

## How do you support a child with dyslexia?

Dyslexia equates to approximately 20% of students in each year group here at King Egbert therefore, all teaching staff are aware and well equipped to support students. Please find our generic dyslexia strategies (appendix 1 below) and strategies around dyslexia and literacy ([appendix 2 below](#)).

However, we do tailor individual students needs and document in more detail for teachers to view below (see Appendix 3), our SEN resource of communicating information.

Our SEND department do have access to laptops, iPads and [C-Pen Exam Reader](#) to support students who would benefit from them. We have an extremely proactive Special Educational Needs Department who liaise with students, teachers and parents to provide appropriate support where necessary.

Visual stress can also go hand in hand with dyslexia therefore we can screen students to establish whether using coloured paper or an overlay can assist with their work.

Exam concession testing will be carried out in Year 10 with students who are at risk of dyslexia to establish whether they qualify for additional time in tests/GCSE examinations.

**N.B. the School does not have the facility to provide a formal diagnosis of 'dyslexia'. However, we can carry out a 'screening test' which suggests the 'risk' level of a student being dyslexic.**

## Appendix 1

### Dyslexia Strategies

- Provide visual support for every topic and practical activities (multi-sensory teaching)
- Keep instructions brief and clear, and repeat
- 'Chunk' instructions rather than saying in one long string
- Jot instructions down on a 'post it' note; allow time for processing

#### How to help with reading

- Agree with them before the lesson that you won't ask them to read unless they volunteer
- Read questions /text/ power point slides aloud to aid their understanding
- Ask what colour background is best on a power point for them – and then stick to it (e.g. blue writing on cream/ yellow background)
- Make sure photocopies of text are good quality and clear
- Teach how to use, and encourage use of, 'Natural Reader' on all school computers
- Check the reading age of a text book against the reading ages of those in the group

#### How to help with writing

- Give print-outs rather than requiring pupils to copy from the board
- Scaffold writing; provide writing frames and templates
- Actively teach the spelling as well as the meaning of key words
- Teach families of words e.g. solute/ solution
- Teach plurals of words e.g. country/ countries
- Mark for content rather than spelling or presentation
- Provide prompt sheets: questions to answer, key words, cloze procedure
- Provide a laptop and support them to use spell check

#### Help with organisation and memory

- Use patterns, mnemonics and other memory strategies to help them remember sequences
- Help with planning of work by providing structure
- Write down or print out homework task
- Reminders about homework/ deadlines as they approach

#### What do you do if they are slow?

- Allow extra time to complete tasks/ tests
- Differentiate tasks rather than expecting them to finish for homework/ or leave the task incomplete

## Appendix 2

### STRATEGIES FOR SUPPORTING DYSLEXIC TENDENCIES (SPECIFIC DIFFICULTIES IN LITERACY)

	Keep instructions to one or two parts only. Chunk sequences of instructions – i.e. deliver one at a time vocally, print them one at a time on separate cards, model in numbered steps etc.
	Allow 1-2 minutes 'take up time' when giving instructions – this will allow the student to process fully what is required of them.
	Try teaching an active listening strategy – "Stop, Look and Listen" - every time the teacher speaks. By practising responding in this way students with dyslexic tendencies may find that they recall and understand more. Remember however, that they will not be able to take notes at the same time as listening.
	Avoid moving around too much when giving spoken instruction / information. Avoid standing in a place surrounded by 'clutter' such as shelving, posters, storage units etc. A classroom where students shout out or there is low-level noise will also act as 'clutter'.
	Always take time to model tasks and provide an example of the 'finished product' as a way of giving instructions without relying on words.
	Ask the student to repeat back instructions to you in their own words – establish a "tell me, show me" routine.
General	Respond supportively when a student forgets routines – such as bringing a pen and pencil, books, PE kit, arriving at the right lesson at the right time etc. Try to use strategies such as checklists, reminder notes, visual timetables etc. to support the student. Students with dyslexic tendencies will forget obvious detail, remembering one day and not the next.
	Avoid sudden changes in routine without informing them beforehand. If there is a planned classroom change (such as students working in the library), ask a member of staff or student to check at the previous classroom to make sure they haven't forgotten.
	Write down homework instructions for them in numbered steps – to make this quicker and more discreet, write in on a post-it note and give it to them during the lesson (rather than at the end) so they can clarify what's required / ask any questions.
	Try to sit students near motivated, encouraging peers. Students with dyslexic tendencies typically find the school day stressful and are at risk of becoming disengaged and gravitating towards other disengaged students.
	Don't expect them to learn strings of facts automatically, e.g. multiplication tables, a timeline of dates (including days of the week, months of the year), French vocab lists etc.
	If the student has good vocabulary / speaking & listening skills, use classroom discussion, role-play, group work etc. as opportunities to build their self-esteem.
	Ensure that learning in every lesson is as multi-sensory as possible – auditory, visual, kinaesthetic. Students with dyslexic tendencies typically prefer 'seeing', 'feeling', 'discussing' and 'doing' rather than 'listening', 'reading' and 'writing'.

## Appendix 3



King  
Egbert  
School

**Name:** X

**Category of Need:** SPLD

**Level on SEN Register:** K

**Level on SSGe:** 2B 3

### Area of Need

- X is dyslexic and has some literacy difficulties
- She can lack confidence in learning
- She particularly struggles with reading and spelling
- Font type should be Century Gothic, Calibri or Comic Sans if possible
- Laptop / computer should be encouraged for extended pieces of handwriting
- X struggles with her working memory

### Strategies

- Consider using a laptop for extended pieces of work / assessments / milestones
- Needs scaffolding for written tasks
- X needs lots of praise and support with resilience
- Reader – i.e. please read questions and text especially in assessments
- Agree with X before the lesson that you won't ask her to read unless they volunteer
- Read questions /text/ power point slides aloud to aid their understanding
- Make sure photocopies of text are good quality and clear
- Mark for content rather than spelling or presentation
- Allow 25% extra time in test and assessments

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