

So what is Dyslexia?

There is no single definition for dyslexia but it can be recognised as a specific learning difficulty that results primarily in children struggling with learning how to read and spell. They also tend to have weaknesses with memory, putting things in any sort of order (sequencing), organisation, quickly understanding what they see and hear, and may find some aspects of Maths difficult.

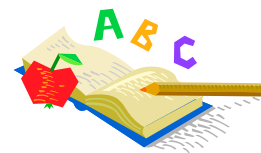
Dyslexia often runs in families and is not related to intelligence, race or social background. Dyslexia varies in severity and can occur alongside other difficulties such as dyspraxia, dyscalculia and attention deficit and hyperactivity disorder (ADHD). It is important to note that people with dyslexia may have strengths. They may be very creative, or have good social or problem solving skills. PE, Maths and general knowledge are other common strengths. There are many famous people such as Jamie Oliver, Richard Branson, who have used their dyslexic strengths to become successful.



What is a Dyslexia Friendly School?

A dyslexia friendly school is able to identify and respond to the difficulties and the strengths that a learner with dyslexia may have. All staff are aware of the needs of these learners and use a range of skills and strategies to support them during whole class teaching, including multi-sensory approaches that take into account different learning styles.

Classrooms support learners with dyslexia by providing a visually stimulating environment with many tactile resources and visual labelling to support learning and help children develop their reading and writing skills.



The Leys School Mission Statement

At The Leys we have high expectations for all our children. We believe that if a child cannot learn the way we teach, then we must teach them the way they learn. We recognise that strategies that support children with dyslexia are good for all children and we work hard to ensure all children achieve and feel successful. We also aim to help children find, recognise and celebrate their strengths. We benefit from the expertise of specialist advisory teachers and resources from the on-site SplD base.

Points to remember

Children with dyslexia will have to work much harder due to their difficulties and will often;

- tire more quickly than others
- be inconsistent in performance
- work more slowly
- find it difficult to find their place again after looking away from their book or board
- be disorganised
- require lots of praise and encouragement
- require more opportunities for reinforcement
- seem to be misbehaving or ignoring adults when, in fact, they are struggling with complex instructional or information overload

Summer Term 2014

The Leys Primary & Nursery School



Dyslexia Friendly Guidelines

for

Staff, Parents, Governors and Children

Recognising Dyslexia in Primary Age Children

On-going difficulty with some of the following:

- learning how to read and spell
- writing letters or numbers backwards
- confusing 'b' and 'd' and words such as 'no/on'
- leaving letters out of words or putting them in the wrong order
- understanding or remembering what he/she has read
- remembering the alphabet, days of the week, months of the year, tables, formulae etc.
- responding quickly to what has been said or read
- following instructions
- concentration
- writing within a time limit
- learning methods in Maths
- tying shoe laces, getting dressed
- telling left from right
- telling the time
- level of confidence and self-image.

May surprise you because in other ways he/she is bright and alert.



How do we support a child with dyslexia?

- Display key vocabulary, learning objectives and visual timetables
- Use alphabet strips and word mats
- Label cupboards and drawers with words and pictures
- Use coloured backgrounds on interactive whiteboards
- Use coloured paper instead of white at school and at home
- Print information for a child to avoid having to copy from the board
- Use a variety of methods of writing
- Have a positive approach to marking and focus on the content of what he/she has written
- Multi-sensory teaching and activities
- Use small group and individual teaching for identified children

Useful Resources

British Dyslexia Association (BDA):

<http://www.bdadyslexia.org.uk/>

Dyslexia SpLD Trust:

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

Dyslexia Action:

<http://dyslexiaaction.org.uk/>

Left from Write: video about dyslexia

www.leftfromwrite.net

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