



Dyslexia at Marsh Lane Primary School

Approximately one in ten people have dyslexia. At Marsh Lane Primary, we recognise that this presents a challenge for many of our students.

Dyslexia is a specific learning difficulty that primarily affects the skills involved in accurate and fluent reading and spelling. It can also affect working memory.

The SEND Code of Practice does not require that pupils with dyslexia be given a diagnostic label or test. Instead, teachers should monitor the progress of pupils and put support in place where needed.

Parents and carers can discuss their child's needs with the class teacher or the school Special Education Needs Coordinator (SENCO) - Mr D'Souza Walsh.

Supporting children with dyslexia is important not only to help them to reach their full potential at school, but in equipping them with the skills and strategies to prepare them for their futures. Research indicates that dyslexia friendly practice in schools is beneficial for all students.

All teachers are teachers of SEND and high-quality teaching is central to ensuring those with SEND are given the best possible opportunity to achieve at school and in later life.

Marsh Lane Primary School now holds a 'Dyslexia Aware School' accreditation, as all of our teaching staff have completed training to prepare them for teaching children with Dyslexia and help these children achieve their full potential.



Indicators of dyslexia

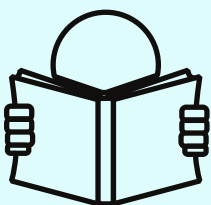
Many of the difficulties listed below are common during a child's first year or two at school. However, if a group of these symptoms persists beyond the time when the average child has grown out of them, they may indicate dyslexia, and expert advice should be sought.

Reading and Spelling



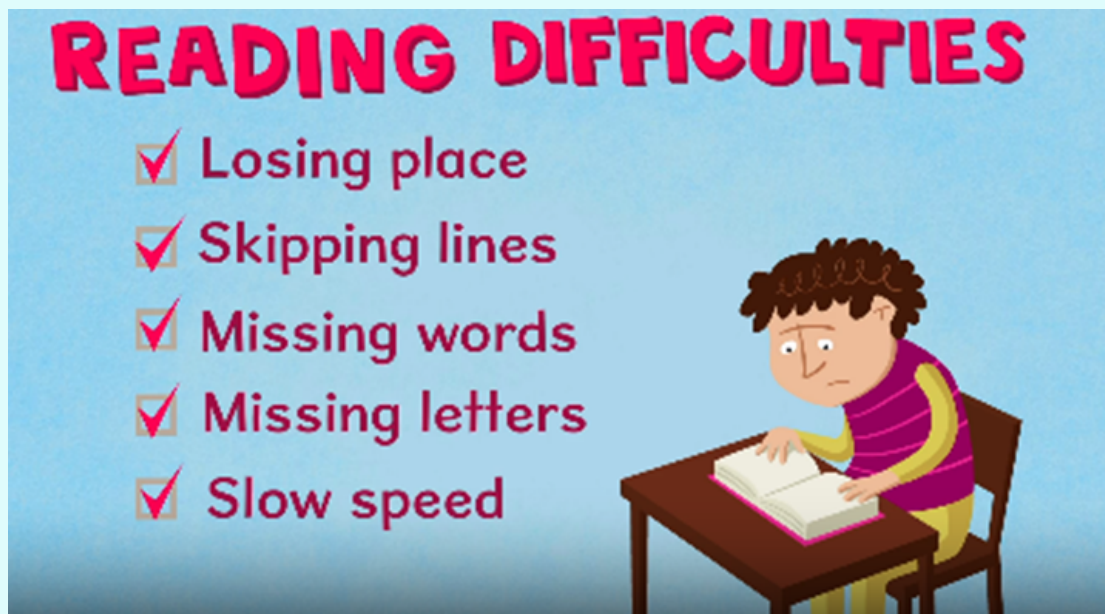
- Confusion of letters similar in shape: e.g. d / b; u / n
- Confusion of letters similar in sound: e.g. v, f, th; also vowels
- Reversals: e.g. was / saw
- Transposals: e.g. left / felt; auction / caution
- Omission or insertion of words
- Repetition of word or phrase
- Changing sequence of words: she is / is she
- Confusion of small words: of, for, from
- Bizarre spelling

Reading



- Difficulty in keeping correct place on line
- Difficulty in switching from end of line to beginning of next one
- No expression, or intonation in wrong place
- Difficulty in understanding a passage even if correctly read

- Faulty auditory sequencing: Roman merains (remains)
- Mispronouncing some words: remember
- Difficulty in "sounding out" unfamiliar words



Writing



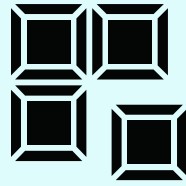
- Foreshortening: rember (remember)
- Fusion: up (up)
- Repetition of a word or words
- Capitals left out, or in the wrong places
- i's not dotted, t's not crossed, l's crossed
- Badly formed letters, or if shape is correct, formed in unconventional way
- Difficulty in keeping on the line
- Omission of punctuation, confusion over punctuation and syntax
- Odd pencil grip
- Difficulty in copying from blackboard

Other Indications

- Late in learning to speak
- Difficulty in repeating long words: e.g. unanimous, preliminary
- Confusion between: right/left; east/west; up/down; etc.
- Difficulty in sequencing: alphabet, months of year, numbers, words in a sentence.
- Difficulty in learning tables, or doing mental arithmetic
- Slow in looking up words in a dictionary, or names in a telephone book
- Poor concentration and memory
- Difficulty in interpreting other symbols: figures, notes in music, morse, etc.
- Late in learning to tell time, and in such things as tying shoelaces, etc.
- Difficulty in understanding concepts such as: in/on/under; yesterday/tomorrow
- Other poor readers or bad spellers in the family
- Left-handedness, or mixed laterality in the child, or members of his family
- Particular artistic or mechanical talents.

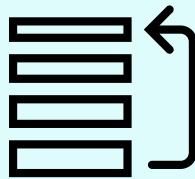
Helping Children with

1. Chunking



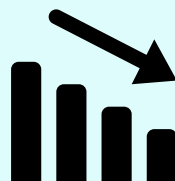
If you have a lot of information to give, break it down into smaller chunks of language.

2. Re-ordering



Say things in the order you want them to be done.

3. Cut down what you say



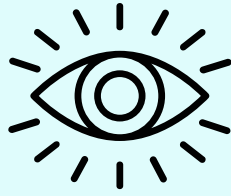
Lots of adult talking can be overwhelming for dyslexic children. Think about structuring activities so there is a mixture of activity types.

4. Slow down



Slowing down your talking means that children will give longer responses and say more.

5. Visual support



Children with dyslexia find information easier to understand with strong visual support.

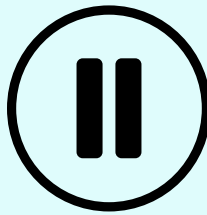
This could be gestures, facial expression, pictures, video, quick drawing, using the interactive whiteboard, using real objects and using mind maps.

6. Avoid idioms, sarcasm and double meanings



This can be difficult for children with dyslexia to understand.

7. Pausing after questioning



Give children processing time after asking a question. Waiting longer for a response can greatly help all children to engage and contribute.

8. Commenting



Commenting on what the children are doing and pausing rather than asking questions, encourages dialogue and supports their thinking and learning.

9. Word processing and use of ICT



Specific fonts, increased font size, coloured backgrounds and being able to type their writing can be helpful strategies for dyslexic pupils.

10. Colour coding



Coloured paper in exercise books and coloured overlays for reading can benefit children with dyslexia. They may also wish to use highlighters when reading texts and answering comprehension questions.

11. Spelling Strategies



All children have different learning styles. The learning of spellings can be tricky and therefore children may benefit from alternative ways of learning words. Here are some examples of strategies that could be used:

1. The use of spelling rhymes(e.g. 'onomatopoeia' to the tune of 'Old McDonald had a farm')
2. Mnemonics (try the Sir Linkalot app)
3. Saying the word how it is written (e.g. W-e-d-n-e-s-d-a-y)
4. Focussing on syllables
5. Chunking words in parts
6. Identifying the prefixes and suffixes needed

