



# WORCESTERSHIRE DYSLEXIA PATHWAY

The Policy

Updated October 2022

WORCESTERSHIRE  
CHILDREN FIRST



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# Introduction

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All too many children and young people are not 'enjoying and achieving' in literacy, a most important area of their education. Failure to succeed in reading and writing frequently impacts on other curriculum areas and leads to a school career full of frustration, exhaustion, low self-esteem and often withdrawal or aggression.

The Worcestershire Dyslexia Pathway is based on good practice, and schools should recognise much of what is suggested. It builds on recent research, DfE guidance for Teaching Literacy, general principles of Quality First teaching and advice for schools in The Literacy and Dyslexia Professional Development Framework available on line

<http://framework.thedyslexia-spldtrust.org.uk>

These all emphasise the importance of the emotional climate as well as good pedagogy, together with a graduated response. The Dyslexia Pathway also links with the **Special educational needs and disability code of practice: 0 to 25 years, 2014**. It is based on a partnership model, where the views of all involved with the child are part of the cycle of planning and reviewing. Support, guidance and a clear map should enable more children to fulfil their true potential.

# Aims

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This document sets out a pathway for individual pupils showing a graduated response to the child/young person's needs over time. It aims to:

- Clarify the terminology to be used
- Clarify the roles and responsibilities of all concerned in this process and to ensure consistency of response
- Promote the active participation of children/young people and their parents/carers in the learning process
- Support inclusive practice by promoting adaptations to the learning environment to cater for the needs of children/young people
- Support schools in their provision for children with dyslexia so as to increase pupils' accuracy and fluency in reading and writing and promote enjoyment of literacy
- Support schools in addressing other areas of need affecting children and young people with dyslexia, including processing skills, sequencing, memory, and organisation
- Promote and support the ongoing review of classroom practice and pupil progress based on the graduated response developed through the cycle of assess, plan, do, review.
- Support schools and pupils at times of transition and before exams
- Signpost sources of information and support



# What is Dyslexia?

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## Definitions

The term Dyslexia is in widespread usage and is used in Worcestershire. It is one of several specific learning difficulties. Pupils with an identification of dyslexia may present with different profiles and a range of specific strengths and difficulties.

The Rose Report on Dyslexia (2009) has defined Dyslexia as follows (page 10):

- **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.

The British Dyslexia Association has adopted the Rose (2009) definition of dyslexia but also in addition to these characteristics:

‘The British Dyslexia Association (BDA 2010) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.’

We also accept and use the following definition:

## British Psychological Society

Dyslexia is evident when accurate and fluent word reading and/or spelling develops 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.

**Working Party of the DECP, 1999, (2005 reprint) p.11**

These definitions, taken together, explain that dyslexia is a recognisable PATTERN of strengths and difficulties that PERSISTS over time. The pattern can look different in different children.

## Further Points:

It is now generally accepted that children with lower ability may also have dyslexia and there is not always a discrepancy between cognitive and literacy skills.

- Persistent difficulties with reading/spelling form part of a whole range of other strengths and difficulties.

Dyslexia is not a simple, universal concept. It involves a continuum of physical, physiological, neurological, environmental and genetic factors. There is a continual interaction between the individual and environmental factors, resulting in different presentations of dyslexia; therefore it is sometimes difficult to make a firm identification

# Worcestershire's Vision

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We have a vision of inclusion in Worcestershire where:

- Children and young people's needs are met in schools that can be recognised for excellent practice from Quality First Teaching (QFT) to the graduated response based on the expectations of 'Ordinarily Available'
- There is an expectation of success for all pupils
- Children and young people learn skills and strategies that enable them to enjoy and achieve throughout their lives
- Children and young people with dyslexia are fully included in all aspects of learning
- All school staff should have the knowledge and expertise to help pupils with dyslexia overcome and/or reduce the associated barriers to learning
- Schools and families are supported to fulfil these aims.

This is in line with the four key elements of good practice, identified in the Rose Report and OFSTED (2010).

- A whole school ethos that respects individuals' differences maintains high expectations for all and promotes good communication between teachers, parents and pupils.
- Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.
- Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.
- Access to additional learning programmes and resources to support development of key skills and strategies for independent learning.



# Key Principles

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- A positive emotional climate is essential for children to make progress

*Pupils (with dyslexia) have no difficulty recognising the learning environment in which they can succeed. It is interesting that the underlying theme is the emotional climate in the classroom rather than any specific techniques or special methodology.*

*Johnson (2004)*

- Learning environments need to be 'dyslexia friendly' across the whole school
- Assessment and intervention should initially be holistic/systemic rather than focused on a perceived problem within a child/young person

*In dyslexia friendly schools the focus has changed from establishing what is wrong with children in order to make them 'better', to identifying what is right in the classroom in order to enhance the effectiveness of learning.*

*DfES (2005)*

- The learning environment and teaching approaches should take account of the needs and strengths of each individual

*'If they don't learn the way we teach them, we must teach them the way they learn'*

*Prof Tim Miles*

- Early intervention: schools should be able to take action without feeling the need to wait for the involvement of outside agencies
- Assessment should be done through teaching and observation over time, with monitoring of progress and provision
- The active involvement of the children/young people and the support of their parents/carers is vital



# Frequently Asked Questions

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- **Q: Who can 'diagnose' or identify that a child has dyslexia?**
- **A:** The Dyslexia Pathway promotes a collaborative approach involving those professionals supporting the pupil which can include class teacher, Learning Support Teacher, Educational Psychologist (if involved) and SENCo, to gather and review information about the pupil's learning profile, strengths and weaknesses over a period of time to judge if their difficulties are 'severe and persistent'.
- Diagnostic Assessments will also be part of the pupil's profile and should be conducted by a certified person, qualified to assess:
  - » **Specialist Teacher/Assessor** with either a Diploma in SpLD, an Assessment Practicing Certificate and/or AMBDA status.
  - » **Educational Psychologist** registered with the Health Care Practitioners Council (HCPC)  
The assessor should conduct a battery of cognitive, ability and literacy/numeracy attainment tests. The results should show the pattern of strengths and weaknesses and give recommendations for remediation and ways to access the curriculum.
- The Rose Report (DCFS 2009) states that ultimately it will be the Specialist Dyslexia Teachers and/ or Educational Psychologists who will identify Dyslexia formally.
- The Worcestershire Dyslexia Pathway may lead to a Dyslexia Decision Meeting (DDM) where professionals meet to review the information.
- The term 'diagnose' is avoided as this implies that the child has a medical illness or deficit rather than a learning difference, so the term 'identification' of children with dyslexia is used.
- **Q: Why use the term dyslexia instead of specific learning difficulties?**
- **A:** Dyslexia is the term used by current DfE guidance, (SEND: Code of Practice 2014) and is in common usage in the general population. Specific Learning Difficulties, SpLD, is an 'umbrella' term for a variety of learning differences including dyslexia, dyspraxia, dyscalculia etc. Dyslexia can present in different ways for different children. There may be overlapping aspects or co-occurring specific learning difficulties. Dyslexia is the term used in the Disability Discrimination Act (1995) and still specifically mentioned in the Equality Act (2010).

- **Q: How soon can I know whether a child has dyslexia?**
- **A:** There may well be early indicators of dyslexia in preschool and Key Stage 1 children. However, children develop at very different rates and there could be many other factors influencing children's learning in the early years (see PACE checklist). It is unlikely that the term dyslexia could be used with confidence during the Foundation Stage or Key Stage 1 because of developmental factors along with the amount of literacy teaching, additional support and assessment needed over time. However, there will be some children who could be considered 'at risk', so appropriate early intervention and action should be taken. The appropriate Checklist of Common Characteristics should be used to highlight early difficulties. Schools are required to make an early identification of those pupils not making adequate progress and respond to their needs, making provision and reviewing how effective it is, as part of the graduated response.
- **Q: Can a child have dyslexia and be on the gifted and talented register?**
- **A:** Yes. Dyslexia affects children of all abilities. There could be a large discrepancy between ability and achievement in literacy or no discrepancy at all. There are many examples of famous people with dyslexia who are gifted and/or talented, especially in the areas of the Arts, Science and Sport.
- **Q: Is there a 'cure' for dyslexia?**
- **A:** To date there is no known 'cure' for dyslexia but it should not be seen as an illness. Successful interventions will help to alleviate particular aspects of dyslexia such as reading, spelling, visual difficulties or organisational skills. Most children should make excellent progress with the right support and early intervention. Many commercial or private specialists advocate 'cures' for dyslexia. Different programmes of tuition and intervention can have a very positive effect initially, but children will often 'plateau' and then need a different kind of support. Parents and teachers need to be mindful of expensive 'cures' and ask for detailed information and data of successful outcomes before committing to great expense. Many dyslexics, who have great talents because of their dyslexia (in the way they learn and think differently), often consider their dyslexia to be a gift, rather than a difficulty.
- **Q: Does dyslexia run in families?**
- **A:** There is substantial evidence that dyslexia is evident in generations of families, though many years ago it may not have been identified as anything other than a reading difficulty. Dyslexia can often be traced through generations. It may often skip a generation or be present in the extended family such as uncles or cousins, as well as siblings.
- 'Family history can help predict risk for dyslexia so that early and intensive environmental interventions can be prescribed to reduce the risk of reading failure' (Olson 2006).

# The Process of Identification

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When a school requests a dyslexia assessment, in order to follow the good practice established by the dyslexia pathway, the process will be as follows:

Prior to the assessment taking place, school will collect background information:

## ■ COMPULSORY

- » Information about interventions implemented and that have been completed and reviewed over time (ideally at least 2-3 assess, plan, do, review cycles with dated reviews). These must include interventions for spelling and reading so that the persistence of difficulties despite well founded intervention can be assessed
  - » Results of interventions – how much progress – this must be measurable and compared with other children’s results who have completed the same interventions
  - » Annual assessment and tracking information completed by the school
  - » Checklist of common characteristics completed by school – should be 50% or more indicated (dated and reviewed)
  - » Pupil views
  - » Parental views (either face to face meeting with LST teacher or parental view sheet completed)
  - » PACE checklist
  - » Any reports available from outside agencies
  - » School should also ensure that the pupil has had an eye test within the last 6 months and consistently wears any glasses prescribed.
- The Individual Child Pathway Tracking Sheet needs to be used by schools to ensure that they record the collection of evidence and follow the process.

- A DYSLEXIA ASSESSMENT will then be carried out by an LST Specialist Teacher. The exact content may vary depending on the age and circumstances of the child and the evidence already submitted by the school but it will usually include:
  - » Spelling
  - » Single Word Reading
  - » Reading accuracy
  - » Reading comprehension
  - » Reading rate/speed
  - » Short term and working memory
  - » Phonological Processing – phonological awareness, phonological memory and processing speed
  - » Verbal and visual skills
  - » Handwriting speed
  - » Assessment to be completed and a report written by LST teacher.
  - » There will then be a discussion between the LST teacher and colleagues to review evidence gathered at assessment along with that submitted by the school. At this point a decision will be made and an action plan summarizing the next steps will be drawn up.

# Checklist of Common Characteristics - Early Years, Primary, Secondary

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The following characteristics can be found in many children for a variety of reasons. Children with dyslexia will have a pattern of difficulties within this range. You may like to use this checklist as a first step in identifying pupils who are causing concern who may have dyslexia. Highlight those statements that apply in order to inform intervention. If more than approximately 50% of the characteristics are highlighted there is a likelihood that a pupil has dyslexia and the process progresses.

## Early Years Checklist

- Persistent difficulty learning simple rhymes, doing actions with rhymes and naming objects
- Enjoys listening to stories but shows no interest in words or letters
- May have difficulty dressing/ undressing, shoes on wrong feet, etc.
- May have difficulty throwing, catching, kicking a ball, balancing, hopping, skipping, cutting out etc
- May have delayed speech or intermittent hearing difficulties
- May have family history of literacy difficulties
- May have difficulty with attention
- May have difficulty learning to sing or keeping to a simple rhythm
- May have difficulty remembering names of friends, teachers, colours

## Primary Age Checklist

- Often shows ability in creative activities, problem solving and oral work
- May show ability in sport, music, art and drama
- May show interest in topics, have good general knowledge
- May be good at construction activities e.g. Lego, showing good spatial abilities

## Key factors

- Tires easily, especially when asked to read, copy or write for long periods
- May lack concentration and be easily distracted
- May have low self-esteem and self-confidence, especially in literacy tasks
- May use avoidance tactics (e.g. sharpening pencils, looking for books) or become class clown which may result in inappropriate behaviour
- May become withdrawn and isolated
- May appear to be 'lazy' or 'dreamy'
- May have behavioural difficulties (e.g. through frustration)
- May find it difficult copying from the board
- Finds reading, writing, planning and spelling difficult
- May be slow in processing of written and spoken information, especially complex instructions
- May display clumsiness and poor motor skills
- Has difficulty in recalling information in the correct sequence or order
- Cannot match oral ability when writing
- Has difficulty self-organising
- May be forgetful of words
- May have alternating/intermittent hand preference
- May perform unevenly from day to day
- May be confused by differences between left/right, up/down, east/west
- May have limited understanding of non-verbal communication

# Reading

- Phonological awareness may be poor: has difficulty identifying sounds at beginning middles and ends of words, identifying syllables, blending letters
- Does not progress at the same rate as peers in reading and writing skills (although may make an apparently good start by memorising words in reading books)
- Reading is often slow, laborious and hesitant
- May omit words, jump lines, lose place in the text, ignore punctuation
- May not recognise familiar words or high frequency words
- May be unable to follow the left-right flow of text
- May reverse (or invert) letters e.g. bpdq unmwv, whole words and syllables e.g. scared/sacred, was/saw
- May show no expression when reading
- May decode all words and confuse familiar words
- May be unable to select key points in text, but recall some points orally
- May have good reading comprehension skills despite inaccurate reading
- May lose the point of the story being read or written
- Eyes may water or one eye may be occluded, (partially or fully covered by their hand), when reading
- May suffer from headaches

# Writing

- Standard and amount may be well below expected range and in comparison, with knowledge and vocabulary
- May have difficulty identifying errors in sentence and spellings
- May find planning, sequencing and organising thoughts and ideas difficult, resulting in seemingly messy overcorrected work
- Poor motor control may result in handwriting that is difficult to read, non-cursive and incorrect letter formation
- Pencil grip may be incorrect in position, tension and pressure
- Spellings may include a mixture of lower and upper case (e.g. BaBy)
- Letters may be written in reverse
- Writing may drift away from lines and margins
- Spellings are often incorrect and inconsistent; even within a paragraph, several patterns may be used – thay, tehy, tahy
- May attempt to use phonic alternatives – cercl /circle or bizarre combinations of letters
- May make anagrams of words e.g. tired for tried, breaded for bearded
- May use unusual sequencing of letters or words

Problems with Maths may occur as a result of the above difficulties:

- Number and symbol reversals
- Place value confusion
- Inability to remember sequences – tables, months, days, dates
- Difficulty with concept of time e.g. yesterday, today, tomorrow
- Time telling and awareness (use of timetables, organisation etc. may also suffer as a result of poor personal organisation skills)
- Inability to read mathematical instructions
- Confusion of symbols such as + and x signs
- Difficulty learning and remembering times tables



## Secondary Age Checklist

With secondary age pupils it is important to first look for evidence of a possible continuation of factors listed within the Primary Age Section. Additionally, we may expect to see:

- Difficulty reading, spelling understanding new subject and technical vocabulary
- Confusion of dates, times, etc
- Difficulty following a timetable
- Difficulty with organisation of equipment, books, homework tasks etc
- Difficulty remembering instructions, information
- Misunderstanding complex instructions
- Increased difficulty in planning tasks, coursework etc
- Self-esteem may become increasingly fragile leading to emotional and behavioural problems, sometimes severely so
- Reading levels of text books, especially dense and complex texts, may be too demanding
- Unable to listen and make notes
- Unable to write or copy instructions accurately unless adequate time is allowed or alternative arrangements are made
- May have difficulty recalling facts, formulae, sequence of ideas, especially under pressure of tests and exams
- Homework set may take three times as long to complete if alternative methods of recording are not offered
- May not be able to use library /internet efficiently as unable to read information or use reference systems
- May not remember passwords or codes for logging in, or may enter them incorrectly / reverse etc.
- Unable to skim through or scan over reading matter
- Difficulty extracting the sense from written material without substantial re-reading

But pupils may also be...

- Creative in many different ways- lateral thinkers
- Intuitive Problem-solvers
- Imaginative
- Enthusiastic
- Artistic
- Innovative thinkers
- Entrepreneurial, excellent trouble-shooters

Like Winston Churchill, Leonardo da Vinci, Walt Disney, Beethoven, Albert Einstein, Steven Hawking, Louis Pasteur, Sir Richard Branson, Jamie Oliver, Johnny Depp, Kiera Knightley, Sir Steve Redgrave, Steven Spielberg, and Robbie Williams.

# PACE Checklist

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If progress is not satisfactory, a more detailed assessment may be carried out, with the support of the SENCo, as part of the graduated response. To help with this process, the PACE checklist can be used (see below), summarising information that should be collected over time in Physical, Affective, Cognitive and Educational areas. This information should be passed on at times of transition, from class to class and school to school, so it is clear what information has been gathered and whether it has been updated recently.

The PACE checklist acknowledges the fact that there are many factors which can affect a child's performance and well-being in school. A delay in the development of literacy skills could be caused by a range of other factors and may not be due to dyslexia. It is a very important part of observations and any assessment for dyslexia to screen for some of these factors. The school can gather the information over time and pass on to the next teacher as mentioned above.

# PACE CHECKLIST (Physical, Affective, Cognitive and Educational Factors)

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This is intended to be a form to support the gathering of evidence over time. It is for school to complete as information is gathered. A separate questionnaire/interview is available to give to parents to complete.

Name:

Date:

Year group:

Strengths:

Difficulties:

**Notes:** Check PHYSICAL factors in consultation with parents/carers and pupil, other Health and /or Educational professionals (if involved)

Check	information obtained from	Comment	Date
Eyesight			
Hearing			
Allergies / other health issues			
Diet			
Sleep			
Motor control / fine and gross			

CHECK **AFFECTIVE** factors in consultation with parents/carers and pupil

Check	information obtained from	Comment	Date
Attitude to reading			
Self esteem			
Family situation e.g., separation, bereavement			
School situation e.g., bullying			
School's attitude to reading			
Family attitude to reading			

## CHECK COGNITIVE FACTORS

Check	information obtained from	Comment	Date
Attention span			
Language levels			
Family history of reading/writing/spelling difficulty			
Memory			
Processing speed			
Phonological awareness			

## CHECK EDUCATIONAL FACTORS

Check	information obtained from	Comment	Date
Changes of school/ teacher			
Attendance			
How often does child read at home / at school			
Have phonics been taught in a clear sequence			
Has there been repetition and revision to ensure mastery, fluency and accuracy			
Have word attack strategies been taught - for reading and for writing			
Have pupil strengths been identified and built on			
Home school links			
Reading/writing materials - age and ability appropriate?			
Support for learning - ICT, paired group work, differentiated work (including homework)			
Frequent opportunities for speaking and listening or showing knowledge in alternative form to writing			

# The Child's Voice

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Children and young people's enjoyment of and achievement in literacy need to be monitored over time in terms of their attitudes to literacy and the progress they feel they are making. Measures of motivation and self-esteem will be helpful in monitoring the effectiveness of the emotional climate for learning that is being established. Children and young people should be actively involved in monitoring their own approaches to learning.

It is vital that we talk to the pupil and find out what is working well and what is not, in school time or after school clubs/ homework. Often, they can summarise very quickly the kinds of difficulties they experience and suggest simple strategies to help overcome them. These are just some ideas to help begin an informal dialogue. Questions/prompts can also be drawn from the PACE checklist, such as health, attendance, sleep and so on.

This questionnaire should be completed with the pupil a week or two prior to Dyslexia assessment.

## Pupil's Views

Name:

Date:

Question	Answer
Pupil Voice	
What are your interests?	
What do you enjoy at school? Why? What is your favourite subject?	
What do you find most difficult at school?	
Rate your reading	1 😞    2    3    4    5 😊



Question	Answer				
Comments					
Rate your spelling	1 😞	2	3	4	5 😊
Comments					
Rate your writing	1 😞	2	3	4	5 😊
Comments					
How good are you at getting organised at home/school?	1 😞	2	3	4	5 😊
Comments					
Rate your handwriting	1 😞	2	3	4	5 😊

Question	Answer				
Comments					
How good are you at remembering instructions/information in class?	1 😞	2	3	4	5 😊
Comments					

# Parent View

Issues that could be discussed with Parents in order to collect developmental history that could rule out other difficulties or inform intervention.

	Y	N	Comments
Family History			
Is there a family history of dyslexia or difficulties with reading and writing?			
Was pupil born in UK? Is first language English?			
Health			
Are there, or have there been any health issues? (include any allergies, eczema, asthma, etc.) - please give details			
Is there a history of ear infections or problems such a glue ear? - if yes, please give details  Are there still problems with hearing?  When were they last tested?			

	Y	N	Comments
<p>Does the child have any visual difficulties? - if yes, please explain</p> <p>Glasses? (near/distance/how long?)</p> <p>When were eyes last tested?</p> <p>Visual type difficulties noted when reading e.g. tired, rub eyes, hold book close, tracking, point with finger?</p>			
Early milestones/pre-school			
<p>Was birth premature?</p> <p>Were there any complications?</p>			
<p>Did they crawl before learning to walk?</p>			
<p>Were there any concerns when learning to walk? e.g. late/after 16 months</p>			
<p>Were there any concerns about speech and language development?</p> <p>Have SALT been involved?</p>			
<p>Did they show an interest in colouring or writing from an early age?</p>			
<p>Did they enjoy learning nursery rhymes?</p> <p>Were they able to recall/recite them?</p>			
<p>Did they enjoy listening to stories and show an interest in words and letters?</p>			

	Y	N	Comments
<b>Strengths</b>			
What does your child enjoy doing? At school and At home			
What are your child's strengths?			
<b>Motor Skills</b>			
Are there any problems associated with coordination and balance? Can they ride a bike, use knife & fork, dress independently?			
Any fine motor difficulties? e.g. handwriting			
<b>Language/Literacy Skills</b>			
Do they use age appropriate language and vocabulary when talking?			
Can they follow instructions?			
Can they recall/remember information? e.g. instructions, details, past events			

	Y	N	Comments
<b>Other</b>			
How do you feel they are currently getting on at school?			
How does this compare to previous years?			
How does your child feel about school?			
What do you feel they find the most difficult now?			
How is their self-esteem? How is their confidence? - towards schoolwork - towards interests/other			
How are social skills, do they get on with friends easily?			
How are organisation skills? At home At School			
Are there any other difficulties you feel they struggle with?			
Is there anything else you feel would help your child in school with their learning?			

# Classroom Strategies

If schools can get the strategies of quality first teaching in place it will reduce the difficulties for the majority of pupils and will help identify the remaining groups and individuals with greater needs.

(Rose Report, DfE, 2009, page 48)

## Primary Age

Included below is a Primary Classroom Checklist, of Quality First Teaching strategies and resources that will enable all dyslexic pupils to access the curriculum more easily.

Many of these strategies are inclusive practice and can be equally beneficial for the majority of pupils including those with other learning needs.

Schools need to share this list with staff to identify what is already provided and what other strategies and classroom practice needs to be adjusted as whole school policy. The checklist may also provide a further measure of the impact of your school's development work with dyslexia.

Inclusive & Dyslexia Friendly Primary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
1	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, (catch me ...) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A celebration of strengths	Not just of pupils' writing but models, ideas, behaviour, leadership, motivation charts, creative and sporting challenges and successes
4	Symbols / pictures used or other formats (language) to support written information	For example use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc.

Inclusive & Dyslexia Friendly Primary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls: word banks, alphabet strips, small whiteboards and pens, magnetic/ plastic/ tactile letters, alphabet strips, magnetic alphabet rainbows on wall, walled displays number lines that are reachable, tabletop illustrated learning mats or glossaries of key words, self-corrective resources, self-help resources
6	Special equipment for those who need it	Left-handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non-slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Scissor drawer with picture ✂ Labelled diagrams Learner friendly fonts, (Sassoon, Comic sans) lower case information
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement, writing slope  In groups for ability or task <b>not low reading age!</b>
9	Actions to help relieve visual stress and aid visual clarity	Colour backgrounds to Interactive White Board (IWB), useful tools on IWB such as spotlight and reveal, coloured paper  Coloured overlays for reading  Use: a variety of colours on the board to separate lines, sections or  double line space between or in paragraphs to break up text.  lower case words <u>not</u> CAPITAL LETTERS in learner friendly fonts (see 7 above).
10	Visual aids/ timetables to help organisation / memory, structure of lesson / day	Symbols or digital images, marker or arrow to indicate where in the day and time passing, use clocks (digital 12 hour are easiest) to support time of the day. Visual sand timers / IWB timers for tasks



## During lessons

Inclusive & Dyslexia Friendly Primary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
1	Clear objectives & success criteria	Shared, displayed and discussed and Success Criteria adapted if necessary
2	Regular opportunities to show understanding or potential difficulties	Traffic Light cards, thumbs up, tell a friend how to... Assessment for learning questions and techniques
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo-spatial skills
4	Regular use of audio / visual aids and ICT as an alternative form of accessing information, learning / and recording	Digital camera, video camera, language masters, digital recorders, talking word processors e.g. Clicker Writer Onscreen word banks
5	New / technical/ difficult vocabulary introduced, explained, displayed and referred to	Tabletop glossaries, displays, posters, language master cards, word banks. Subject dictionaries
6	Help available to support processing, sequencing and memory	Time to process questions, oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, instructions on language master, talking word processor, memo cards, small whiteboards,
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer-based recording such as Clicker grids, Docs+, predictive text, digital books, labelled diagrams, bullet points, tables, charts, demo on whiteboard using <i>record</i> facility, use of writing frames, planners or planning software  Give plenty of time to process and organise written information      Extra time for any written tasks, opportunities to discuss and plan  Short written or verbal instructions  Use the digital recording facility on computers for children to make their own recordings instead of or to support, a writing outcome

Inclusive & Dyslexia Friendly Primary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
8	Provide opportunities to work independently with self-corrective activities	Speech supported ICT, Stile trays, self-corrective games, ICT programmes e.g. Wordshark
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, language master card instructions, pictorial information to support spoken work, recorded instructions to be played by pupil as task is worked through at own speed
10	Reducing the homework load	Target 5 spellings to learn well rather than 20 incorrectly, relevant spellings, alternative forms of recording, minimal writing / reading as it will all take x3 times as long, set times e.g. as much as you can do in 15 minutes and ask parent to sign off at that point
11	Opportunities to reduce the reading load	<p>Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or Docs+ see 7), bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos, text to speech, Load2Learn,</p> <p>Line trackers, overlays, IWB tools such as spotlight and reveal</p> <p>Use the digital recording facility on computers to record instructions or texts for children to listen to.</p> <p>Record instruction on memo microphone or talking tins/ postcard etc.</p>

## Use of language

Questions	Answers
Questions pitched to challenge all abilities and alternatives made to invite a response	Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to ....., give me 5 ways
Questions used to ensure others are listening and on task	Who agrees with ....., Does anyone want to ask ...? Another question about.....
Use the language of success Use the language of possibility Use the language of hope	Learners may express limits to their achievements with phrases such as 'I'm no good at...' and 'I always get X wrong'.  Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems.'  Create an ethos where it is acceptable for pupil to say, 'I'll try but I need some help...' rather than 'I cannot do it...'. Support this by using phrases such as 'You can do it...', and 'What helps you do it?'


## Secondary Age

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Included below is a Secondary Classroom Checklist, of Quality First teaching strategies and resources that will enable all dyslexic pupils to access the curriculum more easily.

Many of these strategies are inclusive practice and can be equally beneficial for the majority of pupils including those with other learning needs.

Schools need to share this list with staff in departments to identify what is already provided and what other strategies and classroom practice needs to be adjusted either as whole school policy or in particular subject areas. The checklist may also provide a further measure of the impact of your school's development work with dyslexia.

Inclusive & Dyslexia Friendly Secondary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
1	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, (catch me ...) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A celebration of strengths	Not just pupil writing but models, ideas, behaviour, leadership, motivation charts, creative and sporting challenges and successes
4	Symbols / pictures used or other formats (languages) to support written information	Use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls: word banks, whiteboards and pens, access to concrete aids, tabletop illustrated glossaries and key words, self-corrective resources, self-help resources, differentiated or highlighted text
6	Special equipment for those who need it	Left-handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non-slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Pictorial labels  and colour coding to help identify resources. Labelled diagrams  Learner friendly fonts, (e.g. Sassoon, Comic sans) information written in lower case,
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement if needed, writing slope or file on end to create one  Grouped for ability or task not low reading age!

Inclusive & Dyslexia Friendly Secondary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
9	Actions to help relieve visual stress and aid visual clarity	<p>Colour backgrounds to Interactive Whiteboard (IWB), useful tools on IWB such as spotlight and reveal, coloured paper</p> <p>Coloured overlays for reading</p> <p>Use a variety of colours on the board to separate lines, sections or columns</p> <p>Use double line space between or in paragraphs to break up text.</p> <p>Use lower case not CAPITAL LETTERS in learner friendly fonts (see 7 above).</p>
10	Visual aids/timetables to help support organisation / memory, structure of lesson / day	<p>Symbols or digital images as reminders, colour coding for subjects and subject information,</p> <p>Use of digital /sand timers / IWB timers for tasks /tests</p>

## During Lessons

Inclusive & Dyslexia Friendly Secondary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
1	Clear objectives & success criteria (SC)	Shared, displayed and discussed and S C adapted if necessary
2	Opportunities to show potential difficulties or understanding	<p>Traffic light cards, thumbs up, tell a friend how to....</p> <p>Assessment for learning questions and techniques</p>
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo-spatial skills
4	Regular use of audio / visual aids and ICT as an alternative form of accessing information, learning / and recording	Digital camera, video camera, digital recorders, talking word processors e.g. Clicker Writer, Docs+, Text to Speech tools and onscreen word banks. (This will enable more independent learning)
5	New / technical/ difficult vocabulary introduced, explained, displayed and referred to	<p>Tabletop glossaries, displays, posters, word banks.</p> <p>Subject / topic dictionaries</p>

Inclusive & Dyslexia Friendly Secondary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
6	Help available to support processing, sequencing and memory	Time to process questions and oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, talking word processor, memo cards, small whiteboards,
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer-based recording such as Clicker grids, Docs+, predictive text, digital books, labelled diagrams, bullet points, tables, charts, pupil demo on whiteboard using record facility, use of writing frames, planners or planning software (e.g. Inspiration, has speech support and converts visual plans to linear text, <a href="http://www.inspiration.com">www.inspiration.com</a> )  Give plenty of time to process and organise written information.  Extra time for any written tasks, opportunities to discuss and plan,  Short written or verbal instructions  Use the digital recording facility on computers for pupils to make their own recordings instead of a writing outcome. Producing own power points
8	Opportunities to work independently with self-corrective activities	Speech supported ICT, Stile trays, self-corrective games and tasks
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, pictorial information to support spoken work
10	Reducing the homework load	Manageable / relevant vocabulary or spellings to learn, alternative forms of recording offered, minimal writing / reading, as it will all take 3x longer  Set times e.g. as much as you can do in 30 minutes and ask parent to sign off at that point. Homework notes available on school intranet, homework buddies, time to get HW written down or given direct already written.

Inclusive & Dyslexia Friendly Secondary Classrooms		✓ Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
11	Reduce the reading load	<p>Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or Docs+, bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos,</p> <p>Line trackers, overlays, IWB tools such as spotlight and reveal</p> <p>Use the digital recording facility on computers to record instructions or create texts that can be heard.</p> <p>Record instructions on memo microphone</p>
12	Sensitive marking of work	<p>Marking to agreed success criteria, constructive help with spellings etc.</p> <p>Give next step to make progress, verbal feedback when possible</p> <p>“Use a dictionary” is not helpful to a dyslexic who does not know A-Z.</p>

# Use of Language

Questions	Answers
Questions pitched to challenge all abilities and alternatives made to invite a response	Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to .....,? Give me 5 ways
Questions used to ensure others are listening and on task	Who agrees with .....? Does anyone want to ask ..... another question about.....?
Use the language of success Use the language of possibility Use the language of hope	Learners may express limits to their achievements with phrases such as 'I'm no good at...' and 'I always get X wrong'.  Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems.'  Create an ethos where it is acceptable for pupils to say 'I'll try but I need some help...' rather than 'I cannot do it...'  Support this by using phrases such as 'You can do it...', and 'What helps you do it?'

Further approaches that could be used include:

- Observing performance on nonsense words and irregular words
- Diagnostic tests such as a running reading record to look for error types
- Simple assessments of phonological processing skills and visual discrimination
- Commercially-produced screening tests, including computerised activities that assess, for example, auditory sequential memory or visuo-spatial memory

The overall importance of the emotional climate cannot be underestimated. School staff and parents/carers need to be understanding and positive, identifying strengths and showing that these strengths are genuinely valued and used in teaching and learning strategies.

Staff who are directly involved with teaching a pupil who may have dyslexia will need to monitor:

- The pupil's progress towards specific targets on the child's provision map using Assessment for learning strategies
- Strategies for removing barriers to learning and providing full access to learning objectives in the classroom where literacy is not the main focus



- The variety of teaching styles they are using and whether these match the individual strengths and interests of the pupil
- Manageable systems for tracking the pupil's progress over time
- The quality of the relationship between adult and pupil
- The effect of the assessment and intervention procedures on the pupil's self-esteem
- Procedures for listening to the child's view and actively involving the pupil in decisions that affect them
- Effective, constructive and positive liaising and working together with parents/carers