

## **Dyslexia Input**

### **Formal assessment consists of:**

- Informal discussion, questioning – voice of the child – soft data
- Read through background information provided by the parents and school
- Testing of reading, spelling, independent writing, phonics and phonological awareness

### **Range of formal tests used:**

- PHAB (Phonological Assessment Battery)
- CTOPP
- HODDER, WRAT 4, HAST
- HERTFORDSHIRE
- SCHONELL (reading and spelling administered depending on child's age)
- BPVS (The British Picture Vocabulary Test)
- RENFREW LANGUAGE SCALES
- WRIT (Wide Range Intelligence test)
- DRAW A MAN ASSESSMENT
- Letter formation for younger children

### **Range of Teaching Methods used:**

- Multi-sensory approaches
- Either 1-1 or small groups
- Targets set after base line assessment and reviewed on a termly basis
- TAs present at target lesson and repeated with pupils at least 3 times before the next target lesson
- Follow up recommendations and advice sheets and work for class teachers
- Use of IT to support learning: Wordshark, units of sound, Memory Booster, Touch Type, Alphabet arc, magnetic letters, sound cards
- Resources demonstrated to schools and loaned in order for them to try before they buy

### **Range of training offered:**

- Inclusion Development Programme
- Introduction to the IDP Dyslexia course at staff meetings/inset
- Whole day inset to schools on 'Dyslexia Friendly Classroom'
- Open College Network – deliver 3 day accredited course for Dyslexia
- One day practical course for TAs

### **Monitoring and Tracking:**

- When taught on a weekly basis, termly reviews are held with updated assessment – improved reading and spelling levels recorded on the school tracking system
- Copies of all reviews are given to schools with copies for the SENCO, class teachers and parents

### **Access arrangements:**

- Three members of the Service for Children with LDD are trained to carry out assessments for access arrangements

## ***What does a Dyslexia Friendly Classroom look like?***

- ❖ The classroom has a positive ethos in which making mistakes is acceptable.
- ❖ Flexible groups are used and study buddies may be an option.
- ❖ Teaching is multisensory ( visual, auditory, kinaesthetic)
- ❖ Alternatives to copying from the board are available (e.g. close passage, highlighted version etc)
- ❖ Alternative ways of recording are encouraged e.g. word processing. Dyslexic children are often able to shine orally and a scribe may be useful.
- ❖ When writing is required, scaffolding is provided (writing frames; useful vocabulary).
- ❖ Key words are clearly displayed.
- ❖ No reading aloud is demanded without first checking competency and/or willingness.
- ❖ Reading materials are enlarged, simplified; presented on light blue or cream paper where possible.
- ❖ Instructions are given slowly and clearly and may need to be repeated in a variety of different ways. Ask child to explain instructions back to you.
- ❖ Information is given in bite size chunks.
- ❖ *Take up or thinking time* is given after a question is asked.
- ❖ Children are praised for asking for help or clarification.
- ❖ Marking is positive and constructive. Mark to objectives. Correct only spellings which have been taught specifically. Try to mark work with the child present.
- ❖ Learning *how to learn* (study skills) are taught explicitly.
- ❖ Opportunities for success are provided regularly and some of these are demonstrated publicly to raise self esteem.
- ❖ Watch out for signs of tiredness/fatigue. Dyslexic children have to work very hard!
- ❖ Dyslexic children may need to be taught how to tidy their drawers; look for lost PE kits etc.
- ❖ Resources/equipment need to be well organised and clearly labelled. Visual clues are helpful.
- ❖ Dyslexic children may find background noise/visual movement distraction.
- ❖ Display words/word banks or include them on tables.
- ❖ Provide children with a copy of what is on the board. They find it very difficult to read what is on the board, keep their place and transfer information to paper. If the board has to be used, write different sections in different colours, use headings, markers etc.
- ❖ Be realistic with the amount of written work a dyslexic child should give you.
- ❖ Be patient with the child who loses things/cannot remember information.
- ❖ Wherever possible, keep the same structure/timetable of day.
- ❖ Do not expect dyslexic children to learn strings of facts by heart e.g. multiplication tables.
- ❖ Write homework down for them or ask someone else to write it down. Think about the amount of homework you give too.
- ❖ The dyslexic child benefits from sitting near the teacher as they pick up non-verbal clues.
- ❖ A pictorial time table is useful.
- ❖ Go through the aims and objectives of the lesson with the dyslexic child.
- ❖ Plenty of revision and overlearning.

## ***The positive side of dyslexia***

*Dyslexic people tend to be:*

- Lateral thinking
- Creativity
- Imaginative ways of working
- Quick thinking
- Knowledge and skills that are not compartmentalised
- Having many strands of thought simultaneously
- Keen sensory awareness
- Spatial relationships
- Visualising
- Using shapes and patterns
- Mathematical computation
- Colour sensitivity
- Singing and music
- All forms of artistic impression
- Expressing feelings of emotion
- Empathy with others
- Constructional and technical activities

*It is not surprising that dyslexic people are often successful and contributing adults. They offer society many of the gifts and talents that are most needed today. Many international companies actually seek applicants who are dyslexics for their design and development team because they are original thinkers who offer diverse and sometimes inspirational ideas.*

Taken from *Teaching Today* from the BBC.