

# Dyslexia

## Guidance for Schools

February 2018

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## SECTION 1

### How to identify and support children with dyslexia

#### What is dyslexia?

South Tyneside Educational Psychology Service adheres to the following definition of dyslexia, which is based on the British Psychological Society's 2005 definition, but which incorporates the emphasis in the Rose Report (2009) on dyslexia as a continuum of difficulties.

**"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points"**

Therefore, if a child's difficulties are persistent, despite appropriate intervention (delivered as part of 'additional SEN support'), over a reasonable period of time, it is highly likely that he or she is dyslexic.

However, as noted, 'Dyslexia is best thought of as a continuum, not a distinct category, as there are no clear cut-off points. Until recently, a child was deemed to either have or not have dyslexia. It is now recognised that there is no sharp dividing line between having a learning difficulty such as dyslexia and not having it.'

(Identifying and Teaching Children & Young People with Dyslexia and Literacy Difficulties, 2009).

## **Frequently Asked Questions**

### **Does dyslexia have to be identified by an educational psychologist or a specialist teacher?**

- No. Dyslexia is a high incidence difficulty; current estimates suggest that around 10% of the population have some degree of dyslexia. It can therefore be assumed that in most classrooms, there will be two or three children with dyslexia. EPS staff are available for consultation, but assessment is not always necessary.
- Most dyslexic children will be identified by their teachers and will be given appropriate teaching and support without the need for advice from outside agencies such as the Educational Psychology Service. In other words, their needs will be met by 'additional SEN support'. The SEND Range Descriptors are based on national best practice and provide guidance on determining the needs of pupils with SEND.
- Difficulties that are frequently observable in children who have dyslexia are listed in SECTION 2.

### **How early in a child's life can dyslexia be identified?**

- It is not usually until the age of 7 that a child can be conclusively identified as having dyslexia, because before that age, it cannot be argued that "the problem is persistent despite appropriate learning opportunities."
- Because a child of 6 or younger has had a relatively short period of access to the curriculum, it is usually too early to conclude that his or her slow progress is attributable to dyslexia.
- If younger children show signs of being 'at risk' of dyslexia, then appropriate interventions should be put into place immediately (see SECTION 3 for suggested teaching and learning strategies and resources).

## **How can I tell if a child may be at risk of dyslexia?**

(These indicators can be evident at any age).

### **Early Years**

Delayed or problematic speech

Poor expressive language

Poor rhyming skills

Little interest in books/pre-writing/reading activities

### **Primary**

Sequencing difficulties

Orientation difficulties

Poor organisation

Poor letter sound knowledge

Poor phoneme awareness

Poor word attack skills

Idiosyncratic spelling

Problems copying

Poor fluency when reading

### **Secondary**

Poor reading fluency

Slow speed of writing

Poor organisation and expression in work

Adapted from the Rose Report (2009)

SECTION 2 gives a detailed breakdown of difficulties, which may be observed in pupils of different ages.

If you see a cluster of difficulties together with abilities in specific areas, the young person may be dyslexic.

Your next step should be to consult the school's Special Needs Co-ordinator (SENCo) who can give appropriate and immediate advice.

## How does the assessment process begin?

*Good communication between home and school is essential.*

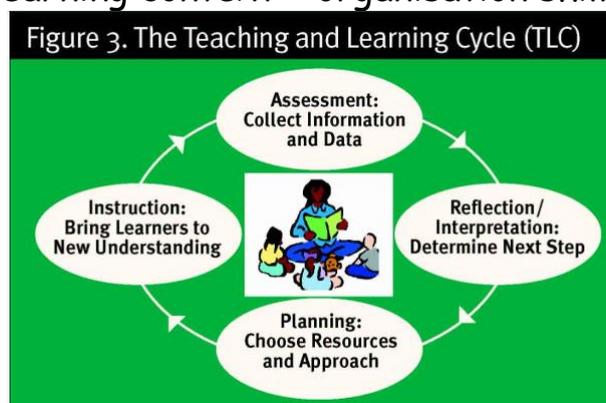
Information to be gathered from parent/carers and school:

### Home

- Developmental milestones - gross and fine motor skills
- Medical history - hearing (such as glue ear), vision, speech and language
- Family history of dyslexia
- Changes of school
- English as Additional Language (EAL)

### School

- Observational assessment - preferred learning style, more proficient orally than with the mechanics of reading and writing.
- School based assessment e.g. Foundation Stage Profile, Year 1 phonic screening test, SATs, Statutory KS2 grammar, punctuation and spelling test and end of year assessments etc.
- Literacy and Numeracy assessment - standardised and diagnostic.
- Phonological assessment - A useful assessment tool would be 'Letters and Sounds: Phonic Progress Tracking Sheet-Early Years Foundation Stage through Key Stage 1' (Relevant across all Key Stages). This can be found in SECTION 3b
- School attendance
- Home/school learning context - organisation skills, homework



*Adapted from The Learning Network, [www.rcowen.com/TLNpgs.htm](http://www.rcowen.com/TLNpgs.htm).*

# What should I be doing to support those children in my school who have dyslexia?

The Rose Review (2006) emphasises the importance of multi-sensory activities and endorses the appropriateness of the Wave 1, 2 and 3 model that is part of the National Literacy Strategy.

<b>WAVE 1</b>	Quality First Teaching	High quality classroom teaching.	RANGE LEVEL 1
<b>WAVE 2</b>	Small group and one to one interventions	<ul style="list-style-type: none"> <li>▪ Children require additional support.</li> <li>▪ Time limited interventions.</li> <li>▪ Delivered by school's classroom based support team.</li> </ul>	SEN Support RANGE LEVEL 1+2
<b>WAVE 3</b>	Intensive support.	<ul style="list-style-type: none"> <li>▪ A personalised approach, providing a programme that is tailored to a pupil's specific, often severe, difficulties.</li> <li>▪ Delivered by a teacher or a member of support staff who has undertaken some additional training for teaching children with reading difficulties.</li> </ul>	SEN Support RANGE LEVEL 2+  This may require involvement of agencies beyond school, e.g. Educational Psychology Service. RANGE LEVEL 3-4

- The needs of most dyslexic children will be met as part of additional SEN support.' The SEND Range Descriptors are based on the 'golden thread' of the graduated approach of assess, plan, do and review that pervades best practice and is advocated in the implementation of the SEND Code.
- It is a 'needs led approach' rather than purely allocating provision.
- The Ranges describe the pupil's needs and suggestions for the types of interventions that will be required. Schools will need to evidence all their interventions and the impact of these through a provision map.

- Quality First Teaching provides a firm basis upon which to use additional strategies identified at each range. Strategies and advice from earlier ranges should be utilised as well as more specialised information as the ranges increase.
- The Ranges are in two parts. The first part is the general overview of all the Ranges in the areas of the SEND Code of Practice; this gives an indication of the level of need but not the detail. See *Cognition and Learning Needs Guidance - Range Descriptors Overview* (pages 10-12 'South Tyneside SEN Draft Guidance 2017 Funding Ranges' document).
- The detail in the second part evidences provision through Quality First Teaching in Ranges 1-3 through a graduated response and through school interventions. See *Cognition and Learning Needs Guidance - School based responses* (pages 13-27 'South Tyneside SEN Draft Guidance 2017 Funding Ranges' document).

All schools have access to the **Inclusion Development Programme**, within which is a self/school evaluation tool designed to increase confidence of staff in the identification of and support for dyslexia.

The **Letters and Sounds** and **Support for Spelling** materials are also available to all schools and are highly appropriate for children experiencing dyslexia.

- **SECTION 3a** gives lists of helpful teaching and learning strategies.
- **SECTION 3d** gives a list of appropriate resources.

**When should advice from the Educational Psychology Service be sought? The Educational Psychology Service will offer advice at any time.**

A few children will require assessment by an Educational Psychologist or a specialist teacher. These children (Range Levels 3 and 4) will normally fall into one of the following two categories:

- Those with very severe difficulties who have not responded to the additional SEN Support from school. (The Educational Psychology Service, in accordance with the SEN Code of Practice, would request evidence of at least two terms of sustained and appropriate intervention before taking up a case falling into this category.)
- Those whose dyslexia is just one aspect of a wider and more complex profile of needs.

### **Can the Educational Psychology Service offer schools practical support in meeting the needs of children with dyslexia?**

The Service can offer the following types of support.

- Consultation about the needs of individual children.
- Training for groups of school staff and for groups of parents and coaching for individual support staff.
- Short to medium term blocks of teaching support from one of the two specialist dyslexia teachers attached to the Service. (This support is only available to severely dyslexic children, **Range Levels 3 and 4**; see SECTION 4 for eligibility guidelines.)
- Advice on resources.

## Section 2a

# Indicators of Dyslexia EARLY YEARS Children

Current research indicates that speech and language difficulties in early childhood are linked to later literacy problems.

Early identification and interventions are vital. This should be linked to EYFS profile as a matter of course.

Often these youngsters have strengths and talents in other areas. These talents often supersede those of their peers need to be celebrated and developed to build self-esteem.

### Motor Skills

- Difficulty sticking and cutting.
- Persistent difficulties in dressing.
- Puts clothes on the wrong way round.
- Difficulty with balance, throwing and catching.
- Often trips up or bumps into things, or falls over.
- Difficulty hopping and skipping.

### General/Medical

- Glue ear and frequent infections.
- History of slow speech development.
- Difficulty in paying attention, sitting still, listening to stories.

A child who has a cluster of difficulties, **MAY** be dyslexic, however, the levels of development and speed of learning at the pre school stage differ significantly for each child.

### Phonology

- Difficulty in learning nursery rhymes.
- Likes listening to stories but shows no interest in letters and words.
- Muddles words, eg. par cark = car park.
- Difficulty in keeping rhythm.
- Poor phonological awareness (e.g. difficulty in recognising rhyming words).

### Memory Skills

- Difficulty in learning to sing or recite the alphabet.
- Difficulty in carrying out two or more instructions (e.g. 'put the toy in the box, then put it on the shelf').
- Forgets names of friends and teachers.
- Has 'good' and 'bad' days for no apparent reason.

Children identified as being at risk should be discussed with the special educational needs coordinator. There are programmes and games to help develop areas of weakness, in speech, language, motor, auditory and visual perception and memory skills, which should be integral to a child's daily preschool experiences as a matter of good educational practice.

## Section 2b

# Indicators of Dyslexia PRIMARY Age Children

A child who is struggling will show some of the following:

### General/Behaviour

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Family history of dyslexia.</li> <li>• History of speech and language difficulties.</li> <li>• History of ear infections.</li> <li>• Weak reading and/or spelling and writing.</li> <li>• Weak numeracy.</li> <li>• Highly developed verbal skills, yet weaknesses in recording and work output.</li> <li>• Poor phonological awareness.</li> <li>• Slow speed of processing the spoken or written word.</li> <li>• Developmental differences of individual children need to be considered</li> </ul> | <ul style="list-style-type: none"> <li>• Slower progress than his/her peers.</li> <li>• No progress at all, or very little.</li> <li>• Inconsistencies - that is has ability in some areas and weaknesses in others.</li> <li>• Avoidance techniques, behaviour issues or loss of self-esteem.</li> <li>• Tendency to tire easily and lacks concentration/easily distracted.</li> <li>• Difficulty following instructions.</li> <li>• Forgetful of words. May become the class 'clown', or conversely, 'withdrawn'. Appears to daydream or 'switch off'.</li> </ul> |
|--|---|

### Reading

- Poor reading progress often a reluctant reader.
- Laboured reading and decoding, loss of meaning or no comprehension.
- Difficulties in blending letters together.
- Difficulty in establishing syllable division, or knowing the beginning and ending of words.
- Pronunciation of words unusual.
- No expression when reading.
- Misses out words when reading.
- Fails to recognise familiar words.
- Loses the point of a story being read or written.
- Difficulty in picking out the most important point from a passage.
- Problems with homework (does not do it, hands it in late takes a very long time to complete it).

### Written Work

- Has a poor standard of written work.
- Produces messy work with many crossings out and words tried several times.
- Persistently confused by letters which look similar, particularly, b/d/, p/q/, t/f, m/w/j/g, u/y.
- Uses a mixture of lower and upper case letters when writing.
- Has poor handwriting with reversals and badly formed letters.
- Spells a word several different ways in one piece of writing.
- Makes anagrams of words, e.g. no/on, saw/was, bread/beard.
- Poorly set out written work.
- Weak pencil grip and control.
- Produces phonically bizarre spellings, not age appropriate.
- Uses unusual sequencing of letters or words.

### Numeracy

- Shows confusion with number order, units, tens, hundreds.
- Is confused by symbols such as + and x signs.
- Sequential difficulties relating to times tables, days of the week.

### Time

- Difficulty in telling the time. Days of the week and months.
- Poor time keeping and general awareness.
- Poor personal organisational skills.
- Difficulties with the concepts of yesterday, today, tomorrow.

### Skills

- Poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil.
- Limited understanding of non-verbal communication.
- Left/right confusion, up/down, etc.
- Has indeterminate hand preference.
- Day to day performance is varied.

A child who has a cluster of these difficulties together with abilities in other areas may be at risk of dyslexia. Your next step should be to discuss the pupil with the school's Special Educational Needs Coordinator and to decide whether parents should be informed and the pupil given appropriate help.

## SECTION 2c

# Indicators of Dyslexia SECONDARY Age Children

Dyslexia is a combination of abilities as well as difficulties. It is the disparity between them that is often the give-away clue. The person may, despite certain areas of difficulty, still be creative, artistic, sporting or orally very able and knowledgeable. However alongside these abilities, will be a cluster of difficulties — individual for each person.

### Reading

Look out for the learner who:

- Is hesitant and laboured, especially when reading aloud.
- Omits, repeats or adds extra words.
- Reads at a reasonable rate, but has a low level of comprehension.
- Fails to recognise familiar words.
- Misses a line or repeats the same line twice.
- Loses his or her place - or uses a finger or marker to keep the place.
- Has difficulty in pin-pointing the main idea in a passage.
- Finds difficulty with dictionaries, directories, and encyclopaedias.

### Behaviour

Look out for the learner who:

- Is disorganised or forgetful e.g. over sports equipment, lessons, homework, appointments
- Is immature and/or clumsy.
- Has difficulty relating to others; is unable to 'read' body language.
- Is often in the wrong place at the wrong time.
- Is excessively tired, due to the amount of concentration and effort required.

**How do you know whether or not a particular adolescent may be dyslexic?**

**What should you look for?**

### Written work

Look out for the learner who:

- Has a poor standard of written work
- Compared with oral ability.
- Has poor handwriting with badly formed letters.
- Has neat handwriting, but writes very slowly indeed.
- Produces badly set out or messily written work, with spellings crossed out several times.
- Spells the same word differently in one piece of work.
- Has difficulty with punctuation and/or grammar.
- Confuses upper and lower case letters.
- Writes very little, but to a point.
- Has difficulty taking notes in lectures.
- Difficulty with organisation of homework.
- Finds tasks difficult to complete on time.
- Appears to know more than can be committed to paper.

Information adapted from the Dyslexia Handbook (2004).

### Other areas

Look out for the learner who:

- Confuses direction — left/right.
- Has difficulty in learning foreign languages.
- Has indeterminate hand preference.
- Has difficulty in finding the name for an object.
- Has problems processing information at speed.
- Misunderstands complicated questions.
- Finds holding a list of instructions in memory difficult, although can perform all tasks when told individually.

### Numeracy

Look out for the learner who:

- Finds difficulty remembering tables and/or basic number sets.
- Finds sequencing problematic.
- Confuses signs as x for +.
- Can think at a high level of mathematics, but needs a calculator for some calculations
- Misreads questions that include words.
- Finds mental arithmetic at speed very difficult.
- Finds memorising formulae difficult.

## **SECTION 3a**

### **Teaching and Learning Strategies:**

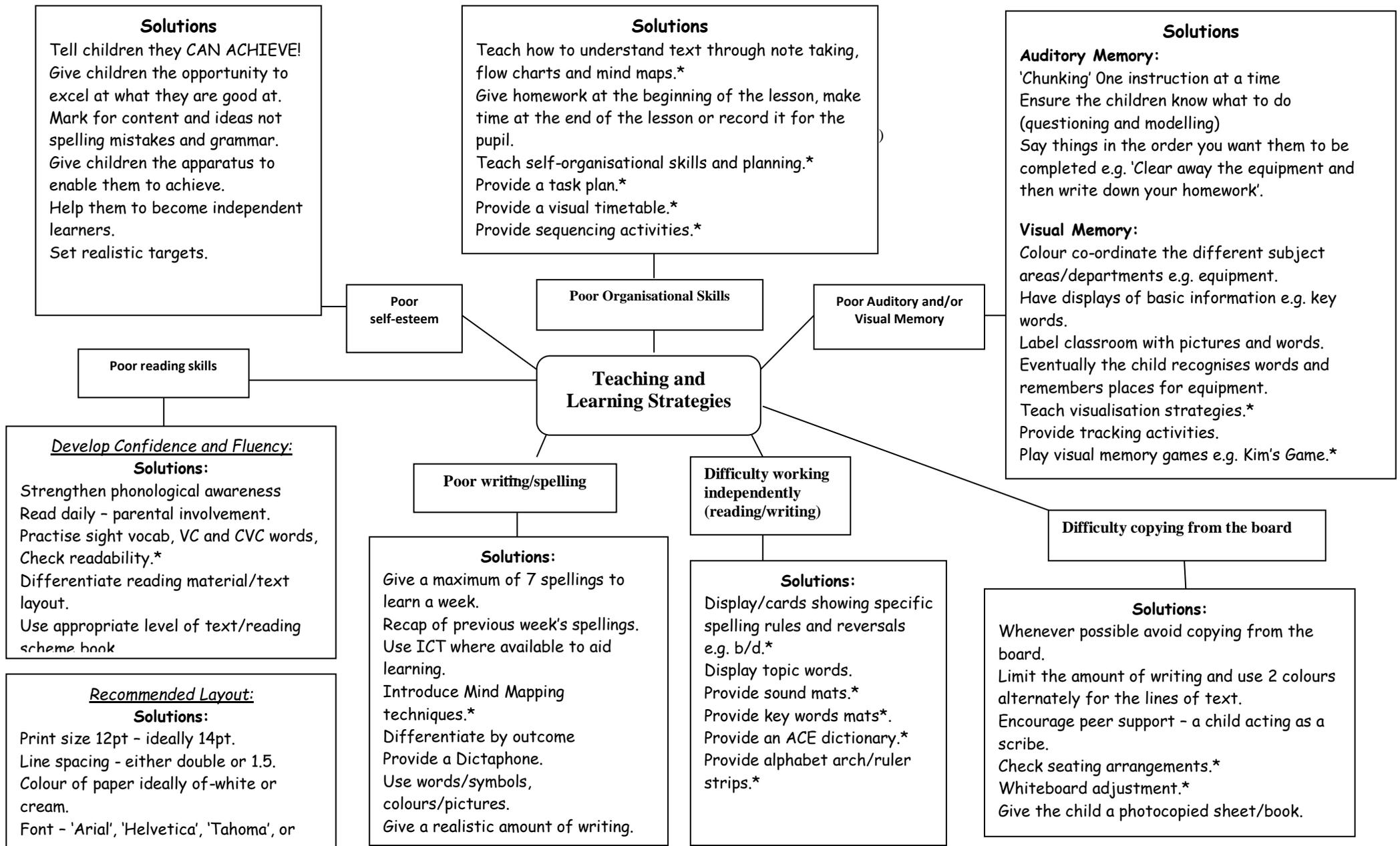
The purpose of any educational assessment is always to inform teaching or to give information to plan an intervention.

Multi-sensory teaching and learning (including auditory, kinaesthetic and visual approaches) will maximise opportunities for all.

- Children who have dyslexia often have short-term and working memory difficulties therefore need repetition of key concepts and ideas. Instructions need to be broken down into small steps and accompanied by visual information. The time that children need to hold information e.g. a letter sound, in their working memory should be kept as short as possible.
- They need daily access to a structured programme of work that integrates the processes of listening for sounds within words, reading and spelling, as these processes reinforce each other.
- Little and often will ensure over-learning and generalisation.
- Access to a choice of reading material, that is age appropriate but at the right level of 'readability' will boost confidence.
- Systematic phonics teaching should be informed by ongoing assessment (e.g. through the EYFS; Letters and Sounds).
- In order to ensure that a multi-sensory intervention programme is successful it should include daily reading, for example, with an adult; independently or paired reading with a peer. The aim should be to boost fluency, confidence and enjoyment.

Alternative methods of recording work may need to be considered (e.g. using a laptop with predictive writing software installed, particularly for extended writing).

**More detailed suggestions are given on the following page.**



Please note the \* means that we have additional information if required. Please ring the Educational Psychology Service if you have any queries.

## SECTION 3b

### Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class:						2008 - 2009		
Teacher/Practitioner:								
Progression		Autumn		Spring		Summer		
Phase 1 continuous through Phase 2 - 6	<p>Phase 6 (Yr 2)</p> <p><i>Working on: Recognising phonic irregularities. And becoming more secure with less common grapheme-phoneme correspondences</i></p> <hr/> <p><b>Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</b></p>						Y2	
	<p><b>Phase 5 (Yr 1)</b></p> <hr/> <p><i>Working on: Reading phonically decodable two-syllable and three-syllable words.</i></p> <p><i>Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</i></p> <p><i>Working on: Spelling complex words using phonically plausible attempts.</i></p>						Y1	
	<p>Phase 4 (YR/Y1)</p> <p><i>Working on: Segmenting adjacent consonants in words and apply this in spelling.</i></p> <hr/> <p><i>Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</i></p>							YR/Y1
	<p><b>Phase 3 (YR)</b> <b>Working on: Knowing one grapheme for each of the 43 phonemes</b></p> <p><i>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</i></p> <p><b>Graphemes:</b> ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p> <p><i>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i></p> <p><b>Consonant digraphs</b> ch, sh, th, ng</p> <p><i>Working on: Reading and spelling CVC words using letters and short vowels.</i></p> <p><b>Letter progression</b> Set 7: y, z, zz, qu Set 6: j, v, w, x</p>							
Show awareness of rhyme and alliteration.	<p>Phase 2</p> <p><i>Working on: Using common consonants and vowels blending for reading and segmenting for spelling simple CVC words.</i></p> <hr/> <p><i>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i></p> <p><b>Letter progression:</b> Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p</p>							
	<p>Phase 1 (7 Aspects)</p> <p><i>Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</i></p>							

(3c) Information and suggestions for parents

When meeting with a concerned parent/carer firstly:

- Discuss their child's strengths both academic and non-academic e.g. social skills, talents etc.
- Discuss parents' immediate concerns relating to their child and reassure them that all children are different.
- Explain interventions already carried out, refer to:
  - How often the interventions were carried out (ideally 15-20 minutes a day)?
  - How long they have been implemented?
  - Resources used to support in the classroom and throughout the intervention programme.
  - Refer to assessment data before and after the intervention.
  - Share progress made.
  - Discuss strength as well as difficulties.
- Explain the next step and refer to the provision map.
- Discuss how the parent/carer can help support their child at home e.g. home school diary to encourage communication between home and school, games and resources.
- Encourage staff to listen, respond and support parents/carers; reinforcing school and parent's work together as a team.

***NB Please photocopy page 16, Websites that may be useful to parents, to provide further information and support learning at home.***

**If you have a parent who insists that their child is dyslexic-**

Firstly the parent is likely to have the child's best interests at heart. The parent may feel that if their child has the 'dyslexic label' then: a) they will get more help; or b) they will get extra time in exams. Explain that their child does not need a label to get either a or b.

- Empathise with the parent; their child may be dyslexic, however, they may not. Make sure the child has an up to date hearing and

sight test; hearing or visual difficulties could be the reason why their child is having difficulties.

- Ask the parent what they believe the label 'dyslexia' is going to give their child. Explain that there is no clear dividing line between having dyslexia and not having it, and that the emphasis should be on ensuring that there is appropriate intervention that will result in a more satisfactory rate of progress.
- Explain everything you have put into place for their child. Ensure their child's intervention is explicit, structured, sequential, and multi-sensory. This link explains the importance of multi-sensory teaching.

<http://www.dys-add.com/resources/Myths/IDA.OG.Fact.Sheet.pdf>

- Show the parent the intervention, ask them if they want a copy. Explain that working together would be great! Ask them if they feel their child needs anything else to help them.
- If the parent is convinced that they need to know that their child is dyslexic then work with the parent. Discuss all the suggestions in 3c and explain that in order to identify dyslexia you need to put in an intervention specifically for their child and carefully monitor progress. Arrange to have another meeting next half term to review progress.
- At this meeting if not already discussed, discuss hearing/sight tests, show the parent the intervention plan, the assessments you have carried out to record the child's progress, and arrange to meet the next half term.
- Before this meeting look at the child's progress, look at the child's strengths and weaknesses, talk to other members of staff who have worked with the child, look carefully through this guidance and together decide if you feel the child is dyslexic.

**(3d) Websites that may be useful to parents:**

Website address	A suggested link to look at on the website and how to access it step by step.	Description of the website
<a href="http://www.beingdyslexic.co.uk/">http://www.beingdyslexic.co.uk/</a>	<ol style="list-style-type: none"> <li>1. Dyslexic children?</li> <li>2. Parents and Guardian</li> <li>3. Basic ways to help in every day life</li> </ol>	General information about dyslexia for all audiences
<a href="http://www.bdadyslexia.org.uk/">http://www.bdadyslexia.org.uk/</a>	<ol style="list-style-type: none"> <li>1. About dyslexia</li> <li>2. Information for parents</li> <li>3. Homework tips</li> </ol>	Information about dyslexia.
<a href="http://www.topmarks.co.uk/parents/">www.topmarks.co.uk/parents/</a>	<ol style="list-style-type: none"> <li>1. 10 top tips on hearing your child read.</li> <li>2. Learning letters and words through play</li> </ol>	Advice, games and resources

### Websites that Contain Literacy Games

<http://www.ictgames.com/literacy.html>

<http://www.letters-and-sounds.com>

<http://www.topmarks.co.uk/>

Free software that speaks the text that children type

[www.wordtalk.org.uk/Home/index.php](http://www.wordtalk.org.uk/Home/index.php)

<http://www.naturalreaders.com/download.html>

Typing games

[www.tenthumbstypingtutor.com/](http://www.tenthumbstypingtutor.com/)

[www.bbc.co.uk/schools/typing/](http://www.bbc.co.uk/schools/typing/)

## SECTION 3e - Recommended Resources

Within 'The Standards Site' recommendations from the Rose Review have been further clarified as core criteria so that there is complete clarity about the key features of a high quality phonics programme. The core criteria are accompanied by explanatory notes, which are designed to help schools in understanding and applying the criteria. To help select a high quality phonics programme or resource from the many commercial products that are available, publishers have completed a self-assessment of their materials against the core criteria.

Below is a full list of the publishers who have submitted self-assessments to 'The Standards Site'. Schools should note that this does not constitute an endorsement of the products themselves.

Products	Publisher
Fast Phonics First	Pearson Education
THRASS: Teaching Handwriting Reading and Spelling Skills	THRASS UK Ltd
Letters and Sounds: principles and practice of high quality phonics	Primary National Strategy
Get Ready Right	Get Ready Right
Phonics First and Reading Freedom	Macroworks
Sounds-Write	Sounds-Write
BBC Active Fun with Phonics	BBC Active
Step by Step Reading	Galore park
Lexia Early, Foundation and Quick Reading Test	LexiaUK Ltd
Learning to Read	Pegasus Educational
Jolly Phonics Self Assessment	Jolly Learning Ltd
FastTrack Phonics	Success For All.UK
Code-Breakers	Hamilton Trust
Collins Big Cat Phonics	Collins Education
Unit of Sound	Dyslexia Action
Dandelion Readers	Phonic Books Ltd
Read Write Inc. Phonics	Oxford University Press
Jolliffe, W. (2006) Phonics: a complete synthetic programme	Scholastic Ltd
Sound Phonics	Schofield and Simms Ltd
Wordshark Letters and Sounds	White space Ltd
Dyslexikit	Dyslexikit
Jelly and Bean	Jelly and Bean Ltd
Sound and Discovery	Synthetic Phonics Ltd
Debbie Hepplewhite's Synthetic Phonics for Can Do Cubes	Can do Education Ltd
Debbie Hepplewhite's Phonics International online Synthetic Phonics programme	Phonics International
S.A.L.L.E.Y	Imaginative minds Ltd
Smart Phonics	Smart Kids
Bear Words in Context: working with Pip	TKB Education Initiatives
Oxford Reading Tree Songbirds	Oxford University Press
Sue Palmer's Synthetic Phonix	Philip and Tracey Ltd
POPAT - Programme of Phoneme Awareness Training	POPAT Ltd
Working with Words	Working with Words Training and Consultancy service
Nessy Learning Programme	Nessy
Easyread System	Oxford Learning Solutions Ltd
TRUGS	Read Successfully Ltd
LUCID COPS	Lucid Research Ltd

### **Additional Resources**

Schools within South Tyneside have a variety of useful resources to support children and young people with literacy difficulties. The Education Psychology Service has access to and is able to provide further information on the following resources:

#### **Photocopiable Teaching Programmes**

Lifeboats - The Robinswoods Press

Beat Dyslexia - BEAT DYSLEXIA GROUP

Easylearn Phonics - Easylearn

Alpha to Omega - Heinemann Education

Learning can be fun Syllable Division for word attack skills - EGON Publishers

#### **ICT**

Wordshark - White Space

Numbershark - White Space

Nessy - British Dyslexia Centre

Alphasmart - Portable Technology Solutions Ltd

Tomorrow's Promise - Longman

Clicker 5 - Crick Software

#### **Assisted Reading Technology**

Ivona Minireader (free)

NaturalReader (free)

ClaroRead SE

Texthelp Read & Write Gold

Dolphin SaySo

#### **Reading Schemes**

Fuzz Buzz - Oxford University Press

Wellington Square - Nelson

Barrington Stoke Books

Oxford Reading Tree

#### **Schemes for one-to-one teaching (non photocopiable)**

Sound Linkage - Peter Hatcher

Distar - Science Research Inc

Toe by Toe - K & H Cowling

#### **Kinaesthetic**

Alphabet Letters (alphabet arch)

Stile Beginners, phonics & Spelling - LDA

Stile Dyslexia - LDA

Swap Cards - [www.gamzuk.com/](http://www.gamzuk.com/)

Brain Gym

ACE Dictionary

This list is not exhaustive.

### **Useful Publications**

'What works for children and young people with literacy difficulties 5<sup>th</sup> edition (2016) - Greg Brookes

Supporting Children with Dyslexia - David Fulton Publishers

The Dyslexia Handbook (2017) - BDA Publications

Achieving Dyslexia Friendly Schools - BDA Publications

Rose Report (2009)

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties - Sir Jim Rose's report, containing 19 recommendations, (2009)

Letters and Sounds (2007) Principles and Practice of High Quality Phonics

Support for Spelling (2009)

Year 1 phonics screening

Statutory KS2 grammar, punctuation and spelling test

### **Websites**

For Information

[www.dyslexiaa2z.com](http://www.dyslexiaa2z.com)

[www.dyslexiacentre.co.uk](http://www.dyslexiacentre.co.uk)

[www.dyslexiahelp.co.uk](http://www.dyslexiahelp.co.uk)

[www.dyslexia.com](http://www.dyslexia.com)

[www.theclassroomkit.com](http://www.theclassroomkit.com)

[www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk)

<http://www.primaryresources.co.uk>

<http://www.idponline.org.uk/>

[https://www.essex.gov.uk/Business-Partners/Partners/Schools/One-to-one-tuition/Documents/what\\_works\\_for\\_children\\_with\\_literacy\\_difficulties.pdf](https://www.essex.gov.uk/Business-Partners/Partners/Schools/One-to-one-tuition/Documents/what_works_for_children_with_literacy_difficulties.pdf)

<http://sendgroup.co.uk/webinars/webinars-speakers/>

<http://dyslexiahelp.umich.edu/professionals/dyslexia-school>

Websites for Literacy Resources that can be printed out

<http://www.phonics4free.org/phonics-repository/lesson-index>

[www.communication4all.co.uk/](http://www.communication4all.co.uk/)

<http://www.twinkl.co.uk/resources>

[www.tpet.co.uk/](http://www.tpet.co.uk/)

[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

[www.beatingdyslexia.com](http://www.beatingdyslexia.com)

<http://firstschoolyears.com>

<http://stickyball.net>

[http://www.freereading.net/wiki/Teaching\\_Tools.html](http://www.freereading.net/wiki/Teaching_Tools.html)

<http://www.gdmorewood.com/category/resources/>

[http://www.learninggamesforkids.com/vocabulary\\_games/syllables.html](http://www.learninggamesforkids.com/vocabulary_games/syllables.html)

[http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics\\_4.pdf](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf)

Phonological Awareness

<http://www.letters-and-sounds.com/phase-1-games.html>

<http://www.readingresource.net/phonemicawarenessactivities.html>

[http://www.fcrr.org/curriculum/PDF/G2-3/2-3PA\\_2.pdf](http://www.fcrr.org/curriculum/PDF/G2-3/2-3PA_2.pdf)

[http://www.fcrr.org/resources/resources\\_vpk.html](http://www.fcrr.org/resources/resources_vpk.html)

Literacy Games on the internet

<http://www.ictgames.com/literacy.html>

<http://www.iboard.co.uk/>

<http://www.letters-and-sounds.com>

<http://www.topmarks.co.uk/>

Free software that speaks the text that children type

[www.wordtalk.org.uk/Home/index.php](http://www.wordtalk.org.uk/Home/index.php)

<http://www.naturalreaders.com/download.html> (can be used on the internet too)

Typing games

[www.funtotype.com/typinggames](http://www.funtotype.com/typinggames)

[www.tenthumbstypingtutor.com/](http://www.tenthumbstypingtutor.com/)

[www.bbc.co.uk/schools/typing/](http://www.bbc.co.uk/schools/typing/)

iPad Apps that the EPS teachers frequently use:

- Tic Tac Toe (phonological awareness free)
- Partners in Rhyme (4 rhyming games)
- What Am I (rhyming sentences, riddles game)
- Word Builder (an interactive alphabet ark)
- TwinkleLTE (games for phases 1-5)
- Road Block - spelling CVC words so could be used for vowel work
- Squeebles spelling
- StoryKit and Book Creator (apps that allows pupils to record their work in a different way)
- Doodoo Lite (an app to write on instead of using a whiteboard)

More iPad Apps that could be useful:

For Reading

TopIQ Phonics (a reading game breaking down words into syllables)

Chimp Fu (this is made by Nessy it costs £2.29)

Hairy Letters (also made by Nessy it costs £2.99)

'The Wired Bunch issue 1' - a reading book app, goes from 1-6

Kinder Reading - a simple reading comprehension app

## For Spelling

Scrambleword - the pupils have to put the letters in the correct order to make the word

Spelling Magic 4 - short/long vowel sound game

Phonics Genius - this is a bank of words for teacher or parents on a particular phoneme

App that will read PDF files [http://www.vbookz.com/V1/vBookz\\_PDF.html](http://www.vbookz.com/V1/vBookz_PDF.html) - This will be very useful for pupils completing comprehension tasks, the teacher can use this app to save the comprehension as a PDF and the child can then listen to it as many times as needed

App that will read typed text - Claro ScanPen - This app costs £6.99 it allows the teacher/pupil to use the app to take a picture of typed text. The app then reads this text.

## SECTION 4

### **Guidelines for the involvement of the Specialist Teachers for Dyslexia attached to the Educational Psychology Service with individual pupils.**

There are two specialist teachers for dyslexia, one who works primarily with the secondary age range, and one who works solely with primary pupils. They can offer blocks of direct teaching to those children whose dyslexia is particularly severe (SEND Range Levels 3 and 4).

We would expect the school to have undertaken the following prior to the specialist teachers becoming involved:

- Two terms of appropriate intervention, **delivered as part of 'additional SEN support'**. Telephone advice from the EPS teachers can be sought on unnamed children at any time during this period.
- Clear evidence that there has been minimal progress over this period. This evidence would take the form of provision maps containing summaries of progress, plus the minutes of the most recent **'additional SEN support'** reviews. Referral will be discussed with the parents/carers.

#### **After a further term:**

<b>PROGRESS</b>	<b>NO PROGRESS</b>
↓	↓
Continue with ongoing strategies, resources and advice.	(And child is scoring in bottom 2% on standardised test of reading or spelling).
	↓
	Direct teaching from specialist dyslexia teacher.

- The length of the specialist teacher's involvement will be on a case-by-case basis. Teaching is carefully tailored to individual needs.
- Key Stage 1 pupils should continue to access play based practical activities, as part of the *General Sounds and Phonological Awareness* (Phase 1 teaching from the *Letters and Sounds Programme*). This is most effectively delivered by schools, rather than as part of an EPS teacher intervention. Pupils often require repetition of these activities and resources, as they are not 'ready' to access phonic teaching as delivered in the later phases of the *Letters and Sounds Programme*. We would also recommend, throughout the later phases of the programme, that schools regularly revisit Phase 1 as part of *Quality First Teaching*.

## SECTION 5

### **Additional Information and Resources Produced by the EPS Teachers**

The EPS have put together a document called '**Further Information for Class Teachers**' which provides a step by step guide for teachers who have concerns about individual pupils in their class.

Sections in this guide include:

- A comprehensive list of indicators of dyslexia
- How to address concerns about a pupil in your class
- *Suggestions for the initial parent/teacher meeting*
- *Suggestions for the follow-up parent/teacher meeting*
- *Further suggestions for the follow-up parent/teacher meeting if dyslexia is suspected*
- *Suggestions for the implementing 1-1 interventions*
- *Procedure for referring to the EPS Specialist Teachers*
- *Speaking to parents about dyslexia and dyslexic tendencies*
- Key elements of early intervention
- Websites that may be helpful

The '**Further Information for Class Teachers**' was updated, in February 2018, and emailed to schools with this guidance. To complement this guidance, the EPS Teachers have written a document to support parents, '**Dyslexia Information for Parents**' which was emailed to schools during January 2018.

We have also produced a booklet ('**Together We Can Make School and Learning Fun for All!**') for parents and teachers to share primarily with primary aged children, as appropriate. The purpose of the booklet is to explain that dyslexia is a literacy difficulty and it can be managed successfully in school using appropriate resources and strategies.

The booklet also explores the feelings and emotions that children may be feeling as part of their literacy difficulty; it concludes by reminding us that everyone is different and we all have our own strengths.

The '**Together We Can Make School and Learning Fun for All!**' booklet is currently being published and will be available to schools later this academic year.