



Literacy difficulties and dyslexia

Tameside Educational Psychology Service

Session aims

- To consider how literacy difficulties and dyslexia **affect** children and young people
- To think about **how we identify** children with literacy needs
- To consider **ways to support** children with literacy needs
- To introduce the Tameside Dyslexia Pathway

Literacy developmental milestones

| Age | Key literacy developmental milestones |
|------------------|---|
| 12- to 18-months | Orientates books correctly |
| 18- to 24-months | Remembers familiar passages when read from books |
| 18- to 24-months | Pretends to read aloud |
| 3- to 4-years | Enjoys the same stories being read repetitively |
| 5- to 7-years | Develops the motivation to want to read |
| 5- to 7-years | Develops a preference for a genre of books |
| 9-years | Questions the accuracy of others' conclusions from text |
| 9-years | Can take characters' perspectives |

Emotional factors:

Enjoys books
Has experienced success
Motivated to read
Cares about reading

Strategies:

Phonics
Context / picture clues
Word size
High frequency words
Tricky words

Environment:

Life experiences for context
Supportive family
Has been read to

Cognitive ability:

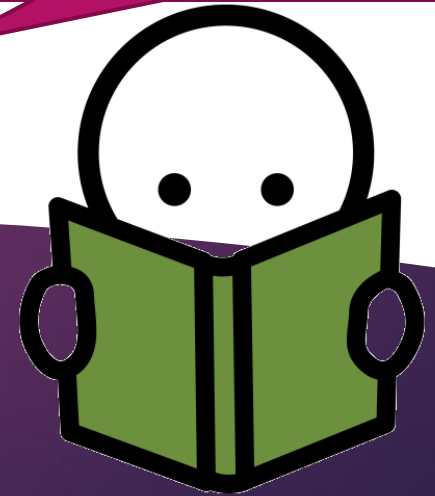
Visual memory
Attention and concentration

Knowledge:

Wide vocabulary
Concepts of print
Rhyme

Physical factors:

Glasses / sufficient vision to see text



What makes a competent reader?

Cognitive ability:

Visual memory
Attention and concentration
Memory

Knowledge:

Wide vocabulary – for word links
Phoneme – Grapheme correspondence
Knows homophones

Physical factors:

Fine motor skills
Tripod grip
Can hear sounds
Can hear phonemes

Strategies:

Checking
Takes care

Reading:

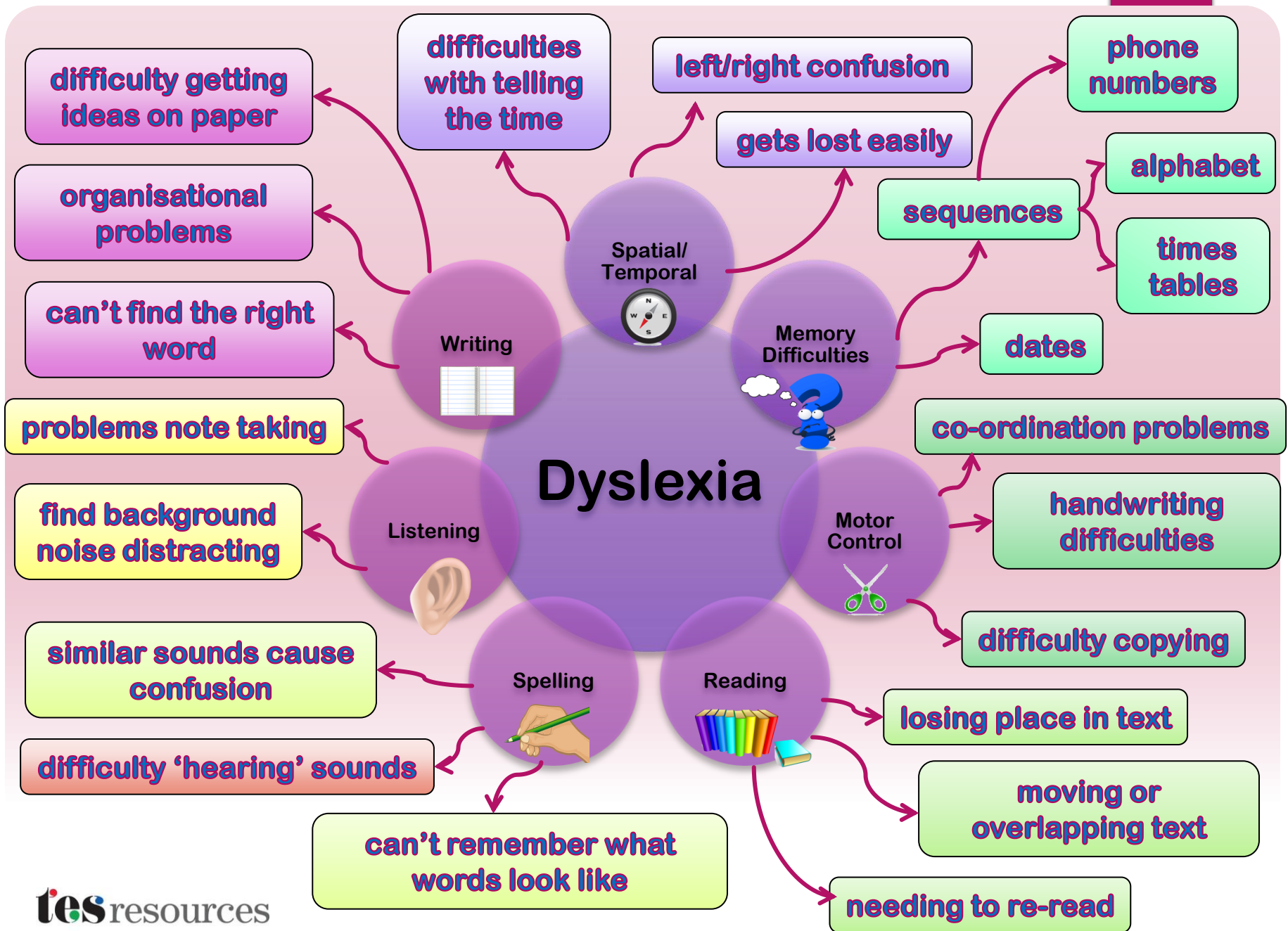
Is a competent reader
at the word level!

What makes a competent speller?



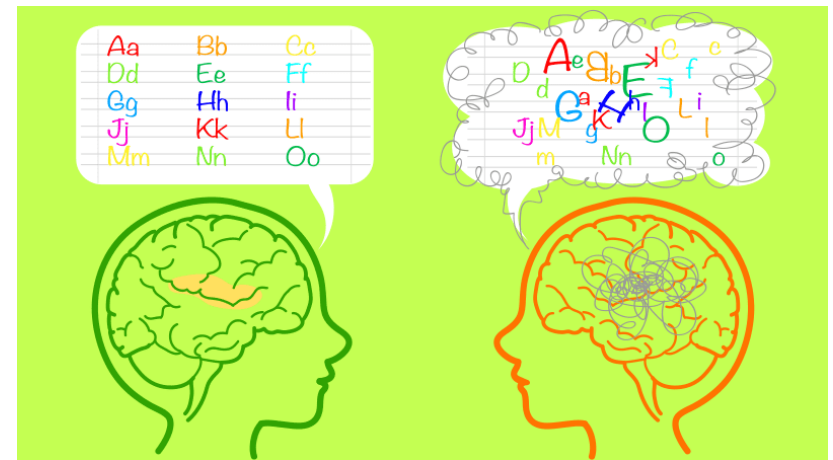
Dyslexia definitions

- ▶ Dyslexia is evident when accurate and fluent word reading and/or spelling develops very 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 of a staged process of assessment through teaching. (The British Psychological Society, 1999)
- ▶ 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. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. 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. (Rose Review, 2009)



Areas of difficulty

- ▶ Each person with dyslexia will have their own set of abilities, strengths and difficulties.
- ▶ But there are common signs that can help you to identify whether the difficulties being experienced could be indicative of dyslexia.
 1. Phonological awareness
 2. Auditory processing
 3. Visual processing
 4. Working memory



1. Phonological awareness

word → **wrod**



1. Phonological awareness

Phoneme
isolation

Manipulating
sounds

PHOTOSYNTHESIS

Sound
discrimination

Blending
sounds

1. Phonological awareness

Phoneme
isolation

Manipulating
sounds

PHO-TO-SYN-THESIS

Sound
discrimination

Blending
sounds

Syllable division

2. Auditory processing

- ▶ Repeating instructions
- ▶ Verbal sequential memory
- ▶ Concentration
- ▶ Background noise
- ▶ Note taking



3. Visual processing

word → → **morb**



3. Visual processing

- ▶ Slower reading speed
- ▶ Visual discrimination
- ▶ Sequencing letters
- ▶ Visual recall
- ▶ Spelling homophones and sight words
- ▶ Copying and tracking

4. Working memory

Working memory - the ability we have to hold in mind and mentally manipulate information over short periods of time



- Distraction
- Information overload
- Engaging in a demanding task

4. Working memory

- ▶ Incomplete recall
- ▶ Following instructions
- ▶ Place keeping errors
- ▶ Task abandonment
- ▶ Difficulty copying from the board

How might this look in the classroom?

General signs:

- ▶ Speed of processing: slow spoken and/or written language
- ▶ Difficulty remembering and/or following instructions
- ▶ Forgetting words, hesitancy in conversation
- ▶ Uses work avoidance tactics, such as sharpening pencils and looking for books
- ▶ Seems 'dreamy', does not seem to listen, or is easily distracted
- ▶ Is excessively tired due to amount of concentration and effort required

Reading

- ▶ Slow reading progress
- ▶ Finds it difficult to blend letters together
- ▶ Has difficulty in establishing syllable division or knowing the beginnings and endings of words
- ▶ Unusual pronunciation of words
- ▶ Hesitant and laboured reading, especially when reading aloud
- ▶ Misses out words when reading, or adds extra words
- ▶ Loses the point of a story being read or written
- ▶ Has difficulty in picking out the most important points from a passage

Indicators in school-aged children

Written work

- ▶ Poor standard of written work compared with oral ability
- ▶ Produces messy work with many crossings out and words tried several times, e.g. wippe, wype, wiep, wipe
- ▶ Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
- ▶ Poor handwriting with many 'reversals' and badly formed letters
- ▶ Spells a word several different ways in one piece of writing
- ▶ Makes anagrams of words, e.g. tired for tried, bread for beard
- ▶ Poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil

Numeracy and time concepts

- ▶ Confusion with place value e.g. units, tens, hundreds
- ▶ Confused by symbols such as + and x signs
- ▶ Difficulty remembering anything in a sequential order, e.g. tables, days of the week, the alphabet
- ▶ Has difficulty learning to tell the time
- ▶ Difficulty with concepts – yesterday, today, tomorrow

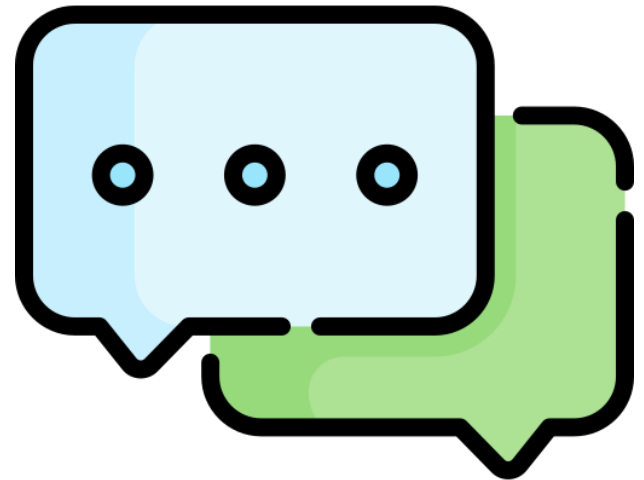
Recognising strengths!



- ▶ Good spatial awareness and visualising skills
- ▶ Creative
- ▶ Good oral skills
- ▶ Aptitude for constructional or technical toys/ games
- ▶ Can be good at seeing the big picture
- ▶ Lateral thinking and problem solving
- ▶ Imaginative

Interventions and support

- ▶ What interventions do you use in school?



Quality First Teaching

The SEND Code of Practice, section 1.24 says, *'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'*

Differentiation

- Task
- Resource / Presentation
- Time
- Feedback

Supporting pupils with dyslexia in the classroom: Tactile learning



Supporting pupils with dyslexia in the classroom: Reading

- Structured approaches e.g. Read Write Inc
- Books are at the right level of difficulty for pupils - Barrington Stoke books
- Teaching reading skills, *such as skimming and scanning - when to use them*
- Providing texts before the lesson so that children can prepare for them
- Encouraging children to condense and make sense of what they read, for example by making mind maps and drawing diagrams and flow charts
- Pre-teaching key vocabulary
- Using paired reading approaches
- Text-to-speech software - Clicker
- Audio books when appropriate



Immersive Reader

Office Accessibility Center - Reso x | Make your PC easier to use - Win x | Microsoft Learning Tools x +

https://www.onenote.com/learningtools

← Immersive Reader

Lear·ning Tools Im·mer·sive Read·er

cre·ates a read·ing ex·pe·ri·ence tha

ac·ces·si·bil·i·ty and com·pre·hen·si

lear·ners of all ag·es and a·bil·i·ties

AA [List Icon] [Book Icon] X

Syl-la-bles

Parts of Speech

- nouns
- verbs
- adjectives
- adverbs

Show labels

▶ ⚙️ ?

11:25 05/06/2019

Immersive Reader

Office Accessibility Center - Reso x | Make your PC easier to use - Wir x | Microsoft Learning Tools x +

https://www.onenote.com/learningtools

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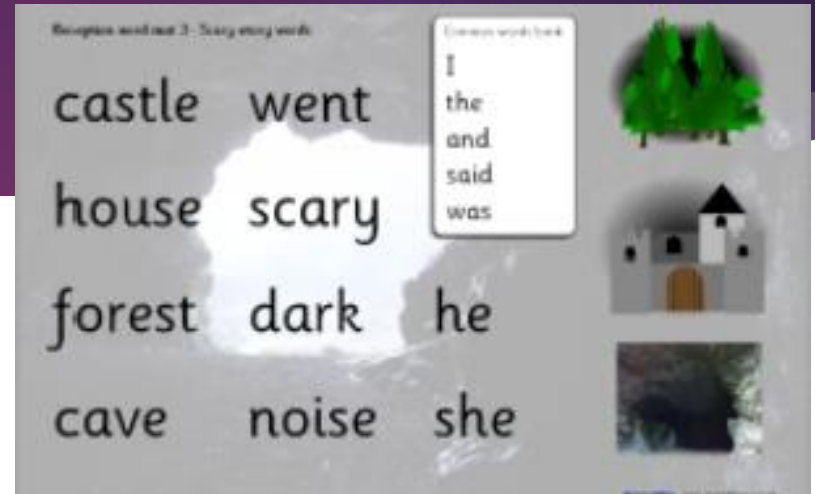
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IT Admin deployment? [Click here](#) for more information.
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- Outlook Online** [learn more](#)
Outlook Desktop [learn more](#)
- Office Lens for iPhone and iPad (iOS)**
[Download now](#)
- Microsoft Edge browser** [learn more](#)
- Microsoft Teams** [learn more](#)

Windows taskbar: OneNote, Word, File Explorer, Edge, PowerPoint, Chrome, Immersive Reader. System tray: 11:30, 05/06/2019.

Supporting pupils with dyslexia in the classroom: Writing

- Check understanding of the task.
- Use ICT to improve written outcomes, for example voice recognition software or Clicker
- Provide examples and model good practice.
- Break down a writing task into manageable chunks.
- Teach and encourage pupils to plan.
- At each stage of the process of writing, reflecting, reviewing, monitoring and transferring new learning.
- Reward achievement at each stage of the writing process.
- Give specific feedback at each stage so the pupils know what to repeat or improve.
- Provide written and verbal feedback.
- Use alternatives to written outcomes.
- Improve proofreading

Writing prompts



Alternative recording strategies: Clicker 8

The screenshot displays the WriteOnline software interface. The main window is titled "WriteOnline - My writing" and contains a document with the following text:

I used to hate writing, but now I'm starting to feel I can do it! I use WriteOnline at school, at home, at the library, and even on my mini laptop when I'm on a field trip!

I like being able to listen to what I've written so I can get it right – it's much better than having my teacher correct it!

Wordbar really helps me to use better words. I can write about things like photosynthesis and use all the right words! Plus, I use the writing frames to help me to structure essays.

The word prediction has made me much more confident in putting together sentences – it always seems to know what I'm thinking, and if I'm not sure if it's the right word, I can right-click on it first to listen to it.

With WriteOnline, I can think about what I'm writing. I am really beginning to improve my vo|

On the right side of the window, there is a "Predictor" panel with a list of word suggestions:

- 1 voice
- 2 vocalist
- 3 vocabulary
- 4 vocals
- 5 vocal
- 6 vote
- 7 voices
- 8 volume

Below the main text area, there is a "Wordbar" panel with a grid of word suggestions:

| | | | | | | | |
|------------|--------------------|--------------|-----------|-----------|---------|-------------|-------------|
| palisade | palisade mesophyll | particles | permeable | petal | petiole | phloem | phosphates |
| phosphorus | photosynthesis | phototropism | plasma | plumule | pollen | pollinate | pollination |
| pore | potassium | process | produce | producers | product | propagation | proteins |

The interface also includes a standard menu bar (Document, Wordbar, Edit, View, Insert, Format, Options, Help), a toolbar, and a taskbar at the bottom showing the Windows Explorer and Internet Explorer icons, along with the text "Page 1 of 1" and "User: David Wood".

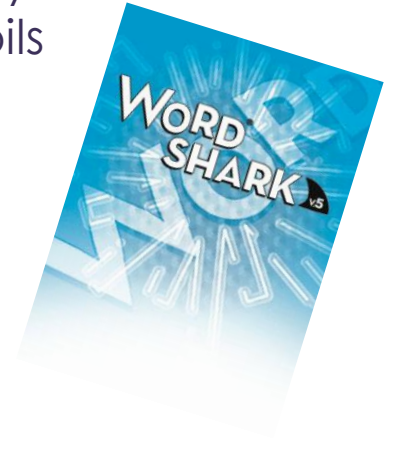
Alternative recording strategies: Clicker 8



Supporting pupils with dyslexia in the classroom: Spelling

Key strategies for spelling:

- Providing subject-specific key words in classroom handouts
- Encouraging the use of personalised dictionaries and vocabulary maps
- Encouraging children to take risks with their spelling
- Teaching the spelling of key words in a multi-sensory way
- Encouraging a metacognitive approach by asking pupils to: – analyse the spelling mistakes and identify the learning required – decide what they will change to ensure that they spell that word correctly in future.



Supporting pupils with dyslexia in the classroom: Auditory processing

- ▶ Use visual and kinaesthetic approaches to support weak auditory processing
- ▶ Give tasks/instructions one at a time and at a slow pace.
- ▶ Seating
- ▶ Background noise

Supporting pupils with dyslexia in the classroom – Auditory learning



Supporting pupils with dyslexia in the classroom – Visual processing

- ▶ Structured phonic approach
- ▶ Mnemonic spelling strategy
- ▶ Use rhyme to support spelling
- ▶ Reduce copying
- ▶ Coloured backgrounds and overlays



Using colour for visual stress

- ▶ Use colour to distinguish between ideas.
- ▶ Use a variety of colours on the board to separate lines, sections, columns or words
- ▶ Have coloured pens on tables.
- ▶ Use sticky notes in different colours to represent different ideas or processes.
- ▶ Give a choice of pastel coloured paper for children to use rather than always just white.
- ▶ Change the background colour on computers and interactive white boards.
- ▶ Coloured overlays, reading rulers and information on visual stress can be found at www.crossboweducation.com



Supporting pupils with dyslexia in the classroom – Working memory

- Teach using an integrated multi-sensory approach throughout the lesson
- Revisit previous learning at the beginning of the lesson, allowing pupils to recall and make associations with new learning.
- Give an overview of the lesson so the pupils can see the outcome and make sense of the content.
- Revisit learning at regular intervals throughout the lesson.



Supporting pupils with dyslexia in the classroom – Working memory

- ‘Chunk’ the information being taught and check understanding.
- Use a step-by-step approach to complete a task.
- Explain the steps and use pictures where needed.
- Reduce copying from the whiteboard
- When giving instructions, limit the number, repeat them and provide notes and a checklist.
- Use simple, concise sentences.
- Consider the pace of your delivery – speak more slowly if necessary.
- Use peer discussion to facilitate overlearning.
- Use songs, limericks and rap to aid memorising.
- Allow time for the pupils to process the information and answer.



Supporting pupils with dyslexia in the classroom – Recognising strengths

- Raising whole-school awareness of dyslexia, including identifying the strengths that many dyslexic people have, can create a positive ethos in school. Dyslexic pupils can be creative, artistic, good at sport, with excellent problem solving and reasoning skills.
- Increase self-esteem and motivate learning by celebrating diversity across the school
- Give pupils opportunities to demonstrate their strengths
- Teach about successful dyslexics such as Einstein, Richard Branson and Jamie Oliver
- Use criticism sensitively and constructively.



Tameside EPS dyslexia identification pathway



Tameside Educational Psychology Service (EPS) Dyslexia identification pathway

The phrase 'specific learning difficulty' (SpLD) is an umbrella term that includes a range of learning difficulties such as dyslexia, dyspraxia, dyscalculia, dysgraphia and specific language impairment. This document focuses upon the specific learning difficulty of dyslexia. It does not set out to address the full range of specific learning difficulties.

The aim of this document is to promote a shared rationale and understanding in the identification, assessment and support for pupils with dyslexia within the local authority. The guidelines are to be shared with all schools, settings, parents/carers, children and services within Tameside.

What is dyslexia?

There is no one agreed definition of dyslexia and, despite considerable research, the findings regarding the numbers of pupils and causes of dyslexia vary widely. The British Psychological Society (BPS) emphasises the need for a staged assessment process to take place:

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very 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 of a staged process of assessment through teaching.' BPS (1999)

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, and is best thought of as a continuum, not a distinct category, as 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 (Rose, 2009).

Step 1: The pre-referral process

Before the involvement of the EPS, it is important that a graduated approach is followed and that schools have implemented at least two cycles of **assess-plan-do-review (APDR)**, over at least 12 weeks of teaching. Parents', carers', and the pupil's views must also be regularly sought.

The pre-referral, APDR process should include the following steps:

- Every child is entitled to Quality First Teaching for literacy.
- If a child is not making expected progress with reading, writing and spelling, support at school level should be put in place.
- Schools should provide appropriate programmes and literacy interventions which have been monitored and evaluated for effectiveness, such as Precision Teaching, Nessy etc.
- Provision of alternative methods of recording work, such as Clicker 8.
- Provision of alternatives to copying, such as providing printed materials with large fonts.
- Input from Tameside Advisory Teacher for Specific Learning Difficulties.

It is important that schools keep good records of meetings, interventions and outcomes.

If, following at least two cycles of APDR and intervention, the pupil's difficulties continue to be severe and persistent, a referral can be made to Tameside EPS for assessment. The referral will be made by the school SENCo, as part of the school's traded package of EP time.

Please note that a referral for identification of dyslexia may only be made for children in Key Stage 2 or above.

Step 2: Planning meeting with SENCo

During the initial planning meeting, the EP will:

- Gather details such as the pupil's age and overall development and progress.
- Discuss the pupil's response to intervention following 12 weeks (two cycles) of the pre-referral APDR process.
- Ensure that the school has consulted with the Advisory Teacher for advice, strategies and resources.

Step 3: Joint Objectives Planning meetings

The EP will then offer a Joint Objectives Planning meeting, as part of two cycles of EP-led APDR with schools. Within these cycles, the EP may complete assessments, which may include, but not be limited to:

- Word reading
- Reading comprehension
- Listening comprehension
- Working memory
- Processing speed
- Phonological skills

Other factors which affect learning, such as attendance, home-schooling, access to school, social, emotional, motor difficulties or medical needs also need to be considered. Where appropriate, observation of the pupil within a setting will provide additional useful information about the child's listening skills, confidence and motivation as a learner, independent learning skills, social skills and peer relationships.

Parents or carers can provide unique and detailed information, contributing to the picture of the whole child and are an essential part of the process of any identification for dyslexia. The EP would always aim to meet with the parents or carers to gather information about their child.

Step 4: Identification of dyslexia

The EP will use information from the pre-referral process (including data from the Advisory Teacher), views of the child and their parents or carers, and their own cycles of APDR in order to identify dyslexia. Review meeting will be held to ensure that on-going support and strategies are identified and can be implemented in order to support the pupil in accessing the curriculum and demonstrating their knowledge and learning.

For further information, please contact your link EP directly, or email
EPfeedback@tameside.gov.uk

Next steps

Using the 'Creating a dyslexia-friendly classroom' checklist, think about your classroom and rate the features to see how 'dyslexia-friendly' your classroom is.

- Identify three things you're already doing
- Identify three things you could do differently

