



# Wallace Primary School

## Identifying and Supporting Pupils with Dyslexia



### Our Aims

- **Equity** - to ensure every child is given the opportunity to have any literacy barriers identified and given appropriate support to overcome these
- **Equality** - to ensure every learner has access to supports available to meet their needs
- **Excellence** - to ensure that pupils achieve their full potential and are enabled to succeed
- **Empathy** - to listen to and understand the feelings of Dyslexic pupils and support them



"Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities to develop their skills, which Curriculum for Excellence can provide. Timely provision of support to meet individuals' needs will enable children and young people to effectively engage with opportunities for skills development"

*Building the Curriculum 5*



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### Dyslexia Identification Pathway

**1. Initial concern discussed at ASN/Attainment Tracking Meeting OR Parental Concern recorded in pastoral notes and discussed with teacher**

**2. School staff implement the use of appropriate strategies and monitor progress**

- General class support strategies
- Specific intervention programmes
- Assessment data is collected, and progress monitored
- Progress and impact of teacher interventions discussed at next tracking meeting
- Child's Plan created and shared with parent/carer

**3. Continuing concern leading to Dyslexia Assessment**

- Parent/carer gives permission to open dyslexia assessment
- Parent/carer completes 'Parent/carer views' (Appendix 1)
- Pupil completes 'Have your say' (Appendix 2)
- Class teacher completes Renfrewshire Dyslexia Pupil Assessment Profile and initiates assessment gathering (Appendix 3)
- Continue general class support strategies and specific intervention programmes

**4. Identification Process**

- Class Teacher completes 'Literacy & Inclusive Practice Checklist' (Appendix 4)
- All evidence reviewed by Depute Head Teacher with responsibility for Additional Support Needs and a judgement made as follows:
  - yes, dyslexia has been identified
  - no, dyslexia is not considered to be evidenced
  - inconclusive, there is not yet enough evidence/to be reviewed
- Summary of Discussion completed and signed (Appendix 5)
- Discussed with parents/carers and pupil

NB: The identification of dyslexia is not legally required to ensure the needs of the child/young person are met and it does not automatically provide specific resources for child/young person. However, if dyslexia is identified use of the term can be useful for a number of reasons.

The above is all firmly based on evidence and the definition of dyslexia given by the British Psychological Society below:

*"Dyslexia is evident when accurate and fluent 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 for a staged process of assessment through teaching."* (British Psychological Society, 2005)



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## Identifying and Supporting Pupils with Dyslexia

### Supporting Pupils with Dyslexia - General Classroom Strategies for Class Teacher

#### **Seating & Grouping**

- Check that each pupil can hear and see you, the board and visual prompts clearly
- Seat the pupil where you can make eye contact and provide support quickly
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills

#### **Information, Instructions, Organisation**

- Give pupils 'thinking time' to process information and respond appropriately
- Make instructions short and simple. Break them down into small manageable steps (this also helps pupils who have auditory processing difficulties)
- Explain and present information many times in different ways
- Ask pupils with dyslexia to repeat instructions so you can check their understanding (this also helps pupils who have auditory processing difficulties)
- Display prompts and reminders about what to do, where to find things, useful words
- Label equipment - always keep this in the same place, indicate items when mentioned. Have a tidy and organised class that is accessible for pupils
- Help pupils to organise their own resources and workspace, e.g., clear zip folders that they can keep their own stationary in and find easily, marking out workspace area, seat at end of group table
- Provide desk-top mats/jotter inserts - alphabet, word banks, prompts and personal targets - lots of visual reminders to help pupils recall and use important information
- Provide - and demonstrate how to use - practical aids (calculator, number/tables squares, ICT spell-checker) and ensure these are always available



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### **Memory**

- Use multi-sensory teaching approaches to ensure that information is absorbed and stored where possible
- Teach a range of strategies to help pupils to learn letter-sounds and spelling rules - active spelling approaches
- Many pupils with dyslexia are kinaesthetic learners (they learn by doing). Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall
- Memory games (visual and audio memory) as soft start or transition activities - these will help the whole class
- Lots of visual prompts or learning supports such as working wall displays and desk items (tables squares, alphabet, spelling fans, etc) available to help children remember key information

### **Written Work**

- Encourage alternatives to writing - respond by drawing or dictating/recording answers
- Target support during writing time to help with scribing, etc.
- Break writing down into manageable chunks / differentiate the expected amount of writing to achieve the learning targets
- Check pupil's learning by requesting non-written responses - oral feedback to teacher and differentiate amount of written evidence they need to provide to show their understanding, e.g., amount of sums needed
- Limit writing demands and give plenty of time to complete written work
- Ensure that keyboard skills are taught - encourage the use of a computer
- Provide planning formats/writing frames/ story skeletons for extended writing
- Prepare jotters in advance - teacher writes date, title, target and support any required layout of work, e.g., dots in margin to show where writing should begin, indicate where lines/sentences/paragraphs should start, sentence starters/story starters,
- Teach pupils how to use mind maps, spider webs, bullet points, flow charts as alternatives to recording ideas
- Use of ICT software as an alternative to hand writing
- Use of spelling fans or common word banks



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## Identifying and Supporting Pupils with Dyslexia

- Use of spell checker on computer
- Writing Buddies / paired / trios / cooperative writing approaches
- Use of squared jotters for writing to help layout/size/spacing where appropriate

### Reading

- Provide tinted filters/overlays or guided reading strips - check a few colours with the pupil to identify one that suits best
- Use non-white paper for all materials and ask individual preferences for test papers - coloured jotters & wipeable boards can be purchased
- Match reading resources to an individual's reading ability, ensuring it is age appropriate - use running records to assess
- Encourage the use of books in audio/digital format to support individual access to texts, especially for Reading for Enjoyment
- Ensure class library offers range of reading material including age-appropriate picture books, comics, non-fiction, etc
- Teach the use of keywords
- Highlight the main points in text to support comprehension, prediction and recall
- Teach key vocabulary for new topics - use flash cards, word mats, posters/word walls
- Ensure pupil is comfortable reading aloud - unless planned/prepared in advance
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence
- Use structured spelling/phonics programme such as Code Cracker
- Read aloud regularly to children and provide opportunity for children to enjoy hearing and responding to stories



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### Board Work

- Limit the amount of reading/copying from the board. Give 'close copies' of notes/examples at tabletop level to help with tracking difficulties
- Use coloured markers for board work
- Try some of the following strategies: Set the Smart board background on a colour - beige/blue; Write different items in different colours; Number or mark the start and end of each line/topic clearly
- Use consistent format for written work so that children get used to this -  
Short date and resource if using, (e.g., TJ book 2 page 23) in Numeracy  
Long date and title in Literacy  
Number answers where appropriate in margin

**Adult should prep this in jotters where needed**

### Supporting Pupils with Dyslexia - Specific Intervention Programmes

Appropriate strategies/approaches are provided based on learner's need.  
Assessment information will support class teacher's future planning.

- 5 Minute Phonics Box 1 (P1-3+)
- Phonics Code Cracker - structured phonics programme
- Toe by Toe for identified pupils

ICT programmes to support reading and spelling -

- Reading Eggs (P2+)
- IDL (International Dyslexic Learning) programme (P3+)
- 'Dictate' function on Microsoft Word for extended pieces of writing for identified pupils



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## Identifying and Supporting Pupils with Dyslexia



### Teacher Assessment Data Collected for all Pupils

- Reading running records (P1-3+) - regular/ongoing
- Phonics Assessments for identified pupils
- Scottish National Standardised Assessments (SNSA) P1, 4, 7 annually
- Single Word Spelling Test - annually (Blackwell) + ongoing spelling assessments
- Tricky Words (P1-3) - ongoing assessments P1-3 & for identified pupils P4-7
- IDL (International Dyslexic Learning) assessment data
- Accelerated Reader assessment data
- Assessment of writing pieces P1-7 against agreed success criteria (linked to CfE benchmarks) 3 times a year - Writing Jotter
- **Ongoing formative assessment of pupil's progress through teacher observations, teacher-pupil conferencing and evidence of pupils' work**



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## Identifying and Supporting Pupils with Dyslexia

### Appendix 1

#### Checklist for Dyslexia

Name of child/young person		Date of Birth	
School		Class and year group	

This form can be completed electronically; copy and paste the tick into the answer boxes.

#### Overview



	Yes	No	?
Does your child have good verbal skills, do they like to talk, share what they know and or tell stories?			
Is your child always full of ideas about various things?			
Do you think your child has a high sense of curiosity and wants to know about things?			
What hobbies, skills or interests does your child have that we would not necessarily know about in school?			
What aspect of school does your child enjoy most?			





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Background		✓		
Has the child/young person:	Yes	No	?	
a relative who is or thought to be dyslexic				
experienced frequent ear infections in their early years				
experienced several absences from school				
moved schools several times				
have you ever had concerns about your child's speech development				
had input from allied health professionals e.g. speech and language or occupational therapy				
had a recent eye test to confirm their vision is satisfactory – with or without glasses				

Reading		✓		
Does the child/young person:	Yes	No	?	
read for enjoyment				
read very slowly				
actively avoid reading				
Prefer to listen to stories/audio books rather than read them				
find reading difficult and tiring				
Misread or misinterpret text or guess a story line or text				
find it hard to say a word correctly (mispronounce)				
have to read text over again to make sense				
have difficulty finding information in a text				
lose the place when reading				
forget the beginning in longer questions				
find it hard to use a dictionary or index				



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Writing		✓	
Does the child/young person:	Yes	No	?
demonstrate a difference in what they can write down and what they can talk about			
actively avoid writing			
confuse words that are similar			
appear to write slowly			
have problems finding the exact word they want to use			
miss out or add in letters of words			
miss out little words			
confuse or reverse letters in a word e.g. b/d; b/p; f/t; n/v			
have messy or illegible handwriting			
have difficulties with spelling			

Numbers/Maths		✓	
Does the child/young person:	Yes	No	?
mix up numbers or confuse maths symbols			
confuse dates and times			
have difficulty with directions (left/right)			
find it hard to remember tables			
find it hard to get information from graphs and charts			
find mental maths very hard			
get muddled when doing a complicated maths problem			
have problems reading and understanding maths words			
find it hard to remember the order of steps to solve problems			



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In general do you feel your child		✓	
	Yes	No	?
mispronounces words			
jumbles up the order of sounds of words, for example 'parcark' instead of 'carpark'			
Appear to need more 'thinking time'			
Appear excessively tired when they get home from school			
finds it difficult to understand what is expected of them whether that be homework, a class project to be completed at home or an assignment			
struggles to start and/or get through homework, projects or assignments			
finds it hard to finish work in time allowed			
forgets or loses books and equipment			
finds it hard to follow instructions			
finds it hard to remember names of objects or people			
finds it hard to remember messages			
often puts things in the wrong order			
has problems judging speed and distance			
has poor balance, or appears clumsy			
becomes easily distracted			
miss deadlines, appointments etc.			
tends to bump into things/people			
appears/says they feel confused doing tasks that they find hard but feel other people find easier			
tries to hide their difficulties from others			
lacks self confidence			
feels angry and frustrated at times			



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Is there anything you or your child would like to add?

**Parent/Carer**

I give permission for this information to be shared to support the collaborative assessment

Signature

Date

**Child/young person (If aged 12 and over)**

I give permission for this information to be shared to support the collaborative assessment

Signature

Date



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### Appendix 2

## HAVE YOUR SAY

This questionnaire aims to gather your views to help us better understand what is going well, and where you think things are not going so well. There are no wrong answers!

NAME:	
CLASS:	
DATE:	



What subjects do you like at school?  
What do you like about them?

How do you think you learn best? (Please circle/highlight the ones you like)

- ◆ THROUGH TALKING & LISTENING
- ◆ THROUGH PICTURES/GRAPHS/DIAGRAMS
- ◆ THROUGH DOING/MAKING THINGS
- ◆ THROUGH READING
- ◆ SOMETHING ELSE



Is there anything that you find hard about learning?



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Tell us how easy or difficult you find reading on the scale below.

1 means you find it very difficult

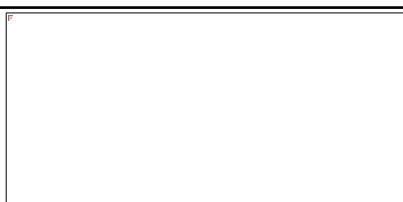
5 means you sometimes find it ok, sometimes find it hard

9 means you always find it easy

1 2 3 4 5 6 7 8 9

~~What helps you to work out difficult words?~~ (Please circle/highlight the ones you use)

- ◆ SOUND IT OUT
- ◆ READ THE SENTENCE AGAIN
- ◆ THINK ABOUT THE MEANING
- ◆ SOMETHING ELSE?



Tell us how much you enjoy reading on the scale below.

1 means you don't like reading at all

5 means you sometimes you enjoy it, sometimes you don't

9 means you always enjoy reading

1 2 3 4 5 6 7 8 9

Do you ever read for pleasure? (Please circle your answer)

NEVER

SOMETIMES

OFTEN



## Identifying and Supporting Pupils with Dyslexia

Tell us how easy or difficult you find spelling on the scale below.

1 means you find it very difficult

5 means you sometimes find it ok, sometimes find it hard

9 means you always find it easy

1 2 3 4 5 6 7 8 9

Does finding spelling difficult stop you from writing your ideas down? (Please circle your answer)

YES

NO

Does anyone give you spelling to learn? (Please circle your answer)

YES

NO

How do you learn spelling? (Please circle/highlight the ones you use)

- ◆ SAY THE LETTERS OUT LOUD
- ◆ WRITE THEM DOWN
- ◆ LOOK, SAY, COVER, WRITE, CHECK
- ◆ PICTURE THE WORD IN YOUR MIND
- ◆ THINK OF AN IMAGE OR RHYME THAT HELPS TO REMEMBER
- ◆ SOMETHING ELSE

What do you do to help you with hard spelling? (Please circle/highlight the ones you use)

- ◆ SPELL IT AS IT SOUNDS
- ◆ THINK OF A WORD THAT SOUNDS THE SAME THAT YOU KNOW HOW TO SPELL
- ◆ USE A SPELLING RULE
- ◆ USE A SPELL CHECKER
- ◆ USE A DICTIONARY
- ◆ ASK AN ADULT OR A FRIEND
- ◆ SOMETHING ELSE



Tell us how much you worry about reading and spelling on the scales below.

1 means you don't worry at all

5 means you worry sometimes

9 means you worry a lot

READING:

1 2 3 4 5 6 7 8 9

SPELLING:

1 2 3 4 5 6 7 8 9

Do you think finding reading and/or spelling hard affects how well you do in your work?

1 means it does not affect how you do

5 means it affects how you do a bit

9 means it affects how you do a lot

1 2 3 4 5 6 7 8 9

If you have said it does affect you, how does it affect you?

Is there anything else we can help you with? What would be helpful?

Thank you





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### Appendix 3

#### Initial School Information

<b>Pupil</b>		<b>DoB</b>		<b>School</b>		<b>Class</b>	
<b>Address</b>							

<b>BACKGROUND INFORMATION</b>	<b>Points of Note (as applicable)</b>
Developmental / medical history	
Vision and Hearing	
Speech and Language	
Concentration	
Coordination	
Homework	
Attendance	
Any significant disruption to schooling	

<b>ASSESSMENT OF READING SKILLS</b>	
Phonological skills – oral / auditory	
Phonic skills - decoding	
Word recognition from memory	
Reading fluency - seen / unseen	
Reading Comprehension – where questions given verbally	
Reading level within the class ( Formal assessments if any)	
Other observations	

<b>ASSESSMENT OF SPELLING SKILLS</b>	
Common words	
Sound – symbol correspondence:	
Formal spelling assessments if any	
Other observations	



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WRITTEN LANGUAGE	Points of Note
Workbooks / Free writing sample (attach)	
Content / Ideas	
Organisation	
Punctuation	
Copying (from book, board)	
Handwriting	

SOCIAL – EMOTIONAL FACTORS	
Motivation / confidence	
Attitude to reading /written work	

**What impact are these difficulties having across the curriculum, including maths?**



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### Appendix 4

#### Literacy and Inclusive Practice

#### Checklist – First/Second Level

<b>Pupil:</b>		<b>DOB:</b>	
<b>Stage:</b>		<b>Completed by:</b>	
<b>Date started:</b>		<b>Date completed:</b>	

This resource is to guide gathering of evidence to support the identification of literacy difficulties. It supports a school's staged process of intervention. This also supports the [dyslexia identification pathway](#), as described in the Addressing Dyslexia Toolkit.

**A copy of this tool should be kept in the learner's records to inform appropriate future planning.**

	Often	Some-times	Rarely	Not sure	Comment
<b>Reading</b>					
<b>Motivation/ Awareness</b>					
• Lacks interest on books/ reading					
• Lacks confidence- unwilling/reluctant to read aloud					
<b>Phonological Skills: Can hear and manipulate sounds in words</b>					
• Difficulty with rhyme					
• Struggles to distinguish words in sentences					
• Struggles to distinguish syllables in words					
• Struggles to distinguish sounds in words, e.g. initial, middle, final sounds					
• Struggles to blend sounds to make words					
• Struggles to manipulate sounds in words, e.g. alliteration, can change sounds to make new words, spoonerisms					
<b>Phonic Skills:</b>					
• Struggles to remember letter sounds					
• difficulty blending letter sounds					
• Confuses letters that look similar, b/d; m/n					
• Confuses letters that sound similar, d/t; p/b; c/g					



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• Misreads/ reverses visually similar words, the/then; was/saw					
• 'Guesses' words using the initial letter cues					
• Poor sight vocabulary					
• Difficulty recognising familiar words read earlier on a page					
• Difficulty reading non-words					
• Poor word attack skills					
<b>Fluency</b>					
• Reading is hesitant					
• Struggles to read unfamiliar text					
• Loses the place when reading					
• Rate of reading is slow.					
<b>Comprehension</b>					
• Understanding is affected by poor reading skills					
• Seems to read but not understand the text					
• Understanding is better when text and questions read out					
• Difficulty locating information in text					
<b>Spelling</b>					
• Difficulty spelling common irregular words – said, they					
• Letters out of sequence					
• Reverses visually similar words, on/no, was/saw.					
• Spelling is bizarre or hard to decipher					
• Spells phonetically					
• Uses strategies to learn to spell words					
• Inconsistent spelling, e.g. different errors for the same word					
• Knows and applies spelling rules					
• Capital letters in the middle of words					
<b>Writing</b>					
• Letters not well-formed					
• Different sizes of letters					
• No space between words					
• Inappropriate use of capitals					
• Writing seems slow and laborious					
• Difficulty copying					
• Writing is very small/ large					
• Poor presentation of written work					
• Difficulty with punctuation and paragraphs					
• Difficulty sequencing ideas					

Other Factors to Consider



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## Identifying and Supporting Pupils with Dyslexia

<ul style="list-style-type: none"><li>• School Attendance Pattern</li></ul>	
<ul style="list-style-type: none"><li>• Emotional and Behavioural Factors (e.g. effort/ motivation/interest/ concentration and ability to settle/ follow classroom routines)</li></ul>	
<ul style="list-style-type: none"><li>• Additional Language factors (e.g. language spoken at home)</li></ul>	
<ul style="list-style-type: none"><li>• Memory factors</li></ul>	
<ul style="list-style-type: none"><li>• Balance and coordination</li></ul>	
<ul style="list-style-type: none"><li>• Speech and Language Factors</li></ul>	
<ul style="list-style-type: none"><li>• Sight/ Hearing Factors</li></ul>	



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## Identifying and Supporting Pupils with Dyslexia



### Appendix 5

#### SUMMARY OF PUPILS IDENTIFIED NEEDS (Primary)

PUPIL		DoB		SCHOOL		CLASS	
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Reviewed by:

Date:

Areas of Strength

Brief summary of the areas of concern in literacy (as recorded in pupil assessment profile)

Other identified additional support needs, (e.g. support with organisation, short-term memory, concentration, social/emotional)

**Evidence for the pupil's progress in literacy in line with the description below:**

*Dyslexia is evident when accurate and fluent 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 for a staged process of assessment through teaching. (British Psychological Society, 2005)*

Please give details of targeted intervention provided to date.

Has the pupil learned accurate and fluent word reading for age/stage? <i>Comment if unclear</i>	Yes/ No/ Unclear
Are the difficulties persistent despite targeted intervention <i>Comment if unclear</i>	Yes/ No/ Unclear
Has the pupil learned accurate spelling for age/stage? <i>Comment if unclear</i>	Yes/ No/ Unclear
Are the difficulties persistent despite targeted intervention? <i>Comment if unclear</i>	Yes/ No/ Unclear

Conclusion based on the evidence collated to date regarding literacy development.



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The evidence that has been gathered to date suggests that \_\_\_\_ (name) \_\_\_\_\_ does/ does not meet the criteria for an identification of dyslexia.

**Have any other additional support needs been identified? Please specify.**

ADDITIONAL SUPPORT NEEDS – Actions / Strategies / Monitoring Arrangements	To be carried out by:
LITERACY	
OTHER	

Signed	Designation	Date

**Copies to:**