strategies and Interventions

Many children and young people’s needs can be met by the class teacher, through effective Quality First teaching, using differential questioning, multi-sensory approaches and alternatives to pencil and paper activities.

For further research-based, structured interventions see ‘What works for Children and Young People with Literacy Difficulties?’ by Greg Brooks, which is free to download from the DCSF Publications website.

Some children and young people may require (in order to make progress), some additional support of guided reading and writing sessions in small groups with the class teacher or teaching assistant. However a few children and young people will require individual support by a teacher with specialist knowledge. These children and young people will benefit from a personalised programme that is structured, cumulative, sequential and multi-sensory. In section 2, there are suggestions of strategies and interventions at Wave 1, 2 and 3.
A Dyslexia Friendly Environment
Dyslexia Friendly Classrooms
(A Whole School Approach)

- An integral part of an inclusive, dyslexia friendly school is the dyslexia friendly classroom.
- A dyslexia friendly classroom enables children and young people to adopt different routes to learning and achievement and offers a variety of approaches to recording.
- Planning is suitably differentiated and children and young people are appropriately supported.
- A dyslexia friendly classroom has an ethos where children and young people feel able to take risks, make mistakes and support each other's learning.
- A dyslexia friendly classroom supports all children and young people to access a broad and balanced curriculum.
- Multi-sensory approaches are evident.
- All resources are well labelled and appropriately differentiated and readily available.
- Assessment for learning (AfL) principles are evident.
- A dyslexia friendly classroom enables all children and young people to make progress.

Additional information on the Dyslexia Quality Mark can be found in section 3

Dyslexia Friendly Environment

Physical Environment

- The room is well ventilated and at an appropriate temperature.
- The room is well lit ideally with natural light.
- Children and young people with dyslexic difficulties are placed near to the front of the class within easy view of the teacher where eye contact can be readily made and visual signs and signals can be seen.
- Children and young people are positioned so that they have clear view of their board.
- Children and young people have sufficient space to accommodate their work, particularly left-handers.
- Groupings are arranged so that children and young people with dyslexic difficulties can work alongside academic well motivated children and young people.
- Children and young people with dyslexic difficulties are supported (buddy, resources, adult) so that they can work at their appropriate cognitive level.
- Sources of equipment / resources are clearly labelled (colours, words, pictures and symbols) and resources are always kept in the same place.
- Key words / vocabulary are placed strategically around the classroom to support current topics.
● Desk top aids are available and their use encouraged.
● The classroom is as quiet as possible for academic lessons so that children and young people can differentiate the teachers voice.
● Movement around the classroom is minimised to avoid visual disturbance.
● Organisational skills are supported by strategically placing plans, lists, visual colour timetables, etc.
● Curriculum displays in the classroom show key topic words, learning aims and dates for completion of projects / work.

Teaching
● Clear objectives are stated at the start of the lesson.
● Links are made to previous learning.
● Priority points and / or new / key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays etc.
● The teacher utilises a multi-sensory approach for all learning points throughout the session, taking into account all learning styles.
● There is a minimum requirement for a dyslexic child and young person to record / copy information from the board or from books.
● Teacher notes / handouts that contain learning points are readily available for children and young people.
● Children and young people are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.
● Alternative methods of recording are used (ICT, tape recorders etc).
● All children and young people are actively encouraged to make verbal contributions and take part in discussions.
● Dyslexic children and young people are not made to read or write in front of the class.
● Resources / handouts are tailored to meet the needs of dyslexic children and young people.
● Collaborative working is encouraged including group work, sharing of notes, learning buddies, etc.
● The pace of the lesson should take into account the needs of learners with time built in for thinking time / brain breaks.
● Frequent and effective use is made of questioning both open and closed to check understanding.
● Children and young people are not expected to multi-task and tasks are clearly demarcated as looking, listening and writing with an equal balance of such tasks being evident.
● The lesson follows a logical sequence with each learning point leading from the previous. Links between these learning points are frequently reinforced and made explicit.
● Children and young people are encouraged to ask questions and make oral contributions. Additional time is allowed within sessions for dyslexic children and young people to process information and for reading and writing.
● Key points are reinforced and highlighted both orally and visually.
- Effective use is made of colour, visual aids, etc, within presented information to highlight key points.
- Instructions and information are broken down into small steps with no more that 3 clear pieces of information being given at one time.
- Checks of understanding are made at each stage of information given.
- Handouts conform to dyslexia friendly guidelines.
- Positive and constructive feedback is given to children and young people at appropriate intervals.
- Homework tasks are clearly explained and homework instructions are written down for dyslexic children and young people. (Homework is not set in the last few minutes of the session).
- Marking criteria are clearly explained. Content rather than presentation should be the focus.
- There is recap of the objectives and key learning points at the end of the session.
# The Dyslexia Friendly Classroom

## Timetables
Visual timetables will support organisation, reduce anxiety and keep children focused. For KS1 children a daily timetable may be more appropriate.

## Instructions
- When giving verbal instructions, try and limit them to no more than two at a time.
- Allow dyslexic children and young people plenty of time to process instructions and information – don’t rush them!
- Make sure you have eye contact when giving instructions and ask the pupil to repeat them afterwards to make sure they fully understand what it is they are required to do.
- Say the instructions in the right order.
- Speak slowly and deliberately.

## Handouts
- Use pastel colours rather than white.
- Use Arial or Comic Sans (size 14).
- Avoid busy worksheets.
- Keep simple and logical progression.
- Check readability.

## Dyslexia Friendly Environment
- **Seating**
  - Seat where support can be accessed.
  - Seat where whiteboard can be seen easily.
  - Seat away from distractors.
  - Seat left hand children to left side of right handed children / adults.
  - Seat next to buddy – helpful role model.
  - Group according to requirements of the task, not by literacy level.
  - Check chair and table are appropriate height.

- **Displays**
  - Labelling of resources with pictures and words.

- **Timetables**
  - Display boards support learning by providing prompts and reminders of work that has been covered.

- **Labels**
  - Labelling of resources with pictures and words.

- **Colour Coding**
  - Use colour to distinguish between ideas and highlight key information e.g.
    - Yesterday it was Tuesday 25th March 2003
    - Today it is Wednesday 26th March 2003
    - Tomorrow will be Tuesday 27th March 2003

- **Writing on the board**
  - When giving large amounts of copying, use handouts.
  - Ensure writing is clear and large.
  - Finish the sentence with a red full stop to draw attention to punctuation.
  - Leave spaces between lines.
  - Use alternative colours to separate sentences.
  - Never wipe the board clean before everyone has finished copying.
Support Strategies for Classrooms

- Paste into books
- Provide photocopies / transcripts
- Minimise copying
- Expect 80% accuracy
- Check readability of test
- Take up time
- Give ‘thinking time’
- Say ‘Hands down, I’ll choose’ to allow all children and young people opportunity to answer

- Avoid black font on white background
- Use pastel shades for worksheets

- “Non traditional” recording + assessment opportunities
- Use of Mind Maps

- Paired Reading
- Organise Peer Tutoring
- Paired Writing
- The right to pass
- All pupils invited to read out loud
- Able to pass
Teaching Strategies
## Multi-sensory Teaching

<table>
<thead>
<tr>
<th>Preferred learning style</th>
<th>Ability to learn through</th>
<th>Useful activities to support learning</th>
</tr>
</thead>
</table>
| **Visual Learner**       | ● Recalling visual images.  
                          ● Photographic memory.  
                          ● Use pictures to aid learning.  
                          ● Identifying information quickly using skimming and scanning to aid process. | ● Use colour to highlight text.  
                          ● Use picture, wall charts, diagrams, flowcharts, video, computers, graphs and displays.  
                          ● Identify keywords on coloured ‘post-it’s’.  
                          ● Use mind-mapping and concept mapping with colour.  
                          ● Bring in imagination and fantasy.  
                          ● Incorporate art, design and technology. |
| **Auditory Learner**     | ● Listening (may need to be focused).  
                          ● Listening and selecting from information both given and received.  
                          ● Grasp meaning from information that is given verbally.  
                          ● Can recall what has been said. | ● Talk over work with ‘buddy’ or in a group.  
                          ● Tape notes and play them back.  
                          ● Listen to music while learning.  
                          ● Report work out loud (when appropriate).  
                          ● Use rhyme or raps for learning.  
                          ● Use ICT software with speech. |
| **Kinaesthetic Learner** | ● Working in 3D.  
                          ● Making things.  
                          ● Drawing things.  
                          ● Develop ideas using concrete objects. | ● Tracing, construction, hands on learning.  
                          ● Use of ICT.  
                          ● Simulation, role play, drama and mime.  
                          ● Dance, PE, ‘Brain Gym’.  
                          ● Action rhymes and movement.  
                          ● Trips and visits. |
Children and young people can also provide us with some clues about how they learn. There are certain characteristic eye movements and language associated with different learning styles. The following might be useful:

<table>
<thead>
<tr>
<th></th>
<th>When remembering: eye movement upwards and to the left when accessing information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When imagining: eye movement upwards and to the right.</td>
</tr>
<tr>
<td></td>
<td>Language used: I see what you mean, I can picture that, I can’t quite picture that, just imagine. That looks like a good idea.</td>
</tr>
<tr>
<td>Visual Learner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When remembering: eye movement level and to the left accessing remembered sounds.</td>
</tr>
<tr>
<td></td>
<td>When imagining: eye movement level to the right anticipating how to say things.</td>
</tr>
<tr>
<td></td>
<td>Language used: I hear what you say, sounds good, suddenly it clicked, that rings a bell.</td>
</tr>
<tr>
<td>Auditory Learner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eye movement downward and to the right when accessing feelings.</td>
</tr>
<tr>
<td></td>
<td>Eye movement downward and to the left – talking through ideas with self.</td>
</tr>
<tr>
<td></td>
<td>Language used: this feels right to me, I’ve got the hang of this.</td>
</tr>
<tr>
<td>Kinaesthetic Learner</td>
<td></td>
</tr>
</tbody>
</table>

See Appendix 2 for a learning channels pupil questionnaire
Ideas for Supporting Memory

In the Classroom

- Give instructions at a steady pace and make sure you have undivided attention.
- Keep instruction to a minimum and check he / she has heard them correctly. It helps to ask for the instruction to be repeated (verbal rehearsal).
- Try to avoid giving important instruction if he / she is tired, anxious or hurrying to finish something (homework).
- Teach the style of verbal rehearsal of information needed for a short while such as when taking a message.
- When asking questions give ‘thinking time’ for answers.
- Allow self talk of words quietly to himself / herself when copying from a book or the board. Mouthing the words helps if he / she is reluctant to say them. This can also help when reading text for information.
- Show as well as tell how to do something.
- Have him / her sit near you during shared activities and attract his / her attention to the part being discussed by pointing to it frequently.

- Make sure instructions for homework are written down correctly and include what equipment may be needed to complete it.
- Provide a ‘Dyslexia Friendly’ visual timetable – use pictures to represent the lesson topic, e.g. a pyramid for history, violin for music. Put an enlarged version up for everyone.
- Use colour coding when labelling classroom resources.
- Demonstrate how to organise information into groups, patterns or categories.
Practical Strategies for Supporting Organisation

- Assist children and young people with preparation for the lessons for the next day by discussing equipment required (or writing in diaries / on timetables to remind at home).
- Encourage children and young people to create lists.
- Remind children and young people when occasional equipment is needed.
- Encourage the use of colour-coded diaries, labels and timetables (e.g. blue for PE days to remind children and young people to bring their kit).
- Encourage the regular use of homework planners and use these to communicate with parents as required.
- Provide timetables with subjects, rooms, teaching staff and equipment required clearly marked.
- Ensure all equipment is clearly labelled.
- Establish regular routines and make sure lessons are well structured with clear learning outcomes.
- Encourage planning by talking through the requirements of tasks.
Suggestions for Teaching and Learning Strategies with Key Visuals and Graphic Organisers

● Practising sorting, sequencing and ordering a range of things from objects to information according to different criteria. Encourage children and young people to explain their thinking during these activities.

● Using graphic devices within text, for example highlighting, underlining, arrows to connect ideas, bullets and numbers, and space.

● Demonstration and guided practice of constructing key visuals from text.

● Specific teaching of the language which signals the organisational pattern with opportunities to practise at sentence level where appropriate, for example using ‘so’ and ‘because’ sentences to distinguish between cause and effect.

● Demonstration and guided practice of constructing text from key visuals.

● Provide opportunities to construct visuals that reflect their thinking and understandings. This strategy is particularly powerful where children and young people are required to explain their thinking to others and compare their format with visuals produced from the same text by other groups of children and young people.

Useful website
The graphic organiser website (www.graphic.org) is a useful source of references, articles, templates and links. Taken from Removing Dyslexia as a Barrier to Achievement – Neil Mackay.
Study Skills

While learning, study skills benefit all children and young people. For children and young people who have SpLD it is essential that they learn and use effective study skills. Without these, they will be unable to navigate their way through the problems that dyslexia presents to their learning, leaving such children and young people in significant danger of serious under-achievement.

(i) Why do children and young people need to be taught study skills?

- To support organisation, multi-tasking and sequencing.
- To support children and young people in overcoming reading difficulties.
- To improve time management and allow to work at a faster pace.
- To develop memory skills.
- To help decide what is relevant and what is not.
- To develop presentation skills.
- To help develop effective homework, revision and exam techniques.

(ii) What is the focus of study skills?

Understanding the task through:

- Generating ideas (e.g. through use of ‘cloud bursting’ / ‘brainstorming’).
- Reviewing and evaluating own work (before and after it is marked).
- Selecting the best plan for the task (e.g. how to record / present information).
- Study-reading e.g. surveying (reading all the easy bits), skimming, scanning.
- Research skills.
- Revision and examination techniques.
- Presentation skills.
- Problem-solving (e.g. about how to do a particular task).
Children and young people will require help and encouragement to identify the methods and approaches that are most effective for them as an individual learner. They will need support, therefore, to develop a meta-cognitive awareness of their own learning styles and techniques. Carefully framed questions can promote such an understanding, such as:

Think of a time when you were able to learn and remember some difficult information. Tell me exactly what you did.

How exactly did you learn to remember that difficult word?

What other problems might that style of learning / problem breakdown / task analysis, be useful for?

What is your most effective way of learning? What exactly do you do?

Further information and resources on writing can be found in Appendix 2.
Specific Learning Difficulties (SpLD)

Reading
### Strategies To Support Reading

#### Decoding Skills
- Teach Syllabification.
- Auditory discrimination.
- Chunk words.
- Blending / segmenting.

#### Letters and Sounds
- Implicit teaching.
- Non words.
- Phoneme grids.
- Sound buttons.
- Develop automatic grapheme—correspondence.
- ICT.
- Alphabet Arc.
- Focus on vowel sounds (initially short).

| Whole school reading focus / project. |
| Involvement of parents / community role models. |
| Parent workshops. |
| Peer reading. |
| Involvement of local library (local library projects). |
| Invited authors. |

#### Enjoyment
- Hi-lo Readers. (High interest low reading age)
- Talking Books.
- Check readability of materials.
- ICT / various genre texts.
- Variety, appropriate / wide variety of text.
- Check with children and young people if they mind reading aloud in class.
- Warm up the text by discussing content / pictures etc.
- Paired Reading.

#### Scotopic Sensitivity
- Visual disturbance.
- Coloured overlays.
- Irlen screening.
- Tinted lenses.
- Worksheets on pastel shades.
- Tint background of whiteboard and computer.

| Recognition of whole/ high frequency words |
| Pelmanism (pairs game). |
| Bingo/lotto – word matching. |
| Track and highlight specific words. |
| Use word banks from letters and sounds. |
| Overlearning. |
| Jigsaws. |
| Word shadows / word shapes. |
| Visual discrimination. |

#### Slow rate of reading
- Teach:
  - Skimming.
  - Scanning.
- Use:
  - Highlighter pen.
  - Repetitive word charts.
  - Precision teaching.
  - Paired reading.
  - Timed reading activities.
  - Reading intervention.
  - Develop automatically.
  - Reading ruler.
  - Coloured overlay and ICT.

#### Meaning/comprehension
- Cloze procedure.
- Develop semantic strategies picture clues: prediction, read on and refer back.
- Pre-reading of text.
- Introduce new vocabulary.
- Pay attention to cues i.e. punctuation.

| ICT |
| Talking books. |
| Word Shark. |
| Units of sound. |
| Nessy. |
| Eye Tracking. |
| Letter Olympics. |

| Strategies To Support Reading |
| Strategies To Support Reading |
| Strategies To Support Reading |
| Strategies To Support Reading |

---

**North Yorkshire County Council Children and Young People’s Service**
### Strategies to Support Reading

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Example Resources</th>
</tr>
</thead>
</table>
| 1. To enjoy reading  | • Use comics, joke books.  
• Use interest related books.  
• Use picture books.  
• Use other children and young people’s books, own books.  
• Use plays.  
• Use taped / talking books.  
• Warm up the text e.g. discussing pictures / characters / content etc.  
• Read ‘little and often’.  
• Teach significance of full-stops and commas.  
• Employ adults to model for intonations as well as punctuation.  
• Encourage parents to get involved – reading daily with their child and young person in a quiet, comfortable place.  
• Use frequent praise to reward effort and achievement. | Individualised Reading 1997 by Cliff Moon A Teachers Guide to Readability at KS1 and 2 Reading and Language Information Centre  
Book Bands for Guided Reading  
Reading Recovery National Network  
The NASEN A-Z A Graded list of Reading Books by Mike Hinson & Charles Gaines  
Plays:- Act 1 from LDA, Collins Primary Plays, Take Part Series from Ward Lock, Wellington Squares Plays from Nelson, Junior Usborne Puzzle Books  
Share-a-story from Gollancz  
West Sussex book List  
Recommended for Literacy hour  
Wide Range of material – some high interest / low level e.g. Literacy Links, Headwork, Wolf Hill Oxford University Press Impact Ginn |
## Strategies to Support Reading

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Example Resources</th>
</tr>
</thead>
</table>
| 2. To improve correct identification of high frequency words | - Build automatic sight bank of high frequency words.  
- Self-correct in context.  
- Highlight first letter.  
- Track and highlight specific words.  
- Play games – Snap, Bingo, Pairs, sorting cards into word families. | Primary Literacy Framework Words Lists  
Ann Arbor teaching materials (visual discrimination)  
Word recognition games such as – Find your fish Philip & Tacey  
Race-track games  
Games for sight words and spelling  
Reading and Language Information Centre |
| 3. To address mis-match between low reading age and higher interest level | - Practise regularly with adult (daily if possible).  
- Encourage Shared/Paired reading.  
- Try Language Experience Approach (see page 179). | Jets A & C Black  
Wild Cats Kingscourt  
Impact Ginn  
Skyways Collins Educational  
Eye Witness Readers Dorling Kindersley  
Barrington Stoke  
Dandelion Readers |
| 4. To improve fluency / rate | - Encourage Shared / Paired reading.  
- Teach skimming / scanning / speed reading.  
- Slide finger or use clear plastic strip.  
- Listen to taped stories, with eyes following text.  
- Time activities. | Tracker Taskmaster  
Taped Stories (some available at local libraries) |
| 5. To remediate confusion concerning letter orientation | - Use multi-sensory activities with wooden and plastic letters upper and lower case.  
- Place visual cues on wall / desk.  
- Practise finger-tracing in sand, lentils etc.  
- Finger trace with eyes closed.  
- Collect pictures for sound.  
- Practise saying sound. | Wooden and plastic letters  
Phonic Fold-Outs Literacy Links |
## Strategies to Support Reading

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Example Resources</th>
</tr>
</thead>
</table>
| 6. To improve phonic strategy | ● Develop sound/symbol link.  
● Split longer words into syllables – teach ‘every syllable has a vowel’.  
● Chunk words.  
● Teach phonetic patterns.  
● Onset-Rime training. | Phonic Fold-Ups Prim Ed  
Toe by Toe (Highly structured multi-sensory reading manual) – Keda Cowling Nash & Moon  
Minute a Day Precise Ed  
Spotlight on Words LDA  
Phonological Awareness Training – Jo Wilson  
County Psychological Service, Buckinghamshire County Council  
Spell It! by Patricia Lewis Simon & Schuster Education  
The Phonics Book Stanley Thornes  
Alpha to Omega LDA  
Using Dyslexia cards for spelling patterns |
| 7. To encourage the use of a variety of reading strategies | ● Develop semantic strategies – picture cues, prediction, Cloze, comprehension.  
● Increase sight vocabulary of common words – flash cards, matching games, concept keyboards, computer games.  
● Develop use of syntax – sequencing words within a sentence.  
● Make child or young person’s own check sheet showing range of strategies – e.g. picture; word building; context; first sound, read on – refer back. | Cloze Comprehension (5-8) Prim Ed  
Cloze Encounters Books 1 and 2 Timesavers  
Reading for Meaning Books 1-4  
More Reading for Meaning  
False Teeth and Vampires etc  
Reading Comprehension Cards LDA  
Primary Headwork Series  
Oxford University Press |
Paired Reading for School Staff

Overview

- This was designed for delivery by those not necessarily qualified as teachers and could be teaching assistants or older / more able children and young people.
- An effective Wave 3 intervention that can be used at Wave 1 or 2.
- For children and young people with a sight vocabulary of at least 100 words.
- Child or young person should choose reading material from magazines, books and newspaper (fiction / non-fiction).
- There should be a gap between text tutor can read and tutee struggles with.

5 finger difficulty (to check appropriateness of reading material)

- Spread 5 fingers on any page and touch 5 words.
- Tutor should be able to read all 5 words.
- Should be done on 4 pages and tutor should be able to read all 20 words.
- Tutee should be able to read some of the 20 words.
- Paired reading should take place at least 3 times a week for 30 minutes (20 minutes on task).
- When reading tutee and tutor need to sit side by side.
- Tutor and tutee need to decide on the tutee’s signal when they wish to read alone.

- Tutor needs to match tutee in speed of reading.
- Tutor and tutee should pause quite often to discuss words and pictures.
- If something is not understood (even by tutor) this should be shared with TA or teacher.
- When tutee is reading alone tutor should wait 4 seconds before giving them the word – tutee should repeat the word and then continue reading.
- Tutor should praise tutee.
- If tutee reads word incorrectly and then self corrects within 4 seconds, tutor praises tutee and the latter continues reading.
- If the tutee does not give word within 4 seconds, the tutor provides it and then tutor and tutee go back to reading together until tutee gives signal to read alone.

For information for parents on paired reading, see Appendix 2.
Paired Thinking to Support Reading

- This builds / scaffolds on peer talking and leads to higher order thinking / questioning.
- The biggest gain in progress is seen in the weakest tutees, supported by the weakest tutors.

**Organisation of paired reading / thinking**

- Require large stock of books / magazines.
- Children and young people can be same age or cross key stages.
- Whole class or group of pairs can be involved.
- Difference between age or ability of tutee not too great if tutor is to benefit as well.
- Tutor and tutee should not be best friends – relationship should be carefully considered.
- There should be spare tutors / tutees to cover absences.
- Parental permission should be sought (explain that tutors can gain as much if not more than tutees).
- Need to train tutors and tutees together.
- Children and young people need to be taught how to scaffold / develop higher order questioning.
  - **Before reading** e.g. structure / type of book? Difficulty? Author’s aims?
  - **During reading** e.g. meaning? Prediction? Links? (with other previous books etc).
  - **After reading** e.g. summarise, evaluate, revisit and extend.
- Questions could be on sheets to support children and young people.
- Pairs should be encouraged to practice – 2 books, 1 a little bit too difficult and other too difficult for tutee.
- Time of day needs to be decided – could be during lesson, in break or both (fixed or various).
- Place needs to be decided – could be in leisure / play area.
- Programme can run for 6, 8 or 10 weeks – then needs evaluating.

**Resources**

- Read On project website has free resources – [www.dundee.ac.uk/fedsoc/research/projects/readon](http://www.dundee.ac.uk/fedsoc/research/projects/readon)
Worksheet
Adaptations and Readability

Reading may not come naturally to learners with SpLD (dyslexia). Interpreting text and remembering what has been read can be difficult.

There are measures you can take to present information in an accessible way that will help dyslexic readers to get the most from their reading:

Paper
- A choice of paper should be offered, including white and coloured (such as cream or off-white).
- Use matt paper to reduce glare.
- Ensure paper is high quality.

Font
- Use rounded fonts that mirror cursive handwriting such as Arial, Tahoma or Verdana.
- Use size 12pt or 14pt.

Format
- Break up text with line spacing between paragraphs, headings, text boxes.
- Use short paragraphs and left-justify text.
- Make use of bullet points and numbers.
- Use wide margins and headings.
- Use **bold** to highlight rather than *italics* or underlining.
- Keep leaflets and posters simple with essential information grouped together.
- Make use of alternative ways to represent information (such as flowcharts, mind maps).

Style
- Make sure worksheets are at a suitable reading level.
- Be clear and concise.
- Refer to the reader as ‘you’ to make instructions clearer.
- Use active verbs rather than passive verbs.
- Use short and simple, but well-planned, sentences (15-20 words).
- Use short words.

Text Reading Software
When preparing information for use with text readers:
- Use full stops after headings and bullet points to make the voice pause.
- Don’t use capital letters mid-sentence.
- Avoid the use of signs and symbols such as asterisks.
- Use numbers for menu items.

Readability of Text
Many dyslexic children and young people have difficulties with reading. Check worksheets are clear and at a suitable reading level by:-

a) **Five Finger Rule** – encourage child or young person to let you know if text is unsuitable by adopting the five finger rule (pupil raises finger each time they cannot read a word. If they raise all five fingers when reading one page or passage the text is too difficult).

b) **Online Readability** – copy and paste worksheet content into an online website that will check the readability of their work.

http://www.online-utility.org/english/readability_test_and_improve.jsp
http://www.harrymclaughlin.com/SMOG.htm
Visual Stress and SpLD (dyslexia)

Learners with visual stress or Irlen Syndrome – will experience a range of unpleasant symptoms which limit their ability to successfully process visual information when reading.

These symptoms are caused by dysfunction in visual perception, and can lead to reading and copying difficulties, lack of control of eye movements, fatigue, eye pains, headaches and oversensitivity to written print.

15-20% of the population are thought to suffer visual stress to some extent. Visual stress may be linked to dyslexia and be particularly prevalent in dyslexic learners. However, there is some controversy surrounding this theory, and the two are not always linked: not all children and young people with SpLD (dyslexia) experience visual stress, and not everyone experiencing visual stress has SpLD (dyslexia).

Learners with visual stress may claim that:
- Text is moving or spinning.
- Text is blurry.
- Page appears to be sloping.
- Letters or words appear crowded together.
- Letters appear to be disappearing or moving position.
- Letters appear to be changing size or shape.
- Patterns appear to be running through print.
- The text or background is changing colour / fading.
- Words are difficult to track.
- The page is too bright.

The consequences of these difficulties can be varied. Problems are likely to become more pronounced after viewing texts for extended periods of time. Eye problems – including the need for glasses – must always be ruled out first by carrying out a thorough eye examination.
Signs of visual stress may include:
- moving closer or away from text.
- using fingers or pointers to attempt to track the page.
- reading slowly.
- skipping words or lines.
- becoming restless.
- rubbing the eyes.
- difficulties copying from the board.
- poor layout of work.

Strategies to tackle visual stress include:
- using coloured overlays – colour required varies for individuals – or reading rulers.
- offering learners a choice of cream or white paper.
- using matt paper to reduce glare.
- setting computer and electronic whiteboard screens to off-white.
- keeping text left justified.
- using lower case print rather than joined-up writing.
- making use of alternative ways to represent information (such as flow charts, mind maps).
- using 12pt font size and rounded fonts such as Tahoma or Arial.
- breaking up text – with headings, wide margins, line and paragraph spacing, bullet points, text boxes.
- using bold to highlight rather than italics or underlining.
- keeping sentences short, clear and concise.
- keeping posters and leaflets simple, with essential information grouped together.
- the use of natural lighting where possible.
- simple exercises to train the eye.

Although there is only limited evidence to show the effects of these strategies and they should not be regarded as a ‘cure’, they can help to reduce the difficulties associated with visual stress and improve reading for certain individuals. For example, the use of coloured overlays can improve attention span, reading speed and understanding.
Phonological Awareness
Assessing the Development of Phonological Awareness

These ‘stages’ can be used to assess strength / difficulties as suggested.

**Identification of words in a sentence**
How many words are there in this sentence? My cat is grey

**Identification and manipulation of syllables**
- Syllable blending – can you put these sounds together to make a word? E.g. car-pet.
- Syllable segmentation – can you say this word slowly in its parts? E.g. spider becomes spi-der.
- Syllable counting – how many syllables in crocodile?
- Syllable deletion using compound words – can you say Sunday without sun?

**Phoneme blending**
Can you put these sounds together to make a word?
- c-a-t
- b-oa-t
- s-t-a-n-d

**Identification and supply of rhyming words**
- Do the words heart/cart rhyme?
- Which two words rhyme mad/bed/sad?
- Supply the rhyme – The cat sat on the ---
- Give me a word that rhymes with fox

**Identification and discrimination of phonemes (using stimulus pictures)**
- Initial sounds – tell me the sound you say at the start of this word.
- Final sounds – tell me the sound you say at the end of this word.
- Medial sounds – tell me the sound you say in the middle of this word.

**Phoneme segmentation**
- What sound do you say at the start/end/middle of ‘fish’?

**Phoneme deletion**
- Can you say mouse without the ‘m’?

**Phoneme transposition**
- Can you say this word backwards? E.g. pot-top
- Change round the first sounds of bread and jam – jed and bram

Sound Linkage contains useful teaching strategies to help improve areas where there may be difficulties.
Games for Phonological Skill Development

Phonological Skills which may be practised:

- Rhyme – recognition and production.
- Segmentation – initial sounds/blends; final sounds/blend; vowel sounds / other medial sounds.
- Auditory discrimination and matching.
- Onset-rime.
- Syllable counting.
- Phoneme deletion.

By using pictures, the child or young person must say the word aloud to feel and listen for the relationship. If words are used it becomes an exercise in visual matching.

The Games:

1. Pelmanism

The well-known ‘pairs’ game: pairs of cards are placed face-down on the table (it is easier if they are arranged in lines) and players take it in turn over two cards. If they match he keeps them, but if not they are turned back. The winner is the player with the largest number of pairs when all cards have been turned.

Phonological skill versions:

a) Rhyming pairs (pictures) NB: Do listen carefully and match for sound, not for visual similarity, e.g. bare and wear rhyme, bear and ear do not.

b) Same initial blend; same initial sound; same end sound; same vowel sound. (Pictures again).
2. Dominoes

The object of the game is to get rid of all dominoes by adding them to a line of dominoes on the table. Each player starts with seven, the others being face-down on the table (the pool). The first domino from the pool is turned up to start, then the first player tries to match one of his dominoes to either end of the domino line on the table. Players continue to take it in turns to add a domino to either end of the line. If a player is unable to play in his turn he takes a domino from the pool.

Phonological skill versions:

a) Rhyming pairs (pictures – as previous page).

b) Matching sounds (see (b) on previous page).

c) Onset-rime (using words).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ing</td>
<td>r</td>
</tr>
<tr>
<td>ing</td>
<td>s</td>
</tr>
<tr>
<td>ink</td>
<td>p</td>
</tr>
<tr>
<td>unk</td>
<td>str</td>
</tr>
</tbody>
</table>

d) Phoneme deletion (pictures). Match the domino to the same word with one sound added or taken away. This one is for quite advanced children and young people.

- (leg)
- (spot)
- (pot)
- (hand)
- 2 + 2 =
- (and)
- (egg)
3. Diceless board game
Played using any board e.g. ‘snakes and ladders’ or a home-made race game board. Each player places a counter on the first square. Players take it in turn to pick up a card and carry out the task (e.g. rhyming). If successful, he moves his counter by the number marked on the card. (Cards prepared in advance by the teacher).

4. Beetle
Using any beetle game and prepared tasks on cards, children and young people take it in turn to pick a card from the pile and carry out the task. The number on the card signifies which bit of the beetle may be collected (i.e. six for body, five for head, four for each leg, three for eyes, two for antennae).

5. Dip-in-the-bag
As above, children and young people take it in turn to pick a card from a pile and complete tasks written on it. The reward for success is to dip into the bag and take the number of Lego pieces on the card (the teacher is advised to retain custody of each player’s Lego board until the end of the game.) The winner is the one with the most pieces, but everyone gets the reward of trying to build something with his Lego pieces. (NB this is more fun if the Lego bag includes wheels, windows, people etc.).

Phonological skill version of the previous three games:

NB: The child or young person picks the card from the pile and hands it to teacher to read the question – even if he can read it himself – then he is obliged to listen.

a) Rhyme recognition
Which two rhyme – pot cat hot

b) Rhyme production
Think of a word that rhymes with king

c) Phoneme substitution
Change the first sound in bunk to make part of an elephant. Change the last sound in pen to make something used on washing day.

d) Segmentation
Which sound do you have first in hand? Which blend do you hear at the beginning of spin?

Which vowel sound do you hear in skip? Which sound do you hear at the end of strap?

Numbers (1-6) may be added to the cards in order of difficulty or at random. You could number by categories e.g.

Rhyme recognition 1 Rhyme production 2
First sound 3 First blend 4
Final sound 5 Vowel sound 6
6. Spin it

You need:

● Plastic spinner  
  (Early Learning Centre or Taskmaster)

● Cards, 4” square

● Small cards for single letters  
  (1 ½” x 1 ½” approx)

Aim: to match onset to rime and read words

Example:

<table>
<thead>
<tr>
<th></th>
<th>and</th>
<th>int</th>
</tr>
</thead>
<tbody>
<tr>
<td>est</td>
<td></td>
<td></td>
</tr>
<tr>
<td>end</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>p</th>
<th>sp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>st</th>
<th>n</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>h</th>
<th>c</th>
<th>cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are an enormous number of possible variations on the games described earlier. They may be adapted for reading or spelling tasks, and other commercially produced or home-made games may lend themselves to similar treatments. The key factors in phonological games, apart from competition, success and enjoyment, are that the child or young person should listen and repeat so he hears and feels the sounds being processed.
Writing
Strategies To Support Writing

Proof Reading
- Use key rings and checklist.
- Proof reading partners.
- Coloured pens.
- Write on alternate lines.
- Use coloured paper and pens.
- Use of raised lines.
- Sloping boards.
- Position at the desk or sitting opposite the boards for copying.
- Cursive handwriting.
- Pencil grips.
- Try a range of writing tools.
- Sand paper / foam letters.
- Multi-sensory activities.
- Brain Gym warm ups for handwriting.
- Practice using a word processor.

The Language Experience Approach

Marking
- In a positive way.
- Mark for content, not for spelling or, use two colours; one for content and one for spelling.

Encourage child and young person to verbalise sentence before and during writing

Strategies to Support Writing
- Limit copying from board.
- Use of white board to practice spelling choices with alphabet arc painted on it (where possible).
- Planning grid / brain storming.
- Use aids to support spelling (see spelling chart).
- Paired writing.
- Use VCOP pyramid.

Mismatch between oral and written work
- Writing frames.
- Story plans, templates and storyboards.
- Sentence building.
- Close procedure.
- Magic line writing.
- Sentence starters and stimulus points and phrases.
- Provide key words.
- Provide stimulus i.e. newspaper picture.
- Break task into small chunks.
- Make use of discussion and questioning.

Alternative methods of recording
- Scribe.
- Software.
- Verbal recording i.e. Dictaphone.
- Pictorial recording i.e. mind mapping.
- ICT – Dragon Naturally Speaking / Communicate in Print / Chicken 5 / Dictaphone / 2 type (2 create messy fingers – 2 simple software).

Note taking and note making techniques e.g. spider diagrams, abbreviations.
### Strategies to Support Writing

#### Summary: Writing

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **1. To improve planning, organising and sequencing ideas** | - Discussion – ‘one-to-one’ or within group.  
- Demonstrate in guided, shared writing session. Adult / peer to scribe – then turn-tasking – children and young people scribe alternate sentences.  
- Using beginning, middle and end storyboards.  
- Use templates, writing frames, time line.  
- Use ‘where, what, when, why, who, which, how’ questions.  
- Use spidergrams, flow diagrams lists, notes, mind maps, brain storming.  
- Make notes on separate cards – re-arrange number cards.  
- Use sequencing pictures to tell story orally.  
- Oral practice to formulate ideas before writing.  
- Paired Writing.  
- Dictate ideas onto tape.  
- Practise writing familiar stories before attempting own story.  
- Use word processor to draft and revise.  
- Use Concept Keyboard.  
- The Language Experience Approach.  
- Use Whiteboard strategies. | - Writing Frames  
- Writing across the Curriculum  
- M Lewis & D Wray  
- Reading and Language Information Centre  
- Inspiration for Writing  
- Scholastic, Bright Ideas  
- Examples in NLS Reading and Writing for Information Pack  
- Order! Order! Easylearn  
- Clicker and Clicker Plus – Software |
## Strategies to Support Writing

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **2. To improve quality of written work** | ● Introduce shared writing. Adult will work with a small group of children and young people.  
● Give a short sentence to be included in the beginning, middle and end of the story.  
● Use prepared stimulus sheets.  
● Provide lists of key descriptive words. | Building Storied – Essentials for English Scholastic  
Writing with Storyboards Key Stage 1 and 2  
What Happened Next?  
Supportive Learning  
VCOP (Vocabulary, Connectives, Openings and Punctuation) Pyramid – Kate Highfield |
**Strategies to Support Writing**

<table>
<thead>
<tr>
<th>Summary: Writing</th>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
|                  | 3. To improve presentation of written work | ● Use lined/squared paper for maths.  
● Encourage the use of the margin and ruler, coloured pens for underlining, headings.  
● Teach the writing of name, date and how to number pages as part of proof reading.  
● Give dictation to provide opportunities for pupil to concentrate on layout, punctuation, spelling and handwriting.  
● Put a coloured green dot at the place to start (left-hand margin) and red dot where to stop.  
● Encourage pupil to colour-code exercise books and use dividers if a file is used.  
● Give a list of words or phrases as story starters.  
● Give template, grid, writing frame, to improve layout.  
● Use – stencils, ink eraser, Staedtler rolling ruler, to improve presentation.  
● For stories, leave a line between each written line if handwriting is poor. | Writing Frames by Hugh O’Connell  
Key Stage 1 Desk Top Publication  
Support for Writing  
Sutton Learning Support Team  
Writing frames by M Lewis and D Wray  
Reading and Language Information Centre |
### Strategies to Support Writing

<table>
<thead>
<tr>
<th>Summary: Writing</th>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. To learn to make / take notes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Aim</strong></td>
<td>Teach alternative systems: linear notes, spider plans, flow diagrams.</td>
<td>Use Your Head by T Buzan BBC Books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teach child and young person to use best method for different purposes and style that suits pupil.</td>
<td>Mind Maps for Kids and introduction by T Buzan Thorsans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photocopy text – highlight main ideas.</td>
<td>Practical Ways to Teach Reading for Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use highlighters on text, underline key words.</td>
<td>Reading and Language Information Centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn common abbreviations.</td>
<td>Reading for Meaning – Book 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use particular colours of paper, folders or dividers for different subjects / topics.</td>
<td>Learning Materials Ltd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage children and young people to leave out the little words such as the, ‘is’, to, but remember that no and not are important words.</td>
<td>Mind Mapping Primary Classrooms by E Hoffman and Y Handford</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use note-making grids (KWL and QUADS grids).</td>
<td>Introducing Children to Mind Mapping in 12 easy steps by E Hoffman</td>
</tr>
</tbody>
</table>

Learn to Learn
Strategies to Support Writing

**Aim**

5. To learn to make / take notes

- Child or young person makes list of things to watch for personal to him – e.g. b/d errors;
- Look for one type of error at a time – Meaning, Agreement, Punctuation, Spelling (MAPS);
- Start checking from the end;
- Leave a time gap between writing and proof reading;
- Use of coloured pens to mark errors;
- Ask children and young people to read each other’s work;
- Develop and follow school’s own marking policy;
- Provide simple word lists, word banks or dictionaries for final draft;
- Use the VCOP Pyramid;
- Put it Right by Violet Brand – Egon National Literacy Strategy resource sheet, Word Level
- ACE Spelling Dictionary – LDA
- Visual Dictionary – Facts on File Ltd
- VCOP (Vocabulary, Connectives, Openings and Punctuation) Pyramid – Kate Highfield

**Resources**

- Put it Right by Violet Brand – Egon National Literacy Strategy resource sheet, Word Level
- ACE Spelling Dictionary – LDA
- Visual Dictionary – Facts on File Ltd
- VCOP (Vocabulary, Connectives, Openings and Punctuation) Pyramid – Kate Highfield
## Strategies to Support Writing

### Summary: Handwriting

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **1. To improve copying from the board** | - Check vision – School Nurse, parents or carers may consider seeking advice from optometrist  
- Use different colours for different line.  
- Number lines.  
- Seat close, facing the board and near teacher.  
- Give photocopy of the text.  
- Allow extra time for copying. | Visual Discrimination Tests – Aston Index LDA or Ann Arbor Learning Inventory Ann Arbor |
| **2. To improve copying from a text** | - Use card or ruler as a marker for a line of text.  
- Use angled support to prop up the text. | |
## Strategies to Support Writing

### Summary: Handwriting

<table>
<thead>
<tr>
<th>Aim: To improve letter formation</th>
<th>Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check</td>
<td>- Appropriate table / chair height;</td>
<td>The Handwriting File by Kath Balcombe</td>
</tr>
<tr>
<td>- Lighting to avoid shadow of the writing hand.</td>
<td>Write from the Start (Visual-perceptual-motor programme) LDA</td>
<td></td>
</tr>
<tr>
<td>- Correct grip: use triangular pencil or pen, pencil grip – tactile or triangular;</td>
<td>HandHuggers Berol</td>
<td></td>
</tr>
<tr>
<td>- Consider use of sloping desk or clip-board, slightly sloping or vertical surface (easel).</td>
<td>Sloping desk top Philip &amp; Tacey Ltd</td>
<td></td>
</tr>
<tr>
<td>- Use sticky mat or Blu-tac to prevent slipping.</td>
<td>Red and Blue lined paper LDA &amp; Taskmaster</td>
<td></td>
</tr>
<tr>
<td>- Use lined paper.</td>
<td>Joint Exercises Senter Special Needs Success</td>
<td></td>
</tr>
<tr>
<td>- Use 3 or 4 line staves for handwriting practice.</td>
<td>Brain Gym by P &amp; G Dennison Edu-Kinesthetics Publications</td>
<td></td>
</tr>
<tr>
<td>- Ensure a consistent style is taught;</td>
<td>Jump Ahead Adur, Arun and Worthing PCT</td>
<td></td>
</tr>
<tr>
<td>- Give finger exercise to improve fine motor skills.</td>
<td>For Left Handed Children:</td>
<td></td>
</tr>
<tr>
<td>- Encourage relaxation exercises;</td>
<td>Left Handed Helpline – D Paul Dextral Books</td>
<td></td>
</tr>
<tr>
<td>- Brain Gym.</td>
<td>Writing Left Handed – J Alson Dextral Books</td>
<td></td>
</tr>
<tr>
<td>- Practise letter formation by:</td>
<td>- Drawing the letter in the air or on a variety of textured surfaces (velvet, carpet, sand etc).</td>
<td></td>
</tr>
<tr>
<td>- Writing on blackboard or whiteboard with eyes closed.</td>
<td>- Daily practise – 10 or 15 minutes maximum.</td>
<td></td>
</tr>
</tbody>
</table>
## Strategies to Support Writing

### Summary: Handwriting

<table>
<thead>
<tr>
<th>Aim: To improve fluency</th>
<th>Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Use activities to strengthen wrist and hand muscles.</td>
<td>Stop Watch</td>
</tr>
<tr>
<td></td>
<td>● Use exercise to develop fine finger control.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Use carbon paper to demonstrate heavy pressure and to provide evidence that the pressure is reducing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Timed tasks:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Charts to demonstrate improvement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Children and young people to time each other.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Write a particular letter as many times as possible in 30 seconds. Check and tick the best.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Time and monitor/compare for fluency and neatness.</td>
<td></td>
</tr>
</tbody>
</table>
## Strategies to Support Writing

### 5. To learn to use a word processor

<table>
<thead>
<tr>
<th>Aim:</th>
<th>Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. To learn to use a word processor</td>
<td>Use activities to strengthen wrist and hand muscles. Use carbon paper to demonstrate heavy pressure and to provide evidence that the pressure is reducing. Time tasks: Charts to demonstrate improvement. Children and young people to time each other. Write a particular letter as many times as possible in 30 seconds. Check and tick the best. Time and monitor/compare for fluency and neatness.</td>
</tr>
</tbody>
</table>

### 6. To use capital letters appropriately

<table>
<thead>
<tr>
<th>Aim:</th>
<th>Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To use capital letters appropriately</td>
<td>Teach rules for capital letters. Have alphabet strips – capitals and lowercase, easily accessible. Use of margin marks by teacher. Encourage self-checking / self-correcting. Teach strategies to overcome b/d difficulties, e.g. use of fingers, hand-on-heart, visual prompt (abcd, or picture of a bed made from letters).</td>
</tr>
</tbody>
</table>

### Resources:

- First Keys to Literacy – Widget Software
- Easy Type by Ros Kinloch
- Egon
- Touch type and Spell
- Philp Alexandre
- Mavis Beacon Teaches Typing
- Type Quick Kewala
- ANSYST

Examples available from members of the WSCC Inclusion Support Team (Advice and Resource Centers).
Strategies to Support Written Work

These simple strategies can help improve the standard of written work for children and young people with limited oral and literacy skills. This can help reduce errors, improve the standard of work and boost self esteem:

- Allow children and young people to prepare / present work in an alternative format (e.g. voice recorded, diagrams, posters, PowerPoint, video).
- Help children and young people plan essays using mind maps.
- Encourage children and young people to use spelling and grammar checks when working on a computer.
- Help children and young people focus on key vocabulary (using vocabulary maps).
- Provide lists / mind maps of useful descriptive language so children and young people can access appropriate spelling and vocabulary.
- Use Amber Lights to encourage a child or young person to check specific targets independently.

Adapted from Liz Elks and Henrietta McLachlan (2008) ‘Secondary Language Builders’
The Language Experience Approach

This method can be used with children and young people of any age. After talking with the child or young person about his or her interests of topic, the child or young person dictates his or her own sentences (may only be one initially) to a ‘scribe’ – teacher, parent helper, older child or young person.

- The scribe writes exactly what is said on Card 1, saying the words as she/he writes.
- The child or young person traces over the scribe’s writing, saying the words.
- The scribe writes the same sentence(s) in exactly the same way on Card 2.
- Repeat 2.
- The child or young person cuts out the first sentence on Card 1, as a block, and matches in on Card 2 (to see the shape of the sentence).
- Repeat with sentence 2 etc – each time ‘reading’ the sentence.
- The child or young person jumbles up sentence 1, re-builds it and reads it. (Using Card 2 as a self-correcting device).
- If appropriate, the child or young person can then write the sentence – making sure he / she uses the Look, Cover, Write and Check method for each word, i.e. looking carefully at each word turning the word face down, writing from memory and turning the word back in order to check it is correct.
- Repeat with sentence 2.
Note Taking, Note Making

Note taking
There are a number of ways to structure note taking – the key word being ‘structure’.

The first rule is to be prepared.

Child or young person needs to:

● Complete any background reading or preparation before the lesson and make a note of any important questions they have to be aware of.

● Use either a linear or patterned format to note the main points as key words and phrases.

● Record numbers, names, dates and titles.

● Write definitions carefully.

● Record the teacher’s conclusions clearly and concisely.

● Mark any points not understood.

● Copy diagrams carefully.

● Have a friend or classmate who will share their notes.

Organisation of notes
Child or young person should:

● Use wide-lined A4 paper.

● Leave wide margins on both edges of the sheets or divide the page lengthways and only write on two-thirds.

● Leave gaps for additions or corrections.

● Use headings and subheadings, marking subsections with letters or numbers.

● Write only on one side of each page so that extra pages can be inserted later, for example observations of practical work, additional reading or own thoughts.

● The aim should be to have one set of notes that ties together all the aspects of a particular topic.

● After the session, notes may need organising or reorganising perhaps by sorting them into: Main point > Supporting points > Summary.

Note making
Children and young people of all ages need to know how to learn from their reading of texts. Many will find it difficult to skim and scan a page and select and process the information without specific, strategic help. They will need effective modelling of techniques for handling texts and support and reminders about the procedures they need to adopt when looking for information in books and other texts.

Putting information into their own words, rather than just copying it, is a highly sophisticated language task and therefore the more scaffolding that can be provided for them, the greater the chances for them to participate fully in activities that involve them in reading to learn.
Children and young people who are making notes from textbooks should be encouraged to:

- Get an overview of the chapter by reading the first and last paragraphs and by taking note of any headings, subheadings, maps, charts and diagrams, etc.
- Make a note of the book, chapter and page for later reference.
- Think carefully about the key point as they read each paragraph – the ‘essence’ of the paragraph and what the supporting details are and make a note, using as few words as possible.

**Examples of note-making grids:**

**KWL Grid.** This format allows existing knowledge to be used as a beginning for an investigation. Findings are summarised in the final column:

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to know</th>
<th>What I've Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUADS Grid.** This builds on the KWL grid and provides an extended, more detailed approach to recording the outcomes of an investigation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Detail</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Whiteboards to Improve Writing

Children and young people:

- Create a ‘word bank’ and use it to store their own favourite descriptive vocabulary, taking memorable vocabulary from a poem.

- Expand their ‘word bank’ with vocabulary inspired by listening to music, looking at pictures etc.

- Practice describing pictures.

- Draft work on mini whiteboards then work with a partner against the clock to add, delete, substitute or change the order of their writing.

- Work in pairs, studying their partner’s whiteboard draft and suggesting three potential new adjectives that can be added for extra description.

- Study their partner’s whiteboard draft and suggest three potential new adverbs that can be added for extra description.

- Look at their partner’s whiteboard draft and find 3 pronouns where their partner could add in extra description using a relative clause.

- Underline the first word of every sentence in their work and look for patterns (students almost always use a pronoun or a determiner). How can they change this?

- Read their first draft to their partner, who must note down the main idea of each paragraph in a flow chart on their whiteboard. The original draft is then compared with the flowchart. Both children and young people discuss whether the writing accurately reflects the original plan.

- Erase three adjectives/adverbs/verbs from their work. Their partner has to offer their best suggestions.
Use of ICT to Support Children and Young People with SpLD (Dyslexia)

Information Communication Technology (ICT) is acknowledged as an excellent tool for learners and enables inclusion within the classroom.

In particular, ICT can help to support children and young people with dyslexia by providing part of a multi-sensory approach to learning and recording.

When choosing ICT it is important to have a clear idea of the user’s needs and an understanding of how ICT might help. This will help to ensure that the equipment and software chosen is appropriate and can be used easily. A full word processor may not be suitable for a young child who is just learning to write. A student studying for a degree will need to have a suitable system for their work. Provision for support and training is also required and a trial period may be needed to fully evaluate the suitability of the equipment chosen.

Access to any of the following may be used to support children and young people with dyslexia and are alternative methods of recording:

- Tape recorders.
- Digital voice recorders – these can record lessons and create audio files to be listened to later.
- Digital cameras.
- Alpha Smart NEO / DANA keyboards (word processor).
- PC or laptop.

Other hardware that could support children and young people with dyslexia:

- Reading pen – this can be used to scan a word or line of text and it then displays this on the LCD, pronounces the word(s), reads the definition out loud as well as defining words. The reading pen can hold up to 500 pages of text and can be used as a note taker as well as translator.
Assistive technology

The computer is a valuable tool for helping people to write and store work. However, children and young people with SpLD may struggle with different aspects of a computer, e.g. some find conventional keyboards challenging because of size of letters, use of upper case or monochrome colour.

Assistive technology is any technology which either removes a barrier to learning or helps a pupil engage with their studies. This technology is particularly supportive of children and young people with SpLD.

Ways in which assistive technology supports learning include:

- helps children and young people organise their work.
- enable children and young people to access written information.
- allow children and young people to present their work.

Utility programs used alongside word-processors can help people write by offering help with finding and spelling words and by checking completed text. When not available as standard, speech output can be added to programs to help by reading words back to the user.

Word entry utilities can be used with a word processor giving the user help with writing by providing word banks and lists on the screen, or by using an overlay keyboard. These can take different forms; word prediction programs that offer suggestions that change as the user types, e.g. Penfriend / Texthelp!; others give fixed lists from which words and phrases may be chosen, e.g. Clicker Wordbar.

These utilities can help some, but may confuse or slow down others by interrupting the flow of their writing. These programs often require a trial period before benefits are seen and some of the more powerful ones may require careful setting up to suit the individual.

Speech output utilities can be used to read back text as it is written or when completed. It is often a valuable check for meaning and for some types of spelling mistakes. Spell checking is commonly available although some may benefit from specialised checkers designed to help with typical mistakes.
Here are some programs that offer support for writing:

- **Handwriting for Windows**: An effortless way of producing worksheets and other documents in simulated handwriting with the correct letter shapes and joins.

- **Penfriend XP, Penfriend XL**: A prediction program to be used alongside a word processor. The predicted words can be used along side Clicker grids; [http://www.inclusive.co.uk/catalogue/acatalog/penfriend_xl.html](http://www.inclusive.co.uk/catalogue/acatalog/penfriend_xl.html)

- **TextHelp**: A floating toolbar that adds speech feedback, phonetic spellchecking and word prediction to practically any Windows program.

- **Dragon Naturally Speaking V11**: Speech recognition software.

**Speech Output / Talking Word processor:**

- **Textease**.

- **Clicker 5**.

- **Claro Learning Access Suite**: Multi sensory software that includes applications allowing use of screen overlay, reading ruler, with word bank and mindmapping facilities. NB. Dragon Naturally Speaking software is an optional extra.

**Planning and Organisation of work (Mind mapping/visual planning):**

- **Kidspiration 3** (KS1 -2).

- **Inspiration 8** (KS2-4).

- **2Create** (2Simple).

- **Communicate: Ideas**.

  N.B. Clicker are currently developing mind mapping software

**Literacy – Spelling:**

- **Starspell 2.4** (KS1-4) Inclusive Technology.


- **Clicker Phonics**.

**Maths:**

- **Numbershark 4** (KS1-4) White Space / Inclusive Technology.

- **Amazing Maths** (KS1-4) REM.

**Appropriate software (for specific skills/curriculum areas) includes:**

**For developing typing skills:**

- **First Keys 3** (KS1).

- **Touch Type** (KS2+).

- **2Simple 2Type** (KS 1-4).

- **UltraKey 5** (KS2+).

- **Type to Learn** (KS2+).
Proof Reading

Children and young people who have dyslexia often benefit from having a structured approach to proof reading their work. It is this part of the writing process which can singularly improve a piece of writing.

● Firstly encourage the child or young person to read it through to check it makes sense. Reading it out loud to a ‘study buddy’ helps. It is okay to change things around and add ambitious vocabulary. Don’t worry about spelling at this stage.

● Next, read through again to check for punctuation.

● Finally, check for spelling. Children and young people usually love this part. Give them a highlighter pen (or you could encourage them to just underline, but this is less motivating) and check the work from the LAST word to the first. This prevents reading what they think is there but helps focus on what they have actually written. They highlight any word they cannot instantly read accurately or they hesitate over, as this usually indicates it is spelt incorrectly. Finding the spelling errors is the hardest part and develops ‘an eye for spelling’. Then try to self correct using word banks, ACE dictionary, class word lists, hand held spell checker or use a THRASS chart etc. (Don’t expect the child or young person to self correct every error. It is surprising not only to teacher, but also to the child or young person how many they can self correct independently). The teacher may then want to differentiate which word(s) to self correct.

Many children and young people with dyslexia cannot always remember the sequence for proof reading, so a laminated prompt sheet is useful. This can be custom made to suit the needs of the child or young person. An example follows.

To add interest there is a space for a ‘challenge’ which can be changed weekly. These can be ‘Velcroed’ in place.

Included are examples of some ‘challenges’ or they can be used as ‘prompt key-rings’. Just select the ones appropriate for your pupil. A graphic / picture has been added in each case to help the child or young person access them.
Spelling
# Strategies to Support Spelling

## Spelling Development Pathways
- Pre-communicative.
- Pre-phonetic.
- Phonetic “implausible.
- Transitional.
- Correct.

## Strategies
- Use of alphabet arc phoneme frame / sound buttons.
- Look, say, trace, cover, write, check.
- SOS.
- Tracking.
- Mapping.
- Mnemonics.
- Syllabification.
- Word shapes.
- Colour change papers and pens.
- Words within words.
- Letter string patterns.
- Highlighter pens.
- Spelling buddies.
- Spelling Arc.
- Magnetic letters.
- Salt writing.
- ACE dictionary.
- Spelling boxes.
- Word lists, posters, cue prompts.
- Spelling conventions.

## Alphabet Skills
- Alphabet Skills.
- Sequence.
- Teach letter name and sounds.
- Teach vowels and vowel digraphs.
- Teach alphabet arc and use for activities.
- Teach dictionary skills – ACE / Quartiles.
- Develop automatic phoneme grapheme correspondence support encoding.

## Check hearing
The child or young person must be able to hear the different phonemes within words / auditory

## Strategies To Support Spelling

### Write on the board
- Don’t give large amounts of copying to do – use handouts.
- Ensure writing is clear and large.
- Finish the sentence with a red full stop to draw attention to punctuation.
- Leave spaces between lines.
- Use alternative colours to separate sentences.

### Word Families
- Teach and learn words with a common pattern.
- Link words to lessen memory load (change a letter, look for words within words).

### Make Spelling Fun
Working walls and topic words on display – be as creative as you can.
- Mnemonics.
- Regular practice.

### Two different approaches for:
- Those that are regular.
- Those that are not (tricky).
- Provide a range of dictionaries.
- Scaffold learning – use word mats / index boxes / spell checkers / pocket seller.
- Link learning or regular patterns with hand writing practice.
- Word bank of successes – *Words I Can Spell*.

### Games
- Make spelling cards into jigsaws.
- Word searches.
- Unscramble spelling.
- Board games.
- Hangman.
- ICT (Wordshark, Nessy etc).
- Dominoes.
- Smartchute.
- Use a picture background that links to word.
- Ask the child or young person to close their eyes and imagine the letters of the spelling in colour.
- Draw a box around each letter and look for patterns that are tall or hang below the line.
### Strategies to Support Writing

#### Summary: Spelling

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **1. To improve learning of spellings** | ● Use illustrated mnemonic ideas to create a visual image of an irregular word.  
● Teach early spelling rules.  
● Use a chart to record words as they are learnt.  
● Give a regular time each day to practise spellings.  
● Choose a partner with similar needs to become a spelling ‘buddy’.  
● Use Cued or Prompt Spelling.  
● Use a visual approach. | Don’t Let Spelling Get You Down by A Liddicoat  
Tregar Publications  
Signposts to Spelling by Joy Pollock Heinneman  
Rescuing Spelling by Melvin Ramdsen Southgate  
Spelling Log from National Literacy Strategy  
I CAN Easy Learn  
NLS Resource Sheets – Word Level  
Spelling Success – Mnemonic Dictionary  
ABCD Ideas |
| **2. To improve spelling and support spelling within the classroom** | ● Encourage use of Key Words Spelling Dictionary.  
● Use Spellmaster.  
● Use small pocket sized address book which can be used as a personal dictionary. High frequency irregular words can be written in and referred to easily.  
● Use a word bank of topic words in alphabetical order which can be referred to during writing tasks.  
● Praise the use of resources provided.  
● Teach ‘magic line’ strategy – write first sound then a line, spelling to be filled in later. | Laminate High Frequency Word List in National Literacy Strategy Folder  
Spellmaster Franklin  
Spelling Checklist by E G Stirling  
SEN Marketing or Read and Write Educational Supplies  
Keywords in Specialist Subjects by Hugh O’Connell Desktop Publications |
### Strategies to Support Writing

#### Summary: Spelling

<table>
<thead>
<tr>
<th>Aim</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 3. To improve confidence while spelling | - ‘Have a go’ at a word while writing. Children and young people write as many of the letters as they can, then underline it so it can be checked in more detail later.  
- Praise and mark for content before mentioning spelling.  
- Discuss how to learn words and some of the reasons for the different spellings.  
- List topic words on coloured card – for example, blue for science, green for history.  
- Have word banks on tables for specific written assignments.  
- Have high-frequency words on the wall and on tables in coloured columns for ease of reference.  
- Use alphabetically arranged personal word books or cards.  
- Use a variety of dictionaries, for example the ACE Spelling Dictionary from LDA, dictionaries with the quartiles in different colours or thematic and picture dictionaries.  
- Ensure the children and young people can use spelling checkers.  
- Put up lists of recent letter strings that groups of children and young people have studied to remind them in the class.  
- Use alphabetical arcs, either with picture prompts around the board or on children and young people’s desks. | |
Spelling Strategies
These are recognised multi-sensory strategies to support children and young people with spelling difficulties including those with dyslexia:

- Look, say, trace, cover, write, check.
- Simultaneous Oral Spelling (SOS).
- Tracking.
- Mapping.
- Mnemonics.
- Syllabification.
- Word shapes.
- Words within words.
- Letter string patterns.
- Editing using highlighter pens.
- Spelling buddies.
- Spelling Arc/magnetic letters.
- Tactile writing.
- ACE dictionary.
- Spelling boxes.
- Word lists, posters, cue prompts.
- Spelling conventions.

See following pages for further information.
Spelling Strategies

1. Look, Say, Trace, Cover, Write, Check
   - Look closely at the word.
   - Say the word – saying it out loud helps.
   - Say the letter names – again out loud helps.
   - Trace over the letters.
   - Cover the word.
   - Say the letter names as you write it in joined handwriting.
   - Then say the whole word out loud when finished writing.
   - Now check the word with the original to see if it is right.
   - Do this at least 3 times even if you got it right first time.
   - Try colour change papers and pens to add motivation, which are widely available.

2. SOS- Simultaneous Oral Spelling
   - Say the whole word – say it clearly.
   - Name the letters in order.
   - Repeat until you are confident you can do it with eyes shut.
   - Say the letter names and write the word down at the same time.
   - Say the whole word.
   - Check you have written it correctly.
   - Repeat.
   - Do this each day for (about) 6 consecutive days.

3. Tracking
   - This strategy is particularly useful if a child or young person has started to develop a habit of spelling a particular spelling incorrectly.
   - Prepare a sheet similar to the one below. Hide the correct spelling amongst the incorrect ones.
   - Give the child or young person a highlighter pen and ask them to track the line from left to right and find all the correct spellings and highlight them.
   - Do this each day for (about) 6 consecutive days.

4. Mapping
   - This has been a very useful, effective and enjoyable strategy for children and young people in Upper Key Stage 2 and Key Stage 3. The child and young person is effectively writing the word out several times but in a way that will make them think about the order.
   - Look at the word, for example ‘said’.
   - Say the letter names.
   - Repeat until they can be said with eyes closed.
   - Write the word, missing out each letter in turn. Say each letter as you write including the missing letter!
   - Say whole word.
   - Repeat until all letters are in place, said... aid, s id, sa d, sai, said.
5. Mnemonics
Create a verse, rhyme or sentence to help remember a spelling. If the child or young person creates their own mnemonic they are more likely to remember it. Don’t over use this strategy as children or young people then can’t remember the different mnemonics!

said: Sally-Anne is daft
any: Ants never yawn
necessary: One collar and two sleeves

6. Syllabification
- Listen to the word.
- Clap or tap out the syllables as you say each one.
  enjoyment = en-joy-ment (3 syllables)
- Listen to the phonemes in each syllable.
- Write all the phonemes you can hear in each syllable in joined script as a whole word.
- Check the word.
- Don’t forget to teach that every syllable MUST contain at least one vowel or the letter ‘y’.

7. Word Shapes
This strategy is useful to learn a group of words. This is particularly liked by children or young people who have a strong visual learning channel.
- Look at the word.
- Make the word using magnetic letters (Letters from Smart Kids catalogue).
- Draw a box around the shape of the word.
- Remove the letters. look
- Look at the shape.
- Can you visualise the letters in the box?
- What are they?
- Check you are right by putting the letters back in the box.
- Now write the word.
- Draw a box around it.
- Does the box look like the first one?
- Check the spelling.
- Now try with a group of 5 different boxes. Can you recognise the word from the box shape?

8. Words within words
- Look at the word.
- Can you see any words hidden within the word?
  There is a rat in separate
- Say the whole word.
- Say the word again but stress the hidden word within the bigger word.
- Cover the word.
- Say and write the word in joined writing remembering the hidden word.
- Check the word.
9. Letter String Patterns
- Look at the word e.g. ‘stake’.
- Find words which are part of the same family with the same letter strings.
  - **st**– **step**
  - **steep**
  - **stop**
  - **ake** **cake**
  - **make**
  - **bake**
- Say the words.
- Orally create sentences using the words.
- Cover the original target word (stake).
- Write the word orally stressing the highlighted parts.
- Check the word.

10. Editing using highlighter pens
- Use highlighter pens to encourage children and young people to find their own spelling errors when they are proof reading their own work.
- Encourage them to check their spellings in their written work by scanning from the LAST word to the first. Scanning from the last word to the first helps stop them from reading what they think they have written and helps them focus on what they have actually written.
- Highlight any word that does not look right.
- Explain that any word that they are unsure about needs checking. If in doubt, check.
- It is always surprising how many of their own errors they can spot using this method. They can often self correct many of them unaided.

11. Spelling Buddies
Encourage children and young people to team up with a partner as a ‘spelling buddy’. Always have a culture of ‘no put downs’ they are there to help and support one another. A buddy can observe and check spelling strategies applied by the other. They can ‘test’ one another, work together with spelling games and check each other’s written work.

12. Spelling arc / magnetic letters.
- Use an arc to place all the letters out in alphabetical order. It is easier to view an alphabet as a whole in an arc.
- Teach that ‘mn’ are always at the top in the middle of the alphabet. Words beginning with MN are therefore found in the middle of the dictionary/telephone book/index etc.
- Place the magnetic letters out in the arc to practise order. Gradually build up the number of letters in order.
- The area under the arc is used to practise spellings with the magnetic letters without the constraint of recalling letter formation or orientation.
13. Tactile Writing
Most children and young people love this strategy.
- Sand, salt, rice, sandpaper can be used.
- This is best done 1:1.
- Put a thick layer of sand, salt etc into a baking sheet or biscuit tin lid or similar. This can be coloured if desired.
- The child or young person looks carefully at the word.
- Say the word.
- Say each letter name.
- Write it in joined script in the salt, sand with a finger or pencil top.
- Shake the tray to clear the salt, sand and write again.
- Children and young people will write the same word many, many times in the salt whilst they may reluctantly write it just once with paper and pencil.

14. ACE Dictionary (Aurally Coded English)
The ACE Spelling Dictionary is based on identifying the first phoneme that can be heard in a word. Many children and young people with dyslexia find this approach more helpful than using an ordinary dictionary. It is used in a different way to a regular dictionary, which can be off-putting at first, but is well worth the effort for some pupils, particularly in upper key stage 2 and in secondary schools.

15. Spelling Boxes
- Use two brightly coloured attractive small boxes, one marked ‘Words I am learning’ and the other ‘Words I have learnt’.
- The child or young person chooses about 5 words to learn which are written clearly and accurately on separate pieces of card and placed in the ‘Words I am learning’ box.
- The child or young person chooses any spelling strategy to learn each word and when confident with the word, moves it to the ‘Words I have learnt’ box.
- ‘Words I have learnt’ are revisited regularly, shaken and a random 3 words are pulled out and given to the parent or spelling buddy to read out. The child or young person should be able to write and recall the words quickly and automatically. If they are correctly recalled they are returned to the box. Any not recalled are returned to the ‘Words I am learning box’.
- It is very important to ensure the child or young person sees the process as positive. Explain that it is normal and OK not to have remembered – NOBODY should be disappointed or upset. Perhaps a different spelling strategy needs to be considered to help them recall the spelling.
- This approach could be used with Cued Spelling.
16. Word lists, posters and cue prompts

Display commonly used word lists or subject specific word lists in the classroom. Remember to add graphics to help the children and young people know what the word says and to add interest.

Posters with cartoons and comic ‘fun’ always engage children and young people.

Display cue prompts to help children and young people recall spelling strategies.

17. Spelling Conventions

Spelling Conventions

Many rules/conventions can be confusing and there always seem to be exceptions which add to the confusion and frustration. However, some are useful for example:

● For ê sound
  i before e except after c: believe, relief, receive

● Plurals of nouns ending in f or fe
  – usually just add s
  safe – safes, roof – roofs
  sometimes change f to v and add es;
  calf – calves, wife- wives, wolf- wolves

● Add ies to singular nouns ending in y
  lady – ladies, enemy- enemies, try- tries

● Add es to nouns ending with ch, x, s, sh
  witches, foxes, businesses, marshes
Cued Spelling and Prompt Spelling

The following approaches may be useful for some children and young people.

Cued Spelling
The technique comprises of ten steps for learning spelling, four points to remember and a daily and a weekly review.

The ten steps are:
- Speller chooses word.
- Check correct spelling, put in ‘spelling diary’.
- Read the word – together and alone.
- Choose / identify cues that will be meaningful to the Speller and will help with recall.
- Say cues together.
- Speller say cues, Helper writes word.
- Helper say cues, Speller writes word.
- Speller say cues and writes word.
- Speller writes word fast.
- Speller reads word.

Each day – speed review
- Speller writes all words for the day fast and checks.
- Mis-spelt words – do ten steps again.

Each week – mastery review
- Speller quickly writes all words for week and checks.
- Decides what to do about wrong words (reflect on range of cues identified and their level of helpfulness).

Remember
- Helper covers previous tries.
- Speller checks own try.
- If try is wrong, do step before again.
- Helper praises.

If the learner writes a word inaccurately, he is encouraged to delete the word from his memory by erasing it or boldly scoring it out. This prevents the image of the incorrect word remaining and being recalled at some future point.

As in paired reading, modelling and praise are essential to the success of cued spelling.

Prompt Spelling
The procedure for prompt spelling is described below. Each session should last no longer than 20 minutes. It involves paired work with a prompter (a more skilled speller) and a learner, called a promptee.

Step 1
- Underline four words which the student has mis-spelt.
- Child and young person (promptee) copies the mis-spelt words into column 1 of a prepared worksheet (worksheet with four vertical columns).
Step 2
● Each mis-spelt word is considered and discussed, identifying letter patterns and/or sounds/syllables.
● The prompter says the word in a clear, emphasised way, stressing word beginnings and endings, syllables etc.
● The promptee repeats the word in a similar way.

Step 3
● Promptee underlines what he feels is wrong.
● This is then discussed.
● Promptee attempts to correct the error.

Step 4
● Using a spellchecker* the promptee checks the attempt.
● The correct spelling is then entered into column 2 of the worksheet.
● Attention is drawn to the original error and further discussion on spelling rules, phonic blends etc. are stressed.
  *this may be electronic or software-based, or simply a dictionary (home-made or commercial).

Step 5
● Promptee and prompter discuss similar words, emphasising how they are similar.
● These are collected and entered into column 3.

Recapitulation
● Columns 2 and 3 are covered and promptee is encouraged to discuss the original error.
● The promptee attempts to write the correct spelling in column 4.
● When the five words have been written this is checked against column 2.
● Every 5th session, promptee is tested against the 20 words dealt with so far.


See Appendix 2 for further information and resources on supporting spelling.
Numeracy / Maths
## Strategies to Support Numeracy / Mathematics

<table>
<thead>
<tr>
<th>Indicators of potential difficulties</th>
<th>Strategies to support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number reversals.</td>
<td>● Provide pictorial representation of numbers on desk/table for pupil to check or actual wooden/plastic digits.</td>
</tr>
</tbody>
</table>
| Speed of working would be slower than expected in simple computation calculations. | ● Allow extra thinking time.  
● Provide concrete materials such as individual whiteboards for supporting calculations.  
● Provide questions with minimum of writing or reading. |
| Organisation and presentation of work. | ● Model presentation of work.  
● Clearly define recording area in notebook.  
● Use squared paper.  
● Use arrows and guides to indicate starting place.  
● Provide crib sheet or flow chart to help sequence the given task.  
● Use ‘view finder’ (made from card) so that the pupil can focus on one sum at a time.  
● Prioritise the different aspects of the task e.g. answer, layout method. |
| Using finger counting for simple basic facts of addition, subtraction and multiplication tables as recall from memory is slow, unreliable or not available. | ● Provide many opportunities for overlearning and repetition.  
● Use number lines, Cuisenaire rods and other concrete materials. |
| Difficulty counting backwards and from a different starting point. | ● Provide opportunities for overlearning using concrete materials.  
● Use games to reinforce / consolidate. |
## Strategies to Support Numeracy / Mathematics

<table>
<thead>
<tr>
<th>Indicators of potential difficulties</th>
<th>Strategies to support</th>
</tr>
</thead>
</table>
| Difficulty learning tables.          | ● Teach using concrete materials/storyboards to reinforce concept of multiplication.  
                                           ● Provide table squares.  
                                           ● Use number lines.  
                                           ● Hand/finger method for some tables – where each finger is assigned a number to help develop tables’ facts beyond the five times table. |
| Directional confusions.              | ● Teach direction in a multi-sensory (kinaesthetic approach). |
| Concept of telling the time.         | ● Use of digital clocks is usually beneficial.  
                                           ● Provide overlearning using actual clock or watch.  
                                           ● Ensure awareness of the concept of ‘passing of time’; if not, construct timetable of day and diary. |
| Understanding the language of mathematics. | ● Pre-teach language and do not assume it will be understood or remembered.  
                                           ● Develop with pupil a personal glossary/word bank of all mathematical vocabulary.  
                                           ● Provide opportunities for overlearning.  
                                           ● Place key words on index cards.  
                                           ● Language cards may be used – these have symbol or sign on one side and associated language on the other side. These cards can be used for games such as Pelmanism, Snap and Bingo. |
| Memorising the order in which to carry out operations. | ● Provide crib sheet or flow chart to help sequence the given task.  
                                           ● Prioritise the different aspects of the task e.g. answer, layout, method.  
                                           ● Verbalisation when performing calculations and reading signs. |
| Understanding place value.            | ● Use concrete apparatus e.g. Arrow cards. |
## Strategies to Support Numeracy / Mathematics

<table>
<thead>
<tr>
<th>Indicators of potential difficulties</th>
<th>Strategies to support</th>
</tr>
</thead>
</table>
| Copying from the board or from paper. | ● Provide photocopied sheets.  
● Highlight important parts of text – one colour for numbers and another colour for the operation. |
| Recalling and distinguishing notation symbols. | ● Highlight notation symbols in a different colour.  
● Use a crib sheet to remind function of each symbol.  
● Verbalisation when performing calculations and reading signs.  
● Maths dictionary could be constructed with pupil – one page for each symbol etc. |
| Spatial problems. | ● Use multi-sensory approach, in particular, kinaesthetic when learning e.g. sit under the table, on the floor.  
● Provide visual cues for reinforcement. |
| Using unconventional methods. | ● Allow child or young person to use own method and encourage him / her to verbalise process to reinforce.  
● Oral sessions where processes are discussed.  
● Use multi-sensory, concentrate approaches.  
● Concrete apparatus should be available on all tables (not just when difficulty occurs) so children and young people can access as and when required. |
| Adding up a column of numbers – choosing to do several small sums. | ● Provide concrete materials to support e.g. number lines, calculators.  
● Provide plenty of practice in estimating numbers to support calculations. |
Mathematics Resource Box / Bag

An individually owned, resource bag / box ensures easy access to resources, and helps develop independence. These resources aid inclusion and are often used very imaginatively by high-achieving children and young people. Most schools will have all the resources in school and will probably only need to find the initial outlay for bags or boxes. This cost is offset by the need to replace resources less frequently, as children and young people tend to look after them when they are their own responsibility and for their own use. The contents should be regularly reviewed and updated, allowing the child or young person to take the bag / box with them throughout their school career.

The following list of resources is suggested. Most of these resources are advocated by the National Numeracy Strategy. Schools should decide what resources the children and young people need regular access to and add them to the box.

- **Whiteboard pen and piece of cloth for eraser**

- **A number square**
  Laminated A4 paper makes a good number square. These can be individually labelled and also move with the child and young person from class to class. A reversible square marked from 0-99 on one side and 1-100 on the other is useful for working in pairs exploring different patterns. For those struggling with sequence of number concepts, Dyslexia Action recommend use of number squares where numbers get bigger from bottom to top / left to right.

  1 2 3 4 5

- **Number bond cards**
  These are very useful for children and young people with memory difficulties and initially for all children and young people to establish recall of number bonds.

- **Arrow cards for place value work**
  From Year 1 children would work with at least tens and ones. Hundreds can be added through the year or at least at the beginning of Year 2. In Year 4 add decimal arrow cards and thousands if you wish to use them. Some schools also have money cards, but decimal cards can be used equally well, with children annotating for pounds or pence.
● **Digit cards**
  These should be 0-9 initially for all children and young people, and then 0-20; they are useful for a variety of activities.

● **Number lines**
  There are many number lines available, either commercially or teacher-made. Initially some children and young people need a numbered line to support their calculations. Blank lines can be put on the back. Number tracks with pictures for Reception and Year 1 are also useful before the children and young people make the transition to number lines.

● **Calculator**
  Individual calculators are useful from Year 1 but many children will use them in Reception for play. Children and young people will need an arithmetic, not scientific, calculator. If overhead calculators are used then it is useful to have the same type. Although calculators should not be used to replace calculation by mental and written methods until Year 5, they are very useful for exploring large number and investigating patterns. Children and young people who are familiar with a calculator from a young age are more proficient at using all the faculties later. They can also be a good access strategy for some children and young people who are working below year group expectations. They also promote the reading of large numbers and are very motivating.

● **Counters or cubes.**

● **Cuisenaire Rods.**

● **10 or 20 bead string.**

● **Die / Dice.**

● **A protractor.**

● **A set square.**

● **A compass.**

● **Slavonic abacus – appropriate for children and young people with dyslexia (stocked by BDA/DA).**

● **Flexi table square (see resources for stockists).**

Some of the early apparatus will become redundant for most children and young people, but as the boxes are named it is easy to discreetly leave some children and young people with apparatus they still need. All children and young people benefit from keeping number squares and arrow cards throughout the primary school and will adapt them for their own use, for example moving all numbers on a number square by one decimal place, or stretching arrow cards to make very high numbers.
Homework
Homework

Teachers may need to provide additional support to ensure the child or young person with SpLD:

- Accurately records homework tasks and deadlines.
- Makes use of the homework diary.
- Develops organisational and planning skills.

**What can the school do?**

- Enrol the support of parents and carers. Ask them to establish a homework routine and help child and young person to prioritise tasks.
- Make homework instruction available on the school website so children and young people (or parents and carers) can check.
- Regularly check homework diary is used and kept up to date.
- Encourage a ‘study buddy’ within the class or group: share telephone numbers.
- Ensure consistency of approach across the whole school, by adhering to a school-wide homework policy.
- Get feedback about time spent on homework.
- Minimise copying from the board. Provide handouts instead.
- Leave plenty of time in lessons for homework to be clearly explained and recorded.
- Ensure the child or young person has an accurate record of the homework by either writing it down for them, asking a buddy or teaching assistant to do this or providing a typed handout.
- Provide clear instruction to the child or young person on when homework has to be handed in.
- Provide alternative methods of recording rather than writing.
- Set a time limit – children and young people to indicate how much they finish, and then continue if they want to.

These steps should help develop a more positive attitude to homework, less stress at home, increased self-esteem and increased parental confidence.

*See Pupil Hints for Homework in Appendix 2.*
Appendix 2
Sample lesson plan for a dyslexia friendly class

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>

**Learning Outcomes**

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Learner activity</th>
<th>Supporter activity</th>
<th>Material resources</th>
<th>Dyslexia access reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Visual input.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aural input.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kinaesthetic input.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials checked to be</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>dyslexia-friendly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short spelling list.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Scaffolded writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Minimum board copying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use of diagrams, charts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Small work chunks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual targets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recapitulation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Opportunities for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extra time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Working with peers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Showing knowledge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Pupil ICT use.</td>
</tr>
</tbody>
</table>

**Access arrangements for individual children and young people**

**Assessment of outcomes**

*(B. Pavey, adapted from Hillier, 2002)*
Creating Environments to Support a Range of Learning Styles

Accommodating a range of learning styles not only has implications for lesson planning, but also has implications for classroom design and management. The following is a checklist that can be used to audit your classroom to determine how well it supports a variety of learning styles:

- The seating arrangement is flexible, allowing for movement around the room and for a variety of working contexts such as pair work, group work and whole class work.

- Displays support learning through the use of charts, posters, key words etc.

- Children and young people have ready access to a range of learning resources that support different learning styles, for example writing and reading resources, drawing and modelling equipment, ICT hardware and software.

- Displays of children and young people’s work celebrate and validate a variety of outcomes, for example photographs showing work from kinaesthetic activities, models, drawings and tape recordings of spoken or music products.

- Displays model thinking processes, for example storyboards into writing, reading into tableaux, data into analysis and discussion into key principles.

- Displays make explicit reference to learning and learning styles and encourage children and young people to reflect on the ‘how’ of learning as well as the ‘what’.

- Classrooms are multi-sensory: they contain elements that stimulate the senses, for example images and eye-catching displays, opportunities to hear appropriate music, plants and mobiles.

- Elements of the displays are frequently changed (at least once per half term) to maintain the levels of stimulation.
## Multi-sensory Checklist (for lesson planning)

<table>
<thead>
<tr>
<th>Which multi-sensory elements do I use in my routines for:</th>
<th>Say</th>
<th>Visual</th>
<th>Kinaesthetic</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing phonological awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing alphabet skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching high frequency vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching decoding skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping children and young people to learn spellings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictation exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving auditory memory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving visual memory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving number facts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching multiplication tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching children and young people how to apply syllable division in reading and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Perhaps after auditing which elements you do use, you can see which elements you need to add and consider how you can do this.
Multi-sensory Audit (for lesson planning)

This shows a range of approaches for different ages. It would need to be coordinated for the particular class or child or young person.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Say</th>
<th>Kinaesthetic</th>
<th>Visual</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach alphabet and ordering skills</td>
<td>Recite alphabet rhyme as a class when lining up</td>
<td>Rainbow alphabet work in small group</td>
<td>Wooden letters in a feely bag in group session. Also on table during spelling work</td>
<td>Model decoding during whole-class text work. Discuss why it is important and how to break a word up</td>
</tr>
<tr>
<td>Teach letter sound links</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach decoding skills</td>
<td></td>
<td></td>
<td></td>
<td>Model decoding during whole-class text work. Discuss why it is important and how to break a word up</td>
</tr>
<tr>
<td>Improve visualisation and visual memory</td>
<td>Whole class – show picture from story for 30 seconds. Cover, Tell partner what you remember. Discuss what helped and what didn’t</td>
<td>Challenge children and young people to extend the number of letters they can copy at one time. Say letters names to help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve auditory memory</td>
<td>Repeat instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help children and young people learn spellings</td>
<td></td>
<td></td>
<td></td>
<td>Use picture prompts and paired work to retell story</td>
</tr>
<tr>
<td>Teach sequencing and sequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MOSS Audit  
(Multi-sensory, Over-learned, Structured, Sequential)

Multi-sensory does not mean that you use all of the senses all of the time; that may overload children and young people. Instead, make sure that over time children and young people access a range of different modalities in their learning.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Say</th>
<th>Kinaesthetic</th>
<th>Visual</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach alphabet and ordering skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach letter sound links</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach blending skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve visualisation and visual memory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve auditory memory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help children and young people over-learn spellings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach sequencing and sequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Learning Channels**

Tick statements that you agree with. Many individuals will have a preferred channel for learning.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I need to hand and manipulate objects to help me learn</td>
</tr>
<tr>
<td>2.</td>
<td>I prefer to use a diagram to help me assemble an object rather than ask someone to tell me</td>
</tr>
<tr>
<td>3.</td>
<td>I like to talk through a task with someone else</td>
</tr>
<tr>
<td>4.</td>
<td>When there is something new to learn, I like to draw pictures of diagrams to help me</td>
</tr>
<tr>
<td>5.</td>
<td>When learning something new, I prefer listening (to the teacher) rather than having to read about it</td>
</tr>
<tr>
<td>6.</td>
<td>I like to show friends and peers how to do things rather than tell them</td>
</tr>
<tr>
<td>7.</td>
<td>When learning spellings, I like to use mnemonics to help me remember</td>
</tr>
<tr>
<td>8.</td>
<td>I learn best through doing things</td>
</tr>
<tr>
<td>9.</td>
<td>I love to use colour to help me learn: highlighting important words or phrases</td>
</tr>
<tr>
<td>10.</td>
<td>When learning a new sport or skill, I like to watch a demonstration video</td>
</tr>
<tr>
<td>11.</td>
<td>When I want to know how something works, I take the object apart and try to put it back together</td>
</tr>
<tr>
<td>12.</td>
<td>When trying to learn a foreign word, I prefer to repeat it out loud rather than see it or write it down</td>
</tr>
<tr>
<td>13.</td>
<td>When learning spellings I like to close my eyes and try to see the word</td>
</tr>
</tbody>
</table>

Learners who are predominantly **visual** are likely to tick 2, 4, 9, 10 and 13.

Learners who are predominantly **auditory** are likely to tick 3, 5, 7 and 12.

Learners who are predominantly **kinaesthetic** are likely to tick 1, 6, 8, and 11.
Paired Reading
A Guide For Parents

PAIRED READING is a very good way for parents to help with their children’s reading. It works well with most children and young people and their reading gets a lot better. Also, Paired Reading fits in very well with the teaching at school, so children and young people don’t get mixed up. Most children and young people really like it – it helps them want to read. (Assessment for Learning)

What You Need

Books
Available from at home, school or the library. School will tell you about the libraries. The child or young person can also choose newspapers, magazines, or other items they want to read.

Your child should choose the book. Children and young people learn to read better from books they like. Don’t worry if it seems too hard. In Paired Reading you help your child through the hard bits. Your child will soon get used to picking books that aren’t too hard.

If your child gets fed up with a book, and wants to change it, that’s O.K. If the book is boring, it must be their own fault, of course! Perhaps they should choose more carefully next time.

Time

Try very hard to do some Paired Reading nearly every day, even if only for 5 minutes. Aim for 5 days per week. Don’t do more than 15 minutes unless your child wants to carry on. Don’t make children and young people do Paired Reading when they really want to do something else.

If parents haven’t got the time to do Paired Reading 5 days a week, grandmother or grandfather or older brother or sister or even friends and neighbours can help. They must all do Paired Reading in just the same way, though, or the child or young person will get mixed up.

Place

Try to find a place that’s quiet. Children and young people can’t read when it’s noisy, or when there’s lots going on. Get away from the TV, or turn it off.

Find a place that’s comfy. If you’re not comfortable, you’ll both be shifting about. Then you won’t be able to look carefully at the book together.

Get close – reading together can be very warm and snugly. You both need to be able to see the book easily – or one of you will get neck-ache!
New Ways of Helping

It’s often harder for parents to learn new ways than it is for children and young people! With Paired Reading, the hardest things for parents to get used to are:

- When your child gets a word wrong, you just tell your child what the word says. You say the word right, and then your child says it after you. You DON’T make the child or young person struggle and struggle, or ‘break it up’ or ‘sound it out.’ Don’t worry if you come to a word neither of you are sure about – just look it up or ask someone.

- BUT don’t jump in and put the word right straight away. Give the child 4 or 5 seconds to see if they will put it right by themselves. However, if your child zooms straight past a mistake without noticing it, you may have to point out the mistake a bit quicker.

- When your child reads well, smile and show you are pleased and say ‘good’. DON’T nag and fuss about the words your child gets wrong. Praise for: good reading of hard words, getting all the words in a sentence right and putting wrong words right before you do (self correction).

- Parents and carers often ask ‘should we point at the words?’ The answer is not just ‘yes’ or ‘no’. On a hard book, or when the child or young person is tired or not concentrating well, pointing might help. But only do it when necessary, not all the time. And if the child can do it rather than you, that is better. Sometimes both can point together.

Talk

Show interest in the book your child has chosen. Talk about the pictures. Talk about what’s in the book as your child goes through it. It’s best if you talk at the end of a page or section, or your child might lose track of the story. Ask what your child thinks might happen next. Listen to your child – don’t you do all the talking.

Talk is very important – it shows your interest in what the child or young person is reading. It also checks on the child understanding without seeming like a ‘test’.

Notes

It is a help for both the child or young person and school teacher to keep a note of what has been read each day and how the child or young person is going on.

Keep a Paired Reading Diary (on a card or sheet of paper). Note down the date, what was read, for how long, who helped and any comments about how well the child or young person did.

This can be taken into school each week by the child or young person to show the teacher – who will give more praise and write their own comment.
How To Do It:

Reading Together

To start with, especially when reading something which is hard for the child or young person, you and your child or young person both read the words out loud together. You must not go too fast. Make your speed is the same as your child or young person. This helps them through the hard bits and gives a good example of how to read well.

Your child or young person must read every word. If your child or young person struggles and then gets it right, show you are pleased. But if your child or young person hasn’t said the word right in 4-5 seconds, just say it right yourself again, then let the child or young person say it right as well, then carry on. If your child or young person rushes past mistakes, you might have to put them right a bit quicker.

Make sure your child or young person looks at the words. Especially on hard reading, it can help if one of you points to the word you are both reading with a finger. It’s best if your child or young person will do the pointing.

Reading Alone

When you are reading together and your child or young person feels good enough, he or she might want to read a bit alone. You should agree on a way for your child to signal for you to stop reading together.

This could be a knock, a sign or a squeeze. Some children or young people like to nudge you. The signal must be clear, easy to do and agreed between you before you start. (You don’t want your child or young person to have to say ‘be quiet’, or they will lose track of the reading).

When the child or young person signals, you stop reading out loud straight away and praise the child or young person for being confident.

When reading alone, sooner or later your child or young person will struggle for more than 5 seconds, or struggle and get it wrong. Then you read the word out loud right for your child or young person and make sure your child or young person says it right as well.

Then you both go on reading out loud together again, to get back into a flow. Soon your child or young person will again feel good enough to read alone and again signal you to be quiet. You will go on like this, switching from reading together to reading alone to give the child or young person just as much help as they need. You will read together more on hard books, less on easy books.

Try to make sure you stick to these ‘Rules’, at least for the first few weeks. If you don’t, you may get in a muddle. Make sure you don’t do each other’s ‘job’. The child or young person signals to shut you up – don’t you decide to go quiet when you feel like it. Also, when the child or young person makes a mistake when Reading Alone, you must correct it and go back to Reading Together. The child or young person might ask for you only to give them the word they got stuck on – but that’s not what the Rules say!
What are the Advantages?

Children and young people are encouraged to pursue their own interests in reading material. They have more enthusiasm from reading about their own favourite things and so try harder. Paired reading gives them as much support as they need to read whatever book they choose.

Children and young people are more in control of what’s going on – instead of having reading crammed into them, they make decisions themselves in the light of their own purposes (e.g. about choice of books, going on longer than 10 minutes and going onto reading alone.)

There is no failure – it is impossible not to get a word right within 5 seconds or so.

Paired reading is very flexible – the child or young person decides how much support is necessary according to the current level of interest, mood, degree of tiredness, amount of confidence, difficulty of the books, and so on.

The child or young person gets lots of praise – it’s much nicer to be told when you’re doing well, instead of just being moaned at when you go wrong.

There’s lots of emphasis of understanding – getting the meaning out of the words – and that’s what reading is all about. It’s no use being able to read the words out loud mechanically without following the meaning.

Paired reading gives continuity – it eliminates stopping and starting to ‘break up’ hard words. Doing that often leaves children and young people having forgotten the beginning of the sentence by the time they get to the end. With paired reading it is easier for children and young people to make sensible guesses at new words, based on the meaning of the surrounding words.

During reading together, a child or young people can learn (by example) to read with expression and the right pacing – e.g. by copying how the adult pauses at punctuation, or gives emphasis to certain words.

Children and young people are given a perfect example of how to pronounce difficult words, instead of being left to work it out themselves and then perhaps thinking their own half-right efforts are actually 100% correct.

When doing paired reading, children and young people get a bit of their own peaceful, private attention from their parents or carers, which they might not otherwise have had. There is some evidence that just giving children and young people more attention can actually improve their reading.

Paired reading increases the amount of sheer practice at reading children and young people get. Because children and young people are supported through books, they get through them faster. The number of books read in a week goes up, the number of words children and young people look at in a week goes up, and more words stick in the child or young person’s memory.

Paired reading gives parents or carers a clear, straightforward and enjoyable way of helping their children and young people – so no-one gets confused, worried or bad-tempered about reading.

So children and young people have more interest, confidence and understanding.
Beyond Paired Reading

How Do You Want To Progress?
Choose your option:

Stop paired reading for a rest (and perhaps start again later)?
- Go on with paired reading, but only twice a week?
- Go on with paired reading just as often as now?
- Go on to Stage 3 – Reading mini-help.
- Go on to Stage 4 – Reading silently.
- Go on to Stage 5 – Reading solo.

How To Go On From Here:

1. Paired reading occasionally
2. Paired reading regularly
3. Reading mini-help
   Tutor attempts all words reading alone; Tutor gives correct example of error word only; Tutee repeats correctly and continues reading alone.
4. Reading silently
   Pair both read each page silently sitting together; pair discuss and question about content at natural breaks.
5. Reading solo
   Pair discuss book; Tutee reads alone silently sitting alone; Tutee visits tutor at natural break for discussion / questions. If the tutee tends to continue too long alone, a suitable natural break is agreed in advance.

If the tutee chooses a harder book, also choose a lower stage
- Remember, the aim is not to get to Stage 5 and stay there.
- Reading together will still be necessary on very hard books!
- Keep in touch with school about how you are doing.
- Remember – lots of praise at every stage.
# Analysis of Learner’s Spelling Errors

<table>
<thead>
<tr>
<th>Record correct spelling here</th>
<th>Record error here</th>
<th>Sounds mis-sequenced, missed out or misheard e.g. sulnin/splendid</th>
<th>Spelling that are phonically logical e.g. cawshun/caution</th>
<th>Lack of knowledge of spelling rules e.g. makeing</th>
<th>Poor awareness of common spelling patterns e.g. oqpiey/occupy</th>
<th>Orientation problems or letters transposed e.g. b/d, saw/was</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative Grids

Narrative grids can help to develop sequencing skills and improve the ability of learners to describe an event. They can be adapted to meet the needs of individual children and young people. For example, more able children and young people can use a mind map, others may prefer a structured storyboard:

a) Storyboard

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
</tr>
<tr>
<td>Build up</td>
</tr>
</tbody>
</table>

- Talk through the grid with the child or young person and encourage them to fill in the boxes (with either text or drawing);
- Encourage them to add descriptive language;
- Ask the child or young person to retell the event using one sentence about each box. This can be written either within the box or separately;
- Increase the amount of sentences gradually to build up a more detailed story;

Adapted from Liz Elks and Henrietta McLachlan (2008)
‘Secondary Language Builders’
b) Mind Map

- Write the title in the middle of the page.
- Discuss the story, with learners answering the questions around the grid then writing the narrative.
- The grid can also be used to study the plot of a book.
- Images could be used to exemplify question words.
- Some children and young people may already be familiar with mind maps and use them in different curriculum areas.

*Adapted from Liz Elks and Henrietta McLachlan (2008)*

‘Secondary Language Builders’
Spider Diagram
I wonder...
Lists and comparisons

Make notes or sketches: opening, something happens or goes wrong, events to sort it out, climax, resolution and ending. Not all stories have all of these.

Opening

Useful words, names, notes, etc.
Paragraph planner

In the boxes, sketch or note words for the main event / idea in each paragraph. Use these when you write each paragraph.
Retrieval charts, tables or information grids

<table>
<thead>
<tr>
<th>Who?</th>
<th>Ate what?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>the hungry caterpillar</td>
<td>1 apple</td>
<td>Monday</td>
</tr>
<tr>
<td>he</td>
<td>2 pears</td>
<td>Tuesday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mini beast</th>
<th>Habitat</th>
<th>Food</th>
<th>Predators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Flow diagram

For example, how we get our milk.

Timeline

Cycle

For example, life cycles, daily routines, and so on.
Cause – effect
This pattern is often found in narrative, signalled by phrases such as ‘because of this the queen became more and more despondent’. In reports, the language which signals cause and effect, often includes use of the passive voice and nominalisation (abstract nouns created from verbs). For example, ‘Erosion is caused by rainfall’, ‘A decline in the manufacturing industry led to high unemployment.’

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect 2</td>
<td></td>
</tr>
</tbody>
</table>

Problem – solution
This is another organisational pattern often found in narrative. Scaffold as for cause and effect.

Compare – contrast
In order to compare, pupils will need to develop and use language such as:

- ‘both X and Y do / have / are but X is …’.
- ‘whilst …, however…’.
- ‘same’, ‘different’, ‘similar’, etc.
**Life in a village in Pakistan**
- Lanterns used to light the way at night
- Narrow streets
- Clay ovens in the courtyard
- People go to bed early
- Water comes from a pump

**Life in a city in Pakistan**
- Street lights
- Wide roads
- Modern gas cookers
- People are out and about in the evening
- Water comes from a tap

**Miss Dynamite likes:**
- people
- music

**Miss Dynamite doesn't like:**
- violence
- racism

**Ways in which they are the same**

**Ways in which they are different**

**Biographies**

| Nelson Mandela | Both | Ghandi |

Venn diagrams would be an appropriate alternative visual here. Main idea with further details
Main idea with further details

These can be differentiated for children and young people with different needs in a variety of ways, for example by providing headings and sub-headings.

Key visuals include the following:

**Pyramids** (hierarchy of ideas)

**Tree diagrams**

**Structured overviews**
Proofreading Checklist

**Top Tips:**
Proofread when you have finished, don’t let these points interrupt your flow while you are writing down ideas!

Proofread out loud – you could even record it on tape. This will help you to listen out for things that don’t make sense.

**Words**

**Spelling**
- Have I looked carefully at each individual word and underlined any that look wrong?
- Have I checked any words that look wrong in a dictionary?
- If using a computer, have I used the spellchecker?
- Have I checked the correct spelling of a word has been used (e.g. here / hear)?

**Punctuation**
- Have I used a full stop at the end of every sentence?
- Have I used a CAPITAL LETTER at the beginning of every sentence?
- Have I used commas and apostrophes correctly?
- Have I put in all the ?s and !s I need?

**Grammar**
- Are my verbs in the correct tense?
- Have I used adjectives and adverbs correctly?
- Has every sentence got a subject and a verb?
- Are any sentences too long or confusing?
- Does it ‘flow’ and read well?
Structure and Content

☐ Has my work got a clear:
   1. Beginning
   2. Middle
   3. End?

☐ Have I got an introduction? This should be a short paragraph letting the reader know what you are going to tell them.

☐ Have I stated any assumptions made in my introduction?

☐ Have I explained every point I have made?

☐ Has my work got a clear ending or conclusion which draws together everything I have said and answers the question?

☐ Have I missed out anything essential?

☐ Are my sentences clear and understandable?

☐ Am I using certain words too often? What can I replace them with?
A Strategy for Developing Confidence and Independence in Writing
‘Sentences for Points’

Aim
To develop writing confidence, motivation, independence and application of skills, in children and young people who are reluctant or weak writers.

To achieve this aim, by developing skills and working habits in children and young people, influencing the approaches of their class teachers.

Skills practiced and developed
- Spelling of high frequency vocabulary.
- Spelling of phonic groups targeted.
- Awareness of written and spoken language structure.
- Extension of sentences using connectives and adjectives.
- Punctuation.
- Proof-reading / editing – sense, spelling and punctuation.
- Use of simple spelling dictionary [Spell it Yourself – Harker / OUP].
- Use of electronic spellchecker.
- Handwriting and presentation.

Stage 1
Learning / practice of target spellings.
Games, look / cover etc, worksheet activities, cards to practice at home. Tests.

Stage 2
Test spellings
Then choose 3 words from the list [preferably ones causing difficulty!]
ChALLENGE the child or young person to write a sentence for each of the words.
Mark the sentences, giving a point for:-
- Each word spelled correctly.
- A capital letter at the beginning.
- A full-stop at the end.

Which sentence has the most points?
That is the record for the week. Can it be improved next time?

Children and young people learn to extend their sentences to gain more points – but if it does not make sense it cannot be counted as a sentence.
Stage 3

As for stage 2 but this time, tell the child or young person that you will award extra points for:-

- Other capital letters used appropriately [e.g. names].
- Other punctuation used appropriately [e.g. question mark, exclamation mark – these gain a total of 2 points because they have their own built-in full-stops. speech marks – a mark for the correct starting place and another for the end].

An extra point could be awarded for using joined handwriting, if that area needs to be targeted.

Stage 4

As for stage 3, but this time ask the child or young person to **proof read** their work, checking and correcting any ‘suspect’ spelling or punctuation errors before they give it to you for checking.

Dictionary, spelling-book and spellchecker permitted, as long as they are used independently.

Highlighters and gel pens have been wonderful motivators at the editing stage, to underline / replace ‘suspect’ words and demonstrate that teachers’ coloured pens are not offering criticism, but an indication of areas for improvement.

Stage 5

Instead of using target spellings, write 3 sentences about a picture, a topic etc. ‘Stimulus sheets’ providing an illustration together with limited space for writing are less threatening than a blank page.

Stage 6

Develop short ‘free writing’ by producing a first draft, editing and then presenting a best copy.

No points at this stage, as the child or young person is now a constructive critic of their own work.

This is a useful strategy for producing short but ‘quality’ writing in all subject areas.
What do I do if I Can’t Spell a Word?

1. Try using phonic strategies. Say the word and segment the phonemes. Split a longer word into syllables.
   
   cu-cum-ber

2. Think about the words that sound the same. Can you use what you know about similar words?
   
   could – should – would

3. Look at your spelling log, word banks or displays in the classroom. Can you find the word you want?

What can I do if I get stuck on a spelling?

- Put enough letters in to do for now, underline it and come back later.
- Or try the three ideas listed here.
Look, Say, Trace, Cover, Write, Check

Look

Say word and letters

Trace

Cover

Write

Check
My Spelling Checklist

I have checked the word makes sense

☐

I have put in really good words

☐

I have put in Capital Letters A B D F

☐

I have put in all my full stops. ... 

☐

I have checked my spelling from the last word to the first.

☐

Challenge!!
My Ten Top Hints for Homework

1. Write down all your homework assignments or obtain a label with it on from your teacher.

2. If you don’t understand what you have to do, ask your teacher. It’s OK to ask.

3. Have an emergency number of a friend from your class.

4. Do your homework as soon as you get home.

5. Try to do your homework with someone.

6. Do the worst first.

7. Do long term assignments as soon as possible.

8. Get holiday homework done at the start of the holiday.

9. Do your best in the time expected.

10. If homework is really horrible tell your teacher.

(Adapted from Lee Pascal)
Hints for Teaching Assistants to Support Children and Young People with Specific Learning Difficulties (SpLD)

Children and young people with SpLD may need some extra help in the classroom. They may have good ideas but struggle to get them down on paper. They may also have difficulties with reading, writing, spelling, copying from the board and being organised. Additionally, children and young people with SpLD may have low self-esteem and feel nervous and uncomfortable in the learning environment.

There are a number of areas where Teaching Assistants can help.

Reading

- Children and young people with SpLD may have difficulty reading.
- Text may move or spin.
- Text may appear backwards, upside down or jumbled up.
- The page might appear to be sloping.
- Words or letters could appear missing, mixed up or mixed together.

Help by:

- Giving children and young people an idea of the story before they read.
- Letting children and young people choose books which interest them and which are not so demanding that they become de-motivated.
- Providing worksheets and handouts in a dyslexia-friendly, easy-to-read format.
- Giving children and young people books with large, well spaced print.
- Giving children and young people coloured overlays to use.
- Working with children and young people in a quiet area of the classroom with few distractions where they can read more easily.
Writing and Spelling

- Layout and format may be a particular problem (e.g. writing neatly, writing in a straight line, positioning of words on the page).

- Children and young people may struggle with spelling as they may find sequences difficult.

Help by:

- Making it clear when you want children and young people to focus on doing their best writing, and when the content or speed is more important than presentation.

- Giving children and young people tram-lined paper or paper with raised lines.

- Providing special pens or pencils (e.g. with grips).

- Helping children and young people to plan the layout of work.

- Helping with the use of ICT.

- Encouraging children and young people to reflect on the appearance of work and how it can be improved – this is less demoralising than hearing it as criticism.

- Letting children and young people use a spellchecker.

Maths

- Numbers might appear jumbled and mixed up, and children and young people may struggle to learn time tables.

Help by:

- Checking children and young people’s understanding of basic maths terminology.

- Spacing out sums.

- Encouraging use of estimation to check that answers seem reasonable.

- Making learning more tactile e.g. counting using blocks and bricks rather than attempting to manipulate random and abstract numbers.

- Letting children and young people use a calculator.

- Children and young people with dyslexia might find copying from the board a challenge. It may take them longer than other peers and they may find it frustrating and often lose their place;

Help by:

- Helping children and young people record information and notes in other ways (e.g. diagrams, lap-top, Dictaphone).

- Letting children and young people copy from a piece of paper or book rather than the board.
Concentration and Motivation

- Children and young people might find it hard to take on board too much information at once.
- They might get flustered or distracted.
- Some days performance might be better than others: children and young people with SpLD (dyslexia) can sometimes become de-motivated and tired.
- Children and young people with SpLD (dyslexia) may suffer from low self-esteem and lack of confidence and find the classroom environment stressful and frustrating.

Help by:

- Understanding how children and young people might be feeling – listen to children and young people.
- Letting children and young people have ‘time out’ breaks.
- Keeping work relevant and enjoyable.
- Minimising distractions (e.g. don’t stand near the window).
- Speaking slowly and clearly and making eye contact.
- Motivating children and young people (celebrate achievement, don’t point out every mistake, don’t compare work to work of others).
- Always providing positive feedback and comments.

Co-ordination and Time

- Children and young people might mix up left and right, lack co-ordination, be accident-prone and have a poor sense of direction.
- They may have little concept of time and struggle with time management.

Help by:

- Not over-reacting to breakages or accidents.
- Warning children and young people of any dangers of hazards.
- Helping to keep the teaching environment tidy and uncluttered and encouraging children and young people to keep their own workspace tidy.
- Allowing plenty of time to complete work.
- Not keeping children and young people in at break etc to finish work.
- Establishing good routines.
Remembering

- Children and young people with SpLD might struggle to remember symbols, sequences, teachers’ names, school layout, room numbers, next lessons and where they have put books and equipment.

Help by:
- Colour-coding books and timetable by subject.
- Encouraging children and young people to keep everything tidy.
- Keeping all books and equipment in the same place.
- Checking homework is recorded correctly.

Adapted from ‘Plees Help’ by Ann Tipper and Ian Sutherland
Secondary Student’s Assessment of Understanding a Lesson

Name: ..................................................................................................................................

1. Explain the main teaching point of the lesson in your own words:

2. Explain how you could link the main teaching point of the lesson with other subjects you are being taught in school:

3. How will you remember what you have learnt from this lesson in the future?

4. Will you need to repeat any part of this lesson again so that you understand it more fully?

5. Can you think of any additional resources which could help you understand the teaching points from this lesson more fully? If so, list them.
## Example of a Completed Writing Process Grid: Modified

(DfEs publication, Learning and Teaching of Dyslexic Children 2005)

<table>
<thead>
<tr>
<th>Purpose and Motivation</th>
<th>Ideas – something to say</th>
<th>Structure – sequence of writing</th>
<th>Sentence Construction</th>
<th>Spelling</th>
<th>Handwriting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to child’s interests. Break task into chunks. Writing in pairs. Variety of pens, papers, booklets to write in. Use alternative ways of recording – not writing every time. No unnecessary writing. Scribe for the child. Use ICT.</td>
<td>Pictures, drama. Concrete objects as a starting point. Plan using sketches, mind maps, colour coding of ideas. Talk through plans. Collaborative work. Mini plenaries to share children’s ideas. Other ways of recording – drama, pictures, tapes, etc: Free writing on any topic for ten minutes only where spelling does not matter. No marking.</td>
<td>Mind mapping to plan work using pictures and colours. Do story in chunks. Writing frame with words and phrases. Reread own writing aloud frequently during writing. Talk through ideas with a partner. Basic text for child to adapt or extend. Freeze framing, story board.</td>
<td>Practise sentences orally before writing with a partner. Sentence starts / writing frame. Dictate child’s own words back to reduce memory overload. Write each sentence in a different colour. One child writes one sentence, adult or another child writes the next … Have a basic text that can be adapted by the child. Use word bank programme such as Clicker, Co-writer …</td>
<td>Prompts on wall to remind child what to do if stuck. Have a go / Magic line. Alphabet on table and walls. THRASS charts available. Word cards of common words. Separate composing from transcribing. Edit later. Word bank with pictures for current work. Use word bank programme such as Clicker, Co-writer. Dictation.</td>
<td></td>
</tr>
<tr>
<td>Write with a partner. Use double space lines. All children taught cursive handwriting. Use computer. Variety of pens, paper and colours to choose from. Use software such as Clicker, 2simple. Co-writer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>Words which begin with the same sound / phoneme (not necessarily the same letter) e.g. free phone, running rats in races</td>
</tr>
<tr>
<td>ALK cards</td>
<td>Active Literacy Kit Cards. They form part of the Reading Intervention resource pack – alphabet / picture cards.</td>
</tr>
<tr>
<td>Ascender</td>
<td>Used in the description of handwriting to denote the height and upward direction of the letter stroke. Descender – downward direction of a stroke.</td>
</tr>
<tr>
<td>Auditory</td>
<td>To do with hearing e.g. auditory memory.</td>
</tr>
<tr>
<td>Blend</td>
<td>The process in reading whereby children and young people combine phonemes / sounds into words.</td>
</tr>
<tr>
<td>Cloze</td>
<td>An exercise where words are missed from a passage for the children and young people to fill in. Used as an assessment tool for understanding / comprehension.</td>
</tr>
<tr>
<td>Compound word</td>
<td>A word made up of two other word e.g. foot ball.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>The level of understanding of the text</td>
</tr>
<tr>
<td></td>
<td>● Literal – surface details of the text, retelling a story.</td>
</tr>
<tr>
<td></td>
<td>● Inferential – the reader can read meaning within the text which has not been explicitly mentioned.</td>
</tr>
<tr>
<td></td>
<td>● Evaluative – the reader can offer an opinion on the text;</td>
</tr>
<tr>
<td>Consonant</td>
<td>All letters of the alphabet except vowels (a,e,i,o,u).</td>
</tr>
<tr>
<td>Consonant blend</td>
<td>2 separate consonant phonemes at the beginning or end of a word (or syllable) e.g. ‘fl’ in flag; ‘ft’ in left NB they are two separate phonemes.</td>
</tr>
<tr>
<td>Consonant digraph</td>
<td>A phoneme represented by 2 letters e.g. ch, sh, th, ph, wh.</td>
</tr>
<tr>
<td>Cue</td>
<td>In reading children and young people may use a variety of cues to help them with the text e.g. contextual, grammatical, graphic or phonological.</td>
</tr>
<tr>
<td>Decode</td>
<td>In reading tasks to interpret the symbols on the page into spoken words or sounds.</td>
</tr>
<tr>
<td>Digraph</td>
<td>2 letters representing one sound / phoneme e.g. sh, sh, th, ai, ee.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>The ability to notice the difference between two sounds which may be similar e.g. t/d p/b.</td>
</tr>
<tr>
<td>Diagnostic</td>
<td>An activity or process which will give the teacher information for their future planning.</td>
</tr>
<tr>
<td>Expressive language skills</td>
<td>These refer to a collection of skills that can be observed in a person e.g. a person’s ability to express his / her thoughts / needs / ideas etc verbally: a person’s communication skills; a person’s ability to reason using language (verbal reasoning).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expressive vocabulary</td>
<td>The words a person can explain the meaning of.</td>
</tr>
<tr>
<td>Genre</td>
<td>This term refers to different types of writing, each with own specific characteristics which relate to origin (legend / folk tale) or reader interest area.</td>
</tr>
<tr>
<td>Grapheme</td>
<td>Written representation of a sound; may consist of 1 or more letters</td>
</tr>
<tr>
<td>Guided reading</td>
<td>Classroom activity in which children and young people are taught according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.</td>
</tr>
<tr>
<td>Homonym</td>
<td>A word with the same spelling or pronunciation as another, but with different meaning or origin.</td>
</tr>
<tr>
<td>Kinaesthetic</td>
<td>Involving tactile and motor memory experiences.</td>
</tr>
<tr>
<td>Mnemonic</td>
<td>Device to aid memory, e.g. to learn particular spelling patterns or spellings: <em>I Go Home Tonight</em>; There is a rat in separate.</td>
</tr>
<tr>
<td>Modelling</td>
<td>In literacy, this refers to demonstration of an aspect of reading or writing by an expert for learners. This would support direct instruction.</td>
</tr>
<tr>
<td>Multi-sensory</td>
<td>Using visual, auditory and kinaesthetic strategies for teaching and learning.</td>
</tr>
<tr>
<td>Onset</td>
<td>The onset of a word or syllable is the initial consonant of consonant cluster: <em>clang</em>; <em>trike</em>; <em>sun</em>. Some words or syllables have no onset; or, <em>use</em>; <em>out aw/ful</em>; <em>in/side</em>. See: <em>rime</em>.</td>
</tr>
<tr>
<td>Orthography</td>
<td>The written form of a language; English orthography is especially complex sometimes referred to as being ‘dense’, compared with e.g. Finnish, which is said to have a ‘transparent’ or ‘shallow’ orthography. The reason for the complexity of written English is that the 44 separate sounds in the language are represented by an inconsistent, complex code using the 26 letters of the alphabet</td>
</tr>
<tr>
<td>Phoneme</td>
<td>The smallest unit of sound in a word. There are approximately 44 phonemes in English. A phoneme may be represented by one, two, three or four letters: <em>to</em>, <em>shoe</em>, <em>through</em>.</td>
</tr>
<tr>
<td>Phoneme Blending</td>
<td>Blending phonemes together to make a word e.g. ‘d’..‘o’..‘g’ = dog. Phoneme blending is essential for learning to read.</td>
</tr>
<tr>
<td>Phoneme Grapheme Correspondence</td>
<td>Being able to say the correct phoneme (sound) for each grapheme: being able to write the correct grapheme when they hear a phoneme.</td>
</tr>
<tr>
<td>Phoneme Frame</td>
<td>A series of boxes used when children and young people are segmenting phonemes (sounds) in words. Sometimes known as the Elkonin box.</td>
</tr>
</tbody>
</table>
| **Phoneme Segmentation** | Segmenting a word into its separate phonemes (sounds)  
|                        | e.g. fox = ‘f’..'o'..'x’  
|                        | Phoneme segmentation is essential for learning to spell. |
| **Phonics**            | Knowledge of letter sounds. A phonic approach to reading is based on teaching the letter sounds and then supporting the child and young person to blend the sounds. |
| **Phonic Skills**      | Knowledge of the symbols used to represent phonemes (sounds); reading and spelling vc, cvc, ccvc, cvcc words and word containing vowel digraphs. |
| **Phonological awareness** | Awareness of sounds within words – demonstrated for example in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds. An awareness that our language is made up of the words and that each word is made up of separate sounds (phonemes). |
| **Phonological Skills** | The ability to manipulate the sounds in the language including:  
|                        | **Alliteration** – being able to detect / discriminate the first sound in words.  
|                        | **Discriminating beginning**, middle and end sounds in words (‘ungluing’ sounds in words).  
|                        | **Blending and segmenting phonemes.**  
|                        | **Phoneme deletion** e.g. crest without the ‘c’ is rest; tramp without the ‘p’ is tram. |
| **Phonological Memory** | Coding information phonologically (i.e. by sound) for temporary storage in the working (short-term) memory. This involves the phonological loop, which provides a brief exact storage of auditory information. A weak **phonological memory** may impede the reading of longer words; complex sentences; understanding longer texts and more complex instructions; it may also interfere with the development of narrative skills. |
| **Prefix**             | A prefix is a letter or group of letters placed at the beginning of a root word to change the way in which that word can be used; e.g. prefixes de, im, ex can be added to root word press to make depress, impress, express. |
| **Pure Sounds**        | Saying consonant phonemes (sounds) without an ‘uh’ (schwa).  
|                        | To remember the pure sound, think of a word that **ends** in that sound e.g. for ‘b’, think of rub; if it had an ‘uh’ it would be rubber.  
|                        | This works for all consonants except ‘w’, ‘y’ and ‘qu’; for these consonants, you must think of a word that **starts** with these sounds, in order to isolate the pure sound e.g. when, wish; yes, yap; queen, quiet. |
Rapid Naming | Rapid naming e.g. of colours, objects, digits and letters, requires efficient retrieval of phonological information from the long-term memory. Individuals who perform poorly on rapid naming tasks are likely to have difficulty reading fluently.  
N.B. Rapid naming requires speed and processing of **visual**, as well as phonological information.

Reading Intervention | A programme combining reading and phonological training developed from Reading Recovery by Peter Hatcher. Utilises the Sound Linkage book.


Receptive vocabulary | A person’s knowledge of word meanings (lexicon).

Rime | The part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: *at in car; orn in horn; ow in cow*. Some words consist of rime only; or, *ate, eel*. See: **onset**.

Searchlights | Searchlight model for reading. (See National Literacy Strategy Information).

Segment | To break a word or part of a word down into its component phonemes, for example: *c-a-t; ch-a-t; ch-ar-t; g-r-ou-n-d; s-k-i-n*.

Semantic Fluency | This refers to the ability to produce categories of information verbally, in response to a verbal cue e.g. ‘In 30 seconds, name as many animals as you can think of’. It is not a phonological skill. Instead, it is tapping into the use of language and provides evidence about how the individual is storing and retrieving learned information.

Shared reading | In shared reading the teacher, as an expert reader, models the reading process by reading the text to and with the learners.

Simultaneous Oral Spelling | A spelling programme devised by Bradley and Bradley 1985.

Sound Linkage | A phonological programme devised by Peter Hatcher and used in Reading Intervention.

Suffix | A suffix is a letter or group of letters added to the end of a root word to change the way that word is used in a sentence e.g. suffixes *ed, ing, ful* can be added to root word *play* to make *played, playing, playful*.

Syllable | Each beat in a word is a syllable. Words with only one beat (*cat, fright, jail*) are called monosyllabic; words with more than one beat (*super, coward, superficiality*) are polysyllabic.

Synthetic phonics | This is an approach to teaching early literacy skills involving teaching ‘pure sounds’ to children and young people, a few at a time and then teaching them how to blend (synthesise) those sounds into words (the basis of early reading); it also involves teaching children and young people that words can be segmented into separate sounds (the basis of early spelling).
<table>
<thead>
<tr>
<th>Trigraphs</th>
<th>Three letters representing one sound / phoneme e.g. eau, ing, ous, igh, nth, sch, scr, shr, spl, spr, squ, str, thr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voiced consonants</td>
<td>Consonant phonemes that require the voice box to be 'switched on'.</td>
</tr>
<tr>
<td>Unvoiced consonants</td>
<td>Consonant phonemes that are spoken without the voice box being used e.g. c, k, f, h, p, s, t, x, sh, ch, th.</td>
</tr>
<tr>
<td>Visual</td>
<td>To do with sight, for example, visual memory.</td>
</tr>
<tr>
<td>Vowel</td>
<td>a, e, i, o, u. A phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (maid) or a combination of vowels and consonants (start; could). The letter y can sometimes act as a vowel as in my. A phoneme (sound) which is always voiced and in which the vocal cavity does not impede the air flow; there are 20 vowel sounds in the English language. Short vowel: vowel sound as in words such as mat, pet, pin, dog, bus; this can be denoted by a breve (smiley face!) above the vowel. Long Vowel: vowel sound as in words such as mate, Pete, pine, bone, abuse i.e. where the vowel 'says its name'; this can be denoted by a macron (straight line).</td>
</tr>
<tr>
<td>Vowel Graphemes</td>
<td>How the vowel sounds are written down; this includes vowel diagraphs (e.g. play), vowel trigraphs (e.g. light)</td>
</tr>
<tr>
<td>Working memory</td>
<td>A system by which a small amount of information is held in 'memory' for a short time while simultaneously processing the same or other information.</td>
</tr>
</tbody>
</table>
Useful Websites

www.acceleratedlearning.co.uk
www.actiondyslexia.co.uk
www.bbc.co.uk
www.bdadyslexia.org.uk
www.beingdyslexic.co.uk
www.channel4.com
www.cumbriagfl.org.uk
www.desktoppublications.co.uk
www.dyslexiaaction.org.uk
www.dyslexiacentre.co.uk
www.dfes.gov.uk/readwriteplus/understandingdyslexia
www.dyslexiahelp.co.uk
www.dyslexic.com
www.dyslexic.org.uk
www.spellzone.com
www.gavinreid.co.uk
www.iamdyslexic.com
www.iansyst.co.uk
www.inclusive.co.uk
www.interdys.org.uk
www.ldonline.org.uk
www.learning-works.org.uk
www.leics.gov.uk/lgfl
www.nasen.org.uk
www.optimal-learning.net
www.patoss.org.uk
www.reachlearningcenter.com
www.redroseschool.co.uk
www.sparklebox.co.uk
www.teachit.co.uk
www.thedyslexia-spldtrust.org.uk
www.thegrid.org.uk
# Reading List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author / Supplier</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Dyslexia Friendly Schools</td>
<td>British Dyslexia Association</td>
<td>1998</td>
</tr>
<tr>
<td>The Mathematical Brain</td>
<td>Butterworth B</td>
<td>1999</td>
</tr>
<tr>
<td>Dyscalculia Guidance</td>
<td>Butterworth B &amp; Yeo D</td>
<td>2004</td>
</tr>
<tr>
<td>Use your Head</td>
<td>Buzan T</td>
<td>2006</td>
</tr>
<tr>
<td>Mind Maps for Kids</td>
<td>Buzan T</td>
<td>2005</td>
</tr>
<tr>
<td>Dealing with Dyscalculia: Sum Hope</td>
<td>Chinn S</td>
<td>2007</td>
</tr>
<tr>
<td>What to do when you can’t learn the times tables</td>
<td>Chinn S</td>
<td>1999</td>
</tr>
<tr>
<td>Mathematics for Dyslexics</td>
<td>Chinn S &amp; Ashcroft R</td>
<td>1997</td>
</tr>
<tr>
<td>Letters and Sounds</td>
<td>DCSF</td>
<td>2007</td>
</tr>
<tr>
<td>Learning and Teaching for Dyslexic Children</td>
<td>DfES</td>
<td>2005</td>
</tr>
<tr>
<td>Specific Learning Difficulties in Mathematics</td>
<td>El Naggar O</td>
<td>2007</td>
</tr>
<tr>
<td>The Effective Teachers guide to dyslexia and Other Specific Learning difficulties</td>
<td>Farrell M</td>
<td>2005</td>
</tr>
<tr>
<td>Dyslexia in the Early Years: Practical guide to teaching and learning</td>
<td>Hartas D</td>
<td>2005</td>
</tr>
<tr>
<td>Removing dyslexia as a barrier to Achievement</td>
<td>McKay N</td>
<td>2006</td>
</tr>
<tr>
<td>Teaching Children with Dyslexia</td>
<td>Ott P</td>
<td>2005</td>
</tr>
<tr>
<td>How to detect and manage Dyslexia</td>
<td>Ott P</td>
<td>1997</td>
</tr>
<tr>
<td>Dyslexia: Successful Inclusion in the Secondary School</td>
<td>Peer L &amp; Reid G</td>
<td>2001</td>
</tr>
<tr>
<td>Day to Day Dyslexia in the Classroom</td>
<td>Pollock J</td>
<td>2004</td>
</tr>
<tr>
<td>Dyslexia and Inclusion</td>
<td>Reid G</td>
<td>2005</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>Reid G</td>
<td>2007</td>
</tr>
<tr>
<td>100 Ideas for Supporting Children and Young People with Dyslexia</td>
<td>Reid G &amp; Green S</td>
<td>2007</td>
</tr>
<tr>
<td>Dyslexia and Literacy</td>
<td>Reid G &amp; Wearmouth J</td>
<td>2002</td>
</tr>
<tr>
<td>Grasping the Nettle – How Dyslexics Learn</td>
<td>Saunders K &amp; White A</td>
<td>2002</td>
</tr>
<tr>
<td>Dyslexia, Speech and Language</td>
<td>Snowling M &amp; Stackhouse J</td>
<td>2005</td>
</tr>
<tr>
<td>Supporting Children with Dyslexia</td>
<td>Squires G &amp; McKeown S</td>
<td>2003</td>
</tr>
<tr>
<td>Dyslexia in Practice</td>
<td>Townend J &amp; Turner M</td>
<td>2000</td>
</tr>
</tbody>
</table>
Specific Learning Difficulties Guidance Document (Revised Dyslexia Handbook)

Section 3

Dyslexia Quality Mark

“In a ‘dyslexia friendly’ school, weak basic skills are not a barrier to achievement”

Neil Mackay (BDA 1998)
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The North Yorkshire Dyslexia Quality Mark</td>
<td>253</td>
</tr>
<tr>
<td>The DQM Journey</td>
<td>254</td>
</tr>
<tr>
<td>Standard 1: Leadership and Management</td>
<td>256</td>
</tr>
<tr>
<td>Standard 2: Quality of Teaching and Learning</td>
<td>263</td>
</tr>
<tr>
<td>Standard 3: Classroom Environment</td>
<td>272</td>
</tr>
<tr>
<td>Standard 4: Partnership and Liaison</td>
<td>275</td>
</tr>
<tr>
<td>DQM Standards</td>
<td>281</td>
</tr>
</tbody>
</table>
The North Yorkshire Dyslexia Quality Mark

The North Yorkshire Dyslexia Quality Mark (DQM) is based on the British Dyslexia Association (BDA) Standards and is an award granted by the North Yorkshire County Council (NYCC) in recognition of the steps taken by schools towards becoming fully inclusive and ‘dyslexia friendly’.

Twenty five primary and six secondary North Yorkshire schools currently hold the quality mark. Introduced in 2005 and updated in view of recent research findings and publications – such as the Rose Report – the DQM reflects the LA’s commitment to improving educational outcomes for all children and young people through the promotion of ‘dyslexia friendly’ environments combined with measures to meet the additional needs of children and young people.

A ‘dyslexia friendly’ environment provides optimum learning conditions for dyslexic children and young people taught in mainstream schools. Crucially, it benefits all children and young people, as it not only acknowledges and meets the needs of dyslexic children and young people, but also improves accessibility to learning for all and therefore promotes inclusion.

To achieve the DQM, schools demonstrate through their School Development Plan (SDP) their intention to create a ‘dyslexia friendly’ environment, which would include such steps as staff training and adaptations to the classroom environment, helping to develop an environment where learning issues are identified and all staff are aware of the requirements of a ‘dyslexia friendly’ approach. The focus must be on improving access to learning and academic performance for all children and young people.

After schools have made significant progress towards meeting the objectives outlined within the DQM, they may apply for verification. This process combines self evaluation by the individual school with an independent verification and observation by LA representatives. The process illustrates school progress and achievement – through the provision of ‘hard’ evidence – and also acknowledges areas requiring further development. During the verification, all paperwork (evidence from school policies, tracking and training) is taken into account.

Following the visit, if the school is successful, they will be awarded the DQM. The awarding of the mark is recognition of good practice and the progress the school is making on its journey towards becoming fully inclusive. Schools should be constantly striving to improve practice and should implement the changes and developments recommended in the feedback. The quality mark is valid for three years. After this time the school will need to re-apply for renewal and demonstrate the steps they are making to implement report feedback and enhance provision.
The DQM Journey

- The school decides to begin the DQM journey
- The school incorporates the aims and objectives of the DQM into the School Development Plan
- Training and other steps are undertaken to work towards gaining the quality mark
- The school completes a self-evaluation form. This should be completed by the SENCo and Head Teacher following an audit of practice of all staff in the school, to evaluate current practice against the standards. The forms are available on the Learning Net or by emailing aandidqm@northyorks.gov.uk. This section is also included in the Specific Learning Difficulties Guidance Document also available on the Learning Net.
- The self-evaluation form places schools at one of the four levels depending on their individual progress made in meeting a number of key objectives or statements:
  1. ‘Focusing’ means the school is beginning to consider the work needed to become ‘dyslexia friendly’
  2. ‘Developing’ means work is beginning to take place within the school
  3. ‘Established’ means that measures are being actively undertaken to meet the set objective
  4. ‘Enhancing’ means the measures are fully embedded and the school has moved on to implement additional steps beyond the original objective
- To consider applying for verification the school must be achieving at least at an ‘established’ level of developing a ‘dyslexia friendly’ environment

How to achieve verification for the Dyslexia Quality Mark

- The school returns the completed self-assessment form to aandidqm@northyorks.gov.uk
- The school will then be contacted by a member of the Access and Inclusion team to arrange a verification visit. A letter of confirmation will then be sent to the school which will include a blank timetable allowing the school to plan the verification visit and will give details of the requirements for the day (including the evidence that will be required). This should be returned to aandidqm@northyorks.gov.uk
- The verification visit will take place to assess the school environment, speak to teachers, parents and children and young people and review the evidence
- The school will be sent a detailed report providing feedback from the visit and recommendations. The school should be constantly striving to improve practice and implement recommendations of the verification report
- If awarded verification, the school will receive a certificate
The DQM Journey

School decides to begin the DQM Journey

Commitment to achieving the DQM is incorporated into the School Development Plan

Training and other steps undertaken to work towards gaining the Dyslexia Quality Mark (DQM)

School completes a self-evaluation form

School identifies level of dyslexia friendly provision

Establishing or Enhancing

Focus Developing or Enhancing

Keep working to meet aims and objectives

Return your completed self-assessment to aandidqm@northyorks.gov.uk

Verification Visit arranged: with planned timetable for the day and collated evidence

Verification Visit takes place

The school is sent a detailed report providing feedback from the visit and recommendations for further development and awarded DQM.

After 3 years, re-apply for Quality Mark
Standard 1: Leadership and Management

Roles and Responsibilities

Objectives

1. Intention to achieve Dyslexia Quality Mark is School Development Plan (SDP)
2. Whole school key policy documents provide guidelines for meeting the needs of children and young people with dyslexia
3. Roles and responsibilities of all personnel towards promoting ‘dyslexia friendly’ practice are recognised throughout the school
4. There is a plan for ongoing professional development to improve staff knowledge and understanding in relation to ‘dyslexia friendly’ status

Evidence

a) ‘Dyslexia friendly’ provision is specifically referred to in relevant school policies.
b) School development plan (SDP) sets out the intention of achieving DQM, action plan with timescales.
c) Staff professional learning and development meeting minutes indicate regular update/training on dyslexia.
d) Agenda and/or minutes of governor meetings indicate that information with regards to school ‘dyslexia friendly’ status is discussed.
e) Performance management planning schedule highlights ‘dyslexia friendly’ training
f) Continuing professional learning and development planning, training records, skills audit are linked to performance management targets.
g) Provision maps, inclusion passports and tracking data are used to support the needs of children and young people and inform all staff on children and young people progress.
h) Key workers/mentors used to liaise, track, update and ‘champion’ children and young people on the SEN register who are identified as having dyslexia.
i) Staff handbook provides clear procedures for supporting individual needs.
j) Self evaluation clearly demonstrates that the school has established ‘dyslexia friendly’ provision.
### Inclusion-'Dyslexia Friendly’ Schools

#### Standard 1: Leadership and Management – Roles and Responsibilities

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Intention to achieve Dyslexia Quality Mark in School Development Plan (SDP)</strong></td>
<td>● A target towards achieving Dyslexia Quality Mark is included in the school development plan.</td>
<td>● Self-evaluation grid has been used to audit provision for dyslexic children and young people.</td>
<td>● A plan is in place defining objectives, timescales and resources leading towards the inclusion of all children and young people.</td>
<td>● The action plan for the ‘dyslexia friendly’ school forms part of the cycle of planning for school improvement.</td>
</tr>
<tr>
<td></td>
<td>● Priorities for action have been identified in SDP.</td>
<td>● The professional development needs of the staff have been audited.</td>
<td>● Aspirations towards a ‘dyslexia friendly’ school are evident in the school ethos and in the policy documentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Available resources are audited and catalogued at least annually.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Children and young people progression tracking has been analysed to identify children and young people with additional needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● A provision map has been devised and is in use to show needs and available provision.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standard 1: Leadership and Management – Roles and Responsibilities (continued)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Whole school key policy documents provide guidelines for meeting the needs of children and young people with dyslexia</td>
<td>● The school intends to redraft its policies to ensure that reference is made to inclusive ‘dyslexia friendly’ provision.</td>
<td>● School policies are currently being redrafted to ensure reference is made to ‘dyslexia friendly’ provision.</td>
<td>● School policies make reference to inclusion and ensure ‘dyslexia friendly’ provision.</td>
<td>● The school reviews policies annually. ● The SLT ensures that all practice reflects the ‘dyslexia friendly’ policy which is continually being evaluated and developed.</td>
</tr>
<tr>
<td>Statements</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. <strong>Roles and responsibilities of all personnel towards promoting ‘dyslexia friendly’ practice are recognised throughout the school</strong></td>
<td>● The SENCo has delegated responsibility for the operational coordination of provision for dyslexia.</td>
<td>● The school has a graduated approach with regard to the identification and support of children and young people with dyslexia.</td>
<td>● Resources used in school promote positive images of successful individuals with dyslexia.</td>
<td>● Arrangements for monitoring the experiences of children and young people with dyslexia are embedded in school systems.</td>
</tr>
<tr>
<td></td>
<td>● The Head teacher, SLT and governors encourage all staff are proactive in implementing and promoting inclusive, ‘dyslexia friendly’ practice.</td>
<td>● At least one training session in dyslexia awareness has been provided for all staff.</td>
<td>● The SENCo and SLT can demonstrate the impact of the provision for children and young people with dyslexia.</td>
<td>● All staff consider it their responsibility to provide effective teaching and learning for children and young people with dyslexia and to take account of children and young people diversity and individual need.</td>
</tr>
<tr>
<td></td>
<td>● The governors are made aware that targets have been set to achieve dyslexia quality mark in school development plan.</td>
<td>● The majority of the teachers recognise their role as teachers of children and young people with dyslexia and take responsibility for planning and teaching that takes account of individual children and young people’ needs.</td>
<td>● All teachers recognise their role as teachers of children and young people with dyslexia and increasingly, take responsibility for action planning, monitoring and review.</td>
<td>● The governing body has an established process for evaluating and reporting on the impact of the school’s inclusion policies and development plan.</td>
</tr>
</tbody>
</table>
## Standard 1: Leadership and Management – Roles and Responsibilities (continued)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The governing body seeks regular reports on the effectiveness of provision for children and young people with dyslexia.</td>
<td>● The governing body evaluates the outcomes for children and young people with dyslexia.</td>
<td>● The School has identified key workers responsible for mentoring, tracking, liaising and championing the children and young people with dyslexia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● The Head teacher, SLT and governors challenge and ensure all staff are proactive in implementing and promoting inclusive, ‘dyslexia friendly’ practice.</td>
<td>● The governing body monitors the quality of teaching and evaluates the outcomes for children and young people with dyslexia.</td>
<td>● The SENCo or other identified member of staff strategically monitors and reports on the impact of wave 2 and 3 provision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● The SENCo monitors the quality of teaching and evaluates the outcomes for children and young people with dyslexia.</td>
<td>● Governor, parents and all non-teaching staff are invited to attend school training in dyslexia.</td>
<td>● Case studies are written for any children and young people with dyslexia who fails to make good progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Strategies are in place to ensure the smooth implementation of ‘dyslexia friendly’ measures across the whole school and all work closely together to ensure this improves year on year.</td>
<td>● Case studies are written for any children and young people with dyslexia who fails to make good progress.</td>
<td>● Specific role of SEN Governor to monitor ‘children and young people with dyslexia’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standard 1: Leadership and Management – Roles and Responsibilities

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. There is a plan for ongoing professional development to improve staff knowledge and understanding in relation to ‘dyslexia friendly’ status</td>
<td>● Information about training on dyslexia is made available to all staff.</td>
<td>● All staff are encouraged to attend courses on dyslexia.</td>
<td>● A continuing professional learning and development policy and planned programme exists which shows commitment to providing ongoing training for dyslexia.</td>
<td>● There is at least one member of the teaching staff with an appropriate and regularly updated qualification in dyslexia.</td>
</tr>
<tr>
<td></td>
<td>● Staff are aware of the NYCC guidelines on ‘dyslexia friendly’ teaching.</td>
<td>● There is a systematic process for identifying the professional learning and development (PLD) needs of all staff in relation to dyslexia.</td>
<td>● Procedures are in place for a rolling programme for newly qualified teachers and new staff to receive appropriate training in meeting the needs of children and young people with dyslexia.</td>
<td>● The professional development programme systematically develops staff effectiveness in overcoming barriers to learning for children and young people with dyslexia through peer coaching, team teaching and advice on strategies, resources etc.</td>
</tr>
<tr>
<td></td>
<td>● Staff are able to request support in improving their practice.</td>
<td>● All staff have copies of and training in, guidelines for ‘dyslexia friendly’ teaching.</td>
<td>● The performance management process is used to identify individual staff needs in relation to provision of children and young people with dyslexia.</td>
<td>● There is a planned PLD programme for all staff that supports inclusion priorities identified in the school improvement plan.</td>
</tr>
<tr>
<td></td>
<td>● SENCo has accessed the IDP for dyslexia and undertaken the audit of need.</td>
<td>● Information from the monitoring process on the quality of teaching and learning is used to target support for teachers and teaching assistants (TAs).</td>
<td>● The SENCo or lead teacher regularly arranges and/or leads training for staff on dyslexia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● All staff have undergone self-evaluation of practice e.g. Inclusion Development Programme (IDP).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

261
### Standard 1: Leadership and Management – Roles and Responsibilities (continued)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All staff have self audited their skills using the IDP materials to enhance knowledge and understanding as identified on the audit of need.</td>
<td></td>
<td>● Systematic dissemination of the most effective teaching approaches for children and young people with dyslexia is planned into the staff performance management cycle.</td>
<td>● The support provided for staff is tightly targeted and regularly updated.</td>
<td>● Teaching Assistants are proactively included in all training opportunities. They are given non-contact time to give them time to liaise with staff and prepare materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The support provided for staff is tightly targeted and regularly updated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Teaching Assistants are proactively included in all training opportunities. They are given non-contact time to give them time to liaise with staff and prepare materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● All elements of the IDP are reflected in school policy and classroom practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standard 2: Quality of Teaching and Learning

Objectives
1. Whole school assessment systems are used to identify and monitor children and young people with dyslexia
2. The progress and targets of children and young people identified with dyslexia are closely monitored and evaluated regularly
3. Underpinning knowledge of dyslexia is embedded in teaching styles and approaches
4. Curriculum planning is well matched to the needs of all children and young people, including those with dyslexia

Evidence
a) Assessment data, assessing children and young people progress tracking is up to date and children and young people not making good progress have been identified
b) Provision maps/inclusion passports/IEPs are available and clearly monitored and evaluated at least every term
c) Observations of classroom environments provide evidence of teacher awareness of the range of learning styles
d) There is evidence of differentiation, learning styles, multi-sensory teaching in teacher planning documents
e) Use of additional support has been planned including time for liaison
f) There is an audit of assessment materials available for class teachers, SENCo and specialist teachers
g) Children and young people self-esteem ratings are taken into account in planning groups and settings
h) Children and young people pen portraits are used to evaluate the effectiveness of intervention pathways
i) Observed use of ICT throughout the school
j) There are logs / minutes of parents meetings
k) Children and young people views are sought with regard to evaluate individual progress and decide on next steps in their learning
## Inclusion-'Dyslexia Friendly’ Schools

### Standard 2: Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
</table>
| 1. Whole school assessment systems are used to identify and monitor children and young people with dyslexia  | ● Whole school assessments are in place and children and young people who are not making expected progress are identified.  
● There is a whole school system by which teachers identify potential dyslexia in children and young people through their response to everyday classroom teaching. | ● Assessments systems are in place and individual needs of children and young people with possible characteristics of dyslexia are identified.  
● Teachers identify possible signs of dyslexia in children and young people through working in close collaboration with SENCo and parents/carers, using checklists of indicators. | ● Whole school assessment systems are used to identify, track and monitor children and young people with dyslexia. All staff are informed of the strengths, difficulties and progress of children and young people with dyslexia.  
● There is an established system in place for early identification of dyslexia.  
● Evidence is gathered from National Curriculum levels, checklists, parents/carers and a range of appropriate additional assessments. | ● Whole school assessment systems are used to identify, monitor and inform provision for children and young people with dyslexia by all staff.  
● Through inclusive teaching methodologies at wave 1, the school reduces to a minimum the number of children and young people who require additional specific targeted intervention for literacy.  
● Clear criteria are in place, linked to assessment, to identify children and young people who do require such provision. |
<table>
<thead>
<tr>
<th>Enhancing</th>
<th>Establishing</th>
<th>Developing</th>
<th>Focusing</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The SENCo coordinates assessment using a range of resources such as:</td>
<td>● Systems are in place to identify areas where teaching, curriculum, teaching approaches, or access arrangements may be creating difficulties.</td>
<td>● The assessment process is holistic and identifies learner strengths as well as areas for development.</td>
<td>● Self-esteem ratings are used to monitor levels of personal worth.</td>
</tr>
<tr>
<td>1. interviews with children and young people</td>
<td>● Assessment involves parents/carers.</td>
<td>● Assessment involves parents/carers.</td>
<td>● Assessment identifies environmental or access factors that may be hindering progress as well as identified within child/young person factors.</td>
</tr>
<tr>
<td>2. information from parent/carers</td>
<td>● The SENCo, lead teacher or appropriate teacher undertakes appropriate support including assessment of children and young people identified as potentially dyslexic.</td>
<td></td>
<td>● Assessment identifies environmental or access factors that may be hindering progress as well as identified within child/young person factors.</td>
</tr>
<tr>
<td>3. classroom observations</td>
<td>● Self-esteem ratings are used to monitor levels of personal worth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. assessment of underlying skills through teaching</td>
<td>● The school allocates time for assessment to be undertaken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. assessment through teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. standardised tests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specific Learning Difficulties (SpLD)
## Standard 2: Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The progress and targets of children and young people identified with dyslexia are closely monitored and evaluated regularly</td>
<td>● There is some discussion between class/subject teachers and SENCo on how to adapt curriculum plans to meet the needs of individual children and young people.</td>
<td>● Teachers medium- and short-term planning is sampled to support evidence of differentiation.</td>
<td>● Children and young people tracking systems are in place to analyse the impact of provision for children and young people with dyslexia.</td>
<td>● Staff feel confident in meeting the needs of children and young people with dyslexia.</td>
</tr>
<tr>
<td></td>
<td>● Teachers regularly assess children and young people’s level of attainment.</td>
<td>● Systems are in place to track the progress of identified children and young people with dyslexia.</td>
<td>● Children and young people achievements outside school are known.</td>
<td>● There are opportunities for consultation with the SENCo, lead teacher and/or outside agencies to address the needs of children and young people with SpLD.</td>
</tr>
<tr>
<td></td>
<td>● There is support in place for children and young people with dyslexia based on identification of need.</td>
<td>● Provision for dyslexic children and young people is audited across the school in order to identify any gaps.</td>
<td>● There is a coherent system for auditing the needs of dyslexic children and young people across the curriculum.</td>
<td>● Curriculum planning is matched to all children and young people needs.</td>
</tr>
<tr>
<td></td>
<td>● There is some differentiation, often by outcome.</td>
<td>● Planning shows evidence of differentiation.</td>
<td>● Children and young people are consulted as to their individual learning targets.</td>
<td>● Assessment information is collated, interpreted and used systematically to inform teaching and access practices throughout the school.</td>
</tr>
<tr>
<td></td>
<td>● Staff prioritise the positive development of self-esteem.</td>
<td>● Individual learning targets are discussed with children and young people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>● Children and young people are informed of their learning targets.</td>
<td></td>
<td></td>
<td></td>
<td>● The impact of provision on the progress of children and young people with dyslexia is routinely monitored and assessed and recorded through the use of inclusion passports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● If there are signs of differential achievement for children and young people with dyslexia within the school, explanations are sought and action is taken.</td>
</tr>
<tr>
<td>Statements</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>● Children and young people’s views are sought and have impact on the setting of individual learning targets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Key workers for identified children with dyslexia ensure regular updating of inclusion passport (including their provision map). In so doing they liaise with the children and young people, parents, teachers and ‘champion’ for the child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>

Specific Learning Difficulties (SpLD)
<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
</table>
| 3. Underpinning knowledge of dyslexia is embedded in teaching styles and approaches | ● The school development plan (SDP) outlines how setting or streams will be reviewed to ensure children and young people are put into appropriate learning groups.  
● There is evidence of some variety of teaching styles.                                                                                                                                                                                                                                           | ● Staff are aware of different teaching and learning styles to plan teaching appropriately.  
● Staff are aware of the range of support and interventions that are available for children and young people with dyslexia.  
● Children and young people work in a variety of groupings and have opportunities to work collaboratively in mixed ability groups.  
● There is evidence that teachers use methods that enable children and young people with dyslexia to recognise their different learning styles and areas of strength. | ● The SENCo, lead teacher or external agency provides advice to all staff on appropriate learning objectives, teaching styles and access strategies for children and young people with dyslexia.  
● There are clearly defined classroom based intervention and support strategies.  
● Pen portraits of all children and young people with dyslexia include teaching and learning strategies and are available to all staff including supply teachers.  
● Multi-sensory teaching methods are embedded in teaching.                                                                                                                                                                                                                                                                 | ● Teachers use methods that enable children and young people with dyslexia to learn effectively by recognising their different learning styles.  
● Teachers provide a differentiated approach to homework.  
● Children and young people cognitive ability is taken into account in any setting or streaming system so that teaching presents children and young people with dyslexia with an appropriate cognitive challenge.  
● Children and young people are actively encouraged to express what does not work for them and this is reflected in the teachers planning.                                                                                                      |
## Standard 2: Quality of Teaching and Learning (continued)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4  Curriculum planning is well matched to the needs of all children and young people, including those with dyslexia</td>
<td>● Curriculum planning takes account of children and young people’ individual needs.</td>
<td>● Teaching demonstrates children and young people differing learning styles.</td>
<td>● Children and young people are supported and involved in developing individual strategies to promote independent learning.</td>
<td>● Children and young people with dyslexia are confident in using a range of strategies to support independent learning.</td>
</tr>
<tr>
<td></td>
<td>● Provision mapping for dyslexia accessible for staff.</td>
<td>● Provision maps are adapted to the needs of children and young people and wave 1 provision is displayed in classroom.</td>
<td>● Children and young people have access to their own personal provision map and inclusion passport.</td>
<td>● Children and young people contribute to the range of provision and strategies on the provision map for subject specific (secondary schools) or in-class at Wave 1.</td>
</tr>
</tbody>
</table>
Standard 3: Classroom Environment

Objectives
1. There is evidence that the classroom is ‘dyslexia-friendly’
2. Appropriate use of ICT to promote independent learning and improve access to curriculum
3. Adaptations are made to examination and testing procedures to remove barriers to access where appropriate

Evidence
a) Observations of a range of ‘dyslexia friendly’ strategies throughout the school
b) Application of assessment of learning principles observed throughout the school
c) Evidence of SEAL/self-esteem/nurture groups, etc
d) Audit of resources and ICT- class packs, individual learning packs
e) Records of discussions with staff, children and young people and parents
f) Availability of e-learning
g) Records of adaptations for access to exams/tests
### Inclusion-'Dyslexia Friendly' Schools

**Standard 3: Classroom Environment**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is evidence that the classroom is ‘dyslexia friendly’</td>
<td>● Staff are aware of the requirements of a ‘dyslexia friendly’ classroom (e.g. display, resources, and use of ICT).</td>
<td>● There is evidence that staff are developing ‘dyslexia friendly’ classrooms through their planning, organisation and differentiation.</td>
<td>● ‘Dyslexia friendly’ environments are evident in all classrooms and embedded in all practice.</td>
<td>● The impact of a ‘dyslexia friendly’ environment is reviewed and evaluated regularly.</td>
</tr>
<tr>
<td>2. Appropriate use of ICT to promote independent learning and improve access to curriculum</td>
<td>● Staff understand a few basic uses of ICT to support children and young people with dyslexia.</td>
<td>● Staff are aware of the range of ICT applications to support children and young people with dyslexia and these are built into planning.</td>
<td>● Staff routinely use ICT, where appropriate, to enable access to the curriculum for children and young people with dyslexic difficulties or SpLD.</td>
<td>● The use of ICT to raise attainment and enable access to the curriculum is reviewed and updated as appropriate.</td>
</tr>
</tbody>
</table>

- Assisting technology is used when appropriate.
## Standard 3: Classroom Environment

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
</table>
| 3. Access arrangements are considered / made for all examinations / testing | ● Access arrangements are being considered / planned with staff.  
● Adjustments for tests and exams are based on normal classroom practice for the children and young people with dyslexia. | ● Access arrangements are planned to be available where appropriate.  
● Resources are routinely committed to providing any support required throughout the year. | ● Access arrangements are available where appropriate. The school seeks the support of others to obtain the necessary assessments.  
● Children and young people have support where appropriate for internal tests and examinations.  
● Children and young people have practice in using the appropriate access arrangement for external examinations.  
● Access arrangements are available where appropriate. The school has a suitably qualified teacher to undertake specialist teacher assessments. | ● Access arrangements are routinely used as normal classroom practice. |
**Standard 4: Partnership and Liaison**

**Objectives**

1. Children and young people are involved in all aspects of school life
2. There is effective partnership working between all staff within school and between schools
3. There is effective partnership between school and parents/carers
4. There is effective partnership and liaison with appropriate outside agencies

**Evidence**

a) The school provides a welcoming, friendly atmosphere for visitors, parents, staff and children and young people
b) Notice-boards for parents and support information is available and easily accessible
c) Records of consultation with children and young people showing review of progress / targets and discussion about provision (School Council)
d) Records of consultations with parents / carers available
e) Records of consultations with external agencies available
f) Records of transition planning between schools
g) Planned time for class teacher / support staff liaison in timetable
## Inclusion-'Dyslexia Friendly' Schools

### Standard 4: Partnership and Liaison

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Children and young people are involved in all aspects of school life</strong></td>
<td>● Individual learning targets are discussed with children and young people.</td>
<td>● Children and young people are involved in evaluating and identifying their own learning targets and ways of achieving targets.</td>
<td>● The learner ‘owns’ their targets and is regularly involved in monitoring progress, via the inclusion passport review.</td>
<td>● Key workers ensure that children and young people’s views are sought and have impact on the setting of individual learning targets.</td>
</tr>
<tr>
<td></td>
<td>● Awareness of dyslexia is raised amongst peers.</td>
<td>● Children and young people are involved in understanding their dyslexia and value their achievements.</td>
<td>● Children and young people are consulted as to their individual learning targets.</td>
<td>● Children and young people are consulted and participate in all aspects of school life (e.g. school councils).</td>
</tr>
<tr>
<td></td>
<td>● Awareness of need to include child / young person’s views with regard to school assessment</td>
<td>● A ‘can do’ culture is promoted.</td>
<td>● There is help with behavioural and emotional issues</td>
<td>● Children and young people are partners in decision-making in all areas of school life.</td>
</tr>
<tr>
<td></td>
<td>● Awareness of assessment for learning principles (AfL)</td>
<td>● Positive role models are provided for all children and young people.</td>
<td>● Children and young people are involved in their own review meetings</td>
<td>● All children and young people understand how well they are doing and what strategies and support work most effectively for them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Children and young people perceptions of their progress and how they are supported is sought.</td>
<td></td>
<td>● Assessment for learning principles (AfL) embedded across school</td>
</tr>
<tr>
<td>Statements</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● There is some evidence of assessment for learning (AFL) in all classrooms.</td>
<td>● Assessment for learning principles being established across school</td>
<td>● The school evaluates and monitors the effectiveness of its arrangements for transition and transfer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Children and young people’ views are sought with regard to identified issues in school</td>
<td></td>
<td>● There is evaluated evidence that dyslexic children and young people successfully build on their achievements in different class groups and key stages.</td>
</tr>
</tbody>
</table>

---

**Specific Learning Difficulties (SpLD)**
### Standard 4: Partnership and Liaison

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
</table>
| 2. There is effective partnership working between all staff within school and between schools | ● The SENCo or Head teacher ensures that appropriate records are passed on when the learners transfer between schools, settings and key stages.  
● Statutory requirements and timelines for annual and transition reviews are met. | ● Cross-phase transition for dyslexic children and young people is supported by a joint planning meeting that involves the child / young person.  
● Governors have access to dyslexia awareness training. | ● Previous school records are taken into account and appropriate support provided.  
● Teachers liaise at transfer between classes/key stages to ensure information is passed on and continuity of provision is maintained.  
● The school works actively with partner schools to ensure effective transition and induction arrangements.  
● Non teaching staff are actively encouraged to access dyslexia awareness training.  
● Inclusion passports are transferred between classes and points of transition, especially at Secondary transfer. | ● Parents/carers are invited to contribute to the process of assessment, target setting and review for children and young people with dyslexia as equal partners.  
● The school has effective procedures to resolve complaints effectively.  
● Parents/carers are equal partners and are actively involved in workshops and support groups. |
### Standard 4: Partnership and Liaison (continued)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. There is effective partnership between school and parents/carers</td>
<td>● Parents and carers are provided with all information about their child/young person’s achievements, progress and targets.</td>
<td>● Parents/carers are invited to contribute information about their child/young person’s abilities, interests, progress and perceptions of school. ● Parents/carers are supported in accessing a range of information about dyslexia. ● The school has a process in place for notifying parents/carers of concerns at an early stage and listens actively to the concerns of parents/carers ● All parents/carers concerns are appropriately logged and recorded.</td>
<td>● Parents/carers views about their child/young person’s progress are routinely sought and valued. ● Identification of dyslexia is discussed sensitively with due regard for the feelings of parents/carers. ● Parents/carers are invited to be involved in agreeing appropriate targets for their child/young person and in evaluating progress. ● Parents/carers are invited into school to attend workshops and support groups. ● Parents/carers have access to a range of ‘help’ leaflets on how to support their child/young people.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 4: Partnership and Liaison

<table>
<thead>
<tr>
<th>Statements</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
</tr>
</thead>
</table>
| 4. **There is effective partnership and liaison with appropriate outside agencies** | ● School staff are aware of the need to involve outside agencies.  
● Schools are aware of the range of outside agencies that can potentially be drawn on for support. | ● The school proactively liaises with external agencies (e.g. multi-agency meetings). | ● All agencies work together to achieve mutually agreed targets. | ● Internal audits of provision recognise updates and changes in agencies. |
This completed form should be submitted to aandidqm@northyorks.gov.uk when requesting a verification visit.

**School Name:**

**DQM Standards**

<table>
<thead>
<tr>
<th>Standard 1 Leadership &amp; Management Roles &amp; Responsibilities</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
<th>Nature and location of evidence</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to achieve Dyslexia Quality Mark in School Development Plan (SDP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole school key policy documents provide guidelines for meeting the needs of children and young people with dyslexia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roles and responsibilities of all personnel towards promoting ‘dyslexia friendly’ practice are recognised throughout the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a plan for ongoing professional development to improve staff knowledge and understanding in relation to ‘dyslexia friendly’ status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please tick where appropriate

<table>
<thead>
<tr>
<th>Standard 2: Quality of Teaching and Learning</th>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
<th>Nature and location of evidence</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole school assessment systems are used to identify and monitor children and young people with dyslexia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The progress and targets of children and young people identified with dyslexia are closely monitored and evaluated regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underpinning knowledge of dyslexia is embedded in teaching styles and approaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum planning is well matched to the needs of all children and young people, including those with dyslexia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Classroom Environment</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
<td>Nature and location of evidence</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------</td>
<td>------------</td>
<td>-------------</td>
<td>----------</td>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>There is evidence that the classroom is dyslexia-friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of ICT to promote independent learning and improve access to curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access arrangements are considered for all examinations and tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4: Partnership &amp; Liaison</td>
<td>Focusing</td>
<td>Developing</td>
<td>Establishing</td>
<td>Enhancing</td>
<td>Nature and location of evidence</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
<td>------------</td>
<td>-------------</td>
<td>-----------</td>
<td>---------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Children/young people are involved in all aspects of school life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is effective partnership working between all staff within school and between schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is effective partnership between school and parents/carers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is effective partnership and liaison with appropriate outside agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contact us in the following ways…

By telephone: Our Customer Service Centre is open:
Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm
Call: 0845 8727374

By email: aandidqm@northyorks.gov.uk

or you can access all North Yorkshire County Council information online at: www.northyorks.gov.uk

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajlia, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Tel: 01609 532917 Email: communications@northyorks.gov.uk