

XXXXXX School

A Quick Guide to Specific Learning Difficulties (Dyslexia)

What is Dyslexia?

The pupil has difficulties with accurate and fluent word reading and/ or spelling. Difficulties in verbal memory, phonological awareness and speed of processing are likely to play a part.

Implications for a pupil

The pupil may struggle with:

- Remembering strings of instructions.
- Sequencing skills (e.g., alphabet/ times tables/ time).
- Making and retaining firm links between letters and their corresponding sounds.
- "Place-keeping" e.g., repeating or skipping words, letters, numbers, or whole steps of an assigned task.
- Task completion - not because they are lazy or uncooperative, but because they have lost track of what they are doing.
- Speed and quality of writing - by the time s/he finishes spelling the first few words, s/he's forgotten what s/he intended to say next.
- Reading comprehension - while working hard to decode written words, the child loses track of the overall "gist" of the text.
- Organisational skills.
- Copying from the board.
- Concentration/ attention.
- Tiredness and frustration – due to the extra effort needed to keep up.
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How to help – top tips

1. Give information in small, repeated chunks - check understanding.
2. Scaffold learning e.g., writing frames (remove the blank page), prompt sheets, cue cards.
3. Plan to over learn skills and concepts (practice and repeat) to embed learning.
4. Ensure any reading material is at the correct level.
5. Practice/ prepare any texts to be read out loud.
6. Eliminate unnecessary tasks (e.g., writing the date/ success criteria, copying out passages/ maths problems)
7. Reduce the number of tasks required to demonstrate competence (such as 5 maths problems instead of 2)
8. Increase time to complete tasks including quizzes, tests, and other class-based work.
9. Monitor time spent on homework and adjusting as necessary.
10. Use multisensory strategies (see, say, write, feel) to practice skills.
11. Ask the pupil what helps.

Further advice and support

Useful Websites:

British Dyslexia Association
www.bdadyslexia.org.uk/

Leeds and Bradford Dyslexia Association (LABDA) www.labda.org.uk

Reading:

Learning Inclusion Service Guidelines for Specific Literacy Difficulties (Dyslexia) available on SENIT pages of Leeds for Learning, plus a range of other resource.
www.leedsforlearning.co.uk

SENIT Training:

Meeting the needs of children with SpLD and Literacy Difficulties.
This course is offered at the primary and secondary level to develop further awareness and support for pupils with dyslexia and literacy difficulties. It is aimed at SENCOs/ literacy co-ordinators etc. but includes eLearning modules to enable training for all staff. See Leeds for Learning.