



Dyslexia Scotland

Dyslexia and the Classics



No **2.12** in the series of
Supporting Dyslexic Pupils in the Secondary Curriculum
By Moira Thomson

Addressing Dyslexia Toolkit

Dyslexia Scotland's Dyslexia Assessment Working Group, chaired by Dr. Margaret Crombie, developed the online toolkit for teachers and early years workers to use to assess literacy difficulties and dyslexia.

The toolkit, funded by the Scottish Government, was formally launched by our President, Sir Jockie Stewart, and Mike Russell, the Cabinet Secretary for Education and Lifelong Learning on 1 June 2010. Following additional funding awarded by the Scottish Government in November 2011, the Working Group extended the Toolkit to help teachers to support pupils with dyslexia.

The extended Addressing Dyslexia Toolkit was launched on **19 September 2012** at the Scottish Learning Festival by Dr. Alasdair Allan, and is now online at:
www.addressingdyslexia.org

The Toolkit provides a resource for all who are involved in the identification and support of learners who are exhibiting literacy difficulties. The resource provides guidance through the steps from initially identifying some early signs of difficulty in literacy development, putting in appropriate teaching and support, evaluating that support, and where appropriate, considering whether the term dyslexia is appropriate. The priority throughout is to ensure that through the process of identifying needs, the teaching and support given is appropriate to the identified needs, whatever these may be.

SUPPORTING PUPILS WITH DYSLEXIA IN THE SECONDARY CURRICULUM

DYSLEXIA AND THE CLASSICS

(Latin, Classical Greek, Classical Studies)

by **Moira Thomson**

in consultation with **Eileen Carey**

Published in Great Britain by
Dyslexia Scotland in 2013

Dyslexia Scotland

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Supporting Pupils with Dyslexia in the Secondary Curriculum

by Moira Thomson

Complete set comprises 20 booklets

Foreword by Dr. Gavin Reid,

a consultant to the Centre for Child Evaluation and Teaching (CCET) based in Kuwait. He is also educational psychologist to REACH Learning Center in North Vancouver, Canada and a director and consultant to the Red Rose School for children with specific learning difficulties in St. Annes on Sea, Lancashire. He was a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh from 1991-2007. Dr Reid has made over 600 conference and seminar presentations in more than 45 countries and has authored, co-authored and edited 21 books for teachers and parents.

1.0 Dyslexia: Secondary Teachers' Guides

- 1.1. Identification and Assessment of Dyslexia at Secondary School
- 1.2. Dyslexia and the Underpinning Skills for the Secondary Curriculum
- 1.3. Classroom Management of Dyslexia at Secondary School
- 1.4. Information for the Secondary Support for Learning team
- 1.5. Supporting Parents of Secondary School Pupils with Dyslexia
- 1.6. Using ICT to Support Pupils with Dyslexia in the Secondary Curriculum
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- 1.8. Dyslexia: Information for Guidance and Behaviour Support Teachers

2.0 Subject Teachers' Guides

- 2.1. Dyslexia and Art, Craft & Design
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- 2.4. Dyslexia and Health & Food Technology (Home Economics)
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- 2.6. Dyslexia and Mathematics
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- 2.11. Dyslexia and Social subjects (Geography, History, Modern Studies, Philosophy, Religious Studies)
- 2.12. Dyslexia and the Classics (Latin, Classical Greek, Classical Studies)

Booklets may be viewed online at <http://www.supportingdyslexicpupils.org.uk/>

Members of Dyslexia Scotland may download all booklets free of charge from the Dyslexia Scotland website. For details contact Dyslexia Scotland, 2nd floor - East Suite, Wallace House, 17 - 21 Maxwell Place, Stirling, FK8 1JU or www.dyslexiascotland.org.uk

Email: info@supportingdyslexicpupils.org.uk

To all my pupils with dyslexia, who taught me what dyslexia really is

Acknowledgements

Dyslexia Scotland would like to thank the following for making possible the publication of this important series of books. Every secondary school in Scotland has been supplied with a copy. All material contained in the booklets is downloadable free from the Dyslexia Scotland website - **www.supportingdyslexicpupils.org.uk**.

Main Sponsor

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Dyslexia Scotland is the voluntary organisation representing the needs and interests of dyslexic people in Scotland.

Mission Statement

To encourage and enable dyslexic people, regardless of their age and abilities, to reach their potential in education, employment and life.

Dyslexia Helpline: 0844 800 84 84 - Monday to Friday from 10am until 4pm.

Email: helpline@dyslexiascotland.org.uk

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FOREWORD

It is a privilege to be asked to write a foreword for this series of guides on dyslexia in the secondary school. Moira Thomson is to be congratulated in putting together these informative and up to date guides that will both heighten the awareness of dyslexia in secondary schools and develop the knowledge and skills of teachers through the implementation of the suggestions made in the guides. Too often books and materials on dyslexia are cornered by a few, usually those who have a prior interest in the subject. Many feel it is not their concern, or they do not have the specialised experience to intervene. These guides will challenge and change that assumption. The guides are for all teachers – they contain information that will be directly relevant and directly impact on the practice of every teacher in every secondary school in the country. Not only that, the guides are up to date containing advice stemming from the most recent legislation (Education (Scotland) Acts 2004 & 2009: Additional Support for Learning). This makes the guides an essential resource in every school in the country.

Above all the guides provide a positive message. Dyslexia is couched in terminology that expresses what learners with dyslexia **can do** not what they 'can't do'. Any difficulties` experienced by learners with dyslexia are seen as 'barriers to learning' which means that the onus is on supporting learners overcome these barriers and this places the responsibility firmly on the professionals working in schools. This reiterates the view that dealing with dyslexia is a whole school responsibility.

The breadth of coverage in these guides is colossal. It is highly commendable that Moira Thomson has met this immense task with true professionalism in providing clearly written and relevant guides incorporating the breadth of the curriculum. As well as including all secondary school subjects the guides also provide information on the crucial aspects of supporting students preparing for examinations, the use of information and communication technology, information for parents, details of the assessment process and the skills that underpin learning. It is important to consider the view that learners with dyslexia are first and foremost learners and therefore it is important that their learning skills are developed fully. It is too easy to place the emphasis on developing literacy skills at the expense other important aspects of learning. The guides will reinforce this crucial point that the learning skills of all students with dyslexia can be developed to a high level. I am particularly impressed with the inclusion of a section on classroom management and a whole booklet covering behavioural issues. This again reinforces the point that managing dyslexia is a classroom concern and a learning and curriculum-focused perspective needs to be adopted. A focus on curriculum planning and acknowledging learning styles is essential if learners are to reach their potential in secondary schools.

The guides do more than provide information on dyslexia; rather they are a staff development resource and one that can enlighten and educate all teachers in secondary schools. I feel certain they will be warmly appreciated and used for that purpose. The guides will benefit school management as well as teachers and parents, but the real winners will be the students with dyslexia. It is they who will ultimately benefit and the guides will help them fulfil their potential and make learning a positive and successful school experience for all.

Dr. Gavin Reid,
Vancouver
July 2011

Working Definition of Dyslexia (Scottish Government, January 2009)

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/dyslexia>

The following working definition of dyslexia has been developed by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament. This is one of many definitions available. The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for educational practitioners, pupils, parents/carers and others. This definition does not have any statutory basis.

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.¹

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- *auditory and /or visual processing of language-based information*
- *phonological awareness*
- *oral language skills and reading fluency*
- *short-term and working memory*
- *sequencing and directionality*
- *number skills*
- *organisational ability*

Motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neuro-developmental condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

¹ Education Scotland
<http://www.ltscotland.org.uk/supportinglearners/additionalsupportneeds/dyslexia/index.asp>

Dyslexia may also result in difficulties with processing language-based information – either auditory or visual processing difficulties, or both.

It is important that secondary teachers consider dyslexia in the context of their own subject. In any subject class there will be a need to make provision to meet a wide variety of strengths and additional support needs, not all linked to dyslexia, but, teaching and learning strategies that are appropriate for pupils with dyslexia can be effective for all learners.

Dyslexia may be difficult for subject teachers to identify, but unusual behaviour patterns or a mismatch between a pupil's apparent ability and the quality (and quantity) of written work are often observed. Subject teachers should use the Dyslexia Indicators checklist provided to confirm any suspicion of a dyslexic profile. If several indicators are present, referral should be made to the Support for Learning (SfL) team or specialist dyslexia teacher for further investigation.

TEACHERS' RESPONSIBILITIES RE PUPILS WITH DYSLEXIA

References: Education (Scotland) Acts 2004 & 2009: Supporting Children's Learning; Code of Practice 2010; Equality Act 2010; Education Scotland: Dyslexia
<http://www.ltscotland.org.uk/supportinglearners/additionalsupportneeds/dyslexia/index.asp>

It is a teacher's responsibility to provide a suitably differentiated subject curriculum, accessible to all pupils, that provides each with the opportunity to develop and apply individual strengths. Responsibilities for meeting the additional needs of learners with dyslexia are the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. Subject teachers may be expected to use teaching and learning strategies that include:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils
- Selection or design of appropriate teaching and learning programmes that match the range of all pupil abilities, within the curricular framework of the school
- Awareness of the learning differences related to dyslexia that may cause difficulties within these programmes
- Understanding that, while dyslexia is not linked to ability, able pupils with dyslexia may persistently underachieve because of this
- Knowledge that many learners with dyslexia use strategies such as misbehaviour or illness for coping with difficulties they do not necessarily understand themselves
- Willingness to ask for advice and support from the Support for Learning team
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum

- Acknowledgement of the very severe difficulties that learners with dyslexia might experience due to failure to master the early stages of literacy and numeracy
- Understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary or secondary
- Acceptance that some pupils with dyslexia may require reasonable adjustments/additional support within the context of their subject and to consult with colleagues and specialists to determine how best to provide this
- Taking account of the difficulties experienced by learners with dyslexia when assessing progress so that subject knowledge and ability are assessed fairly by making reasonable adjustments to arrangements for assessments, ensuring that these reflect the additional support usually provided

Learners with dyslexia constantly meet barriers to learning across the curriculum and may become discouraged very quickly due to lack of initial success in subject classes. This may lead to subject teachers assuming that pupils are inattentive or lazy, when they are actually working much harder than their classmates, but with little apparent effect. For pupils with dyslexia the experience of success in the classroom may be rare, if not totally absent as they may:

- Lack self-confidence
- Have a poor self-image
- Fear new situations
- Confuse written and verbal instructions
- Be very disorganised
- Lack stamina
- Appear to avoid set work

For example, a pupil with dyslexia may fully understand the subject teacher's spoken introduction to a new topic but be unable to follow the written instructions to complete class activities.

Significant strengths of pupils with dyslexia may include:

- Excellent oral skills
- A high level of curiosity
- An acute awareness of the environment
- Being highly intuitive and perceptive
- A vivid imagination, even experiencing thought as reality
- Originality and creativity

LATIN/CLASSICAL GREEK

Learning any new language may not be easy for those with dyslexia who are struggling to acquire literacy in their first language. The impact of dyslexia on first language learning may be linked to:

- Phonological processing deficits
- Poor short-term working memory
- Weaknesses in visual or auditory discrimination and processing
- Difficulties with sequencing, grammar and syntax

Learners with dyslexia are likely to experience similar difficulties with any new language but the 'dead' nature of Classical Greek and Latin and the formal unchanging structure of these languages may work to their advantage. They do not have to converse in a classical language so do not experience the difficulties of word finding and auditory-verbal processing that often makes learning a modern foreign language particularly difficult. However, those learners with dyslexia whose excellent auditory verbal skills support the acquisition of fluency in speaking another language may find the emphasis on translation/interpretation of classical languages particularly challenging.

READING/WRITING/COPYING

Difficulties in communication through reading and writing experienced by pupils with dyslexia in all aspects of the secondary curriculum may initially be more obvious in the Classics classroom. However, the provision of prescribed texts for interpretation and word lists for translation will support the learner with dyslexia. Classics teachers can take advantage of dyslexic pupils' familiarity with strategies such as over-learning that are already in place to help them deal with their first language.

The way many pupils with dyslexia usually process language may help them when learning Latin/Classical Greek – their need to process the language first then process meaning – is very similar to the way many pupils learn classical languages. The fact the formal written structure of classical languages is always the same may help pupils with dyslexia, who learn better when the rules do not change.

Significant strengths of pupils with dyslexia may include:

- Effective use of strategies developed for coping with the demands of acquiring literacy their first language
- Existing skills in using word lists

Barriers to learning – learners with dyslexia may:

- Be unable to access dictionaries in any language
- Give up easily when faced with long texts and small print
- Have problems copying, resulting in inaccurate notes
- Have difficulty remembering a sequence of instructions

- Write very slowly and form letters poorly, resulting in illegible written work
- Be adversely affected by fatigue and low self esteem

Additional Support strategies – teachers should:

- Use multi-sensory teaching methods – auditory, visual and kinaesthetic delivery and activities
- Issue electronic dictionaries (if available) and teach their use
- Build on strategies already in place for coping with the demands of first language literacy
- Build-in extra time for reading activities to compensate for any visual processing deficit
- Vary class activities over a lesson and build in time for rests to reduce fatigue

Self-esteem issues may impact on performance and behaviour in the Classics classroom because the text-based nature of the subject may cause pupils with dyslexia to experience difficulties and fall behind the rest of the class. The cumulative effects of fatigue and lack of capacity in working memory should not be ignored.

GRAMMAR AND SYNTAX

All foreign language learners are challenged by the need to understand patterns of language, how words influence each other, how sentences are constructed, and how to construct sentences accurately. Learners with dyslexia often struggle with prefixes and suffixes and the impact of these on the meaning of words. Learning Latin/Classical Greek will help them to identify these, to distinguish them from the root word, and so come to understand their impact on meaning.

Possible strengths of learners with dyslexia – they may:

- Follow their first language spelling code, and easily relate this to a classical root

Barriers to Learning - pupils with dyslexia may:

- Lack understanding of grammar and syntax in their first language
- Have difficulties with prediction in their first language
- Be unable to remember the formal grammar of their first language
- Tire more quickly than others when reading/writing so that the quality of work deteriorates over the course of a lesson

Support strategies for pupils with dyslexia – teachers should:

- Reinforce grammar points in English □ move to Latin/Greek
- Provide worksheets with picture cues to support developing grammar
- Limit the amount of writing required of pupils with dyslexia at any one time
- Prepare help sheets showing how to identify subject, object, verb etc

VOCABULARY ACQUISITION

Learning vocabulary in another language can present particular difficulties for those learners with dyslexia who experience word-finding problems - but the provision of word lists for translation helps to minimise this barrier to learning. The requirement to learn the roots of many English words in Latin and Greek will not only make understanding of classical language texts easier – it may lead to improved understanding of English. Pupils with dyslexia often omit little words e.g. pronouns and conjunctions when reading – the relative lack of these in Classics texts removes this barrier e.g. when the appropriate preposition is revealed by the word ending.

Significant strengths of pupils with dyslexia may include:

- Use of over-learning strategies already in place to master the required word lists
- Speedy identification of a root word in text to gain meaning even when tenses and cases are uncertain

Barriers to Learning - pupils with dyslexia may:

- Have short-term and working memory difficulties/overload – causing loss of information
- Lack accuracy in recall of vocabulary (both short and long term)
- Be inaccurate/slow when copying of vocabulary from board/book
- Have difficulty recognising familiar words when endings change
- Experience difficulty differentiating between similar looking words
- Have a very slow rate of language processing, causing fatigue

Additional support strategies – teachers should:

- Use frequent repetition and re-teaching in order to transfer vocabulary to long term memory
- Use over-learning through seeing, writing and physical movement
- Use a range of ICT activities to support vocabulary acquisition
- Display pictures/lists/diagrams of vocabulary for reference

TRANSLATION

In learning how to translate classical languages into English, learners with dyslexia have an opportunity to discover how language works. They may gain greater understanding of English and the words that come from Latin and Classical Greek roots and discover the particular contribution made to the language of modern science, technology and medicine. The learning differences of pupils with dyslexia may enable them to see connections to modern terminology that other pupils may miss.

Significant strengths of pupils with dyslexia may include:

- Being accustomed to decoding English words, so translation is a familiar process

Barriers to Learning - pupils with dyslexia may:

- Struggle with declension of nouns, and be unable to translate these accurately
- Experience problems with the differences in organisation and sequencing of sentences in English
- End up with a jumble of words and be unable to insert appropriate pronouns and conjunctions

Additional support strategies – teachers should:

- Help pupils compile sets of 'prompt cards' that may be 'shuffled' to sequence words in sentences
- Use strip cartoons or pictures to illustrate longer sequences in complex sentences
- Give clear structure to learning – build in small steps on previous knowledge

INTERPRETATION

Learners with dyslexia who rely on verbal skills for effective communication may need extra time in order to think, question, deduce and form opinions when interpreting prescribed texts.

Significant strengths of pupils with dyslexia may include:

- Skill at deducing meaning from context
- Making accurate 'guesses' from a minimum of information

Barriers to Learning - pupils with dyslexia may:

- Have a tendency to miss or reverse syllables, obscuring meaning
- Have difficulty locating information in a text source
- Confuse the names of characters in a text

Additional support strategies – teachers should:

- Create opportunities for role play - acting out situations from text being studied
- Ensure that prescribed texts are clearly legible – enlarge these and print on coloured paper to improve accessibility
- Issue summaries of texts to help with short term memory problems
- Provide alternatives to printed texts e.g. digital versions

CLASSICAL STUDIES

Study of the ancient civilisations of Greece and Rome does not include the study of Classical Greek or Latin languages - ancient literature and other sources are read in English translation. However, pupils with dyslexia – like all learners, find that the study of both the language and the civilisation enhances and reinforces learning in both subjects.

Aspects of classical studies may include archaeology, mythology, history, politics, and religion - and there are many excellent film and video productions available – study of these is particularly valuable for pupils with dyslexia who prefer to learn in a multi-sensory way. Knowledge, understanding, evaluating and investigating skills may be developed using exercises that involve pupils in finding information in museums and at archaeological sites (in person and/or online) – also multi-sensory learning activities that are particularly suited to learners with dyslexia.

Significant strengths of pupils with dyslexia in Classical Studies may include:

- Multi-sensory learning styles that are particularly suited to a wide range of activities
- Multi-dimensional thinking and perception
- Curiosity and a high level of awareness of the environment
- Originality and creativity in their approach to problem solving
- A high level of empathy

Barriers to learning – pupils with dyslexia may:

- Confuse specialist subject vocabulary with the same words used in different contexts
- Produce written responses that do not reflect the full extent of their knowledge and understanding (scrappy and illegible full of spelling mistakes)
- Lose the thread when they are writing resulting in messy and poorly sequenced work
- Struggle to take notes, being unable to watch/listen and write at the same time
- Find it hard to locate information in a long text source
- Be unable to use an index or other alphabetical reference text
- Have difficulty interpreting data presented in a table or graph
- Struggle to extract information from a map or chart
- Have difficulty organising several sources of information on a topic at the same time
- Be unable to recall events in the correct order

Additional support strategies – teachers should:

- Allow 'thinking time' for pupils with dyslexia to process information and formulate responses in discussion/debate
- Teach specific terminology and explain and illustrate the specialist meanings
- Use visual clues (pictures/diagrams) to illustrate subject-specific language to make the meaning clear
- Encourage alternatives to writing, especially IT use
- Refrain from making negative remarks about persistent spelling errors
- Provide a framework for written responses – e.g. give paragraph headings
- Issue class notes and provide a structure for making personal notes
- Highlight text and give page/line numbers to support personal notes and help with locating key facts
- Arrange access to electronic reference sources
- Allow pupils to dictate their own notes to be saved as voice files or transcribed later
- Enlarge small print, produce worksheets/information sources on coloured paper or scan into a computer
- Make sure that pupils know that text boxes and diagrams etc are part of overall text
- Number or use arrows to indicate when text boxes and diagrams etc should be read
- Clearly label 'ancient' maps and issue only sections of these to differentiate them from 'modern' maps
- Supply pupils with coloured filters to reduce glare and flickering on source materials
- Adjust the lighting in the classroom – if possible - to relax stressed pupils experiencing headaches/ eyestrain
- Give only one instruction at a time or repeat instructions frequently
- Ask pupils to repeat instructions back - this not only provides a check that they have understood, but they remember things better if they hear themselves speak
- Teach pupils to construct charts or timelines to help put events in order
- Make use of e.g. picture cards that can be arranged to illustrate a sequence of events
- Issue notes and pages of data fastened together in order, perhaps numbered
- Arrange/allow peer support to help pupils with dyslexia keep up with the pace of the class
- Vary class activities over a lesson and build in time for rests to reduce fatigue

ASSESSMENT ARRANGEMENTS

SQA and other examining bodies offer a range of reasonable adjustments to arrangements for assessment for candidates with dyslexia taking examinations. These are designed to reflect the support provided for pupils with dyslexia in the curriculum and to address any specific difficulties caused by the style of the examination and its impact on the opportunities for candidates with dyslexia to demonstrate actual attainment. Consideration should be given to the following general points:

- It may be necessary for candidates with dyslexia to ask for specific seating/work station arrangements for internal assessments in order to take account of ambient lighting etc
- When an internal assessment has been prepared in advance, candidates with dyslexia may request that their notes are in digital or electronic format to enable them to be used effectively.
- When an internal assessment involves reading and writing, candidates with dyslexia are eligible for the same linguistic support used in class and for timed exams.

Arrangements for assessments in Classics may include making particular adjustments when translating and interpretation are being assessed.

- When translating the target language and a scribe is provided, dyslexic difficulties affecting pronunciation and fluency should be taken into account by the scribe (there will be SQA/JCQ advice on this if required) – if there is any confusion about what word is to be written, the candidate should be asked to repeat or explain what they mean – not to spell the word
- A candidate with dyslexia may have developed an idiosyncratic way of dealing with the word order of translated text – this should be well documented in advance so that similar arrangements may be made – e.g. the use of several post-its for arranging translated words into a sentence
- When the use of word lists in the target language is permitted, candidates with dyslexia may request the use of a digital version, since they have great difficulty using standard dictionaries

The range of adjustments to assessment arrangements available for candidates with dyslexia in timed, written exams includes:

- Linguistic support (reader, digital examination papers, scribe, transcription with correction)
- Extra time allowances
- Use of word processors with spellcheckers, specialised software and other technological aids
- Transcription without correction to remove illegibility
- Rest periods/supervised breaks when the extra time makes the exam extremely long
- Adapted question papers for candidates who experience visual distortions

ROLE MODELS FOR PUPILS WITH DYSLEXIA

When at school, the impact of dyslexic difficulties often outweighs a pupil's natural abilities in a subject area – which is one reason why teachers of successful individuals often express surprise – even astonishment – at their achievements after they have left formal schooling behind.

So, perhaps some of those who have already succeeded may be the best guides to promote understanding of how to create success where there is so often failure. The giftedness of some people with dyslexia seems to be particularly clear in creative activities – including writing. Achievement is measured by demonstrated success, which is often more highly valued in society than traditional academic skills and paper credentials. The following personal comments and case histories may offer new insight into dyslexia and help address the low self esteem so often experienced by learners with dyslexia. It should be noted that these individuals are not known as classical scholars, but received an education that included the study of Latin and Classical Greek.

Sir Richard Branson – entrepreneur

School wasn't just a challenge for him, it was a nightmare. His dyslexia embarrassed him and he didn't pass the entrance exams for university. But, exams could not identify the ambition that drove him to succeed, totally missed his ability and passion for sports, and failed to identify Branson's most important gift - the ability to interact with people. *"Being dyslexic can actually help in the outside world. I see some things clearer than other people do because I have to simplify things to help me and that has helped others."*

Sir Winston Churchill – WW2 prime minister

He lacked self-esteem when young and was considerably discouraged by his school days. *"It was not pleasant to feel oneself so completely outclassed and left behind at the beginning of the race."* The rest of the world is fortunate that he overcame his difficulties

Leonardo da Vinci – artist/designer

He wrote from right-to-left - mirror writing - like many left-handed people with dyslexia. Leonardo's spelling was considered erratic and quite strange. He wrote - *"You should prefer a good scientist without literary abilities to a literate one without scientific skills."*

Dr Terence Ryan, a leader in his field of medicine (dermatology) had unusual difficulties with his early education and his medical education because of his dyslexia. For example, with exams, he would usually recognize symptoms and conditions accurately but would sometimes come up with the wrong Latin medical names. However, in his practice and clinical observations, he found he could be a leader and innovator because he could recognize disease patterns that his medical colleagues could not. He suspected that he had greater powers of visual observation than many of his associates. He also thought his dyslexia helped him to be more flexible and innovative in his thinking, coming up with theoretical approaches quite different from others in his field.

SUGGESTED READING

Griffiths, M (2002): Study Skills and Dyslexia in the Secondary School - A Practical Approach, London, David Fulton Publishers

This book takes a practical approach by breaking down the whole process of assessing the issues involved and then suggesting ways for teaching staff and students to implement a suitable programme of study skills.

McKay, N (2005): Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit Wakefield SEN Marketing

Peer, L & Reid, G (2001): Dyslexia – Successful Inclusion in the Secondary School, London, David Fulton Publishers Chapter **24 p 209** – The use of learning styles and thinking skills to access success

Reid, G (2009): Dyslexia: A Practitioners Handbook Fourth edition Chichester Wiley-Blackwell **chapter 16**

Thomson, M (2008): Supporting Students with Dyslexia at Secondary School: every class teacher's guide to removing barriers and raising attainment Abingdon Oxon Routledge – **chapter 6**

SQA Classics in Scotland leaflet at
http://www.sqa.org.uk/files_ccc/Classics_leaflet_BD2449.pdf

PHOTOCOPIABLE

DYSLEXIA INDICATORS AT THE SECONDARY STAGE

Dyslexia is more than an isolated defect in reading or spelling. The problem may be perceptual, auditory receptive, memory-based or a processing deficit.

Subject teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in the classroom, please tick the relevant boxes and enter details of the pupil concerned and pass to the Support for Learning team for further investigation.

Pupil Name: _____ Class: _____ Date: _____

- Quality of written work does not adequately reflect the known ability of the pupil in the subject
- Good orally but very little written work is produced – many incomplete assignments
- Disappointing performance in timed tests and other assessments
- Poor presentation of work – e.g. illegibility, mixed upper and lower case, unequal spacing, copying errors, misaligned columns (especially in Maths)
- Poor organisational skills – pupil is unable to organise self or work efficiently; carries either all books or wrong ones; frequently forgets to hand in work
- Sequencing poor – pupil appears to jump from one theme to another, apparently for no reason
- Inability to memorise (especially in Maths and Modern Languages) even after repeated practice
- Inability to hold numbers in short-term memory while performing calculations
- Symbol and shape confusion (especially in Maths)
- Complains of headaches when reading; sometimes see patterns in printed text; says that words move around the page or that text is glaring at them
- Unable to carry out operations one day which were previously done adequately
- Unable to take in and carry out more than one instruction at a time
- Poor depth perception – e.g. clumsy and uncoordinated, bumps into things, difficulty judging distance, catching balls, etc.

PHOTOCOPIABLE

- Poor self-image – lacking in confidence, fear of new situations – may erase large quantities of written work, which is acceptable to the teacher
- Tires quickly and work seems to be a disproportionate return for the effort involved in producing it
- Easily distracted – either hyperactive or daydreaming
- Other – please give details**

Teacher: _____ Subject: _____

- Action requested:
- details of known additional needs
 - investigation of problem and advice re support
 - dyslexia assessment
 - profile of additional needs
 - suggest strategies for meeting additional needs
 - advice re assessment arrangements

Also available

Published in 2011 by Dyslexia Scotland and issued free of charge to every primary school in Scotland.

Supporting Pupils with Dyslexia at Primary School is a series of booklets for primary school teachers throughout Scotland. They are intended to inform parents and teachers about how dyslexia might affect a child in order to enable them to remove the barriers to learning that they often experience.

The pack of 8 titles:

- Is an authoritative resource to help teachers when making provision to meet the additional needs of pupils with dyslexia as described in the Scottish Government's Supporting Children's Learning: Code of Practice 2010 (chapter 2]
- Provides class teachers with practical information and helpful tips on how to support pupils with dyslexia achieve academic success in the Curriculum for Excellence (literacy and numeracy)
- Offers specific guidance for Support for Learning teachers and school managers on their roles in supporting pupils with dyslexia
- Explores the need for direct and open communication with parents of children with dyslexia
- Includes handy photocopiable material in each of the eight titles
- Can be viewed online at www.supportingdyslexicpupils.org.uk and downloaded by members of Dyslexia Scotland free of charge from www.dyslexiascotland.org.uk

Supporting Pupils with Dyslexia at Primary School is an adaptation by the committee members of Dyslexia Scotland South East of an *original work by Meg Houston*

There are many aspects relating to dyslexia that can be misunderstood unless a clear set of materials, such as this pack, are available. These booklets are therefore timely and essential' Dr Gavin Reid, Vancouver. 2011

Supporting Dyslexic Pupils in the Secondary Curriculum is a series of booklets for secondary school teachers throughout Scotland. They are intended to help them remove the barriers to learning that are often experienced by dyslexic pupils.

The pack of 20 booklets:

- Is an authoritative resource to help teachers meet the additional needs of pupils with dyslexia as described in the Scottish Executive's **Supporting Children's Learning Code of Practice 2010** (chapter 2)
- Provides subject teachers with advice and suggests strategies to enable them to minimise barriers to learning that dyslexic pupils might experience in the secondary curriculum and provide appropriate support
- Offers guidance for Support for Learning staff on the identification and support of dyslexia in the secondary curriculum and on advising subject colleagues on reasonable adjustments to classroom practice and for examinations
- Addresses the continuing professional development needs of school staff arising from national, local and school initiatives
- Is packed with practical information and tips for teachers on how to give pupils with dyslexia the best chance of academic success
- Can be viewed online at www.supportingdyslexicpupils.org and downloaded by members of Dyslexia Scotland free of charge from www.dyslexioscoland.org.uk

Moira Thomson was Principal Teacher of Support for Learning at Broughton High School, Edinburgh for more than 30 years. She was also Development Officer for City of Edinburgh Dept of Children & Families; in-house CPD provider for City of Edinburgh Dept of Children & Families; Associate Tutor for SNAP; Associate Assessor for HMLe. Moira has been an independent adjudicator for the Additional Support for Learning dispute resolution since 2005 and is an independent educational consultant, providing CPD for education and other professionals. She has also written/contributed to a range of professional publications and is the author of **Supporting Students with Dyslexia at Secondary School** [Routledge 2008]. Her voluntary work includes being secretary of the Scottish Parliament's Cross Party Group on Dyslexia from 2005-2011; a member of several Scottish Qualifications Authority focus groups and she is a committee member of Dyslexia Scotland South East.

"I truly hope that all teachers will embrace this publication. If they can put into practice the guidance offered it will make a fundamental difference to the way dyslexic children are taught in school today. Young people in Scotland deserve this chance."

Sir Jackie Stewart OBE, President of Dyslexia Scotland.



Dyslexia Scotland

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