



Supporting pupils Dyslexic tendencies

SpLD



SpLD (specific learning difficulties) is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly:

- Dyslexia.
- Dyspraxia / DCD.
- Dyscalculia.
- A.D.D / A.D.H.D.



Not all children with literacy difficulties will be identified as dyslexic.

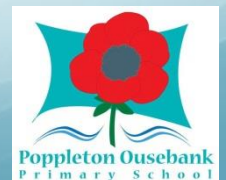
The term dyslexia is applied, following an assessment by a suitably qualified professional.

In school we use a broader term SpLD or dyslexic tendencies to encompass a spectrum of needs which may or may not be later identified as dyslexia.

Definition of Dyslexia

Dyslexia is a specific learning difficulty that primarily affects the ability to learn to read and spell. It often runs in families and stems from a difficulty in processing the sounds in words. Some 10% of the UK population are affected.

Dyslexia can occur 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.



Dyslexia:



- **can affect short-term memory and speed of recalling names / nouns.**
- **can involve other kinds of difficulties, for example with maths or with co-ordination, sometimes go alongside dyslexia, but they do not always.**
- **is not the same for everyone:**
- **can be mild or severe;**

Dyslexic strengths

- People with dyslexia are often very creative. It's unclear whether such creativity comes from thinking outside the box or from having a brain that's “wired” a bit differently

Dyslexic strengths

- Perception: the ability to alter and create perceptions;
- Highly aware of the environment;
- Highly curious;
- Great intuition and insightful;
- Thinking and perceiving multi-dimensionally (using all the senses);
- A lively imagination;



Dyslexic strengths

- Can experience thought as reality;
- Creativity;
- Easy adoption of change;
- Holistic, see the big picture, don't get lost in details, get to the important aspects;
- See patterns, connections, and similarities very easy;
- Concentration;

Dyslexic strengths

- Can be very driven, ambitious and persistent;
- Superior reasoning;
- Capable of seeing things differently than others;
- Love for complexity;
- Simultaneous multiple thought processing;
- Not following the crowd;
- The ability of visual, spatial and lateral thinking.



Looking out for the possibility

Children can display signs of dyslexia from an early age - as young as 3 or 4 years old - but it is usually not formally identified until the age of 6 or 7.

Pupils ability to read and write is developmental – some children are ahead of their peers because they are older, more mature, they are a girl, they enjoy it or they have been exposed to reading and language from a very young age.



What to look for

- Has trouble learning nursery rhymes or songs
- Struggles with phonics and learning the letter-to-sound rules
- Appears to have poor concentration
- Seems bright in some ways but unexpectedly struggles in others
- Has poor handwriting and/or struggles to hold the pen/pencil correctly and/or learn cursive writing



What to look for

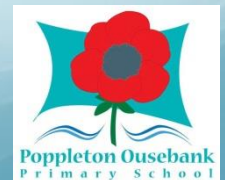
- Is a slow reader or makes unexpected errors when reading aloud
- Often reads a word, then fails to recognise it further down the page
- Struggles to remember what has been read
- Puts letters and numbers the wrong way: for example, 15 for 51, b for d or “was” for “saw”

What to look for

- Spells a word several different ways
- Struggles with mental arithmetic or learning times tables
- Seems to struggle with maths and/or understanding the terminology in maths: for example, knowing when to add, subtract or multiply
- Has difficulties understanding time and tense
- Confuses left and right

What to look for

- Can answer questions orally but has difficulties writing the answer down
- Seems to get frustrated or suffers unduly with stress and/or low self-esteem
- Struggles to copy information down when reading from the board
- Needs an unexpected amount of support with homework and struggles to get it done on time
- Is excessively tired after a day at school



Supporting pupils in class

Teachers make creative adaptations to classroom practice enabling children with SpLD to learn inclusively and meaningfully alongside their peers.



'Dyslexia Friendly' adjustments

- Written materials
- The learning environment
- Giving instructions
- Study strategies
- Spelling and handwriting
- Confidence building



They need more

We identify pupils who we believe will benefit from having access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making expected progress.



Support comes in waves

Wave One – High quality inclusive teaching

Wave Two – interventions designed to increase rates of progress

Wave Three - Children on Wave Three may have a specific programme provided by an outside agency, have an EHCP and may need a completely individualised programme



Role of the SENCO

- Along with the school Literacy Leader, teachers and Senior Leaders, co-ordinate provision for children with SpLD, gathering evidence from classwork, interventions and a range of staff to monitor and evaluate progress.
- To advise on curriculum access to first quality teaching and remove barriers to learning.
- To support teachers, working in partnership with parents as required.
- To identify children who may meet the criteria for additional funding.



Private assessment

- Parents may choose to have a private assessment for Dyslexia that may result in an identification of dyslexia along with recommendations for intervention. These recommendations can be discussed with school.
- Many of these recommendations may already be in place in our classrooms through inclusive differentiated classroom teaching and evidence based interventions.
- Missing school for external provision can be discussed with the Headteacher to ensure minimum disruption.



Helping at home

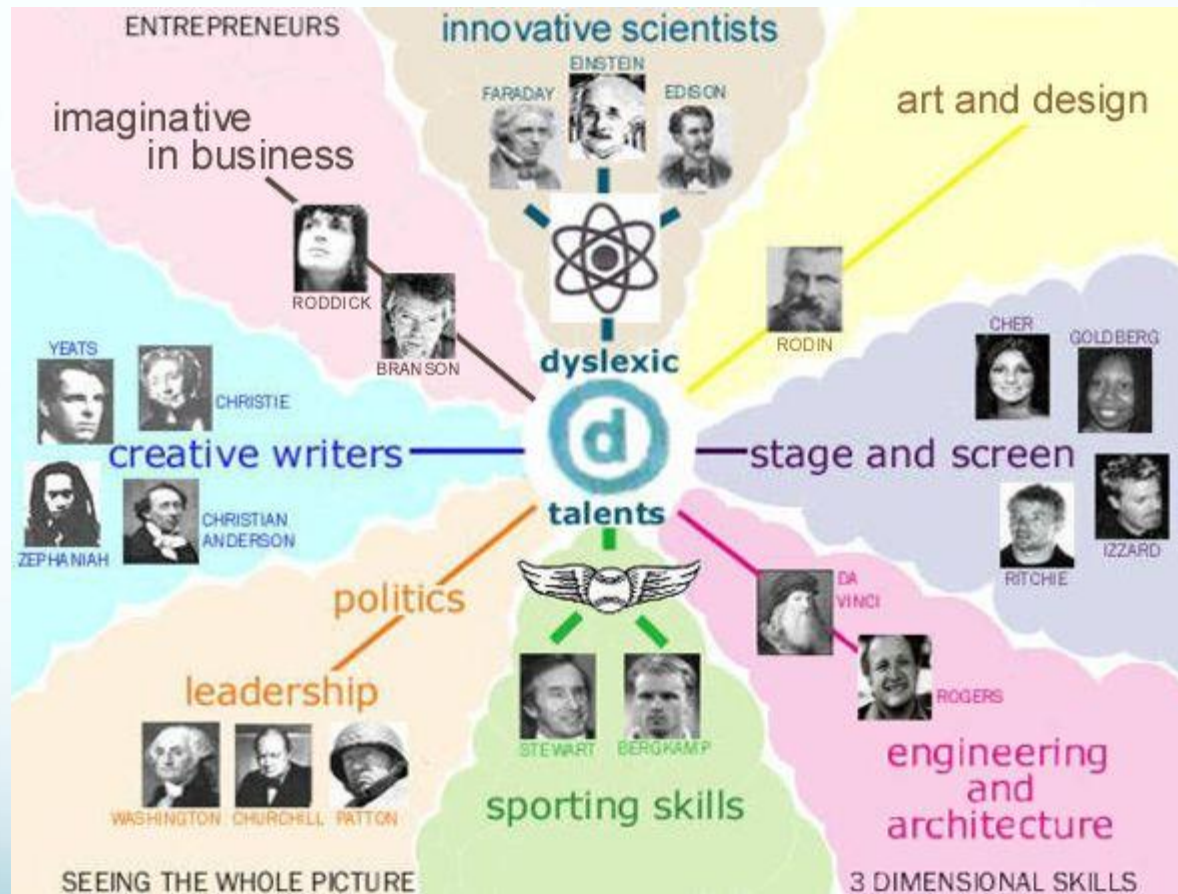
- Read out loud every day.
- Tap into your child's interests.
- Use audiobooks
- Focus on effort, not outcome.
- Boost confidence
- Look for apps
- Keep calm!

The future

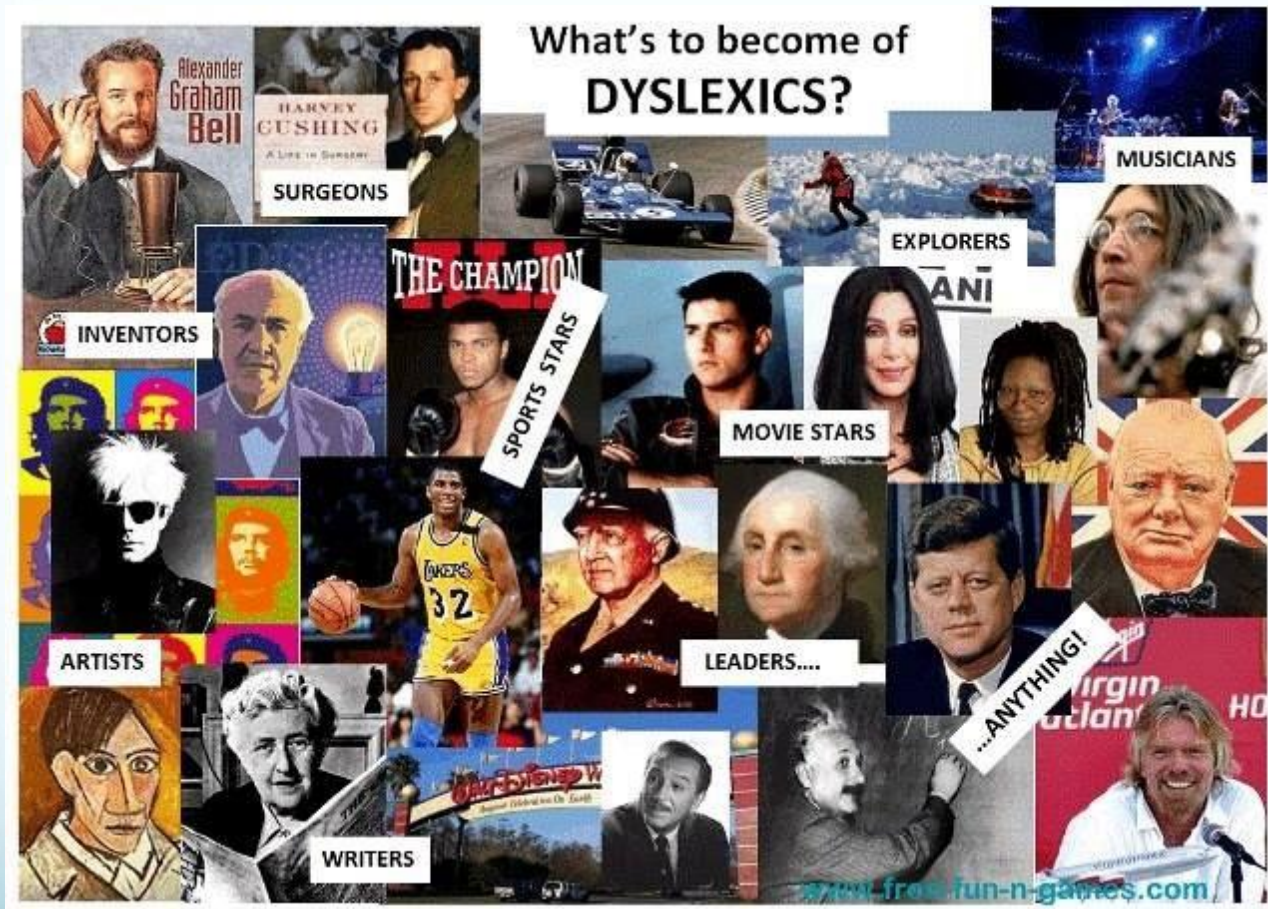
- Your child won't grow out of Dyslexia
- They will develop strategies to cope
- Dyslexia does not mean that their future will not be a successful one.



Dyslexic careers



Successful dyslexics



Successful dyslexics

