

SpLD and DYSLEXIA Parents Workshop

Greenside Primary School

By the end of the session you will :-

- Have an increased knowledge and understanding of definitions of dyslexia and be aware of some of the common characteristics associated with dyslexia
- Have an increased understanding of some strategies to support dyslexia
- Have an understanding of Greenside's identification process

What is it?



What is Dyslexia?

- Dyslexia is one of several specific learning difficulties (SpLD)
- It is a learning difficulty that primarily affects the skills involved in accurate and/or fluent word reading and spelling
- It is derived from two Greek words :

dys = difficulty

lexia = words

What do you know about Dyslexia?



- Look at the True / False sheet.
- It contains statements that you may have heard in the media or read.
- Which are true and which are false?
- Discuss with the people on your table or the person next to you.

	True or false?
Dyslexia occurs across the ability range?	
There are dyslexic children in every classroom and dyslexic adults in most staff rooms?	
5% of the population are severely dyslexic and an estimated 10% have some associated difficulties?	
Dyslexia is a learning difference – a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and sometimes number and calculation?	
Dyslexic learners may also have co-occurring difficulties with short-term memory, sequencing and the speed with which they process information?	
Dyslexia has physiological basis – research indicates neurological differences which generally affect the left hemisphere, which deals with language and sequential processing?	
Dyslexia runs in families?	
Dyslexia occurs on a continuum from mild to severe?	
Dyslexia occurs in all ethnic groups and in all languages?	
Four boys are affected to every one girl?	
Self-esteem is often low which can lead to reduced motivation and sometimes to behaviour problems?	
Dyslexic learners can do as well as anyone else when identified and given appropriate support?	

Famous dyslexics

Albert Einstein
Whoopi Goldberg
Kiera Knightley
Michael Faraday
David Bailey
Tommy Hilfiger
John Lennon
Nigel Kennedy
Duncan Goodhew
Steve Redgrave
Jackie Stewart
Richard Branson
Ingvar Kamprad (founded IKEA)
Frank W Woolworth
Tom Cruise
Steven Spielberg
Cher
Henry Winkler

What does Dyslexia Look Like?

- Occurs across the ability range
- 5% of the population are severely dyslexic
- Every classroom and most staff-rooms may contain a person with dyslexia
- 4:1 boys to girls
- Dyslexia runs in families
- Physiological basis
- Co-occurring difficulties can include short term memory, sequencing and processing speed
- Can affect reading, spelling, writing letters and/or numbers
- Learners with dyslexia can make some progress when given appropriate support, although this is unlikely to be accelerated at the word level
- Occurs in all ethnic groups and languages.



Definitions of dyslexia

In Leeds we use the definition of dyslexia from the report provided by Jim Rose 2009;

- 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.
- It is best thought of as a continuum, not a distinct category, and 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 organization, 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.'

- ‘It is now widely accepted that dyslexia exists’
- ‘The long running debate about its existence should give way to building professional expertise in identifying dyslexia and developing effective ways to help learners overcome its effects’

What does Dyslexia feel like?



<https://www.youtube.com/watch?v=11r7CFIK2sc>

Common Characteristics

Co-occurring difficulties may or may not be seen in aspects of:

- language
- motor co-ordination
- mental calculation
- concentration
- personal organisation
- memory

These are not, by themselves, markers of dyslexia.

Dyslexia can have an impact on a wide variety of cognitive areas and these can influence the behaviours you may see.

How does it feel?



These activities we are going to do should highlight the difficulties and pressures children have who show signs of SpLD of dyslexia?

1 – Auditory Memory Test

2 - Speed Processing activity

3 – Phoneme Deletion

4 – Spelling

5 – working memory

6 – Alphabet Arc

Support strategies.



Support from Nicola for 1to1 phonics programme.

WORD WASP PAGE 39

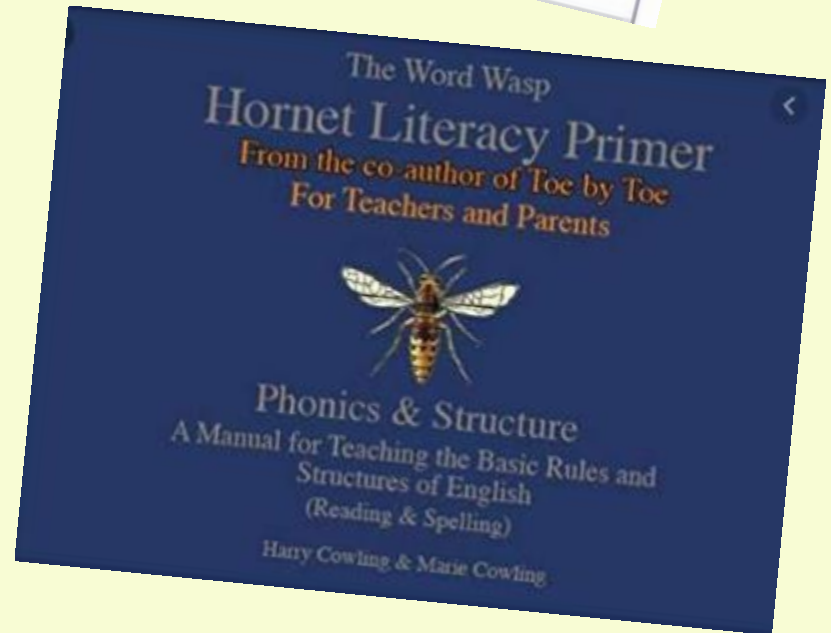
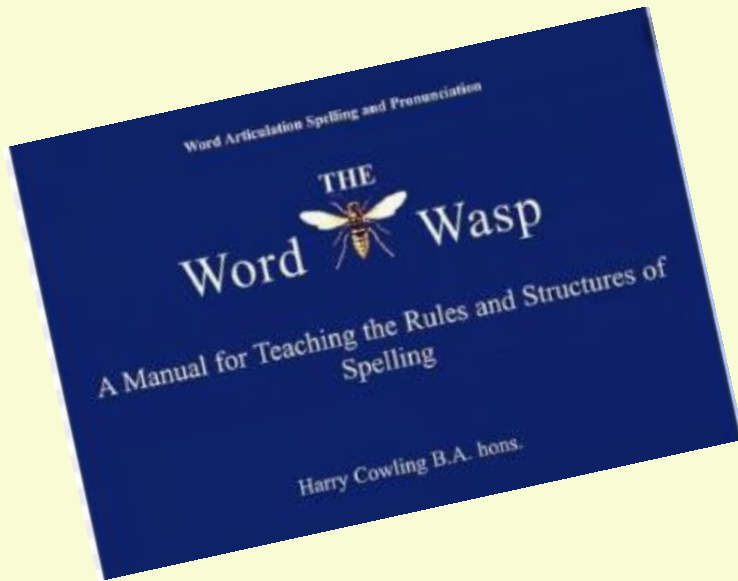
Day	Month	Day	Month	Day	Month	
fall	top	cape	tape	gat	bone	nic
leg	hiss	Pete	mole	done	tag	bide
m	rap	kite	hope	hike	leg	joke
quat	yen	bide	fiere	dig	music	chub
hip	abug	pale	dome	vine	these	moss
leg	jog	gape	mule	game	cute	push
lob	pill	ripe	puke	pike	chase	hop
nap	rig	ride	eke	gap	name	mute
din	rob	gale	mole	miss	tune	wet
log	fan	hide	bloke	run	code	joke
tell	mad	tide	thome	fen	file	kit

Both correct to earn a tick!

Both correct to earn a tick!

All three correct to earn a tick!

Your student must not spell the whole word. Students must listen to the coach reading the word then select and spell the correct vowel sound or vowel name alone!
Example: 'a' as in 'ant' or 'a' as in 'ape'.



Support strategies.



How do we support pupils with difficulties in reading or spelling at Greenside?

- High quality teaching in the classroom
(Universal support)
- Additional small group support with a Teacher or Teaching Assistant
(Targeted support)
- Additional 1:1 support usually with a Teaching Assistant
(Specialised support)

Support strategies.



What does this support look like at Greenside?

- Strategies to support slow processing skills and poor memory
- Multisensory strategies – visual, auditory, kinaesthetic
- Interventions to support specific needs
- A lead member of staff for Dyslexia

Supporting Processing speed and memory:

- Clear lesson structure and daily routines
- Explicit instructions - broken into smaller steps if needed
- A good pace
- Check understanding
- Peer support
- Provide thinking time for asking & answering questions
- Provide additional time to pre-read/pre-teach a story or vocabulary
- Use a range of multisensory strategies
- Use a variety of ways of recording work
- Provide time prompts to support time management of tasks



- Reduce memory load
- Overlearning strategies
- Memory aids
- Use of ICT

Multi-Sensory Learning



AUDITORY

remember what is heard

V . A . K

VISUAL

remember what is
seen



KINAESTHETIC

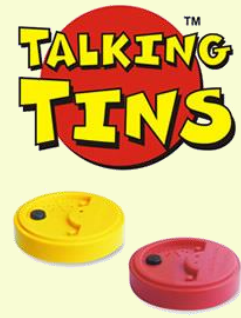
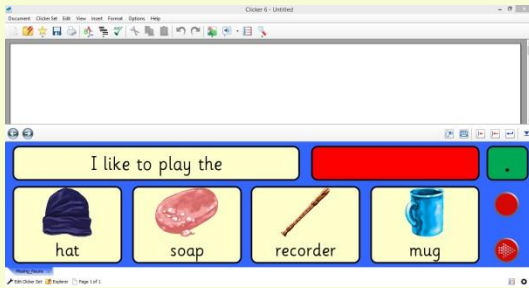
remember when hands
or whole body used to
learn



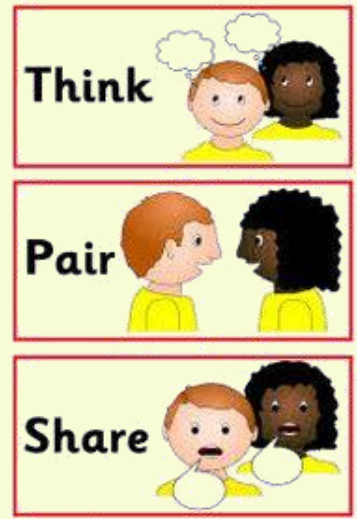
Auditory resources/strategies:

- Talk4Writing
- Paired talk: 'Think, pair, share'
- Stepped instructions
- Use of rhythm
- Repetition
- Audio books

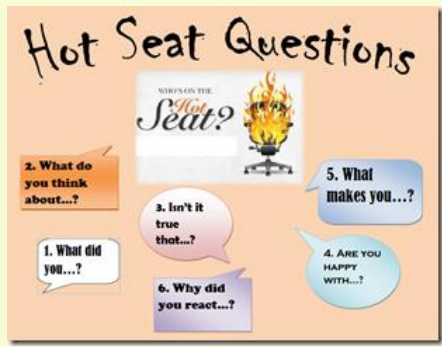
- Technologies
- 'Text to speech'
- Talking tins
- 'Clicker docs'
- Role play
- Hot seating



Think, pair and share prompt cards

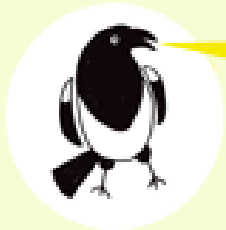


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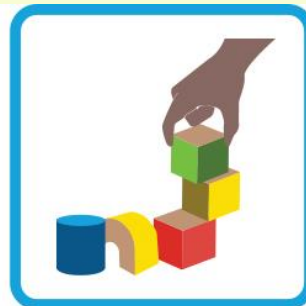


Kinaesthetic resources/strategies

- Talk4Writing
- Jolly Phonics/RWI Phonics
- Hands-on activities
- Cursive script
- Physical resources such as...
 - Alphabet rainbow
 - Sandpaper letters



Talk4Writing



Jolly Phonics

Jolly Grammar

Specific interventions:

Reading:

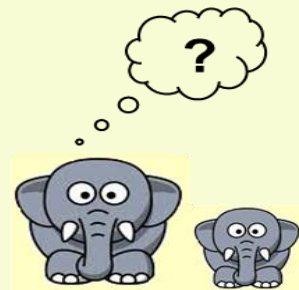
- 'Paired reading' (1:1)
- 'Reciprocal reading'
- Coloured reading rulers/paper/overlays
- Learning to use 'Text 2 Speech'
- 'Precision Teaching'
- Nesy

Writing:

- Touch typing/Clicker 7
- Learning to use 'Speech 2 Text'

Spelling:

- 'Wordshark', 'Squeebles', cued spelling, mnemonics, word frames, 'Style Tiles', 'Look, Say, Cover, Write, Check', 'Precision Teaching', 'Five Minute Box', 'Accelerread, Accelerwrite'.



Big

Elephants

Can

Always

Understand

Small

Elephants

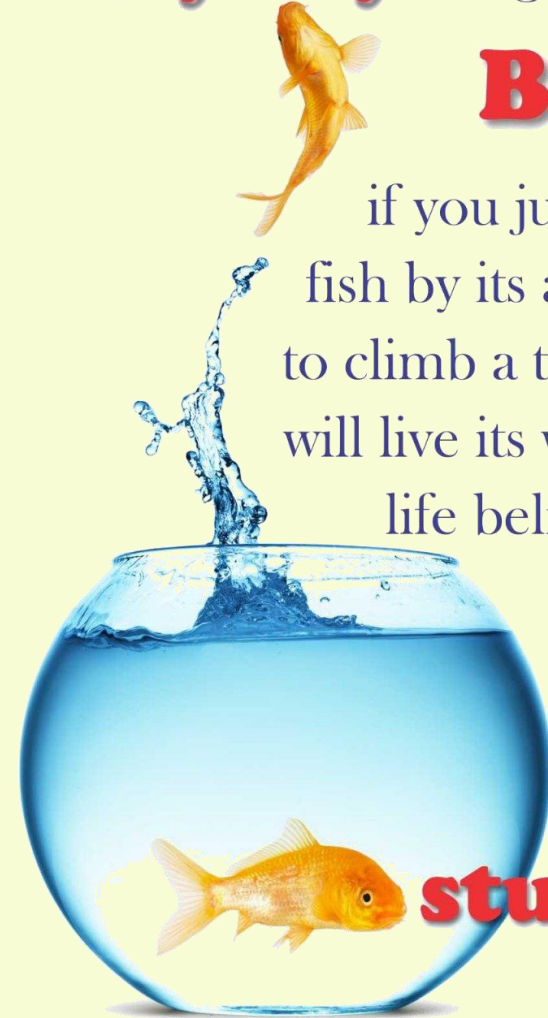
Self Esteem

- Equip them with strategies to support independent learning
- Recognise their strengths
- Create opportunities to demonstrate their strengths
- Use their interests and strengths to engage them in learning

Everybody is a genius.

But

if you judge a fish by its ability to climb a tree, it will live its whole life believing




it is
stupid.

- Albert Einstein

In Summary What Greenside Offers.



Continuum of Support					
Universal	Whole School	<p>Raise awareness of Dyslexia across the school.</p> <ul style="list-style-type: none"> Use https://www.youtube.com/watch?v=11o7CEl0T2c with pupils. Help pupils to consider literacy difficulties from a different perspective. Celebrate Dyslexia Awareness week (1st to 5th October 2018). Use powerpoint from BDA (KS2) Share: <ul style="list-style-type: none"> The Illustrated Guide to Dyslexia and Its Amazing People; Data Power; Cello; Jasperack; Scruffy with pupils Creative, Successful, Dyslexic: 22 High Achievers Share Their Stories; Memorial Books (Editor) with parents Dyslexia Explained; BDA Publication; Jigsaw. 			
	In the Classroom	<p>Remove unnecessary writing</p> <p>Pupils does not need to write the LO, this could be stuck into books before the lesson starts. Instead ask them to highlight key words</p> <p>Think about seating arrangements</p> <p>If a pupil's underlying ability is good, placing them in low ability groups is likely to affect how they views themselves as a learner. Pupils are likely to feel more confident in a hardworking middle to high ability group, xat need to a pupil who is sensitive to need.</p> <p>Provide visual support for writing</p> <p>Use a writing frame that contains key topic words (with a visual) and words the pupil is likely to want to spell whilst writing. This should help to take away the blank page.</p>  <p>Use assistive technology to help pupils to access reading & produce written work within quality first teaching:</p> <ul style="list-style-type: none"> Claro speak is a free app that can be downloaded to an iPad or android device. Pupils can take a photograph of the text to be read and highlight the passage so that it can be read out loud. Speech to text software: Oregon dictation is an app that provides automatic speech to text capabilities. This technology is already built in to more recent versions of IOS on iPads and Android Tablets. This tool effectively acts as a scribe for the user and means that written work can be produced without the pupil putting pen to paper. Download class readers as audobooks https://www.talkingbooks.com.uk/ <p>Quiet reading</p> <p>Use Berrington Stoke as library choices for pupils with lower reading age.</p> <p>Spelling</p> <p>Use alternative Spellings for weekly practice</p>			
Targeted		<p>Spells</p> <p>(2 x weekly for 30 minutes, small group)</p>	<p>Alpha to Omega</p> <p>(2-3 x weekly for 30 minutes, small group)</p>	<p>SERIT Phonic programme</p> <p>(2-3 x weekly for 30 minutes, small group)</p>	
		<p>Units of Sound</p> <p>(2 x weekly for 30 minutes, small group)</p>	<p>IDL</p> <p>(2 x weekly for 30 minutes, small group)</p>	<p>SERIT Read Fluently Project</p> <p>(daily reading for 10 minutes – individuals, adult mentor)</p>	
Personalised	<p>Alpha to Omega</p> <p>(1:1 2 – 5 x weekly)</p>	<p>SERIT Phonic Step programme</p> <p>(1:1 2 – 5 x weekly)</p>	<p>Active Literacy Kit</p> <p>(1:1 2 – 5 x weekly)</p>	<p>SERIT Reading Fluency model</p> <p>(1:1 daily)</p>	<p>Multisensory Learning</p> <p>(1:1 2 – 5 x weekly)</p>
Specialist	<p>Specialist teacher 1-3 hours per week</p>				

Identification – See Policy

- There is no single test for dyslexia
- Dyslexia is evident over time following detailed and ongoing high QFT
- It is a graduated process of observation, assessment, specific tailored support and high quality interventions which are monitored and evaluated for impact on pupil progress
- It involves a collaborative approach – class teachers, SENCO, literacy co-ordinators, outside agencies
- Includes working in partnership with parents/carers and pupils

Thank you



Any Questions

