

Dyslexia

Cognition and
Learning



Polite reminders

Just a polite reminder that this is a supportive and informative session.

If you would like to raise concerns or discuss your child specifically, then please do make an appointment to do this.



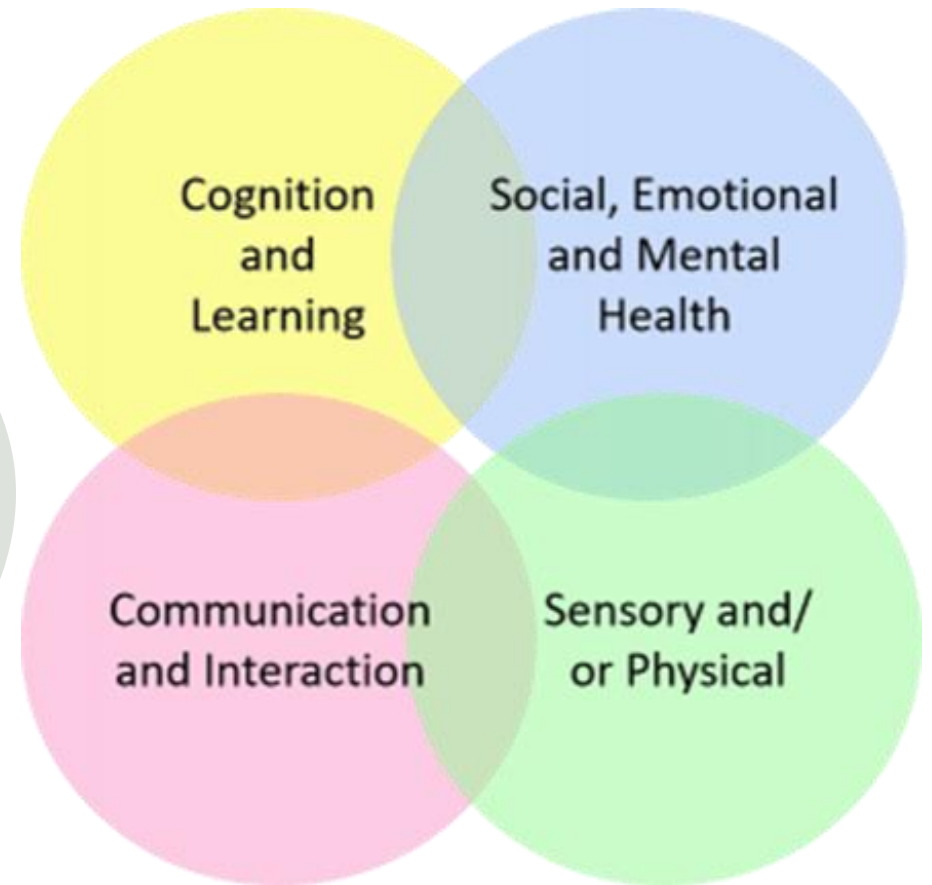
What is Dyslexia?

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.

Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

- British Dyslexia Association.



What Dyslexia may look like in reading...

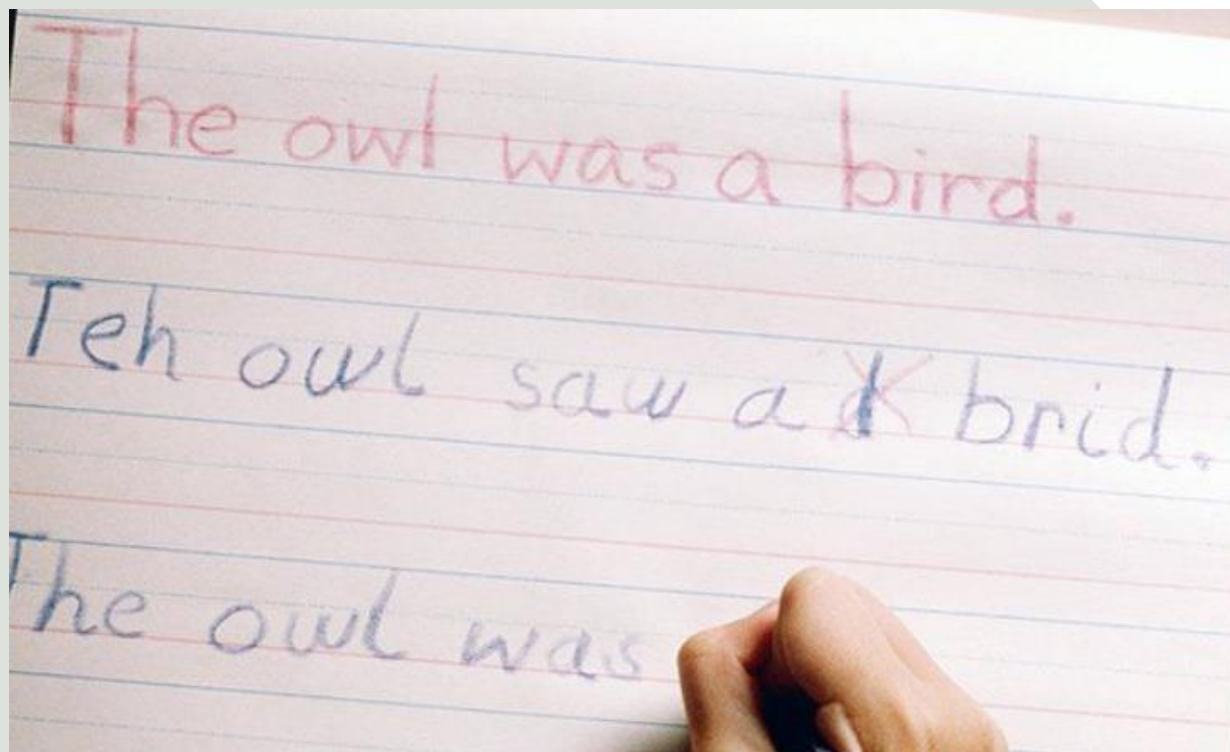
Pat decided time move life. tired stresses job dreamed travel guide! world, meet new people, experience cultures far lands day's work belief. needed find opportunity new life world. miracle, day Pat learned travel agency block home looking travel guide! stop? Sicily! adventures!

So many parents are fearful of their children being diagnosed as having dyslexia. Sometimes the fear almost borders on irrational or hysterical, but it doesn't need to be this way. There are things in life that we should fear, but dyslexia in children is not one of them. That's because the outlook for a child who has dyslexia is actually very bright if some things are put in place to help – and parent fears about a dyslexic child are often greater than they need to be.

ROBINSON and CUMMINS (1980, unpublished) reported significant improvement in subjects using the on-line system. In a 90-word sentence, both a random subject and a reading comprehension, reading accuracy, but not in rate of reading. ADLER and AXWOLD (1987) evaluated the results of 11 Ken-Len's on 23 remedial high school students and a matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of recall, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester.

In contrast, WINTERS (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 68 examples of the letter "b" on three pages, each page of which contained 600 random letters in 20 lines of

What Dyslexia may look like in writing...



the cat in the hat the cat
was sad Bcus the hat
flew uwa to the chrch.
xax he fanphishat.
the ed. was up on ufkida
NONO BOB is DFERIT.

A photograph of a person's hand writing on lined paper. The text is written in blue ink. The first line is 'the cat in the hat the cat'. The second line is 'was sad Bcus the hat'. The third line is 'flew uwa to the chrch.'. The fourth line is 'xax he fanphishat.'. The fifth line is 'the ed. was up on ufkida'. The sixth line is 'NONO BOB is DFERIT.'. The text is written in a cursive style with some misspellings and unusual spacing.

What are the signs of dyslexia? - NHS

Signs of dyslexia usually become apparent when a child starts school and begins to focus more on learning how to read and write.

A person with dyslexia may:

- read and write very slowly
- confuse the order of letters in words
- be confused by letters that look similar and write letters the wrong way round (such as "b" and "d")
- have poor or inconsistent spelling
- understand information when told verbally, but have difficulty with information that's written down
- find it hard to carry out a sequence of directions
- struggle with planning and organisation

But people with dyslexia often have good skills in other areas, such as creative thinking and problem solving.

What resources we can use to support...

Talking tins

Coloured overlays

Writing slopes

Dyslexia friendly backgrounds on PowerPoints etc.

Dyslexia friendly books

Visual aids – task management boards to chunk tasks to support working memory

New Dyslexia friendly font – to be implemented soon!




Talk to text – software?



What is the process if you have a concern?

- Discuss concerns with your child's class teacher or SENDCo
- Class teacher will carry out a dyslexia checklist
- If child scores 50% or more, this could indicate signs of dyslexia
- Class teacher will put an initial intervention plan in place

Plan

Area of concern	Target	Success criteria	Strategies & Provisions
 Spelling edit	To spell 10 high frequency words correctly edit	- Use dyslexia friendly techniques - Practise 3 x weekly edit	- 3 x weekly practise - Use word mat in class to check spellings - Use have a go spelling book edit
 Reading edit	To use reading overlay independently edit	- Use reading overlay for all reading across the curriculum - Keep in tray edit	- Complete assessment check to ensure correct colour used - Use independently and consistently edit
 Spelling edit	To use a laptop to facilitate spelling during extended writing edit	- Use laptop as a spell check tool edit	edit

What is the process if you have a concern?

- Class teachers will implement strategies within the provision to support need
- If no or limited progress has been made after two cycles of intervention, they will be put on the monitoring list on the SEND register.
- Learning Support Team (LST) referral can be made to carry out a DDM assessment
- This will be on priority basis due to funding and available hours to the school

Please note that the LST recommend that the process starts from Year 3 onwards due to age appropriate behaviours e.g. reversing letters/numbers, spelling.

Dyslexia Referral

As part of the Dyslexia referral, the LST require various evidence as part of the assessment:

- Dyslexia Checklists
- PACE checklist – to be completed by parents and teachers
- Parent Interview
- Pupils voice
- Child's attainment levels
- Intervention plans

Dyslexia Referral

Once this referral has been processed, an identification of Dyslexia will be made. This will provide a 'diagnosis' of the condition.

However, the most important thing is the early intervention that has taken place and what the provision looks like for your child. The identification of Dyslexia however will support the child in other ways such as a sense of identity/understanding, extra time in tests.

To note: The criteria for applying for extra time in tests change every year and there is no guarantee that your child will gain extra time/have a scribe. This is with or without a dyslexia diagnosis.