

Altrincham C.E Primary School



Dyslexia Policy

Date of Policy	May 2023
Ratified by Governors	May 2023
Signature of Chair of Governors	Kevin Davis
Date of next review	May 2026

Content

Section 1: Rationale

- *Introduction*
- *Definitions*
- *Aims*
- *Key principles of good practice*

Section 2: Roles and Responsibilities

- *Classroom Teachers*
- *Teaching Assistants*
- *SENDCO*
- *Multi-Agency Support*

Section 3: Identification and Assessment

- *School Support Systems*
- *Guidance on Identification and Assessment*
- *Support from External Agencies throughout the Graduated Approach*
- *Assessment in Summary*
- *Checklists*
- *Individual Provision Plans*

Section 4: Making Appropriate Provision – How We Support Dyslexic Pupils

- *The Dyslexia Friendly Classroom*
- *Environment*
- *Resources*
- *Teaching Programmes and Interventions*
- *Improving Curriculum Access*
- *Strategies*

- *Ethos*
- *Transition*
- *Assessment Arrangements*
- *Homework*

Section 5: Parent Partnership

- *Features of Good Practice*
- *Engaging Parents*
- *Child Participation*

Section 6: Arrangements for Evaluation of this Policy

Section 7: Frequently Asked Questions

Appendices:

Appendix 1: Dyslexia Checklist

Section 1: Rationale

Introduction

Every child and young person has a fundamental right to education and an entitlement to opportunities to enable each individual to achieve success. The Disability Discrimination Act, which was extended to include education in September 2003, identifies Dyslexia as a disability. The appropriate provision in school for the needs of dyslexic pupils is now therefore enshrined in law.

Pupils experiencing difficulties with the acquisition of key literacy skills are often referred to as having a Specific Literacy Difficulty or SpLD (dyslexia). This policy looks at the most recent definitions of SpLD (dyslexia) and the implications for assessment and support at school level. It has been compiled following a review of current literature, and has also considered other current local authority advice and information.

Specific Learning Difficulty (SpLD) is an umbrella term that includes a range of learning difficulties such as dyslexia, dyspraxia, dyscalculia, dysgraphia and specific language impairment. This document focuses upon the specific learning difficulty of dyslexia. It does not set out to address the full range of specific learning difficulties.

What is Dyslexia?

'Dyslexia' is derived from the Greek and means literally 'a difficulty with words or language.' Debates around the merits and pitfalls of giving pupils a label of dyslexia are likely to continue. There is no one agreed definition of dyslexia and, despite considerable research, the findings regarding the numbers of pupils and causes of dyslexia vary widely. However, more recent definitions reflect a degree of consensus between academics and professionals around the key areas that affect the acquisition of literacy skills.

The British Psychological Society emphasises the need for a staged assessment process to take place:

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis of a staged process of assessment through teaching.' BPS (1999)

In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of dyslexia,

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.' Rose Report 2009

which was adopted by the British Dyslexia Association Management Board.

As a school we have therefore chosen to adopt this definition of dyslexia, as our framework of current dyslexia friendly practice.

When should we use the term 'Dyslexia'?

It is important to talk about the identification of dyslexia, rather than "diagnosis", which is a medical term and should not be used as a result of educational assessment. Parents and education professionals must work with the pupil in relation to deciding whether the term dyslexia should or should not be used, following a process of staged assessment and intervention.

Individual circumstances should be taken into account when making this decision. It is important to discuss the issues surrounding the use of the term dyslexia privately with parents and the child to establish if, and when, they wish the term to be used (e.g. privately versus publicly), and if the use of the term would help them / others better understand the pupil's strengths and difficulties.

The Dyslexic Profile

MacKay (2005) describes dyslexia as a learning difference which can cause difficulties in the acquisition of certain skills.

As dyslexia is best thought of as a continuum, not all individuals with dyslexia will present in exactly the same way. They may experience strengths and difficulties in a number of different domains to a greater or lesser extent. This will be dependent upon the type and severity of the dyslexia, as well as the individual's age and type of educational support they have received (Reid, 1998).

It is important to note that the difficulties experienced by individuals with dyslexia are often balanced with particular strengths (McGregor, 2007; Neil, 2005), such as:

- Effective oral presentations
- Good conceptual abilities
- Good problem-solving abilities
- Imaginative, creative thinking
- Analytic thinking
- Ability to see the "bigger picture"
- Inquiring mind

The purpose of this section is not to provide a checklist through which a pupil may be labelled as dyslexic, but rather, to support teachers to be aware of learners who may require more differentiated teaching approaches to support their literacy development.

A pupil with dyslexia may experience difficulties in all or some of the following areas. Many of the following difficulties can be found in younger children. For example, many pupils reverse letters until around the age of 8 years. Concerns regarding dyslexia should only arise if such difficulties continue when additional support has been given, and / or when they are combined with a number of other difficulties.

Reading:

- Poor decoding skills
- Slow reading speed which lacks fluency
- Loses the place or uses a finger / marker to keep the place
- May need to re-read several times to aid comprehension
- Has difficulty picking out the most important points from a passage
- Unusual pronunciation of words read aloud
- No expression in reading
- Reads words in the wrong order
- Skips or repeats words or lines

- Substitutes, inserts or reverses syllables / words
- Confuses similar words (e.g. for/of, form/from)
- Difficulty seeing the spacing that organises letters into separate words
- Problems recognising high frequency irregular words (sight vocabulary)
- Poor phonemic awareness (e.g. difficulty segmenting words into individual sounds, or blending

sounds to make words)

- Finds difficulty with dictionaries, directories or encyclopaedias

Spelling:

- Poor sound-symbol correspondence (associating sounds with the letters that represent them)
- Adherence to phonic spelling
- Spells words in several different ways in the same piece of work
- Letter reversals
- Lack of security in "spelling probabilities"
- Unusual spellings, which may then be unreadable to even the child just a few minutes after writing

Writing:

- Indeterminate hand preference
- Tense, awkward pencil hold
- Poor writing posture and paper position
- Difficulty learning letter shapes
- Poor formation of letters (in later years writing may be neat but very slow)
- Confusion of letters similar in shape (b/d, p/q, u/n, m/w)
- Makes anagrams of words (e.g. tired for tried, breaded for bearded)
- Poor spacing of words

- Difficulty writing on line and sticking to margin
- Produces messy work with many crossings out and words often tried several times
- Reversals of words (was/saw, dog/god)
- Tendency to mix upper and lower case letters
- Confusion with simple punctuation
- Inaccurate proof-reading
- Inaccurate copying from book or board
- Writes a great deal but loses the "thread" or writes very little but to the point
- Written work does not reflect oral language skills
- Reluctance and difficulty in following up listening and talking tasks with writing

Numeracy:

- May seem to understand the concepts of number but have difficulty associating the numbers with the symbols
- Difficulty remembering a short sequence of numbers
- Poor spatial ability
- Problems learning early number facts and early procedures
- Poor number formation
- Difficulty copying numbers from the board or jotter
- Lacked intuitive grasp of early numeracy
- Confusion with / reversal of visually similar numbers
- Confusion with the concept of place value
- Problems with reading and understanding the language of maths
- Difficulty with written calculations
- Confuses positional language and direction
- Finds mental arithmetic at speed difficult
- Can think at a high level in mathematics, but needs a calculator for basic facts

Speech & Language:

- Phonological awareness problems (difficulty with rhyme, rhythm and alliteration)
- Delayed speech development
- Speech irregularities
- Confusion of sounds in speech (e.g. f / th / v)
- Poor articulation
- Confusing sentence structure
- Poor vocabulary and misuse of words
- Early word finding difficulties, which often persist into later stages of development
- Monotony of voice
- Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced
- Inability to follow verbal instructions, especially a sequence of instructions
- Difficulty learning a foreign language

Perception:

- Poor sense of direction (e.g. confusion of left & right, problems putting correct shoe on foot in early years)
- Difficulties in visual processing (e.g. shape, pattern, sequencing)
- Poor visual-motor skills which impacts handwriting
- Difficulty with auditory processing of language-based information (e.g. instructions get forgotten or misheard)
- Poor spatial orientation which impacts handwriting
- Impaired temporal orientation (e.g. difficulty learning to tell the time, poor timekeeping and personal organisation in later years)

Motor skills:

- Poor co-ordination resulting in apparent clumsiness

- Impaired gross motor skills (e.g. in early years had difficulty with dressing independently, and

catching, throwing & kicking a ball)

- Impaired fine motor skills (e.g. late learning to fasten shoe laces or buttons, poor pencil grip)

Memory:

- May seem to catch on initially but when memory gets to the point of overload forgets even the simplest of words

- Finds it hard to remember a sequence of numbers, letters or instructions

- Difficulty memorising alphabet, days of week, months of year & multiplication tables

- Poor memory for number bonds / tables / formulae

- Tendency to forget names of common objects / people

- Forgets what he / she was going to say while waiting for a pause in conversation or in middle of a sentence

- Poor working memory (e.g. poor organisational skills, difficulty planning a piece of work, difficulty telling or writing a story)

- Information may become jumbled in memory, seemingly resulting in misunderstanding

Processing:

- Impaired concentration ability / short attention span

- Tires easily

- Poor ability to prioritise and organise work

- Slow to complete tasks

- Sequencing difficulties (e.g. ordering letters, words, stories, dates, ideas, events or following a sequence of instructions)

- Variability in performance - able to do something one time and not another time

- Difficulty following oral directions

- Misunderstands complicated questions

- Level of production and work varies from day to day
- Processing of spoken and / or written language is slow

Behaviour:

- Disaffected, low motivation to learn
- Avoidance of literacy tasks (e.g. sharpening pencils, looking for books)
- Seems to "dream" and appears not to listen and is easily distracted
- Truancy
- Low self-esteem
- Frustration at own lack of achievement
- Is the "class clown" or disruptive or withdrawn
- Excessively tired due to amount of concentration and effort require

Aims

At Altrincham CE Primary School, we value the importance of being a Dyslexia Friendly school. Not only does a Dyslexia Friendly ethos help us to meet the needs of dyslexic pupils, but also the needs of pupils who have delayed Literacy skills. Indeed, evidence suggests that all children who are taught using Dyslexia Friendly methods are able to benefit and that, in essence, more children are able to benefit when dyslexia friendly methods are adopted throughout school. We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning. Our children are made aware of the nature of the barriers that some people may have to learning and how different strategies can help to overcome these. Positive role models are made known to the children and their achievements are celebrated.

The aims of the policy are to facilitate and encourage a shared rationale and understanding in the identification, assessment and support for pupils with Dyslexia at Altrincham CE Primary School:

- Whole school responsibility for supporting children with dyslexia
- Dyslexia friendly learning environments
- Early identification of children at risk of experiencing delay in accurate and fluent word reading and spelling
- Effective and equitable access to planned support using staged intervention

- Appropriate intervention strategies relevant to the child's specific needs
- Effective profiling and tracking of children's reading, writing and spelling
- Innovative relevant curricular initiatives
- A range of CPD opportunities relating to Dyslexia for all staff
- Effective networking for sharing and celebration of good practice
- Children's resilience, empowerment and choice

Key Elements of Good Practice

We are proud of the level of support and intervention we offer to all learners. We are a school that:

- Understands all learning differences and styles. This includes dyslexic difficulties and strengths
- Identifies and responds to learning needs to ensure children achieve their personal targets
- Uses Quality First Teaching, as planned interventions (Wave 2) and some cases personalised provision (Wave 3) where individual targets need to be made
- Understands a learner's strengths and builds on these
- Uses multi-sensory teaching and learning strategies and resources
- Draw on specialist expertise within school and from outside agencies
- Use a whole- school and cross curricular approach
- Encourage good inclusive practice
- Ensure self-esteem is nurtured and monitored
- Provide parents with confidence
- Encourage maximum participation by parents to help support their child educationally and emotionally in their learning
- Make all learners feel valued and happy in their learning environment
- Constantly engages in 'Review, Plan and Do'

Section 2: Roles and Responsibilities

It is the responsibility of **all** staff to ensure the needs of individual children with dyslexia are met.

More specifically:

Classroom Teachers should:

- Be aware of the patterns of development and attainment which may indicate dyslexia
- Be aware of the school's policy and practice on dyslexia, and of local and national guidelines
- Implement the staged intervention process where appropriate
- Consult with the school's SENDCO if there is a concern
- Support parents in understanding the nature of the concern
- If necessary, implement short term initial support plans within the everyday curriculum and class context, using a differentiated programme of work, with learning and teaching strategies based on the class teacher's ongoing evaluation
- Contribute to a profile of the child's progress
- Alert the School's SENDCO where problems are prolonged, resistant to intervention, or associated with behavioural changes
- Contribute to the pupil's personal learning plan where appropriate, and monitor the effectiveness of strategies
- Be aware of the child's views

Teaching Assistants should:

- Be aware of the patterns of development and attainment which may indicate dyslexia
- Be aware of the school's policy and practice on dyslexia, and of local and national guidelines
- Have access to information on the needs and perceptions of individual pupils in relation to classroom support
- Liaise closely with classroom teachers over the nature of an effective support role in class

- Liaise with the SENDCO over resources and strategies
- Have access to CPD in developing their own complex skills in intervention, ICT and assessment support

The SENDCO should:

- Be aware of patterns of development and attainment which may indicate dyslexia
- Be responsible for implementation of the school's policy and practice on dyslexia
- Ensure all school staff are aware of, and have access to, the school's policy on dyslexia and to local and national guidelines
- Ensure that all parents have access to and are aware of the school's policy/practice on dyslexia
- Ensure procedures are in place for early identification of literacy difficulties or delay
- Work jointly with staff to identify the nature of the child's difficulty and his/her areas of strength
- Monitor pupils' progress through a staged intervention 'Wave 1,2 and 3' system
- Monitor and support class intervention strategies
- Where necessary in complex situations (in collaboration with the Class Teacher and parents), be responsible for the preparation of an individual 'personalised learning plan' with specific targets and identified support strategies, and for monitoring its implementation
- Where appropriate, access and coordinate input from other professions (e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychological Service)
- Ensure that parents have access to information on the child's progress and are enabled to support the child effectively
- Ensure staff are given appropriate CPD opportunities and are aware of current developments in dyslexia

Multi-Agency Support E.g. Educational Psychologists will:

- Provide consultation e.g. to consider assessment information already gathered when further guidance is needed regarding next steps for a learner
- In some cases, carry out further assessment if this is needed to gain a clearer understanding of a learner's needs

- Offer CPD to school staff and/or other professionals where a need for this has been identified

Section 3 Identification and Assessment

Assessment is a continuous integral part of the teaching/ learning process and should be regarded as a way of identifying strategies to promote effective learning, not merely as a tool to identify deficits. Identifying and assessing dyslexia is an ongoing process of information gathering over a period of time rather than a single test carried out on one occasion.

This requires a collaborative approach and a sharing of professional knowledge and expertise in order to effectively meet pupil-needs and promote successful learning.

Identification

To assist the identification of Literacy difficulties, it is vital that a clear evidence base, which is recorded within a SEN Support Plan, is gathered by the school.

This will include the following:

- Evidence from School Reports/Internal School Referral/Teachers Notes/Records of Intervention (Staged Intervention Process) Areas of strength and difficulty, including social skills, coordination etc.
- A piece of free writing produced by the pupil unaided.
- Dyslexia Checklist
- Reading & Writing Attainment - From assessments carried out/work in school e.g. reading group; books read for pleasure; any standardised tests (e.g. NFER)
- Spelling Attainment - From assessments carried out in school and accuracy in spelling through standardised tests (e.g. NFER)
- Phonological Ability - Can pupil identify rhyme? Discriminate phonemes? How does the child attempt unknown words?
- Memory (auditory) - Teacher's observations, e.g. ability to learn tables.
- General Ability - Comparison between pupil's performance in oral, practical and written activities - teacher's findings.
- Learning Behaviour - How does the pupil learn best? Attention span? Motivation etc.?
- Attendance

- Repeated/Deferred Years
- Learning support given - Duration, frequency, aim, degree of success, etc.
- Learning Support Services - Record of involvement
- Relevant issues regarding sight or hearing
- Any other barriers to learning

School Support System

Every child is entitled to Quality First Teaching for literacy. If a child is not making expected progress with reading, writing and spelling and is reading at a level one or more year behind their chronological age, support at school level is put into place following a graduated approach. At every stage of intervention, the 'assess, plan, do review' approach is to be followed as stated in the SEN Code of Practice. Parents / carers and pupils' views are also regularly sought. As a school we will provide appropriate programmes and interventions which are monitored and evaluated for effectiveness. This includes timed group interventions, evidence based and designed to increase rates of progress and put children back on course to move towards national expectations. As a school we keep good records of meetings, interventions and outcomes. If, following interventions the pupil's difficulties continue to be severe and persistent the school's SENDCO can request support from external agencies, who may then suggest that school makes a referral for an Education Health Care Plan (EHC).

Concerns over a child having possible dyslexic tendencies can come from a variety of sources. Whilst it is often the Class Teacher, or a Teaching Assistant, who are the first to identify if a pupil is under-performing or having difficulty, other sources may include:

- Parent/Carers
- Outside agencies (Ed Psychologist, Medical Professionals, Speech and Language Therapists etc.)
- Previous schools/nurseries
- Other adults working with the children (E.g. other family members, private tutors)

At Altrincham CE Primary School, we will take all concerns seriously and apply the following procedures:



SEND

CONCERNS RAISED ABOUT A
BARRIER TO LEARNING



STEP ONE

Class teacher completes an
**EARLY IDENTIFICATION OF
NEED**



Class teacher to monitor and informs parents about concerns.
SENCo to observe and meet with class teacher - review IQFT.

STEP TWO

GRADUATED APPROACH/ IQFT

Assess-Plan-Do-Review

After 6 weeks: improvement/no improvement



STEP THREE

Provision Plan/Child on a Page

SEND Graduated Approach

Teacher - SENCo - Outside Agencies

Planned Interventions focusing on specific area of need

Assess - Plan - Do - Review (6wks)

SENCo to observe and meet with class teacher - review IQFT.



STEP FOUR

Highly personalised provision

(e.g. for a child with an Educational Health Care Plan EHCP)

Child has an individual Provision Plan in place.

Graduated Approach to Dyslexia

Assess, Plan, Do, Review at each stage

Inclusive Quality First Teaching

Effective Inclusive Classrooms

Analyse tracking data
Have conversation with SENCO
Consider Checklists/audits of current provision.
Consider impact of SEMH, EAL issues and support appropriately. Differentiate tasks as appropriate
Discuss with pupil and parents/carers

Specific intervention /Low level support

Think about removing barriers to achievement and personalisation. Agree outcomes and next steps with parents, carers and pupil.
Discuss in Progress Meetings. Monitor and measure progress and adapt interventions regularly.

Specific intervention/high level support

Personalisation
Consider referral to external agency

External Agency

Follow recommendations
Monitor and measure progress.
Discuss progress at Review Meetings

Gather evidence for EHC Referral

Tracking data
All About Me
EHC Assessment Reports
Costed Provision Map

EHC Referral

Exceptional support
Applicable to FEW pupils

Lots of additional support
Applicable to SOME pupils

Some additional support
Applicable to ALL pupils

No additional support
Applicable to ALL pupils

Personalised provision Highly personalised provision (e.g for a child with an EHC Plan) delivered over a longer period. Every child at Wave 3 has an Individual Provision Plan (IPP) in place					WAVE 3
Planned Interventions Planned interventions are a series of planned sessions, focusing on a specific area of need, based on diagnostic assessment and planned for using evidence informed strategies They are focused, targeted and time-limited interventions aimed at addressing gaps in learning to enable the child to 'catch up' Every child at Wave 2 has a Child on a Page in place.					WAVE 2
Enhanced Inclusive Quality First Provision These are enhanced provisions that meet the individual needs of a child within the classroom to enable them to 'keep up'					WAVE 1+
<p style="text-align: center;"><u>Inclusive Quality First Teaching</u></p> <p>Inclusive Quality First Teaching (IQFT) sits at the heart of effective teaching and learning and therefore sits as a key pillar within our SEND Strategy. It is our commitment to ensure the highest quality of IQFT for every child, particularly for those identified as disadvantaged with a sharp focus on staff knowledge and understanding potential learning barriers such as dyslexia</p>	<p style="text-align: center;"><u>Curriculum Design</u></p> <p>Removing SEND barriers are a key feature of our curriculum design. Our curriculum has been deliberately and carefully designed to enrich the cultural capital of all our children with particular benefit to our SEND pupils Enabling every child to access enrichments and enhancements within the whole curriculum.</p>	<p style="text-align: center;"><u>Relationships</u></p> <p>Developing and fostering positive relationships with pupils, and their parents, is at the heart of our strategy. Our caring and nurturing approach ensures our children feel happy, safe and secure.</p>	<p style="text-align: center;"><u>Intervention</u></p> <p>Ensuring timely and effective intervention, when needed, with a sharp focus on providing intervention at the point of learning by providing immediate and responsive support to learning, behaviour, social and emotional needs.</p>	<p style="text-align: center;"><u>Ownership</u></p> <p>Every child having ownership (at an age appropriate level) of their learning journey</p> <p>Actively seeking the involvement our pupils in the writing and implementation of their Child on a Page plans.</p>	WAVE 1

Step 1 Wave 1 Early Identification of Need (Concerns raised; Initial Investigation and Assessment; Feedback to Parents). Step 1 is a class teacher-led response, with informal support from the school's SENCO.

Assessment methods at this stage would include:

- Samples of pupil's written work (e.g. comparison of pieces of reading comprehension and extended writing using different strategies - i.e. Scribe, Reader, Independent)
- Observation of pupil in class to see how he or she responds to the teaching process, the classroom layout and the resources being used
- Dyslexia checklist carried out
- Use of the "assessing dyslexia online toolkit", which can be accessed at www.frameworkforinclusion.org/AssesingDyslexia/

Step 2 Wave 1 Graduated Approach/Enhanced IQFT

Using the dyslexia checklist to inform them, the class teacher should plan provision/intervention at Waves 1 and 2.

Step 3 - Wave 2 Planned Interventions

A Personal Learning Plan to meet the pupil's specific needs will be planned and implemented. At Altrincham, this is known as a 'Child on a Page'. This is essentially a record of the intervention programmes used and the classroom strategies/approaches that are put in place to support the child.

A provision map will also be devised to show the level of support being received. Pupil-progress, performance and attitude will be monitored closely and evaluated regularly. All interventions will be documented and filed appropriately i.e. the Class Teacher and relevant Teaching Assistant should fill in a child's Personal Learning Plan ('Child on a Page' Plan) and Provision Map and keep necessary notes and records.

More formal assessments may be carried out by the Teacher or SENCO to provide specific information, e.g. analysis of reading and spelling assessments (e.g. reading/spelling ages or pattern of errors) and screening software (including observations on affective factors such as motivation, anxiety and how the child approached the assessment). These types of 'formal' assessment should however only be regarded as one small part of a more holistic view of the pupil. The Child on a Page document will continue to drive intervention strategies.

The Dyslexia Screener and other Teacher Assessment results may well be an indicator for the class teacher to discuss learning needs with the parent. Parents should be informed of 'additional' provision/intervention through discussion of their child's Personal Learning Plan/Child on a Page Plan but without serious concerns being raised at this point.

During the 'review' discussion, parents will be shown and have explained to them dyslexia friendly practice. Outside agencies may be contacted for advice and special assessment. Their advice and guidance will be used. E.g. The Educational Psychologist may be informally consulted through an initial consultation at this stage in order to support the assessment and intervention planning process if it is felt by the pupil, parents or school staff that this would be helpful. The Educational Psychologist's involvement is focused on supporting school staff in planning problem-solving strategies.

The Child on a Page Plan will be completed by the Class Teacher.

New targets / provision (if appropriate) will continue at both Wave 1 and 2. This form of support may continue as long as deemed necessary to ensure progress is made. A review of progress will take place at the end of each term or set period of time. If unsatisfactory progress is made or concerns deepen, then Wave 3 support should start. Targets should be logged on the Child on a Page Plan.

Step 4 Wave 3 (Further Assessment; 1:1 Wave 3 Support; Involvement of the Educational Psychologist.) If concerns persist then it will be necessary to move on to the next stage of assessment and involve other professionals in the problem-solving process. Step 4/ Wave 3 is a Senior Management Team, SENCO and Teacher led response.

NB: Parents must be consulted and permission obtained when involving services such as the Educational Psychologist. There may be sufficient evidence to identify dyslexia at this stage*, or it may be appropriate to continue to monitor the impact of interventions.

* If it looks likely that a EHC referral will need to be made for the child, information will start to be gathered about the pupil in preparation for Step 4, including:

- Profile of pattern of strengths/ difficulties
- Other issues which may be impacting on the pupil's literacy development (e.g. speech & language difficulties, English as an additional language).
- Discussion with pupil

- Discussion with parents
- Learning history e.g. EYFS score, Y1 phonics score, KS1 SATS results etc.

In response to a referral from the school, further investigation will require involving the Educational Psychologist at a more formal level through a full consultation meeting (with parental and pupil consent). The purpose of the full consultation meeting is for the pupil, parents and all relevant professionals to discuss and collaboratively plan actions and strategies to meet the pupil's needs. A follow up consultation should be arranged to evaluate the agreed strategies and if necessary, plan further interventions. Following this, arrangements will be made by the school to review progress as appropriate.

A formal 'assessment' for dyslexia, will be administered by the Educational Psychologist at this stage. A copy of this will be sent to parents and a meeting with the class teacher and pupil support team will be arranged if Dyslexia is identified

NB: Where there is insufficient evidence to identify dyslexia it may be appropriate to continue to monitor the impact of interventions.

In a very small minority of 'severe' cases, it may be considered necessary to consider additional support and an Education Health Care Plan may be requested.

All children experiencing difficulties at whatever stage, who require additional support will follow the SEND assessment process: Teacher/Parent concern, Wave 1 or 2 support, Wave 3 and Education Health Care Plan.

Support from external agencies throughout the Graduated Approach may include the following:

- Advice regarding quality first teaching, delivering interventions and monitoring and evaluation of those interventions.
- Training - INSET, full days, half days or twilight sessions
- Observations of interventions being carried out by staff.
- Observations of children, in class, small groups etc.
- Consultations with pupils, staff and parents.
- Modelling of techniques, teaching strategies or interventions.
- Support with completing a skills audit for all staff to identify training needs.

- Enabling settings to develop inclusive practice for pupils on the dyslexic continuum through training, consultation and project work, e.g. Dyslexia Friendly Training and the Dyslexia Friendly Schools Award.
- Advice for school on developing policy and practice for pupils on the dyslexic continuum.

Assessment in Summary

Dyslexia assessment at Altrincham CE will include:

- The assumption that dyslexia is a broad continuum with highly variable presentation
- Early identification and intervention using a basic checklist and knowledge of the child
- The belief that assessment is complex, dynamic and ongoing
- A balance between in-child and environmental factors
- Individual learning styles and preferences
- Learner's perspective, behavioural presentation, and motivation
- Parents' and carers' perspectives
- The understanding that specific difficulties commonly overlap.

If the initial assessment information provides little or no evidence that a learner has dyslexia, the parent/carer and child/young person (where appropriate) should receive feedback explaining this, and reassurance should be given that progress will continue to be routinely monitored and reviewed to ensure that their needs continue to be met. In cases where further assessment is carried out to determine whether a learner has dyslexia, those involved, including parents and young people, should meet to discuss the outcomes of assessment (including whether the learner should be identified as having dyslexia), agree an appropriate support plan if required, and record the findings and next steps accordingly.

Where parents/carers have made arrangements for a private assessment, they should be assured that findings of any reports produced will be taken into account, but will need to be considered alongside contextual assessment information when establishing a learner's needs, and when making a decision about whether they have dyslexia.

Checklists

Checklists have pointers which can be very useful in promoting a better self-understanding and indicate future assessment needs. However, these do not provide

enough information for a diagnostic assessment and therefore should never be used to draw firm conclusions; only an assessment with a specialist will determine if any child is dyslexic.

Individual Provision Plan

All pupils with dyslexia will have a profile containing:

- A summary of the pupil's aptitudes and abilities.
- The factors leading to barriers to learning.
- Main implications for learning and teaching.
- Staged Intervention paperwork.
- Review minutes.
- Personal Learning Plans
- ICT implications
- Confidential Background Profile
- Dyslexia checklist
- Specialist Formal Assessment E.g. Dyslexia Screener Profile

Section 4: Making Appropriate Provision- How we support dyslexic learners

Staff use the most effective teaching and learning support methods and tools to support all learners including those with dyslexia at Wave 1, 2 and 3

- Children who received Wave 2 support in small groups (sometimes 1-1), have interventions logged and evaluated for impact. These children are expected to reach age related expectations or above after intervention
- Children who are working at Wave 3, need more specialised support
- The SENCO works closely with Trafford's SEND Team and Educational Psychologists for guidance, advice and assessments
- As a school we provide whole school awareness of different learning styles including dyslexia
- Adjustments of the curriculum can be made at the point of implementation or intervention may be used

The Dyslexia 'Friendly' Classroom

At Altrincham CE Primary School, we pride ourselves on 'dyslexia aware' practice. It is expected that most pupils' needs will be met within the classroom setting, through provision planned and differentiated learning opportunities which are carefully matched to the needs to the individual child.

We have a 'communication friendly' working environment. This means our displays within our classrooms are 'paired back' and deliberately uses muted colours so that information that is needed by the children, stands out and is accessible.

Environment

- A visual timetable is in the classroom and a reminder of things needed for the next day
- Table Packs containing resources to help with numbers, letter sounds and key vocabulary
- A written and numerical example of the date
- Resources, trays, drawers, labelled with writing and graphics
- Models of good work displayed in classrooms (WAGOLL) on Working Walls
- Displays are uncluttered, 'communication friendly' and at a height that can be accessed by pupils

Resources

There is a vast selection of Dyslexia Friendly resources located in school which can be borrowed or copied. Please speak to the SENDCO to facilitate.

All classes have a selection of coloured overlays which should always be accessible for children with dyslexia. In addition, provision should be made to alter background colour on whiteboards or computer screens to maximise reading speed and reduce glare. Black print on a white background will be avoided where possible throughout school, this includes learning resources and displays.

- Access to all resources/ equipment is well organised and child friendly.
- Resources are matched to students' specific needs.
- Buff paper is used for worksheet and in exercise books
- Use of blocker to aid visual tracking if required

- A clear font and size is used on the IWB and enlarged text 14-16 on worksheets, font in Arial, Primary Sassoon Infant or Comic Sans are preferable
- Expanded 1.5 spacing between letters and lines; bold is used to highlight rather than italics
- Maths First Aid Kits: Practical resources to encourage kinaesthetic and visual learning are readily available: cubes, counters, coins, numbers 1-100, place value charts, multiplication tables.
- Class teachers encourage use of the Working Walls / table-based self-reference materials. E.g. key topic words are displayed and access to word banks, tablemats, high frequency word mats etc. are provided.
- Writing frames and scaffolds are provided to support writing.
- Range of pens and pencils available - including a range of grips
- Models and images used to illustrate concepts.
- Use of a personal word book and jotters
- Basic word banks to support writing
- Use of number square / line for reference
- Use of spellchecker
- Offering handouts to avoid the pupil having to copy from the board, or if copying from the board is necessary the child may find it easier if they are sitting near to the board
- Using highlighter pens to highlight important points and key vocabulary

Teaching Programmes/Interventions

Specific Teaching programmes/interventions if required use a mixture of different resources which are appropriate to the child's needs, for example:

- Group work/ 1-1 with TA/ teacher
- Toe by Toe
- Phonics Bug Club Phonic reading scheme
- Multi-sensory spelling

- Precision teaching
- Buddy reading with peers and teaching staff
- EEF Reading & Writing Interventions
- The Power of 2
- White Rose Maths
- Songs for learning
- Writer's toolkits
- Active Maths
- Communication and Language Games
- Switch On Reading
- GL Assessment Dyslexia Portfolio
- Teacher Books: E.g. 100 ideas for supporting children with dyslexia.
- Word Shark software
- Purple Mash suite of software
- Clicker software
- Thesaurus dictionary
- I-pads - apps for learning support
- IWB in each classroom
- Laptops for alternative methods of recording
- Talking buttons and microphones

Improving Curriculum Access

- Clearly outlined Learning Objectives (L's) and Tasks (T's)
- Key objectives are repeated throughout the lesson.
- Staff use a range of teaching styles and multi-sensory techniques to facilitate learning. (Multi-sensory learning techniques provide the key to teaching pupils with dyslexia because all the pathways in the brain are being used.)

The key is to find the way that an individual learns best and then to try to adapt the classroom organisation and teaching style to accommodate more effective learning. Dyslexic learners will have different patterns of strengths and weaknesses in learning styles. As a school we agree to try to find out this pattern for children with dyslexia and adapt our teaching as appropriate, remembering the key feature of multi-sensory teaching is to involve simultaneous input from visual, auditory, oral, tactile and kinaesthetic channels.

- Metacognitive strategies are favoured; no one way of learning is favoured.
- Staff provide alternative ways of recording e.g. Spider diagrams; Pictures; Using a scribe to record verbal account; Cloze procedure activities; Record digitally e.g. using microphone or I-pad; ICT; Partner work-assigned roles, think-pair-share etc.
- Open ended question and extended questions are used by the class teacher to extend the children's learning; time is allowed for learner to ask questions
- Differentiated writing tasks take into account a child who may be verbally able but has difficulty in recording (e.g. writing frames, tape recording, digital cameras/videos, labelled diagrams etc.)
- Simple verbal instructions for task completion; instructions are given in small chunks
- Children regularly asked to report/ and or explain in their own words that have to do
- Mnemonics to learn tricky words
- Organisation of learning is varied e.g. pairs, groups, individual
- Time-limited exercises to help motivate pupil and ensure they do not struggle indefinitely
- Use of a reader where possible and appropriate
- Use of energy breaks to provide short break and re-focus
- Teacher and TA plan opportunities for pupils to overlearn key pieces of information taught in maths or literacy
- Staff ensure that pupils are given time to think and process information before answering
- Copying from the board is avoided
- Pupils have a front facing seating position at appropriate distance

- Self-assessment is used to check how pupils found a task
- Marking is targeted depending on the purpose/learning objectives of the task
- We ensure that pupils can read / understand written comments / corrections on work and prefer to give verbal feedback at the point of learning
- We provide constructive advice on presentation
- We encourage self-checking / reflection of work completed
- Staff use specific praise to identify the skills and strategies used by the pupil, to help them be more aware of their own learning and able to use these skills and strategies in future tasks
- Staff are aware of and recognise that what may look to be a small amount of work may be the result of a large amount of effort

Strategies

Everyday reading support strategies:

- Encourage reading rulers and fingers
- Have overlays available
- Check optimum lighting conditions
- Check reading glasses are where they should be - if not find out why
- Check if changing paper colour helps
- Check if changing font helps.
- Reading age of text should be appropriate
- Interest level of text should be appropriate to age
- Children may need to read a text several times for the message to sink in
- Chunk text in small bites wherever you can (no more than 5 lines), and underline or highlight key words and phrases
- Highlight, outline or bullet point key information
- Use post-its to track key sections in text
- At early levels, highlight and colour code key phonemes

- Number lines in text - e.g. every 5 lines - this helps to track the place
- Try enlarged text
- Give children choice on reading aloud, reading content and opportunity - there are vast differences of opinion both on skills and personal preferences
- Give all children a "right to pass" on reading aloud in public
- Use group or choral reading
- Use paired reading - reading aloud simultaneously with another child or adult supporter
- Allow "confidential" individual reading opportunities
- Remember not asking children to read aloud can be stigmatizing and divisive
- Allow reading to a recording device or computer
- Be imaginative with reading groups
- Consider inclusion in a range of reading groups for different purposes - including comprehension and story appreciation
- Give access to recorded texts/ books to prepare reading
- Encourage self-questioning
- Avoid obvious labelling of a child by the level of their reading scheme - put a cool cover on the book
- Use choral reading for group inclusion
- If reading and spelling resources don't work, blame the resource not the child
- Discourage ridicule -encourage peer support
- Assess value of ICT software available or potentially available - borrow to see what the child thinks

Everyday writing support strategies

- Do not assume left/ right directional awareness
- Offer choice of paper size, shape, colour, lined, non-lined, lower half of line shaded
- Offer range of writing tools - e.g. pencil grips

- Write letters and shapes in sand, glue, with play dough, in the air etc. if that helps
- Give individual prompt cards for b and d, all lower and upper case letters, vowels if that helps
- Use individual prompt cards for punctuation and maths symbols
- Use colour coding to support retention of letter shapes
- Offer scribing for assessments or where appropriate /available
- Encourage use of mind maps, bullet points, cartoon stories
- Use different coloured pens for different purposes
- Writing frame
- Shared writing
 - Paragraph starters for planned extended writing
- Key vocabulary lists
- Peer planning of writing
- Use 'boxing up' for planning writing
- Check ICT options

Copying support strategies

- Limit copying from board or provide inconspicuous alternatives
- Write lines in different colours - or key words in different colours
- Use bullet points
- Provide a short summary alternative
- Keep language concise and simple
- Encourage copying from peers e.g. for date/learning objective/ information
- Email to pupil on laptop

Everyday Spelling support strategies

- Focus on word patterns and shapes as well as phonics

- Label everything in the classroom clearly and model good spelling whenever possible
- Encourage use of Look, Say, Do, Write, Cover, Check
- As an alternative use Make or Break -give plastic letters, make word, break into syllables, make word, sound out syllables, break word, make word naming
- Use box fonts for spelling tests - start with the child adding one or two letter letters and work up to whole words
- Use personal spelling word book
- Write word for child rather than impede a good story
- Encourage child to "go for it" and spell creatively rather than choose a short boring word instead.
- Make a child work to get a word - tap syllables, long or short? Starts with? finishes with? chunk phonemes, what word is it like? Rhymes with? What possible spellings are there? e.g. one, won, wun,
- Checklists of prefixes and suffixes
- Peer spelling check with a supportive peer
- Don't assume alphabetic awareness
- Link spelling practice with Phonics work child is probably doing
- Encourage silly mnemonics -the sillier the better
- Encourage frequent access to good software like Wordshark
- Have a clear marking strategy or colour code

Organisation support strategies

- make sure all the children are dyslexia aware
- give child a "Dyslexia support" card to indicate issue to supply teachers etc.
- encourage peer buddies
- encourage homework buddies - by phone or email
- use a large visual timetable for class activities

- provide individual pupil timetables e.g. now and next, and strategies for not losing them
- set time limits for tasks and keep tasks short
- give reminders for task completion time
- focus regularly on time sequences - time, day, month, season, birthdays
- use and reinforce time sequence words: next, before, after
- use sand timers
- manage one success every day
- get pupil to keep record of tasks completed every day
- keep instructions short, simple and one at a time
- have an individual cue sheet for name, date of birth, address, school name, etc.
- have visual symbols for classroom storage
- Provide alternative activities for agreed respite

Ethos

- Lessons are made as fun, engaging and as practical as possible
- Staff talk through negative beliefs with children and find a balance between what can be done by others and what they must do for themselves, thereby encouraging and building greater independence
- Careful classroom comments and observations by all adults working with children taking in
recognition of effort even when results do not quite meet expectations
- Use of all school reward systems to reward good attempts/effort and successes and to celebrate other strengths as often possible to ensure that self-esteem is nurtured and monitored
- We foster a 'Growth Mindset' 'have a go' environment where it is okay to make mistakes
- We support the child to understand dyslexia, how they learn best and how they can help themselves

- In our school, we display pictures of famous people with dyslexia in order to boost pupils' self-esteem and raise awareness generally (e.g. Jamie Oliver, Winston Churchill, Richard Branson, Tom Cruise etc.)

- Acknowledge Dyslexia Awareness Week

Transition

Points of transition can be particularly stressful for children with dyslexia and we aim to make each transition as smooth as possible. When children are moving between primary classes, additional time will be allocated for meetings between the class teachers to discuss the profile of individual children with dyslexic difficulties. During Year 6, an enhanced transition programme will be in place for those children with dyslexia to gain knowledge of the pupil support team and facilities at their new high school. This will also allow the pupils to meet with others who may have similar dyslexic characteristics. All individual profile information will also be transferred.

Examinations and Access Arrangements

Students may be eligible for adjustments to examination conditions for example in Key Stage 2 SATs. It is worth noting that access arrangements are not there to give candidates an unfair advantage but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding. The intention behind many access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

End of Term/Unit Assessments

Any sort of language based assessment should be allocated additional time for pupils with dyslexia and a scribe, planning support or use of ICT should be considered as well as accepting work in a different format. (e.g. a picture board to show knowledge and understanding of a topic rather than written evidence.) Any reading element attached to a maths assessment should be addressed through reading questions to a pupil to ensure that it is the specific mathematical objective that is being assessed.

Homework

Adjustments may be made with homework for children with dyslexia. E.g. in the number of spellings sent home or allowing longer homework "hand-in" dates. Parents are invited to provide feedback on how long homework took, how easy / difficult the pupil found it and how much support was required in order to inform future planning for homework.

Section 5: Parent Partnership

To ensure we are best meeting the needs of our dyslexic learners, it is vital that there are strong links between school and home. Having a child with dyslexia often increases anxiety over progress in school. As a result of this, at Altrincham CE Primary we are always looking to develop strategies to forge stronger links and reduce anxiety for parents. As we operate an Open Door Policy, Parents could speak to a class teacher, pupil support teacher or any member of the senior leadership team by coming to the School Office. This would allow the opportunity to speak to the appropriate member of staff, view resources and discuss any concerns.

Parent workshops are also held throughout the school year to keep parents informed and to share information about dyslexia.

Parent Partnership: Features of Good Practice

All parents should have available:

- Clear and accessible information about Language teaching
- Information on Additional Support Needs and Intervention
- Information on local authority policy and practice on Dyslexia/Literacy delay
- Information on school policy and practice on Dyslexia /Literacy delay
- Information on which programmes and interventions are available for children with Dyslexia/ literacy delay and who is responsible for evaluating progress
- Information on identification and assessment procedures
- Clear information on which school staff they should speak to, and when
- Information on the child's learning profile
- Information on individual skills progression
- Intervention planning and evaluation information
- Information on the role of Pupil Support staff in school
- Information on the role of the school Educational Psychologist in relation to Dyslexia

Parents may find useful:

- Confidential opportunities to discuss their concerns at an early stage
- Parent workshops on Dyslexia

- Information on how best to support children at home
- Information on where to find additional good quality information on Dyslexia for them and their child e.g. <http://www.frameworkforinclusion.org/AssessingDyslexia>, www.dudeswithdyslexia.co.uk
- Information on Primary - Secondary Transition supports
- Information on support at next stages (i.e. Secondary)

Engaging Parents in Joint Good Practice

- Liaise over homework - e.g. levels of differentiation, dealing with refusal and avoidance - discuss Parent Tips for homework
- Encourage child to use same strategies at home with reading as they do at school
- Supporting your child to deal with difficulties e.g. talking openly about concerns, pointing out successful role models
- Using organisational supports at home e.g. wallcharts, planners, colour coding
- Supporting the child to have a positive view of him/herself
- Activities to promote self-esteem
- Give the child a positive "joined up" view of home and school working together

Child Participation

All learners should actively be involved in their learning and understand their strengths and areas of development.

Each teacher should provide feedback in different ways to ensure a child understands their next steps for learning.

Children are involved in the reviewing of CoPs (Child on a Page) and asked their opinion of their progress and what is helping them with their learning.

Section 6: Arrangements for Evaluation of this Policy

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

- The school's dyslexia policy is clearly understood by all staff.
- Appropriate strategies are used to meet learning needs.

- The most effective use is made of all resources.
- There is a consistency of approach across all classes.
- Altrincham CE Primary School is a Dyslexia Friendly learning environment.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, consultation, profiling of pupils and using performance indicators. The SENCO and the Head Teacher will be responsible for the evaluation.

Section 7: Frequently Asked Questions

Are all children with reading or spelling difficulties dyslexic?

No. Literacy difficulties exist on a continuum. There is no clear or absolute cut off point where a child can be said to have dyslexia. A child can be seen as having dyslexia if their reading and/or spelling skills develop incompletely or with great difficulty and the problem is severe and persistent. Before we describe a child as dyslexic, many factors should be taken into account, significantly response to appropriate intervention. Whether or not to describe a child's literacy difficulties as dyslexia will be a matter for professional judgement and should be based on thorough assessment. Consideration should also be given as to whether using the term will be helpful for the individual child concerned.

Does my child need a diagnosis of dyslexia?

Some pupils and parents find it reassuring to have a formal diagnosis of dyslexia. However, for others, a diagnosis may not be helpful and decisions should be made by each individual child and their family. A diagnosis is not generally linked to additional funding or resources in Trafford schools. It also does not automatically lead to an assessment for an Education, Health and Care Plan. The Graduated Approach as outlined in this document is the process for supporting pupils with difficulties. Whether or not a diagnosis is present, ACE aims to have high expectations for all pupils and the Graduated Approach will support this.

Is dyslexia hereditary?

Research shows that dyslexia can be hereditary but this is not always the case.

Can dyslexia occur across the full range of abilities?

Yes, dyslexia can occur in pupils of all levels of ability.

Who identifies dyslexia?

Dyslexia can be identified by professionals with appropriate specialist training and qualifications (in Trafford this is the Educational Psychology Service). Staff in schools often find it helpful to discuss children, whose progress causes concern, with outside agencies including SEND Team and the Educational Psychologist. Close liaison between parents/carers and school staff is vital, as these are the people who have the most important information and will be those involved in working to help with identified difficulties.

Some families may feel the need to seek a formal diagnosis of Dyslexia from suitably qualified professionals. In Trafford, the Graduated Approach underpins all support whether or not there is a formal diagnosis.

Why do some people receive a diagnosis of dyslexia in High School/Post 16 education and why was this not recognised earlier?

Dyslexia exists on a continuum. Not all individuals are severely affected and it is possible for them to succeed, with some compensatory strategies, throughout their school life and examinations without causing concerns around progress. As curriculum or subject demands become more challenging and complex, and the volume of required reading and writing increases, underlying difficulties may become evident. It may only be at this point that it is appropriate to investigate such difficulties further.

If a child is recognised as dyslexic, should a statutory assessment (EHCP) be carried out?

Identification of dyslexia, whether from school or an independent assessment, does not necessarily qualify a child for extra funding, for an Education Health and Care Assessment from the local authority or for specialist provision.

Children with dyslexia should receive a graduated response to their identified needs as outlined in the SEN Code of Practice (2014). The needs of most can be met through normal curriculum provision, quality first teaching and the graduated approach. Only children and young people with the most severe, complex and persistent needs are likely to require an EHC plan.

Appendices

Appendix 1

Dyslexia Checklist

Checklists have pointers which can be very useful in promoting a better self-understanding and indicate future assessment needs. **However, these do not provide enough information for a diagnostic assessment and therefore should never be used to draw firm conclusions; only an assessment with a specialist will determine if any child is dyslexic.**

Dyslexia Checklist

Name of Pupil: _____

DOB: _____

Name of School: _____

Class: _____

Teacher: _____

Is there a family history of dyslexia?	
Does the child have a history of ear infections or hearing loss?	
Date of last hearing check	
Was the child late to start talking?	
Does the child wear glasses or have any sight impairments?	

Date of last eye test	
-----------------------	--

Focus	Some of the typical signs of behaviours in pupils at risk of dyslexia	Observed in named pupil?
General	Slow to process instructions	
	Problems with sequencing e.g. getting dressed	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
	Does the pupil have difficulty finding the right word sometimes	
	Difficulty remembering & following instructions	
	Presentation of their work messy	
Writing	Content does not reflect ability:	
	<ul style="list-style-type: none"> • Good at thinking of ideas but cannot get them down on paper 	
	<ul style="list-style-type: none"> • Uses simple ideas and vocabulary that 	

	do not reflect verbal ability	
	<ul style="list-style-type: none"> • Written work often not completed 	
	<ul style="list-style-type: none"> • Reluctant to write 	
	Difficulties in structuring written work:	
	<ul style="list-style-type: none"> • Problems with grammar e.g. tenses or words muddled 	
	<ul style="list-style-type: none"> • Problems with sequencing ideas e.g. when writing a story 	
	<ul style="list-style-type: none"> • Ideas not logically linked together - rambling style 	
	<ul style="list-style-type: none"> • Inaccurate punctuation 	
	Inaccurate spelling:	
	<ul style="list-style-type: none"> • Omits letters within words 	
	<ul style="list-style-type: none"> • Errors in discriminating 	

	individual sounds e.g. middle sound	
	<ul style="list-style-type: none"> Letters in words in wrong order 	
	<ul style="list-style-type: none"> Unusual spellings 	
	<ul style="list-style-type: none"> Is there inconsistency in spelling, one word often being spelt several ways in one piece of work 	
Reading	<ul style="list-style-type: none"> Problems choosing a book at a suitable reading level 	
	<ul style="list-style-type: none"> Does not read for pleasure 	
	<ul style="list-style-type: none"> Reluctant to read out loud 	
	Inaccurate reading:	
	<ul style="list-style-type: none"> Unable to read high frequency words as well as peers 	
	<ul style="list-style-type: none"> Confuses words that are visually similar (e.g. was/saw) 	
	<ul style="list-style-type: none"> Omits words when reading 	
	<ul style="list-style-type: none"> Confuses the order of sounds in words 	
	Lack of reading fluency:	

	<ul style="list-style-type: none"> • Sounding out each word 	
	<ul style="list-style-type: none"> • Needs time to process visual information 	
	<ul style="list-style-type: none"> • Lack of expression 	
	<ul style="list-style-type: none"> • Slow reading speed 	
	Does not understand what is being read:	
	<ul style="list-style-type: none"> • Not reading for meaning and using context as a strategy 	
	<ul style="list-style-type: none"> • Cannot predict what is going to happen next 	
	<ul style="list-style-type: none"> • Cannot summarise what has happened 	
	<ul style="list-style-type: none"> • Needs to read several times to understand meaning 	
Mathematics	<ul style="list-style-type: none"> • Problems remembering times tables 	
	<ul style="list-style-type: none"> • Difficulty with mental maths and remembering the question 	

	<ul style="list-style-type: none"> • Confusion of visually similar numbers e.g. 6/9 	
	<ul style="list-style-type: none"> • Forgets maths concepts if not practised regularly 	
	<ul style="list-style-type: none"> • Misreads signs 	
	<ul style="list-style-type: none"> • Misreads written instructions 	
Concept of time	<ul style="list-style-type: none"> • Confusion about timetable for the day 	
	<ul style="list-style-type: none"> • Problems adapting to change in routine 	
	<ul style="list-style-type: none"> • May not be able to say what day it is 	
Organisation	<ul style="list-style-type: none"> • Problems finding what they need to start a task 	
	<ul style="list-style-type: none"> • Difficulties executing tasks in the right order 	
	<ul style="list-style-type: none"> • Often forgets to bring resources e.g. PE Kit 	
Behaviour & Motivation	<ul style="list-style-type: none"> • Uses behaviour to avoid hard work 	
	<ul style="list-style-type: none"> • Often off-task 	
	<ul style="list-style-type: none"> • Reluctant to contribute in lessons 	

	<ul style="list-style-type: none">• Copies from other children	
	<ul style="list-style-type: none">• Significant level of frustration in coping with school work	