Pupil and School Support

The graduated approach for pupils with dyslexia

Access to Education

The following information has been produced to support schools with planning provision for pupils who are experiencing difficulties related to dyslexia. The 0 to 25 SEND Code of Practice (April 2015) describes a graduated approach for all pupils which begins with High Quality Teaching and follows an 'assess, plan, do and review' cycle, incorporating targeted and specialist approaches where needed. This document supports this approach and concurs with Birmingham Local Authority Dyslexia Guidance (2016) which advocates an 'assessment through teaching' approach to the identification of dyslexia.

The following pages can be used to support pupils:

- who already have an identification or diagnosis of dyslexia
- who are on the pathway to identification
- for whom school has concerns regarding literacy difficulties

NB: any of the good practice shared within this document will support all pupils. Dyslexia friendly practice is good practice for all.
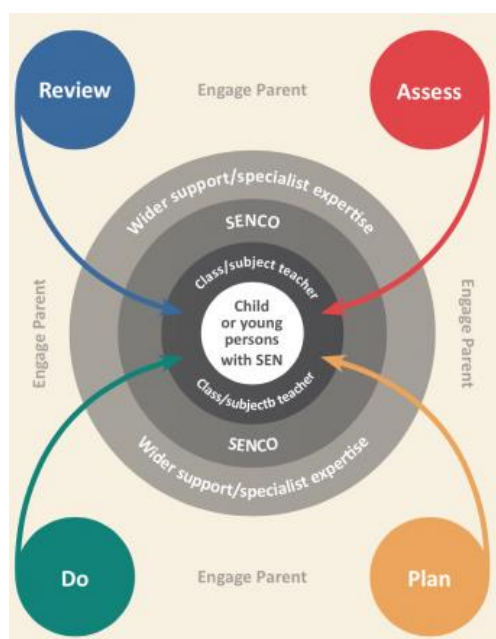
(Model of the graduated approach from the SpLD website)

This document can be used in the following ways:

To audit provision in relation to dyslexic friendly practices for the purpose of identifying areas for development

To plan next steps for pupils within each stage of the graduated approach

To evaluate for individual pupils what has already been tried and discuss what works / doesn't work.

Universal Provision / High Quality Teaching

Adult support

- Flexible targeted planning of the role of additional adults in lessons. All adults support all groups of pupils during a series of lessons
- Supporting adults are well-briefed and clear about outcomes for pupils
- Adult support is planned to develop pupils' independent self-scaffolding skills through support strategies such as modelling, clueing + prompting

Teaching

- Differentiation includes multi-sensory approaches, and a range of teaching/learning styles
- Teaching and instructions are clear and without ambiguity. They are chunked /broken down to aid understanding
- Smaller chunks of information are presented at an appropriate pace to support processing difficulties
- Explanations are repeated in different ways as required
- Clear questioning is used to check and/or to develop understanding
- Modelling is employed to demonstrate concepts e.g. quality boards
- Key vocabulary is explained and contextualised
- There are clear procedures for pupils to access help e.g. ask a study buddy / put hand up/ traffic light cards
- Pupil's strengths are known and opportunities are given for these to be used and celebrated
- Pupils are praised and reassured for their work and there is an effective reward system in place for the benefit of all pupils
- Children reading and spelling aloud in front of class is **voluntary**
- There is a positive supportive environment for all pupils. Learning tasks consider and address emotional needs of pupils. e.g. All pupils are given the choice to present their homework in different way
- Timescale of a task is clearly stated, supportively with extra time allowed if necessary
- Subject specific words are linked to clear concepts

- Hand-outs (print screen) or digital files are available to reduce the need to copy from the board
- Information and teaching points are shared, using bullet points and lists
- Colour is used as an identifier: colour coding, highlighting and colour blocks for focus
- New concepts are linked to previous techniques
- Children are asked how best they learn and this informs teaching
- Pupils are positively encouraged to ask questions
- Homework is differentiated and pupils are allowed to complete using methods that work best for them
- Opportunities for student to self-monitor and self-correct

Classroom organisation

- Pupils are seated at the front, facing the board
- Opportunities for peer support, through flexible groupings and pairings
- Opportunities to work in a quiet area if required
- Clearly labelled resources, with pictures
- Attempts are made to minimise distraction/maximise concentration

Accessibility to texts

- Reading level of text checked – appropriate to pupils skills, vocabulary knowledge
- Interest level of text checked
- Texts have cream or pastel background where possible
- An appropriate font is used e.g. Sassoon, Comic Sans, Open dyslexia, Century Gothic, Verdana, Tahoma, Trebuchet.
- Font is clearly distinguishable: size 12, spacing 1.5
- Avoid *italics,* underlining , BLOCK CAPITALS
- For headings, use larger font size in bold, lower case.
- Frequent subheadings, shown in bold
- Boxes and borders can be used for effective emphasis
- Photocopies are clean and clear
- Diagrams and illustrations are clear, relevant and relate to the text
- Photocopies on pastel coloured paper are provided
- Pupils are provided with a coloured overlay or reading ruler
- A pastel coloured background is used on the interactive whiteboard

Resources

- Access to whiteboards / magnetic letters and boards
- Spelling aids – key or subject specific vocabulary mats / phonic mats, dictionaries, spelling log, spell checkers, alphabet arcs,
- Magnetic letters, phoneme frames, letter cubes.
- A 'have a go' whiteboard for drafting spellings
- Use of visuals – pictures added to texts, picture glossaries, picture prompts, photos
- Personalised prompts as needed e.g. b / d confusion, checklist of items needed for lessons
- Writing frames are used to support and develop writing skills
- Task management boards / planning templates are used
- Ace dictionary or thesaurus
- Dictionaries of terms/ glossaries / topic or subject focused vocabulary books (with pictures)
- Handheld electronic spellchecker
- Personalised assistive technology equipment (see below)

Alternative methods of working

- Spelling tests are short and differentiated
- Rhythm and rhyming skills are taught visually and aurally e.g for remembering science facts, clapping syllables
- Mnemonics are used as appropriate
- Action / mime/gesture support kinaesthetic memory e.g. handwritten spelling patterns, drama
- Cloze procedures are used
- Card sorts / matching / labelling
- Ordering / sequencing / classifying
- Use of post it notes to record and order idea
- Group production (one member of group acts as scribe)
- Direct Activities Related to Text (DART) support engagement with text
- Use of graphic organisers/ diagrams/ illustrations for problem solving, decision making, studying and revision e.g mind-mapping (for resources, access: http://www.enchantedlearning.com/graphicorganizers/)

- Pupils present their knowledge and understanding through:
  - ✓ planning research and brainstorming
  - ✓ Posters, bullet points and numbered lists
  - ✓ Orally e.g. audio file, Dictaphones, role-play, presentation, verbal feedback
  - ✓ Dictation to a scribe or paired writing
  - ✓ Use of a calculator
  - ✓ Showing the answer in maths – number fans, practical equipment

Use of Assistive Technology (within lessons)

- Word processing programmes for recording
- Clicker 7 including word bank support / predictive text/mind mapping
- Text to speech programmes e.g. Dragon dictate
- Speech to text enabled in Microsoft
- Computer reader programme e.g. Read Write Software / ClaroRead
- Scanning text /converting to word (for editing, computer reading) e.g. OCR scanner / IRIScan mouse
- Reading Pen
- Speech recognition in Windows (ease of access centre)
- Access to audio books e.g. Ebooks / Kindle reading app / Ibooks with Siri enabled
- Apps e.g. clicker docs, speechify,

Targeted Support

NB: When considering targeted support, it is important that hearing and eyesight are checked and excluded as the reason for lack of progress

Small group or 1 to 1 targeted provision

- Pre- and post-tutoring of relevant subject specific/ text specific vocabulary
- Additional targeted reading practice sessions using a recognised catch up reading programme e.g. Rapid Reading books, Ebooks and online support materials
- Project X Code / Project X Phonics
- Reciprocal reading strategies taught within small group or 1 to 1 sessions
- Additional targeted spelling practice using 'look, cover, write, check'
- Stile dyslexia
- ICT programmes such as Wordshark or Nessy Games Player daily
- Accelerated reader programme
- Touch typing training to develop word processing skills e.g. BBC Dance Mat typing
- Individual support to learn how to use assistive technology e.g. speech to text software, reading pen
- Reading Recovery programme
- Nessy Reading and Spelling Programme
- boostingreading@primary (BR@P)
- boostingreading@secondary (BR@S)
- Phonological Awareness Training (PAT)
- Acceleread/ write   Catch up Literacy
- Cued Spelling   Paired Reading
- Toe by Toe   Fresh Start
- Lexia   FFT Wave 3
- Rapid Plus   THRASS
- Precision Teaching   Structured Peer Tutoring
- Direct Instruction   Direct Phonics
- Thinking Reading   The Word Wasp / Hornet

Specialist Support

Specialist evidence based intervention work is usually run 1 to 1 with the oversight of a specialist teacher or educational psychologist.

Intervention programmes, small group or 1 to 1

Phonological Awareness Training (PAT)

Acceleread/ write	Catch up Literacy
Cued Spelling	Paired Reading
Toe by Toe	Fresh Start
Lexia	FFT Wave 3
Rapid Plus	THRASS
Precision Teaching	Structured Peer Tutoring
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Delivery of personalised teaching approaches by staff with a specialist qualification:

- Accredited Learning Support Assistant (ALSA) Level 4

- Approved Teacher Status (ATS) Level 5 or 7 depending on course undertaken

- Approved Practitioner Status (APS) Level 5 or 7 depending on course undertaken

- Associate Membership of the British Dyslexia Association (AMBDA) Level 7 (Post Graduate).

- SpLD Assessment Practising Certificate (APC)

The types of teaching approaches delivered would usually be:
- ✓ Structured
- ✓ Sequential
- ✓ Cumulative
- ✓ Multisensory

Examples of such approaches are:

An Orton-Gillingham (O-G) approach such as 'Blast Off to Reading'

or

'Teaching Literacy to Learners with Dyslexia' by Kelly and Phillips