



# Dyslexia Scotland

## The Role of Support for Learning



No **5** in the series of  
**Supporting Pupils with Dyslexia at Primary School**

# SUPPORTING PUPILS WITH DYSLEXIA AT PRIMARY SCHOOL

## THE ROLE OF SUPPORT FOR LEARNING

Adapted by Dyslexia Scotland, South East from  
**Dyslexia: Primary Handbook by Meg Houston**

Published in Great Britain by  
Dyslexia Scotland in 2011

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## **Supporting Pupils with Dyslexia at Primary School**

Every primary school in Scotland has been supplied with a free copy of this important publication. All material in these titles is downloadable free from the Dyslexia Scotland website – [www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk).

Dyslexia Scotland would like to thank Meg Houston and the committee members of Dyslexia Scotland South East for producing these important resources for primary teachers in Scotland.

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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 8484 – Monday to Friday from 10am-4pm.

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling FK8 2DZ  
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# Supporting pupils with Dyslexia at Primary School

## Complete set comprises of 8 booklets

- 1 The Early Years
- 2 The Middle Primary
- 3 The Upper Primary
- 4 Identification of Dyslexia in Primary School
- 5 The Role of Support for Learning
- 6 The Role of School Management
- 7 Working with Parents
- 8 Resources and Assessment Instruments

**Foreword by Dr. Gavin Reid**, formerly senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh. An experienced teacher, educational psychologist, university lecturer, researcher and author, he has made over 600 conference and seminar presentations in more than 35 countries and has authored, co-authored and edited fifteen books for teachers and parents.

ALL information contained in the booklets can be downloaded free of charge from the Dyslexia Scotland website – [www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)

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## **Foreword** by Dr. Gavin Reid

It is a pleasure to be asked to write a foreword for this new pack of booklets on 'Supporting Pupils with Dyslexia at Primary School'. One of the striking features of the booklets is the detail and comprehensiveness which Meg Houston and her colleagues have included in this excellent pack.

They leave no stone unturned. They cover the full range of stages in the primary school from nursery to the upper primary and provide guidance for parents and school management. They also comment on the crucial area of transition between primary and secondary school. I am heartened that they have provided a working definition for dyslexia as defining dyslexia is often an area of confusion, and teachers can be uncertain as to what dyslexia actually means. Teachers need this type of guidance on dyslexia. 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.

I am impressed with the detail included in providing advice for all stages of primary school from pre-school to upper primary and also on the role of parents and particularly the issues relating to homework. It is heartening to read comments such as "it is very easy for teachers to create the optimum conditions at school that will avoid the 'homework' problem. An aware senior manager can take the lead by setting the tone and creating the ethos, developing a dyslexia friendly homework policy that will make a huge difference to many children's – and their parents' – lives". I have found from my experience that this is one issue that can cause a great deal of consternation for both students and families, and of course teachers.

The booklets also focus on the emotional aspect of dyslexia in addition to the cognitive and learning issues. This is important as students who are emotionally ready for learning, will make more progress than those who are not. Often children with dyslexia can have problems in this area because they have experienced too much failure, too often, for too long. It is important that this ceases to be an issue and this set of booklets will go a long way to making the educational experience a more comfortable and successful one for many children with dyslexia.

The booklet on the role of management states that management should have a "recognition of, and sensitivity to the range and diversity of the learning preferences and styles of all children". This is crucially important. There are also excellent sections summarizing support strategies for students with dyslexia and a section with a comprehensive annotated description of key resources that can be accessed by teachers. The booklets also indicate, quite rightly, that the key to success is effective learning and this means effective teaching. This does not cost money, does not necessarily require vast expenditure on expensive resources, but rather needs management consideration to ensure that teachers have adequate preparation time, appropriate training, opportunities to develop differentiated materials and are able to recognize individual learning styles and importantly are able to, and have the opportunity, to use this information to develop good practice in classroom teaching and student learning. The role of teacher education is also a key area: this has not gone

unnoticed and the reference to the 'Framework for Inclusion: Assessing Dyslexia – Toolkit for Teachers' will be helpful to all teachers assessing this resource.

The section on dyslexia in the early years will also be warmly welcomed by many as there is clear evidence that early identification can lead to successful intervention. But often there is uncertainty about what to look for, how to identify high risk students and how to take this further in terms of intervention. This section will provide early years teachers with the confidence, strategies and the framework to pursue the identification of children at risk of dyslexia with some confidence and with the support of management.

We are fortunate in having dedicated professionals, such as Meg Houston and Moira Thomson, available to write these booklets. It never ceases to amaze me when I travel to other countries and continents to speak about dyslexia how far advanced we are in Scotland. This is often due to relatively few dedicated and insightful professionals and parents who have achieved a great deal in terms of acquiring government support and securing government initiatives. It is very pleasing to consider the number of significant initiatives in dyslexia that have taken place in Scotland in recent years. This has without doubt made Scotland a key player on the world stage in good practice on dyslexia. Booklets such as these developed by Meg Houston and her colleagues in Dyslexia Scotland and Dyslexia South East go a long way in confirming that view and with full backing and appropriate support these booklets will make a difference – a difference to children, families, schools and to the quality of education for all in Scotland.

Gavin Reid, Vancouver, British Columbia, Canada  
October 2010

## **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.*

*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.<sup>1</sup>

<sup>1</sup> Learning & Teaching Scotland  
<http://www.ltscotland.org.uk/inclusionandequality/sharingpractice/organisations/dyslexiadefinition/index.asp>

This book examines the identification and support of children with dyslexia in primary school with particular emphasis on the role of Support for Learning. It is part of a series of eight titles and it is recommended that this book is read in conjunction with:

- Identification of Dyslexia at Primary School
- Supporting and Working with Parents
- Resources and Assessment Instruments
- The Role of Management

All titles in this series are free to download from Dyslexia Scotland's website – [www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk).

It is recommended that readers also refer to the online 'Assessing Dyslexia' toolkit which can be found at the following link:  
<http://www.frameworkforinclusion.org/assessingdyslexia>

## **THE ROLE OF SUPPORT FOR LEARNING**

One child in ten may experience barriers to learning due to dyslexia and of these the learning of one in four could be severely affected, requiring support that is different from and additional to that provided by class teachers.

Class teachers should complete the Checklists at the end of this booklet when there is any suspicion that a child may fit a dyslexic profile. If several indicators are ticked, referral should be made to Support for Learning (SfL) or senior management for further investigation.

The national framework for supporting learners describes children's entitlements to support from universal support for all children to targeted, supported to help particular children who face barriers to learning. The national framework is underpinned by legislation and policy

<http://www.ltscotland.org.uk/supportinglearners/>

## **TEACHERS' RESPONSIBILITIES REGARDING PUPILS WITH DYSLEXIA**

References: Education (Additional Support for Learning) (Scotland) Act 2004, as amended:  
*Scottish Government Supporting Children's Learning Code of Practice 2010*

It is a teacher's responsibility to provide a suitably differentiated curriculum, accessible to all children, that provides each with the opportunity to develop and apply individual strengths. Responsibilities for meeting the additional support needs of children with dyslexia are the same as those for all children, and should include approaches that avoid unnecessary dependence on written text. 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 children
- Selection or design of appropriate teaching and learning programmes that match the range of all 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 dyslexia is not linked to cognitive abilities and that able children with dyslexia may persistently underachieve in relation to their academic potential
- Knowledge that many children 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 Support for Learning or specialist dyslexia teams
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum
- Acknowledgement of the very severe difficulties that children 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 children who have coped with the early stages of literacy acquisition may have difficulties which do not appear until later primary years
- Acceptance that some children with dyslexia may require additional support and that consultation with colleagues and specialists to determine how best to provide this is necessary
- Taking account of the difficulties experienced by children with dyslexia when assessing progress so that knowledge and ability are assessed fairly by making arrangements for assessments that reflect the additional support usually provided

Children with dyslexia constantly meet barriers to learning across the curriculum and may become discouraged very quickly due to lack of initial success in class. This can result in teachers assuming that children are inattentive or lazy, when they are actually working much harder than their classmates, but with little apparent effect. For many children with dyslexia the experience of success may be rare, if not totally absent. 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

Each child with dyslexia will have a very distinctive profile and learning style, so comparisons with other known children with dyslexia **may** not be useful, although there is often some common ground. The information given by Support for Learning and specialist dyslexia teachers, and the teacher's own experience in the classroom will be

the best guide to what is appropriate for an individual child. Many of the following characteristics, but not all, may be present and each individual will have his own individual combination of strengths and weaknesses.

Children with dyslexia may:

- Underachieve academically
- Perform well orally but find reading difficult
- Spell phonetically or erratically
- Be considered clumsy
- Have a low tolerance of their own lack of achievement
- Appear restless, with poor concentration span
- Seem inattentive, forgetful, easily tired

Children with dyslexia can be talented in many ways eg they may have strongly developed spatial awareness, have good problem solving skills and often present themselves well orally.

Teachers should be aware that:

- The impact of dyslexia can range from mild to severe and individual profiles can be very different, each with strengths and weaknesses
- Dyslexia can occur at all levels of intellectual abilities
- Children with dyslexia often experience difficulties in education, some of them hidden
- Children with dyslexia often have natural talents, creative abilities and vision

## THE ROLE OF SUPPORT FOR LEARNING

**'All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.'**

SOEID (1998): Professional Practice in Meeting Special Educational Needs (A Manual of Good Practice).

These principles are reflected in both the Additional Support for Learning Act 2004, as amended by the 2009 Act and Curriculum for Excellence.

Support for Learning (SfL) teachers play a major role in ensuring that the additional needs of pupils with dyslexia are met in the primary curriculum, contributing to the successful inclusion of these pupils in the mainstream primary school and to raising their attainment. The five roles of Support for Learning (as described in the SOEID 1994 publication *Effective Provision for Special Educational Needs*<sup>2</sup>) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

- **Tutoring** of small groups and/or individuals
- **Co-operative teaching** with class teachers to support them by targeting assistance in a planned way to pupils experiencing difficulties

2 EPSEN <http://www.scotland.gov.uk/Resource/Doc/158117/0042777.pdf>

- **Consultancy** – liaising with other agencies including educational psychologists
- **Specialist/Support Services** - Providing exceptional services to individual pupils, such as supporting transition to and from the school and its curriculum, identification and assessment of dyslexia
- **Staff Development** - Contributing to the enhancement of colleagues' professional development through seminars; case conferences; courses and providing information about dyslexia, barriers to learning in the subject curriculum and how the learning and behaviour of dyslexic pupils might be affected and dealt with effectively

## HISTORICAL PERSPECTIVE

Most Education Authorities have invested in the training of highly skilled Support for Learning (SfL) or Additional Support Needs (ASN) staff – either based in individual primary schools or available to all schools on application to a central body. These services are often managed by an expert in additional support needs rather than a school manager, and may provide a range of services:

- Some authorities, especially those with large numbers of small rural schools, provide centrally-run services for supporting children's additional learning needs
- Some authorities provide local or area (cluster) Additional Support Teams and specialist Dyslexia services
- Some authorities aspire to have a teacher trained in dyslexia in every school
- Most authorities provide trained Support for Learning teachers and classroom learning assistants in all primary schools
- Some authorities specify the duties of additional support for learning assistants while others leave their deployment to the discretion of Head Teachers
- Some Authorities encourage Support for Learning Teachers to manage and train learning assistants to deliver daily individual programmes that meet the additional needs of pupils, including pupils with dyslexia

Support for Learning posts range from full time in some large urban schools to varying degrees of part time, with some small rural schools relying on visits from staff based in a central service. There is currently no **required** training nationally for specialist dyslexia teachers or for Support for Learning teachers but GTC Scotland has published guidance on the structure and nature of what could constitute appropriate additional specialised knowledge, understanding and skills required of teachers to enable them to meet the specific additional support needs of pupils with dyslexia.<sup>3</sup>

3 GTCs website Professional Recognition  
[http://www.gtc.org.uk/ProfessionalDevelopment/ProfessionalRecognition/competencies\\_dyslexia.aspx](http://www.gtc.org.uk/ProfessionalDevelopment/ProfessionalRecognition/competencies_dyslexia.aspx)

In the 1990s the National SEN Training Project (Introduction to Learning Support and Special Needs) was developed from good practice in some Local Authorities and provided a useful grounding for interested teachers in additional support needs on which further training could be built. Many Support for Learning teachers went on from this Level 1 course to undertake post-graduate qualifications at universities. Some of these teachers chose to study and attain dyslexia specialist qualifications at 'private' institutions eg the Hornsby Diploma.

Provision for dyslexic pupils in primary schools in Scotland is very varied. There are examples of 'Gold Standard'<sup>4</sup> provision and these are becoming more easy to find. However, there are still areas where children with dyslexia are likely to be unidentified and unsupported.

## **SUPPORT FOR THE CHILD WITH DYSLEXIA IN PRIMARY SCHOOL**

In primary school children require to be supported in three ways. They need:

- Literacy support
- Curricular support
- Social/emotional support

Over time the balance between the three types of support will change until transition to secondary, when literacy support usually stops.

As soon as a child's dyslexia is identified (not necessarily through formal assessment) the school's Support for Learning teacher, or the authority's trained and nominated alternative, will ensure that individual needs linked to dyslexia are met, and will ensure that support in these three areas is put in place at the appropriate level.

### **1. Literacy Support**

In order to provide an individualised literacy programme tailored specifically to the needs of a child an in-depth assessment of literacy status must be carried out. This may take up to two one-hour sessions to complete depending on what is involved. The scores from the initial identification assessment are the starting point and will give reading and spelling ages and cognitive abilities both verbal and non verbal. From this it can be decided if there are still reading issues or if the impact of dyslexia is greater on spelling and written work. If all three areas are affected, the Support for Learning teacher should make use of an in-depth check (such as the one below) in order to devise an individual literacy programme for the child.

4 HMIe 2008 Education for Learners with Dyslexia <http://www.hmie.gov.uk/documents/publication/eflwd.pdf>

## Reading

### *Phonic Reading Check*

- 26 single sounds and consonant digraphs
- CVC words
- Consonant digraph words
- 1st 10 Frys 100 common words
- Vowel digraph words
- 2nd 10 Frys 100 common words
- Final blends
- Initial blends
- 3rd 10 Frys 100 common words
- Initial and final blends
- Triple blends
- 4th 10 Frys 100 common words
- Magic e words
- Compound and multisyllable words
- 5th 10 Frys 100 common words
- Vowel digraphs
- Endings
- 6th 10 Frys 100 common words
- Soft c g ph
- Silent letters
- 7th 10 Frys 100 common words
- Prefixes
- 8th 10 Frys 100 common words
- Suffixes
- Last 20 Frys common words

Teachers in most authorities do such a check in approximately this order to match the synthetic phonics approach to teaching early reading that has proven to be so successful. Some children with dyslexia have insecure phonic skills but are able to use an effective combination of context and guesswork to extract meaning from texts. The Support for Learning teacher may use a formal test of contextual reading in order to determine a child's actual reading speed, accuracy and comprehension. (See *Identification of Dyslexia* booklet)

The Support for Learning teacher will now have information about whether the child:

- knows the code automatically
- can decode words
- has strategies to decode
- has learned to identify the common words
- is comfortable/ anxious about looking at print
- displays behaviour suggesting visual discomfort

This information will indicate a starting point for developing an individualised reading programme.

## Spelling

A phonic spelling assessment would follow the same format as the reading check, highlighting any strategies the pupil has for encoding and his knowledge and application of any early phonic rules.

The Support for Learning teacher would request the child to write at least three sentences in five minutes something familiar such as family, friends, hobbies, favourite sport, holiday etc. Teacher should adjust this up or down according to a child's age and stage.

In this timed writing the teacher is looking at:

- Spelling
- Punctuation
- Handwriting
- Pencil grip and pressure on paper
- Organisation and expression of ideas
- Speed of production
- Ability to get started
- Grammar
- Sentence construction

Very often it is in writing and the observation of writing that many of the physical and emotional manifestations of dyslexia come together. It is very helpful for teachers to watch and try to understand the effort and anxiety that often lies behind the short, poorly formed, badly laid out, unpunctuated, misspelled, frequently rubbed out piece of work that can be produced by the embarrassed child who may be on the way to becoming a badly behaved pupil. Children need an explanation of any difficulties early with the opportunity to consider options such as individual tuition, cursive writing, keyboarding, spellcheckers so that they may find aids and strategies that are the right support for them. Alternative recording opportunities should always be provided for activities that require extended writing.

This individual assessment of literacy status will now suggest an individual programme which for most children with dyslexia will mean adjustments in class by the class teacher but for some will mean one to one work with an adult on a daily basis on a specific programme of work. This programme will be created by the Support for Learning Teacher and for a child with problems with reading written work and spelling it will usually consist of daily input in reading, phonics, common words, spelling, dictation, writing, ICT, and handwriting. Some children may also require input on organisation or auditory skills. The programme should be about 30 to 40 minutes daily and could be delivered by a Learning Support Assistant overseen by the Support for Learning teacher who devises it.

A 30 minute programme might start with reading at an appropriate level. The aim would be to develop reading fluency and automaticity. This gives a contextual link to the phonic work.

Some phonic work could follow using tallying (or counting syllables) and flash cards. This activity must be at a brisk pace to keep it 'slick'. Beating the clock can make it a challenge.

Similarly, reading the 100 common words automatically in blocks of 10 is a goal that can be timed to measure progress.

Daily dictation is an immensely useful exercise covering spelling, handwriting and punctuation all at the same time. Children do enjoy this form of guided multitasking in a one to one situation when the teacher can help to ensure success and boost self esteem by using previous learning.

Writing, ICT and handwriting can link in to classroom activities and may include much peer group discussion and challenge, mind mapping, use of supportive ICT software (see *Resources* booklet) or work on a cursive handwriting programme which improves the presentation of work at the same time as improving spelling.

### **Considerable progress can be made in 30 minutes daily one to one.**

A phonic check and resulting activities may seem bland and pedantic to the uniformed adult, but there is nothing more exciting to a child with dyslexia than the progress he sees himself making on an individualised structured programme.

## **2. Curriculum Access Support Strategies**

Another role of the Support for Learning teacher is to advise class teachers on the nature of children with dyslexia's individual profiles and resulting additional support needs. To do this they may provide information about:

- How the child's dyslexia affects learning – eg slow reading, inability to copy accurately, organisational difficulties, frustration, fatigue, a need for thinking time, memory problems, handwriting difficulties or a reluctance to commit to paper
- The results of any diagnostic testing which has pinpointed areas of strength and support needs
- Information regarding what the pupil can do both independently or with support
- Advice on particular tasks or activities appropriate to the individual in particular curricular areas eg tends to be tactile defensive so watch him in the gym
- Suggestions for alternative types of tasks or activities in particular curricular areas eg doesn't like messy play, substitute crayons for finger painting
- Suggestions for alternative means of recording eg drawing, recording, using a scribe etc
- The extent and type of support required by the individual in each of the curricular areas
- Appropriate use of ICT and identification of specific programs and details of training needs
- Any adjustments needed or assessment eg reader, scribe, extra time
- Any other difficulties co-morbid with the dyslexia eg ADHD, dyspraxia, dysgraphia which share some of the characteristics of dyslexia

See also Books for All which has books in alternative formats:  
<http://www.books4all.org.uk/Home/>

Some Authorities have ICT specialists who can be invited in to give advice on the use of hardware and software to support individual dyslexic profiles – details of many of these can be found in the resources booklet.

Therapists, parents and voluntary agencies can also play a part in supporting curriculum access by advising on approaches and resources and supporting teachers' initiatives.

### **3. Social/Emotional Support**

The illustration 'My Story' by Matthew Cocks appears in Dyslexia Contact, the magazine of the British Dyslexia Association (vol 18, no 3, September 1999). It is a photograph of Matthew and is very powerful because he has cut across it 4 times and written:

*“School was shattering for me.  
It shredded my confidence aged 7.  
It killed my motivation aged 11.  
It tore my hopes aged 13”.*

There is no doubt that the child with dyslexia needs a great deal of social and emotional support to cope with the daily struggle required by the demands of the educational system. Many children with dyslexia, unless displaying a particular talent or gift in a specific area, can go through school without experiencing success in any form.

Many may experience some or all of the following:

- Lack of self-confidence
- Fear of new situations
- Poor self image
- Disappointment at the disproportionate return for their effort
- Fatigue from the massive effort required to complete tasks that others tackle automatically
- Humiliation as their difficulties lead to embarrassing situations
- Confusion regarding their place in the 'pecking order' of the class which often leads to isolation or identity problems
- Despair and exhaustion from the level of alertness and forward planning needed to sustain intricate coping strategies
- Anxiety at what the future may hold for them
- Clinical depression and other mental health issues

The Support for Learning teacher can provide a 'significant other' in the school setting. She is someone who has a knowledge of dyslexia and in-depth knowledge of this child. She can be counted on to provide a sympathetic listening ear and an optimistic well planned programme based on sound diagnostic assessment. She is someone who will engage with the child long enough to say "Tell me how I can help you".

This real and trusting relationship can make a huge difference to the future success or failure of a child with dyslexia, not just in school, but in life.



## **TRANSITIONS**

### **FROM NURSERY AND EARLY IDENTIFICATION OF DYSLEXIA**

The Support for Learning teacher may be directly involved or act as a consultant with the Early Years manager on children coming in to P1 from nursery who have been identified as causing concern.

Most schools will use a reading scheme based on a phonics 'first, fast, fun and functional' approach. The Support for Learning teacher will have provided all class teachers with appropriate information obtained from Early Years Checklists. All teachers should have monitoring procedures in place for all children to identify those who fail to progress.

### **ARRANGEMENTS FOR TRANSITION TO SECONDARY SCHOOL**

Excellent practice to support the transition of children with dyslexia from primary to secondary school may be found in the DVD *Dyslexia at Transition* provided free to every Scottish school in 2008.<sup>5</sup>

Many schools start transition arrangements in P6. Excellent practice to support the primary secondary transition of dyslexic pupils is demonstrated by some Edinburgh Support for Learning teachers in clusters of primary schools. They have started a cluster dyslexia club in P6 for dyslexic pupils who will transfer to the same secondary. These teachers create a common curriculum of strategies to be learned that will help pupils at secondary school. These are first learned and practiced in their own schools and the groups come together at appropriate intervals to socialise, demonstrate the skills, partake in relevant activities and discussions.

This means that the primary schools are presenting a cohesive group of dyslexic pupils to a single secondary school every year who have similar IT skills, thinking skills, visualising and verbalising skills, study skills and, most importantly, peer group support.

This is the type of excellent practice that depends on the hard work and commitment of Support for Learning teachers in the first instance. It cannot be done without the support of head teachers to support the travel implications.

All transition arrangements require reports, review meetings and liaison with other agencies as well as the interpretation of reports from other professionals for classroom teachers.

5      Dyslexia at transition website - <http://www.dyslexiatransition.org/>

## READING LIST

Assessing Dyslexia toolkit link (2010)

<http://www.frameworkforinclusion.org/AssessingDyslexia/>

**Backhouse G & Morris K (eds)** *Dyslexia? Assessing and Reporting* (2005, Hodder-Murray in association with PATOSS)

**Henderson, A** *Maths for the Dyslexic: A Practical Guide* (ISBN 9781853465345)

**MacKay, N** *Removing Dyslexia as a Barrier to Achievement* (SEN Marketing Dyslexia Friendly Schools Toolkit, 2005, ISBN 9781903842058)

**Packiam Alloway, T** *Improving Working Memory, Supporting Students' Learning* (2011, Sage, ISBN 9781849207485)

**Plummer, D M,** *Helping Children to Build Self-Esteem* (2nd Edition, ISBN 9781843104889)

**Reid, G** *Dyslexia: A Complete Guide for Parents* (2004, Wiley)

**Reid, G** *Dyslexia: A Practitioner's Handbook* (4th Edition, 2009, Wiley-Blackwell)

**Reid, G** *Learning Styles and Inclusion* (ISBN 97814112910644)

**Reid, G & Green S,** *100 Ideas for Supporting Pupils with Dyslexia* (ISBN 9780826493989)

**Riddick, B** *Living with Dyslexia* (David Fulton publishers, ISBN 9780415477581)

**Ryden, M** *Dyslexia How Would I Cope?* (ISBN 9781853023859)

**Saunders, Dr K & White, A** *How Dyslexics Learn –Grasping the Nettle* (ISBN 9780953931514)

**Wilkins, A** *Reading Through Colour* (ISBN 9780470851166)

**Winter, M** *Asperger Syndrome, What Teachers Need to Know* (Jessica Kingsley Publishers, ISBN 978843101437)

## PHOTOCOPIABLE

### **Dyslexia Indicators at the Nursery Stage** (May Indicate Early Manifestations of Dyslexia)

Nursery teachers and nursery nurses are well placed to identify these general indicators. If several of the indicators listed are present the team will wish to discuss whether the severity merits referral for further investigation and support. Possible colleagues to contact would be a Support for Learning teacher, Occupational Therapist, Speech Therapist, Educational Psychologist.

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

- Poor language and pronunciation
- Poor rhyming
- Immature speech pattern and communication
- Poor phonological awareness
- Poor concept of time
- Poor organisation
- Poor listening skills
- Poor memory for rhymes, stories, events, instructions
- Cannot clap a rhythm or keep a musical beat
- Is clumsy, wriggly and accident prone
- Is hard to engage, shows little interest in activities
- Can be easily distracted
- Has poor posture
- Poor fine motor skills, including drawing, copying and letter formation
- Poor eye tracking and inability to converge from far to near
- Poor spatial concepts
- Poor body image
- Has not established hand dominance
- Has poor ball skills
- Has poor balance and co-ordination
- Poor letter knowledge
- Social skills are very limited or unsuccessful
- Other – please give details

Teacher/Nursery Nurse: \_\_\_\_\_

Action requested:

- investigation and advice regarding support
- profile of additional needs
- advice regarding assessment arrangements
- any further referrals recommended

## PHOTOCOPIABLE

### Dyslexia Indicators at the Lower Primary Stage (Pupils ages 5 – 8)

Dyslexia is not only a problem with reading and spelling. The problem may be perceptual, auditory receptive, memory based or a processing deficit.

Class 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 class please tick the relevant boxes, enter details and any additional information and pass to Support for Learning and Management for further investigation.

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

- Find it hard to learn letter/sound relationships
- Confuse letters or words with similar shapes or sounds
- Find it hard to sound out simple words
- Reverse, insert or omit words, letters and numbers
- Have difficulty with spelling very simple regular words
- Muddle the order of letters and words
- Keep losing the place when reading
- Read and do written work very slowly
- Have difficulty pronouncing longer common words
- Have difficulty hearing rhymes and sounds within words
- Have poorly spaced, poorly formed, large faint or small heavily indented writing
- Have difficulty memorising (especially in number work) despite adequate supported in-school practice
- Be slow to learn to tell the time
- Be slow to learn to tie shoe laces
- Confuse left/right and up/down
- Have difficulty learning the alphabet, months and days in order
- Have delayed or idiosyncratic speech and language development
- Have difficulty carrying out an oral instruction or, more commonly, multiple oral instructions
- Have poor organising ability – losing and forgetting things
- Have poor coordination and depth perception – tripping and bumping into things
- Have word finding difficulties
- Behaviour difficulties, frustration, poor self image.
- Easily distracted – either hyperactive or daydreaming
- Other – please give details

Teacher: \_\_\_\_\_

Action requested:

- investigation and advice regarding support
- dyslexia assessment
- profile of additional needs

## PHOTOCOPIABLE

### Dyslexia Indicators at the Upper Primary Stage (Pupils ages 8 – 12)

Dyslexia is not only a problem with reading and spelling. The problem may be perceptual, auditory receptive, memory based or a processing deficit.

Class 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 class please tick the relevant boxes, enter details and any additional information and pass to Support for Learning and Management for further investigation.

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

- Still have difficulty with reading
- Read adequately but slowly, making careless errors, and tiring in extended reading situations
- Have considerable spelling difficulties
- Have difficulty copying accurately from the blackboard or a book
- Have failed to accumulate a core of common key words
- Still confuse b/d or was/saw in reading and writing
- Still have difficulty pronouncing longer common words
- Do written work very slowly
- Miss out sounds or syllables in words, spoken and/or written
- Have difficulty memorising number bonds and tables
- Reverse numbers, eg 36 or 63
- Still confuse left/right and up/down
- Still have difficulty with the sequence of days, months and the alphabet
- Have poorly formed, poorly spaced immature handwriting
- Have difficulty remembering oral instructions
- Frequently appear confused and process only parts of the lesson
- Have word finding difficulties
- Good orally but written work disappointing
- Poor organisation and presentation; forgets books and homework
- Behaviour difficulties, frustration, poor self-image
- Easily distracted – either hyperactive or daydreaming
- Clumsy, unpopular in team games, dislikes P.E.
- Other – please give details

Teacher: \_\_\_\_\_

Action requested:

- investigation and advice regarding support
- dyslexia assessment
- profile of additional needs

## PHOTOCOPIABLE

### SELF-ESTEEM ISSUES

The child with dyslexia needs a great deal of support and encouragement to help face up to, talk about and analyse those confusing and conflicting emotions and behaviours that can result from what is often called the 'hidden disability'.

Children with dyslexia, unless demonstrating a particular talent, may go through the school system never knowing the experience of success.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate any of the following that you suspect this pupil may be experiencing:

- lack of self-confidence
- poor self image
- a fear of new situations
- fatigue from the huge effort needed to complete an ordinary task that others can tackle automatically
- disappointment at the disproportionate return for their effort
- confusion regarding their place in the 'pecking order' of the class, which often leads to isolation or identity problems
- humiliation as their difficulties lead to embarrassing situations
- despair and exhaustion from the level of alertness and forward planning needed to sustain intricate coping strategies
- Please note any other difficulties you have observed in this pupil and return to Support for Learning

Signed: \_\_\_\_\_

**PHOTOCOPIABLE**  
**PHONIC READING RECORD**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ DoB: \_\_\_\_\_

Teachers should check off each item in the list as the child demonstrates mastery and enter the date when each has been achieved.

- 26 single sounds and consonant digraphs
- CVC words
- Consonant digraph words
- 1st 10 Frys 100 common words
- Vowel digraph words
- 2nd 10 Frys 100 common words
- Final blends
- Initial blends
- 3rd 10 Frys 100 common words
- Initial and final blends
- Triple blends
- 4th 10 Frys 100 common words
- Magic e words
- Compound and multisyllable words
- 5th 10 Frys 100 common words
- Vowel digraphs
- Endings
- 6th 10 Frys 100 common words
- Soft c g ph
- Silent letters
- 7th 10 Frys 100 common words
- Prefixes
- 8th 10 Frys 100 common words
- Suffixes
- Last 20 Frys common words

**Supporting Pupils with Dyslexia at Primary School** is a series of titles 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](http://www.supportingdyslexicpupils.org) and downloaded free of charge from [www.dyslexiascotland.org.uk](http://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

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