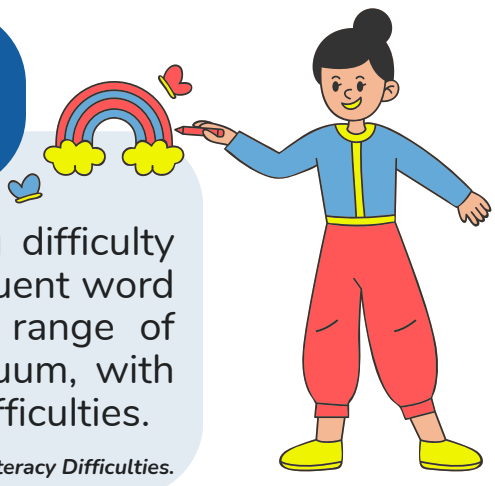
DYSLEXIA

At Cherbourg Primary School, we screen for dyslexia and identify teaching strategies/ learning aids that will enable your child to succeed in their learning.

WHAT IS DYSLEXIA?



The Rose Report (2009) defines dyslexia as a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Dyslexia occurs across the full range of intellectual abilities and is best understood as a continuum, with individuals showing different patterns of strengths and difficulties.

Source: Rose, J. (2009). Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties.

FEATURES OF DYSLEXIA

Features of dyslexia may include difficulties with phonological awareness, verbal memory and processing speed.

- Dyslexia occurs across the full range of intellectual abilities.
- It is best understood as a continuum rather than a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and organisation; however, these are not, by themselves, indicators of dyslexia.
- A useful indication of the severity and persistence of dyslexic difficulties can be gained by considering how an individual responds, or has responded, to appropriate evidence-informed intervention.



Source: British Dyslexia Association

PROVISION - WHAT WE DO:

We regularly provide training and professional development for our staff. We draw upon guidance from the Inclusion Development Programme and the Advanced LAMB Training materials.

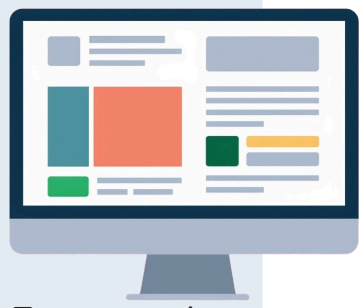
Wave 3 interventions that may be used to support pupils with dyslexic characteristics include:

- Acceleread Accelewrite
- Narrative Groups
- Rapid Reading
- SIDNEY



Teaching strategies that may be appropriate include:

- Chunking information into smaller steps
- Coloured paper, exercise books or screen backgrounds where helpful
- Adapted and differentiated learning activities
- Enlarged fonts
- Opportunities for overlearning and repetition
- Use of speech-to-text technology
- Visual aids and visual supports
- Assessment of visual stress where appropriate



Please speak to your child's class teacher or the SENCo, Mrs Freemantle, for further information about any of these interventions or strategies.
We aim to create a dyslexia-friendly learning environment. Many strategies that support pupils with dyslexic characteristics can benefit all learners.

IDENTIFICATION:

As part of our routine assessments in the Early Years and Year 5, we may screen pupils who are experiencing difficulties with phonics, spelling, writing, memory or processing instructions.

If a pupil is finding it difficult to read fluently, spell phonetically, or is becoming increasingly frustrated with aspects of learning, we may explore whether they are displaying characteristics associated with dyslexia.
We use the DEST and DST-J screening tools to identify possible characteristics of dyslexia. Screening does not provide a diagnosis, but helps us to identify strengths, areas of need and appropriate support.

Useful Links:

British Dyslexia Association
NHS - Dyslexia
Helen Arkell Dyslexia Charity
National Literacy Trust