Dyslexia friendly Schools and Classrooms

- Dyslexia friendly schools are able to identify and respond to the "unexpected difficulties" that a dyslexic learner may encounter.

Quality First Teaching (QFT) specifically addresses the reasonable adjustments that need to be in place in order for pupils with dyslexia or reading difficulties to achieve, e.g. alternative ways of recording and presenting information, multi-sensory teaching, addressing self-esteem and encouraging high aspirations. QFT requires that those who work with and support pupils have knowledge of the stages in reading development, including a good understanding of all the sub-skills involved in developing fluent and accurate literacy skills. This will include systematic phonic teaching, vocabulary instruction, guided and shared reading and writing, as well as diagnostic listening to pupils' reading using miscue analysis.

Wave 1

Class teachers differentiate whole class learning and provide regular small group guided reading and writing sessions. With appropriate targeted support, for instance from teaching assistants (but being careful to avoid dependence), the aim is for all pupils to learn and make good progress. In early literacy this will incorporate the systematic and structured teaching of phonics such as the Letters and Sounds programme and be consistent with the 'simple view of reading'.

Wave 2

These programmes are usually delivered by well-trained teaching assistants in partnership with the class teacher. Training is available through Cambridgeshire Advisory Service and from Access and Support for Learning staff on literacy interventions and evidence based approaches to raise attainment.

Wave 3

At Wave 3, pupils will generally be identified as requiring additional support in accordance with the Special Educational Needs and Disability Code of Practice. They may need a more intensive programme, perhaps delivered 1:1 by a teacher or a trained and supervised teaching assistant. There is delegated funding in schools' budgets to provide for this.

Interventions

- Direct Phonics (a structured group phonics programme),

- Reading Recovery (a short term intensive tailored individual programme for children who have the lowest achievement in literacy learning. The goal is for children to develop effective reading and writing strategies to reach the average classroom performance within 12-20 weeks.)

- Mind maps to help with planning and organisation

- Small group literacy support

- 1:1 literacy support

- 5 minute literacy box

Visual
Here are some ways we make our teaching visual.

- Use coloured highlighters

- Compile spidergrams and 'key visuals'

- Draw pictures, diagrams and charts showing various colours for different areas

- Use symbols to support reading for example labels on resources

- Prepare a visual timetable

- Provide visual support for short, clear instructions

- Display posters on the wall – mathematical signs, months of the year, days of the week

Auditory

Here are some ways we can make our teaching auditory.

- Use a range of speaking and listening strategies to support learning

- Make use of tapes to listen to and record ideas

- Record sound using a computer. Attach the recordings to files so that pupils can hear instructions or information

Tactile and kinaesthetic

- Have pupils teach others things they have learned, as this embeds understanding and memory

- Sing information to a rhythm as a whole class group

- Trace over words, letters and numbers

- Demonstrate number bonds, place value, sequences, etc. through whole-body movements, use of cards, etc.

- Cut up pieces of information, then re-sequence them

- Use concrete objects to support learning, for example use letters to help with blending/segmenting, use 3-D shapes, number blocks and Numacon.

In the Classroom

- Coloured backgrounds on interactive whiteboards and handouts (colour chosen to suit individual children's needs)

- Symbols used to support written information – for example resources in classrooms, notices around the school, menus in the dining hall

- Colour coding used to highlight curriculum/subject areas, including resources, equipment, displays

- ICT used to support pupils' learning. Computer screens, text size and font adjusted where appropriate

- Resources on tables and walls to support multisensory learning – for example word banks, magnetic letters, alphabet strips, small whiteboards and pens, b/d memory joggers

- Evidence around the school of celebration of achievements – for example displays, motivation charts

- Evidence of pupils 'showing what they know' in different ways through displays around the school – for example models, concept maps, posters, ICT, drama

- Examples of assessment for learning

- Displays in classrooms of keywords and information to support organisation – for example when to bring in PE kit. Also visual timetables in classrooms