

Cognition and Learning

Dyslexia

Universal Descriptor

Wave 1

Identification and Assessment

Teaching and Learning Strategies, Resources and Physical Environment

Schools and Settings may notice:

Work avoidance

Low level behaviours, e.g. tapping pencil

Poor handwriting

Poor organisation on the page of written work (lots of crossing out / words missed out)

Small amounts of work produced

Lack of progress made in reading and writing

Disordered writing

Poor organisational skills

Difficulties remembering sequences and large chunks of information

Struggles to tell the time

Hearing checked at GP

Sight check at opticians

Evidence gathering (looking at books)

Observations by SENDCo or other trained staff

Talking to parents

Pupil discussed at pupil progress meetings and concerns raised re limited progress

Quality First Teaching with a specific consideration for children with dyslexia/a dyslexic profile. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.

Curriculum and Teaching Methods:

- Visual prompts including word mats, access to displays and resources that are accessible in terms of positioning and font
- Reducing copying
- Breaking tasks into chunks
- Brain breaks, including allowing the pupil to move
- Additional time given for processing
- Alternative forms of recording routinely used, e.g. jottings, drawing, labelling
- Avoiding reading out aloud in front of the class
- Differentiated questioning and addressing the level/pace/amount of teacher talk
- Use of visual, auditory & kinaesthetic approaches
- Routine feedback
- Boosting self-esteem at every opportunity
- Displaying the pupil's work and finding the positives

Additional support is available from:

- Learning Support Service Specialist Teachers - access for informal advice if required

<p>Lack of retention</p> <p>Poor concentration</p> <p>Low self-esteem</p> <p>Takes longer to process information</p> <p>Problems with phonological awareness</p> <p>Difficulty remembering spelling patterns</p> <p>Letter and number reversals</p> <p>Slow rate of reading</p> <p>Lack of comprehension</p> <p>Poor retention of words</p> <p>Letters within words recorded in the wrong order</p> <p>Written work may not match verbal ability</p> <p>Struggles to copy off Interactive board / board or from work next to them</p> <p>Easily tires, particularly when reading or writing</p>		<p>Organisational Adjustments:</p> <ul style="list-style-type: none"> • Guided Reading and Writing groups led by the Teacher • Flexible grouping • Seating (natural light / quieter area) • Reduction of clutter in workspace <p>Specialist resources and intervention strategies:</p> <ul style="list-style-type: none"> • Using ICT to support pupil • Alternative forms of recording routinely used, e.g. Dictaphone, scribe, divided page • Access to pastoral clubs to boost self-esteem • Use of pastel coloured background on the interactive board • Offering different coloured paper to write on • Offering different writing implements • Task board • Crib sheet • Voice recorders <p>Identify any specific training needs for staff</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p>	
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Targeted Descriptor Wave 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>Despite quality first teaching some or all of these descriptors continue to present:</p> <p>Work avoidance</p> <p>Low level behaviours e.g. tapping pencil</p> <p>Poor handwriting</p> <p>Poor organisation on the page of written work (lots of crossing out / words missed out)</p> <p>Small amounts of work produced</p> <p>Lack of progress made in reading and writing</p> <p>Disordered writing</p> <p>Poor organisational skills</p> <p>Difficulties remembering sequences and large chunks of information</p> <p>Struggles to tell the time</p> <p>Lack of retention</p>	<p>Spelling checklist</p> <p>Phonics assessments</p> <p>Analysis of independent writing</p> <p>Observations</p>	<p>Quality First Teaching with a specific consideration for children with dyslexia/a dyslexic profile. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.</p> <p>Curriculum and Teaching Methods:</p> <ul style="list-style-type: none"> • Continuing with QFT as Wave One • Additional reading opportunities • Multisensory techniques used for phonics / spelling • Over learning • Pupil passport or pupil profile shared with all the staff (including lunchtime staff) <p>Organisational Adjustments:</p> <ul style="list-style-type: none"> • Small groups • Short tasks • Consider timetable in relation to interventions, ensuring a broad and balanced curriculum <p>Specialist resources and intervention strategies:</p> <ul style="list-style-type: none"> • Task boards • Handwriting intervention • Use of Alphabet Arc • Onset and rime approach to reading and spelling • Additional phonics support • Motor skills group • ICT programme e.g. Nessy, Lexia, Clicker <p>Identify any specific training needs for staff</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p>	<p>Additional support is available from:</p> <ul style="list-style-type: none"> • Learning Support Service • Specialist Teachers - access for informal/formal advice recommended

<p>Poor concentration</p> <p>Low self-esteem</p> <p>Takes longer to process information</p> <p>Problems with phonological awareness</p> <p>Difficulty remembering spelling patterns</p> <p>Letter and number reversals</p> <p>Slow rate of reading</p> <p>Lack of comprehension</p> <p>Poor retention of words</p> <p>Letters within words recorded in the wrong order</p> <p>Written work may not match verbal ability</p> <p>Struggles to copy off Interactive board / board or from work next to them</p> <p>Easily tires, particularly when reading or writing</p>			
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Bespoke Descriptor Wave 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>A pupil may present with persistent difficulties in the following, despite accessing Wave 1 and Wave 2 strategies:</p> <p>Behaviour difficulties e.g. work avoidance, class clown, attention seeking, use of chat, lack of engagement.</p> <p>Poor handwriting</p> <p>Poor organisation on the page of written work (lots of crossing out / words missed out)</p> <p>Small amounts of work produced</p> <p>Lack of progress made in reading and writing</p> <p>Disordered writing</p> <p>Poor organisational skills</p> <p>Difficulties remembering sequences and large chunks of information</p> <p>Struggles to tell the time</p>	<p>Regular assessment on entry and exit to intervention with mid-term check as appropriate</p> <p>Regular monitoring of pupil's writing to ensure transfer of skills following intervention</p>	<p>Quality First Teaching with a specific consideration for children with dyslexia/a dyslexic profile. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.</p> <p>Curriculum and Teaching Methods:</p> <ul style="list-style-type: none"> • Additional highly structured reading intervention with an adult trained in supporting pupils with reading difficulties • Highly structured multisensory techniques for phonics / spelling • Daily over learning • Pupil Passport or Pupil Profile shared with all the staff • Use of visual prompts • Multisensory approaches • Access to coloured paper and overlays (where required) • Tasks routinely broken down • Simplified instructions which are repeated as required • Access to highly skilled staff who are familiar with the needs of dyslexic pupils <p>Organisational Adjustments:</p> <ul style="list-style-type: none"> • Individual support within class and access to one to one bespoke intervention • Short focused tasks • Teaching to the pupil's strengths • Offering alternatives to recording 	<p>Additional specialist support should be sought from:</p> <p>Consultancy / advice and guidance from specialist teachers, such as those from Learning Support Service</p> <p>Key Stage 2 pupils Consideration should be made as to referral to the Rotherham Enhanced Action for Dyslexia Outreach provision Kelly.Parkin@rotherham.gov.uk</p>

<p>Lack of retention</p> <p>Poor concentration</p> <p>Low self-esteem</p> <p>Takes longer to process information</p> <p>Problems with phonological awareness</p> <p>Difficulty remembering spelling patterns</p> <p>Letter and number reversals</p> <p>Slow rate of reading</p> <p>Lack of comprehension</p> <p>Poor retention of words</p> <p>Letters within words recorded in the wrong order</p> <p>Written work may not match verbal ability</p> <p>Struggles to copy off Interactive board / board or from work next to them</p> <p>Easily tires, particularly when reading or writing</p>		<p>Specialist resources and intervention strategies:</p> <ul style="list-style-type: none"> • Task boards • A cumulative multisensory learning programme • Handwriting intervention • Use of Alphabet Arc • Onset and rime approach to reading and spelling • Additional phonics support • Motor skills group • ICT programme e.g. Nessy, Lexia, Clicker <p>A monitoring system should be in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress, for example an Individual Education Plan, SEN Support Plan or One Page Profile.</p> <p>Regular, i.e. at least termly, planned reviews including the parent and pupil should take place</p> <p>Identify any specific training needs for staff.</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p> <p>For further information: Service Leader: Learning Support Service helen-iss.bacon@rotherham.gov.uk</p>	
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