

Dyslexia awareness

Staff have access to all student SEND information in a folder in staff resources.



Identifying Dyslexia

Signs of dyslexia usually become more obvious when children start school and begin to focus on reading and writing.

The signs of dyslexia in one student can be very different to the signs in another. Below are areas which students may find difficult.

Phonological awareness- This is the ability to recognise, and work with, individual sounds (phonemes). Typical difficulties are:

Confusing vowel sounds.

Recognising words that rhyme.

Chunking words into syllables.

Blending sounds into a whole word.

Difficulty with spelling- Typical spelling mistakes;

Spelling words as they sound, e.g. **wont** instead of **want**

Mixing up the sequence of letters, e.g. **hlep** instead of **help**

Reversing the sequence of letters, e.g. **was** instead of **saw**

Missing out a letter, e.g. **wich** instead of **which**

Using the wrong letter, e.g. **showt** instead of **shout**

Adding an extra letter, e.g. **whent** instead of **went**

Using a 't' instead of 'ed', e.g. **lookt** instead of **looked**

Can't remember when to use 'ck' or 'ke' at the end, e.g. **lick** instead of **like**



Unable to remember times tables and number sequences- A multiplication fact may seem to be learned and then a few days later has been forgotten again.

Writing- Lots of ideas but has difficulty putting them into writing. Taking much longer to write and producing less than other students. Writes long rambling sentences with no punctuation. Not knowing how to get started.

Reading- Immediately forgetting what has just been read. They have a slower reading speed. Miss out words or skip lines as they read. Reading becomes slow when you have to work out every word and expends so much mental energy on the process that no memory capacity is left to comprehend. Dyslexia means they may have read a word then further down the page not recognise it again.

They have no visual memory for the word.

Their eyes can seem to jump over words, missing them out, skipping out whole lines, or sometimes they just skip part of a word.

Homophones – there – their- A homophone sounds the same as another word but is spelled differently. Dyslexia is also likely to cause problems learning the names and sounds of letters.

Can't remember what you've been told- Difficulty carrying out a sequence of directions.

“Get out your book, turn to page 23, read the three pages” Someone with dyslexia might only remember one of these things and have to ask again.

Reversing numbers- Dyslexia means you might see 57 but remember it as 75
Or write the answer to 6x7 as 24 instead of 42.

At St Peter's Academy students take part in a 'GL Assessment Dyslexia Screener'. The results of the screener are reported on the provision map and sent home to parents/carers.

GL assessment **Dyslexia Screener Teacher/Practitioner Report**

Stamme (ST)
Stamme scores for 'Standard' tests are a simplification of the standard age scores that divide the 200 into five broader bands. They show how a student performs in a test in comparison with the national norm, with 5 being the highest score and 1 being the lowest.

The Dyslexia Index
The Dyslexia Index is an overall indicator of the extent to which a test taker's profile of scores indicates that which is commonly found for people with dyslexia.

The Sub-tests
The Dyslexia Index is calculated by a mathematical formula using all six individual sub-test raw scores plus two other scores, 'Missing Pieces' and 'Reversed Spelling', which are calculated from the combined scores of Missing Pieces and Reversed Spelling. The score ranges from A, which signifies no evidence of a dyslexia profile, to F, which signifies evidence of a severe dyslexia profile. Most students score in the category 'C'.

Standard Age Score (SAS)
The standard age score is based on the underlying raw score and reflects how a student does on the test with a higher score indicating a better performance than the majority of children of the same age.

National Percentile Rank (NPR)
The national percentile rank indicates the percentage of pupils in the national sample who score a standard age score of or below a particular score. For example, a pupil with a standard age score of 55 has a national percentile rank of 100, as only 10% of pupils in the national sample performed as well as, or better than, 70 per cent of pupils of the same age group.

GL assessment **Dyslexia Screener Teacher/Practitioner Report**

Organisation/School: St Peter's Academy - Stoke-On-Trent **Group:**

Name: **Dyslexia Index:** B **Date of birth:** **Date of test:**

The profile produced by Jamie Dean is typical of someone with a few signs of dyslexia.

	Below average	Average	Above average	Stamme	Standard Age Score	National Percentile Rank
Missing Pieces	[Bar chart showing score 2]			2	75	5
Word Sounds	[Bar chart showing score 1]			1	80	1
Spelling	[Bar chart showing score 1]			1	80	1
Visual Search	[Bar chart showing score 6]			6	105	83
Reading	[Bar chart showing score 1*]			1*	60*	1*
Vocabulary	[Bar chart showing score 1]			1	81	1

The six sub-tests

Sub-test 1	Sub-test 2	Sub-test 3	Sub-test 4	Sub-test 5	Sub-test 6
Missing Pieces	Word Sounds	Spelling	Visual Search	Reading	Vocabulary
Tests how well a learner can recognise patterns in arrangements of shapes.	Tests how well a learner can identify individual sounds from within words.	Tests how well a learner can select letters, correctly spell words and parts of words.	Tests the speed at which a learner can deal with simple visual information.	Tests how well a learner can recognise written words and select the correct word to complete sentences.	Tests the learner's knowledge of word meanings.
Example question:	Example question:	Example question:	Example question:	Example question:	Example question:
Audio: Click on the missing shape.	Audio: Look at these pictures. Which one begins with 'S'?	Audio: Which of these comes at the beginning of 'fish'?	Audio: Click on the matching shape as quickly as you can.	Audio: Which word would go best in the sentence?	Audio: Choose the picture that goes best with the word 'carrying'.

Further SpLD (Specific Learning Difficulty) assessments are offered by SEND services to generate a profile of a student and to determine if their profile is consistent with the characteristics of dyslexia.

Why is it so important to identify dyslexia?

One in 10 of the population are estimated to have dyslexia, more than 6.3 million in the UK potentially have dyslexia.

Students respond when they understand and can make sense of their own learning difficulties.

There are a number of strategies which support students who show traits of or have a diagnosis of dyslexia;

Written material

- Where possible, print handouts on pastel-coloured paper rather than white. Use coloured paper in exercise books. Allow students to use a coloured overlay.
- Use fonts such as Arial, Verdana, Tahoma, a minimum font size of 12/14.
- Double line spacing and a line between paragraphs makes text easier to read.
- Putting headings and important points in bold or highlight makes them easier to scan.
- Present written information as concisely as possible, using bullet points, images or diagrams when possible.
- 'Chunked' numbers are easier to copy and remember. For example, write 723512 as 72 35 12.



Environment

- Make sure everyone can see your face and vice versa.
- There may be a student who would benefit from sitting at the front of class (as a reward not a punishment) – especially if easily distracted.
- Consider using a buddy system.
- Try to minimise distractions, e.g. close doors.
- Make sure all the students have enough room where seated, to maximise their ability to focus.
- Provide students with 'thinking time' to process the information.

Presenting and/or giving instructions

- Give the 'big picture' at the beginning of the lesson.
- Give clear, step-by-step instructions. As a general rule, give no more than three pieces of information at one time, repeating the instructions as necessary.
- Check for understanding by asking students to explain what has been said.
- Clarify instructions by saying e.g. "First; secondly, finally".
- Have key vocabulary for the lesson listed on the board.
- Use the whiteboard as little as possible for copying, use visual prompts to clarify explanations and use handouts where necessary.
- Encourage students to be organised for example the use of notes and stick to routines.

Study strategies

- Encourage various ways of recording information e.g. mind maps, spider diagrams, bullet points.
- Use writing frames to help organise and get thoughts down on paper e.g. Mind maps, tables, linear plans.
- Provide coloured reading rulers for students who find words “jump around” and encourage the use of highlighters to pin point key information in text.
- Do not demand a complete re-write of work and create a ‘checklist’ of what to look out for. E.g. spelling errors, commas, full stops, capital letters, and apostrophes.
- Give time to organise equipment before lesson and clear away at the end.
- Allow enough time for participants to process information - whether reading, writing or verbal response task.

Spelling and handwriting

- Learning cursive script helps with hand writing and spelling.
- Use multi-sensory methods to reinforce letter writing e.g. interactive whiteboard/ ipads
- Teaching terms such as vowels, consonants, syllables, suffixes, prefixes can aid learning.
- Mnemonics can aid memory for spelling tricky words.
- Encourage spelling out loud using letter names and always allow time for repetition/over-learning.
- Touch typing skills/ rubber pen grips can help those with hand writing difficulties.



Confidence building

- Mark on content (not spelling) – tick what is right instead of crossing what is wrong.
- Do not minimise difficulties – recognise, understand and tackle.
- Set achievable targets.
- Encourage independent learning.
- Nurture strengths.
- Praise effort.

Remember many of these strategies support students with other learning difficulties.

Dyslexia support at St Peter's CofE Academy;

Staff training- As an Academy we endeavour for all staff to have the skills needed to support all of our students.



Students are provided with coloured paper exercise books or writing pads for all subjects. Every student is provided with an overlay and a second overlay remains in the exam access arrangements folder. Worksheets and assessments can be printed onto specific coloured paper.

Literacy support in every classroom, subject specific keywords are available.

Intervention programmes offered at the academy;

Word shark

Alpha to Omega

Toe by Toe

Rising Stars

Simultaneous oral spelling

Precision teaching

Memory games

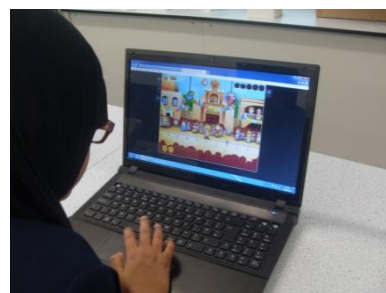
Accelerated Reader

Reading for meaning

Handwriting and keyboard practice

David Sharpe- plus 1. Power of 2

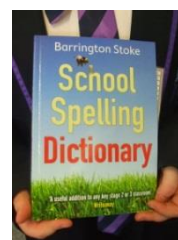
ICT maths programmes e.g. Mangahigh



Multisensory approaches to teaching.

Use of coloured whiteboards and markers.

Students have access to a dictionary and spelling dictionaries are available.



Students are provided with Literacy mats, commonly used words and Maths mats to support them in lesson.

Exam access arrangements – A member of SEND services carries out a number of assessments to determine if a student is entitled to an exam access arrangement. These could include; a reader, extra time and/or a scribe.



Support for parents/carers;

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

SEND Services-01782 232538

St Peter's CofE Academy- Claire Burgess (SENDCo) 01782 882500

SENDIASS- www.sendiass-stoke.co.uk, Telephone number: 01782 234701 / 01782 234847

Education Psychologist- Telephone number: 01782 234700