



Roundwood Primary School: Dyslexia Friendly

Policy written by Jo Shore (SENDCo) February 2016

At Roundwood Primary School we provide a 'dyslexia friendly' learning environment which benefits all pupils by supporting them to reach their potential, including those pupils with dyslexia.

Quality first teaching seeks to engage and support the learning of all pupils. Effective teachers expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning and reach their potential. Inclusive quality first teaching is offered to all our pupils: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared and revisited with the children; new vocabulary being carefully explained and the use of a variety of lively, interactive teaching styles.

What is dyslexia?

Dyslexia is a Specific Learning Difficulty (SpLD) that affects around 10% of the population.

"It primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are not clear cut off points. Co-occurring difficulties may be seen in aspects of language motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia."

The Rose Report, June 2009

At Roundwood Primary, the needs of pupils with dyslexic tendencies are met in a variety of ways.

Every classroom at Roundwood Primary is 'dyslexia –friendly' and these strategies are available to all pupils.

The dyslexia friendly classroom:

- Equipment and resources are clearly labelled.
- Where classroom signs are handwritten, a continuous cursive script is used.
- Continuous cursive script is taught to aid all pupils, including those with dyslexic tendencies, with their spelling.
- Comic sans or other dyslexia friendly fonts are used in a minimum font size of 12.
- Backgrounds on interactive whiteboards are coloured.
- Children have the option to use coloured paper and reading filters.
- Talking tins are available to help children record their ideas.

- Alternatives to written recording are encouraged where possible – word processing, Clicker, oral presentation, diagrams, word maps and scribes etc.
- Children are not put on the spot and made to read in front of others if they are not comfortable to do so.
- Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing.
- Instructions and information are broken down into small steps.
- Strengths and success across a wide range of endeavours are celebrated.
- Copying from the board is avoided where possible.
- Visual supports are used, e.g. symbols and pictures.
- A visual timetable, alphabet, days of the week, months of the year, numbers 1-100 are displayed in all classrooms.
- Work is marked according to the objectives of the lesson.
- Learning aids are available in all lessons – high frequency words, writing mats, writing frames, cursive alphabet, times table squares, maths language prompts.
- b/d reminders are displayed.
- Mnemonics are used to help our children spell tricky words.
- Pupils are seated where they have a clear view of the teacher and the board.
- Reference is made to well-known people with dyslexia to inspire pupils.

Links with SpLD Outreach Service:

We work closely with Windemere Outreach Service who support us in our work with pupils with specific learning difficulties through training and consultations with staff. We are able to access a range of resources to support and enhance our teaching.

What should you do if you are concerned your child may have dyslexia?

- In the first instance, speak to your child's class teacher.
- If you require further information, please make an appointment to see the SENDCo, Jo Shore.
- The following websites also provide further information and ideas to support your child:

www.bdadyslexia.org.uk

www.dyslexiaaction.org.uk

www.dyslexiamatters.co.uk

www.iamdyslexic.com

www.nasen.org.uk

www.thedyslexia-spldtrust.org.uk

www.helenarkell.org.uk