

Literacy and Dyslexia

Identifying and meeting needs

Primary



Acknowledgements

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Establishments outwith the City of Edinburgh Council

A limited number of references are made to services and resources which are specific to the City of Edinburgh Council – outside users should of course interpret these in light of their own local arrangements.

Contents

Foreword	1
Introduction	3
The context	5
Understanding literacy and literacy difficulties	5
Dyslexia	7
CEC definition of dyslexia	8
Getting It Right (GIRFEC)	8
Associated difficulties	9
Identifying and meeting needs – how this guidance helps	9
Considerations for bilingual learners	9
Gaelic medium education	10
Support material	10
An inclusive learning environment	11
Literacy difficulties/dyslexia and inclusive approaches	11
Literacy/dyslexia and inclusive practice development framework	13
The inclusive classroom – dyslexia and inclusive practice	20
Differentiation and literacy	22
Identifying learning needs, supports and strategies	25
The process of assessment	25
Process for identification and support	30
Checklists for identifying and supporting needs	35
Early years checklist	36
Primary checklist	51
Further identification of needs – Pathway 2	62
Parent/carer information	62
Pupil voice tool	70
Standardised assessment	86
The Diagnostic Literacy Assessment	91
The running record and miscue analysis	121
Summary and Conclusions Framework	125
Teaching approaches and resources	153
Early years	154
Primary	159
ICT/digital technologies	173
Supporting learners with literacy difficulties/dyslexia at Pathways 2 and 3	177
Pathways of support overview	178
Pathway 2: The role of Support for Learning (SfL) staff	179
Pathway 3: Support from partner services and agencies	181

Supporting effective transitions	183
Primary/secondary transition – Literacy/dyslexia form	186
Working in partnership with parents/carers (for class teachers)	187
Advice for teachers and FAQs	188
Literacy difficulties/dyslexia – handout	191
Leaflets	193
Dyslexia: Information for parents/carers of Primary school children	
How I can help at home – Advice for parents/carers (Primary)	
Dyslexia: Information for pupils (Primary)	
Appendix: Associated difficulties	209
Helpsheets	211
<i>Reading/phonics</i>	
Assisted blending	
Independent blending	
Developing reading using flashcards	
Crashing strategy	
Paired reading	
Precision teaching – reading (common words)	
Providing and choosing texts	
Five finger test	
Three read strategy – individual support	
Three read strategy – taking a reading group	
<i>Spelling</i>	
Finger spelling	
Finger writing	
Grapheme marking	
Simple speed sound chart	
Edinburgh complex speed sound chart	
Edinburgh complex speed sound chart with prefixes and suffixes	
Sound/spelling ruler instructions	
Large spelling/sound ruler (no magic e)	
Large spelling/sound ruler with magic e	
Tallying using cubes	
Dictation	
Simultaneous oral spelling	
Mnemonics	
Visualisation spelling strategy	
Precision teaching – spelling (common words)	
Kung-fu punctuation	
Magic line spelling strategy	
Make and break spelling	
<i>Numeracy and maths</i>	
Strategies to support dyslexia	

Foreword

'Let us remember: one book, one pen, one child, and one teacher can change the world.'

Malala Yousafzai, Nobel Laureate

Literacy is an essential skill for learning, for work and for life. As an education authority there is nothing that we do that is more important.

We want every learner to have the opportunities and support they require to flourish and fulfil their potential. We know that for some children and young people learning to read and write is a challenge and, without support for these learners, this can become a major barrier to making the best of the opportunities school offers. We are committed to ensuring that these children and young people have every opportunity and the support to succeed.

For all learners to be successful, we need the best approaches to teaching reading and writing; we need to recognise any problems at an early stage and ensure that the right opportunities and support are in place at the right time. We recognise that the people working in our schools and classrooms are crucial in achieving this, through close partnership working with parents, carers and partners.

To accomplish this aim, the Literacy and Dyslexia guidelines were developed with teachers, Literacy/Dyslexia Support Team specialists, Speech and Language Therapists, psychologists and parents, reflecting the recommendations of the Making Sense review (2014). Supported by enhanced professional learning, these colleagues have assisted our schools to make that difference for Edinburgh's children and young people.

Reflecting our commitment to a cycle of improvement, this new edition builds on the foundations, incorporating further suggestions from teachers, parents and learners, and the most current standards of practice and research evidence. The guidance reflects evidence-based approaches and guidance, and offers practical ways in which to identify needs and support learning in literacy, incorporating new tools for use in the classroom. It also highlights sources of further advice and support for schools and parents. New features include:

- ❖ An inclusive learning environment tool – *Literacy/dyslexia and inclusive practice development framework*
- ❖ User-friendly checklists for Early Years, Primary and Secondary, setting out learning needs and supports and strategies in the same easily accessible document
- ❖ *A Pupil voice tool*, enabling the views of the learner to be heard as a key element in strengthening our engagement with learners
- ❖ A more comprehensive section on transition
- ❖ A new *Working in partnership with parents/carers* section to support effective collaboration within the team around the child

To support implementation of the guidance and effective teaching and learning in literacy, we provide a comprehensive staged model of professional learning for Edinburgh's schools.

This includes:

- ❖ Whole-school training: 'Literacy Difficulties/Dyslexia – Identifying and meeting needs – Implementing the City of Edinburgh Council Guidelines' (Primary and Secondary)
- ❖ Training for all Support for Learning teachers: 'Assessing for Literacy Difficulties/Dyslexia – The CEC Process'
- ❖ CEC Level 1 and Level 2 Supporting Learners
- ❖ CEC Level 3 Support for Learning Teacher training
- ❖ CEC Level 4 Literacy/Dyslexia Support Team Secondment – Accredited by GTCS with Professional Recognition in Support for Learning (Literacy/Dyslexia)

Additionally, support and mentoring is also available from the Literacy/Dyslexia Support Team.

I am confident this guidance will serve you and our learners well as we work together to ensure all Edinburgh's children and young people can flourish and fulfil their potential.

Alistair Gaw
Executive Director for Children and Families

Introduction

Literacy and Dyslexia: Identifying and Meeting Needs has been produced to help staff identify and meet the needs of learners who have literacy difficulties, including learners who may have dyslexia. It should be helpful to early years staff, class and subject teachers, Support for Learning staff and Senior Leadership Teams. The guidance will also be helpful to ASL Team Leaders who have a responsibility for auditing existing arrangements and ensuring that school policies and procedures take account of all learners with additional support needs. It should be helpful to the agencies and services that support schools.

Literacy and Dyslexia: Identifying and Meeting Needs is the key resource for CEC staff. It aims to support CEC staff to take action to improve the quality of educational outcomes for children and young people with dyslexia, as recommended in the *Making Sense* report (2014).

The Addressing Dyslexia Toolkit is a resource funded by the Scottish government and managed by Dyslexia Scotland. It provides information for teachers, schools and local authorities on inclusive practice, literacy difficulties and dyslexia. This toolkit can be used to access up-to-date information on dyslexia and relevant approaches, strategies and resources to help support learners with literacy difficulties/dyslexia.

Information from the *Addressing Dyslexia Toolkit* can be used to complement CEC guidelines.

See www.addressingdyslexia.org

The Education Scotland report *Making Sense: Education for Children and Young People with Dyslexia in Scotland* (2014) reviewed the experiences of learners in primary, secondary and special schools and highlights that there is still a need to improve outcomes for children and young people with dyslexia.

The report identified five interconnecting recommendations, including better access to up-to-date practical advice and guidance on dyslexia, better sharing of information on young people with dyslexia among relevant professionals and the need to take action to improve education outcomes for these young people with dyslexia.

Literacy and Dyslexia: Identifying and Meeting Needs aims to meet the recommendations in the *Making Sense* report. It is organised in five main areas:

- ❖ an inclusive learning environment
- ❖ identifying learning needs, supports and strategies
- ❖ teaching approaches and resources
- ❖ supporting learners with literacy difficulties/dyslexia at Pathways 2 and 3
- ❖ working in partnership with parents/carers

The document contains information for staff working in Early Years and Primary sectors, with a common approach in each section. The different sections can be used discretely. Advice and strategies from different sectors can also be adapted to be used for a different age and stage if appropriate. Staff working in special schools may find it helpful to refer to all sections.

Throughout this document we will refer to the model of 'Pathways to Support' introduced by *In on the Act*, the City of Edinburgh Council's guidance on the Additional Support for Learning Act (2004), in particular the following staged approach:

- ❖ Pathway 1: The learner's needs are met within class by the class or subject teacher
- ❖ Pathway 2: The learner's needs are met within school with the involvement of Support for Learning staff
- ❖ Pathway 3: The learner's needs are met within school, with support from partner services and agencies

The guidance aims to support most learners' needs through 'Pathway 1', where the class or subject teacher takes the lead. Other learners will be supported through 'Pathway 2', where Support for Learning staff will take a role, and a smaller number of learners will be supported through 'Pathway 3' with the involvement of partner services. In these respects, the guidance is directly relevant to the responsibilities of class/subject teachers and Support for Learning staff.

Colour coding

The document is colour coded as follows:

Early years (Nursery/P1)

Green

Primary

Purple

Considerations for bilingual learners

Pink

The Diagnostic Literacy Assessment is marked by orange headings

CEC Inclusion Hub

CEC practitioners can access digital versions of these resources at the CEC Inclusion Hub on SharePoint at <https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/wholeschool/literacy/litdyslexia/guidelines/SitePages/Home.aspx>

References to the CEC Inclusion Hub throughout these guidelines refer to this resource.

The context

The Scottish Government *Literacy Action Plan: An Action Plan to Improve Literacy in Scotland* (2010) sets out the vision to raise standards of literacy for all, from early years through to adulthood. It has a particular focus on breaking the link between deprivation and poor literacy skills and addressing the issue of early identification of literacy difficulties. This is echoed in the National Improvement Framework (2016), which highlights improvements in attainment in literacy as a key priority.

Ensuring that all learners leave school as successful communicators lies at the very heart of an effective education. The increasingly complex demands made in our information-rich society make it critical that young people develop a broad range of literacy skills.

‘Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture.’

Curriculum for Excellence, English and Literacy Cover Paper (February 2008)

Within Curriculum for Excellence the development of language and literacy is both an end in itself and a means whereby learners extend and demonstrate their understanding and achievement throughout the curriculum. Literacy is seen as a core skill, which is to be developed and extended continually as learning progresses through all ages, levels and stages.

This definition of literacy includes all aspects of purposeful communication including listening, talking, reading and writing. It also takes into account the many forms of communication children and young people encounter in their daily lives.

Viewed in this way, literacy is understood to be:

- ❖ multi-faceted, incorporating a variety of modes of communication
- ❖ inclusive of different types and levels of communication throughout the curriculum
- ❖ progressive, incorporating all levels of communication from emergent literacy through to a command of the written word, and culminating in a critical self-awareness which shapes ideas and influences perceptions and behaviour

Literacy is thus intrinsic to all areas of the curriculum, and effective learning and teaching of literacy is the responsibility of all practitioners.

Account should be taken of the full range of needs across all sectors and the need to ensure that provision is progressive and accessible to all. All staff should recognise the requirement to make provision for learners with additional support needs with respect to:

- ❖ an inclusive learning environment
- ❖ measures to promote access to the curriculum
- ❖ additional support for learning in the teaching of literacy
- ❖ assessment arrangements

Understanding literacy and literacy difficulties

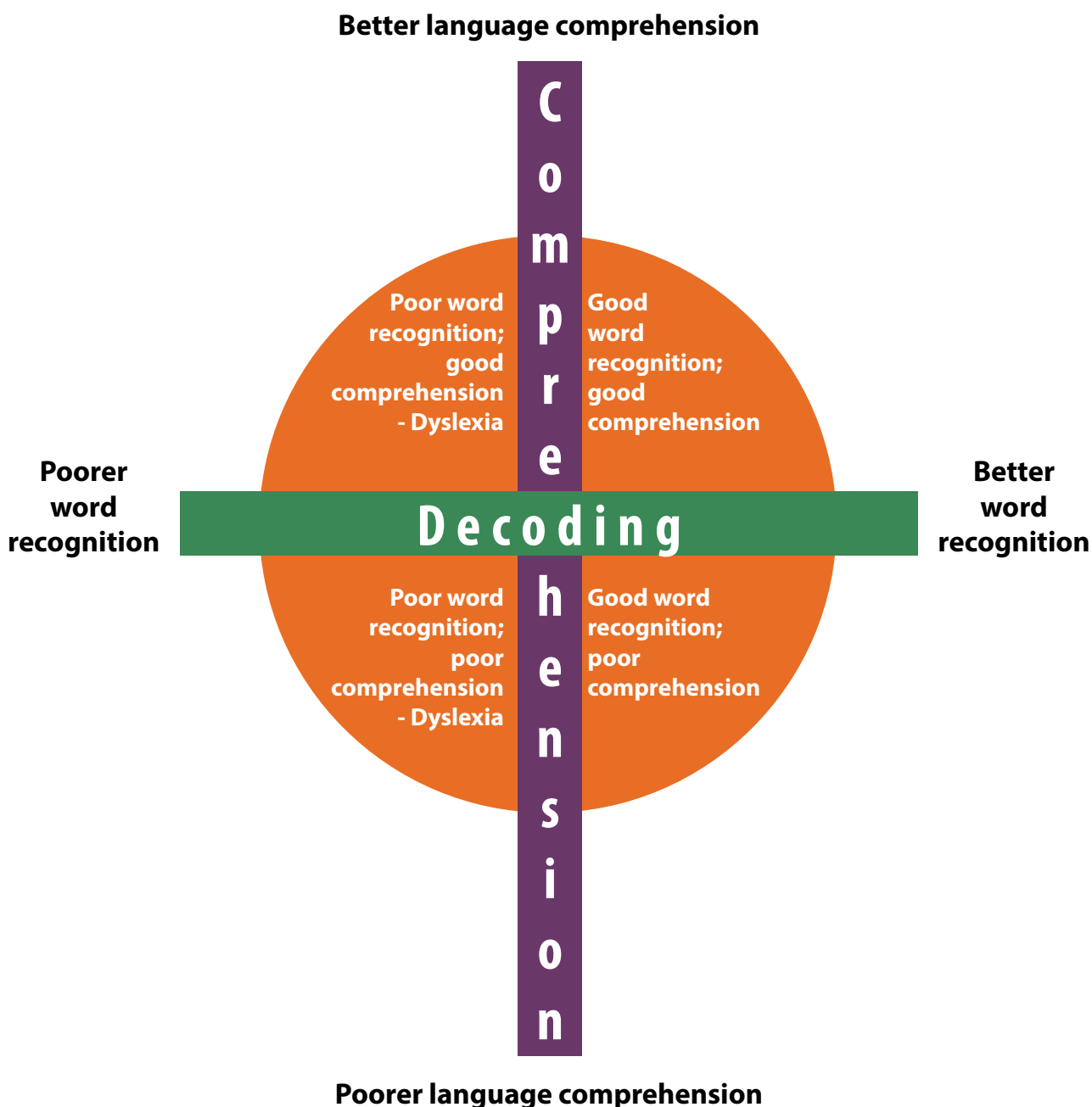
The Rose report, *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* (DCSF 2009), makes clear that there are two distinct but related processes involved with teaching children to read: word recognition and language comprehension. Both are essential for learning to read and for understanding what is read.

Word recognition involves the processes that enable readers to decipher print and to identify the words that are written on the page. It is now widely recognised that learning to decipher print is heavily dependent on a reader’s phonological processing: the ability to recognise that words are made up of sounds and the way that these sounds can be represented by letters.

Language comprehension involves processes that enable learners to understand individual words, sentences and meanings across sentences, and to make inferences. The reader’s level of language comprehension is very important in determining how well they understand what they read.

Individuals vary greatly in both their word recognition and in their language comprehension, and these differences result in different reading profiles. The diagram below ‘The Simple View of Reading’ provides a model for understanding how these word recognition and language comprehension processes contribute to differing patterns of literacy development. According to the Rose report this model ‘provides a valuable structure for class teachers and others for differentiating groups of learners in order to match teaching and learning resources to their different but developing abilities’.

The Simple View of Reading – different patterns of performance



Learners who have adequate or good skills for recognising words and for language comprehension have the basis for good or 'typical' reading development.

Learners who have poor word recognition can fall into either the upper or lower left quadrants. The learners located in these quadrants are most likely to include those who are experiencing dyslexic difficulties. It should be noted that word recognition difficulties can occur in learners who have either good or poor language comprehension. However, if we can bypass their difficulties, for instance by having text read to them, their comprehension of what is written will be consistent with their level of language ability.

Learners with poor language comprehension fall into the lower right and left quadrants. Their reading comprehension will be compromised by difficulties that can include poor understanding of vocabulary and grammar, and problems making inferences. These difficulties can occur in the presence or absence of word recognition difficulties.

Just as we can consider reading in terms of word recognition and language comprehension processes, we can think about writing in terms of the processes involved in spelling and those involved in expressive language.

Spelling, much like decoding, relies heavily on phonological skills, particularly in the early stages.

Expressive language involves processes that enable individuals to access their vocabulary, construct grammatical sentences, select language forms and content appropriate to the context, and structure and organise language coherently. Thus, learners' written language is strongly associated with their level of expressive language development.

Learners who have difficulty with spelling may produce writing which is limited in quality, reduced in quantity and even unintelligible. However, written work may improve dramatically given appropriate support through, for example, ICT or the help of a scribe.

Some learners have problems with both spelling and expressive language. For these learners help with spelling will not override their underlying level of expressive language development.

Dyslexia

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

Making Sense: Education for Children and Young People with Dyslexia in Scotland (2014)

Estimates of the number of learners with dyslexia vary according to how the term is defined, but quoted prevalence rates of ten per cent are not uncommon. This suggests that there may be an average of two or three learners with dyslexia in every class.

It is recognised that good teaching and learning approaches, which support children and young people with dyslexia, also support all children and young people to acquire fluency and competency in literacy.

Most sources of evidence lead to the conclusion that dyslexia is rooted in difficulties associated with language, particularly phonological processing. Dyslexia is therefore intricately linked to literacy and should not be viewed in isolation.

These literacy difficulties can be compounded by a range of factors:

- ❖ biological factors, such as a sensory deficit which affects the ability to receive information
- ❖ cognitive factors, such as phonological processing deficit, which affects the way in which information is processed or interpreted

- ❖ behavioural factors, such as little or no exposure to print
- ❖ environmental factors, such as the relative difficulty of reading and spelling in different languages

Recent research has produced a body of literature which provides us with further insights into the area of literacy difficulties/dyslexia and it is therefore difficult to give a single uncontested definition for dyslexia. It may lead us to neglect the very individual nature of young people's learning needs, and may cause us to focus on one group of learners and divert our attention from others who do not meet the currently favoured definition.

To avoid this problem, in the City of Edinburgh Council we have adopted the operational definition of dyslexia developed by the British Psychological Society in 2005:

CEC definition of dyslexia

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 severe and persistent despite appropriate learning opportunities.

The definition of dyslexia is conditional. The learner's wider learning experiences, including pre-literacy learning, need to be taken into account during the assessment process. A learner who has not had appropriate learning opportunities at school or at home may have gaps in learning which present as literacy difficulties.

This definition provides the basis for a staged process of assessment through teaching, and encourages us to identify the particular strengths and difficulties that each learner brings to the task of reading and spelling. This approach allows the learner's needs to be identified and support to be tailored accordingly.

The definition is inclusive: it recognises that dyslexia can occur among learners of all levels of ability, all linguistic backgrounds and all social groups. The consequences vary from learner to learner and may range from mild to severe. Importantly, in view of some earlier attempts to define dyslexia, this definition does not depend on there being a discrepancy between a learner's abilities in one area and their attainments in another.

Getting It Right (GIRFEC)

Getting It Right for Every Child (GIRFEC) provides a national practice model for understanding a child's or young person's strengths and areas of need, and for considering what supports they require. By involving the learner themselves, along with parents and professionals, it provides a shared understanding of a child or young person's needs through a structured process of assessment, analysis, action and review, and a way to identify outcomes and solutions for individual children or young people based on the eight interlinked Wellbeing Indicators.

The Wellbeing Indicators highlight the importance of addressing the wider needs of the child/young person. These can be captured as part of an assessment of the child or young person's wellbeing. Thus, associated difficulties, which can co-occur with dyslexia, should be taken into account, to provide a holistic view when assessing and planning to meet the needs of learners.

Identifying a learner's support needs in the areas listed below under *Associated difficulties*, along with a robust literacy assessment, can help tailor the support that learners require to reach their full potential. Individualised planning may be required. For more information see the *Pathways of support overview*.

Associated difficulties

- ❖ Reading comprehension
- ❖ Phonological awareness
- ❖ Processing: auditory and/or visual processing of language-based information
- ❖ Short-term and working memory
- ❖ Organisational skills and motor skills
- ❖ Emotional/behavioural
- ❖ Maths

For more information see *Appendix: Associated difficulties*.

Identifying and meeting needs – how this guidance helps

The guidance in this document focuses on identifying and supporting learners who have literacy difficulties/dyslexia. The guidance is relevant to:

- ❖ learners whose main difficulty is decoding, recognising words and spelling
- ❖ learners who are in the process of being identified as having literacy difficulties/dyslexia
- ❖ learners whose challenge in literacy is associated with an underlying language impairment

Learners' needs do not always fit into clear-cut categories and it is important to take this into account. The approaches to learning and teaching and the supports will be applicable to different groups of learners, and support given to develop skills in one area may be helpful in other areas of a child or young person's development. Where a learner has language impairment, for example, support directed to their underlying language development will also help to improve their literacy.

The provision of support and resources for a child or young person who has additional support needs is not dependent upon a label. Therefore, the main focus of this guidance is on the earliest provision of appropriate supports and strategies in learning and teaching.

However, it is appreciated that the identification process of dyslexia can be extremely useful and important to the child or young person and their family. When dyslexia is unidentified or unsupported it can negatively impact on the learner's self-esteem. Children/young people who are not reaching their potential can lose motivation and become anxious and frustrated, which can lead to acute behavioural problems or emotional issues, both at school and at home.

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

Considerations for bilingual learners

Bilingualism is not a barrier to acquiring good literacy skills, and in some cases it can be an advantage for bilingual learners who have dyslexia.

Research indicates that dyslexia can be identified in any country and any language but that there may be differences in the way difficulties manifest themselves. It is also possible to have dyslexia in one language and not in another.

For learners with English as an Additional Language, identification of literacy difficulties/dyslexia will require very careful consideration. Difficulties in learning a second language may be affected by the age the learner first hears and uses the second language. For example, spelling errors may be attributable to failure to perceive certain sounds, rather than to an underlying difficulty. It is important to remember that the phonology of the learner's first language is likely to be different from English, and scripts may also be different. These guidelines aim to support Pathway 1 classroom support and planning for all learners, including bilingual learners, and incorporate further information on additional considerations for supporting and identifying bilingual learners with literacy difficulties/dyslexia.

Gaelic medium education

These guidelines can be used to develop support and identification of literacy difficulties/dyslexia for learners who are in Gaelic medium education. For further information, see <http://www.addressingdyslexia.org/other-factors-consider> > Gaelic medium education

Support material

This guidance links with other support material which has been produced for schools by the City of Edinburgh Council, in particular:

In on the Act, the City of Edinburgh Council's guidance on the Additional Support for Learning Act. Updated 2010 version now distributed to all establishments.

Including Young People With Speech and Language Impairments in Secondary School: Guidance for teachers and CPD tutor notes (produced in collaboration with the authority). A secondary pack supporting children with speech and language impairment, which provides guidance on the development of some spoken language skills.

Up Up and Away! Building foundations for literacy in the early years produced by the CIRCLE Collaboration: CEC, Queen Margaret University and NHS Lothian.

Inclusive Learning and Collaborative Working (CIRCLE) Ideas in Practice. Primary and secondary school resources. Available from the CIRCLE Collaboration, Queen Margaret University, Edinburgh.

Spelling: An introduction to active approaches, available from the CEC Publications Team, see www.edinburgh.gov.uk/learningpublications

An inclusive learning environment

Improving and supporting inclusive practice enables school communities to better meet the needs of all learners. This chapter is about the promotion and creation of an inclusive learning environment through development of dyslexia-friendly and inclusive practice.

An inclusive approach to education involves:

- ❖ creating an ethos of achievement for all pupils within a climate of high expectation
- ❖ valuing a broad range of talents, abilities and achievements
- ❖ promoting success and self-esteem by taking action to remove barriers to learning
- ❖ countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school
- ❖ actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society

Count Us In, HMIE (2002)

Curriculum for Excellence is an inclusive curriculum from 3 to 18. Inclusion is about putting the learner at the centre of the curriculum and ensuring that barriers are removed to enable them to:

- ❖ participate and learn to the best of their ability
- ❖ gain as much as possible from the opportunities which Curriculum for Excellence can provide
- ❖ move into a positive and sustained destination

For further information on dyslexia and inclusive practice see 'Dyslexia and inclusive practice: an overview' at <https://education.gov.scot/improvement/inc34dyslexia-overview>

Literacy difficulties/dyslexia and inclusive approaches

The 'Making Sense' review (2014), recommendation 4, highlights the need for schools and local authorities to develop 'Dyslexia friendly practice.'

Neil Mackay developed the 'Dyslexia Friendly Schools' concept in 1998. Key aims of Dyslexia Friendly Schools were to enhance the impact of learning and teaching on the learner in the classroom and to ensure that teaching was multi-sensory. The approach is inclusive and holistic, reflecting current research on effective positive learning for learners with literacy difficulties. It recognises that undertaking dyslexia friendly teaching and learning approaches promotes inclusive practice that is child-centred and supports all learners, not just those with dyslexia.

In schools where there is dyslexia-friendly and inclusive practice, the focus is not on establishing what is wrong with the child in order to make them 'better', but on identifying barriers to learning, and identifying and implementing what enhances the effectiveness of learning in the school and classroom. Dyslexia is viewed as a learning difference and the focus is on providing opportunities for all learners. Teachers take immediate action to meet the different learning needs of all learners, and don't just refer and wait for a 'label'.

Strategies to meet the needs of learners who have dyslexia offer whole-school/whole-class benefits across a range of learning needs. All learners, with and without Additional Support Needs, are effectively and successfully supported using learning and teaching strategies which focus on appropriate dyslexia-friendly and inclusive approaches embedded within good teaching practice.

For inclusive approaches to literacy/dyslexia and inclusive practice to be well embedded, the school's Senior Management Team need to demonstrate a firm commitment to it, and address it within Quality Improvement planning. Because what works for learners with dyslexia supports the literacy of all learners, making pupils with dyslexia a focus for development will impact on whole-school inclusive practice as well as on the literacy of all learners.

The Literacy/dyslexia and inclusive practice development framework below (based on Education Scotland's 'Dyslexia Learning Trail') can be used as part of a school's self-evaluation/development process. It includes examples of good practice which would be expected in a school developing dyslexia-friendly practice. Schools may wish to focus on specific Quality Indicators from the framework to link it to their improvement plan.

A digital version of the framework can be found at the CEC Inclusion Hub.

Literacy/dyslexia and inclusive practice development framework

Children and young people with literacy difficulties/dyslexia should have their needs identified and supported. This framework may be used as part of the school's self-evaluation (HGIOS4 Q1.1) to focus on:

- ❖ the provision of an inclusive learning environment
- ❖ the quality of identification, support, learning experience and teaching for children and young people with literacy difficulties/dyslexia
- ❖ the quality of planning across the curriculum
- ❖ the effectiveness of the school's procedures for tracking and monitoring of attainment and achievement
- ❖ the quality of transition arrangements
- ❖ the effectiveness of partnership working with learners, parents and key agencies

Key areas of good practice can be identified for development. Planning to address these can form the basis of whole-school policies for supporting children with literacy difficulties/dyslexia.

This framework is based on Education Scotland's 'Dyslexia Learning Trail':

Quality Indicators (HGIOS4)	Activity	Purpose	Good practice (highlight examples below/include examples of own good practice)	Evidence of impact/areas for development (Next steps/timescale)
1.3 Leadership of change	Review processes for effectively identifying learners with literacy difficulties/dyslexia and communication of information about learners to staff.	To ensure those learners with literacy difficulties/dyslexia have been identified and that all staff are aware of their needs	<ul style="list-style-type: none"> ❖ The <i>Process for identification and support</i> document is used to identify learners with literacy difficulties/dyslexia. ❖ Class teachers have a record of learners identified as having literacy difficulties/dyslexia. This is shared with supply staff. ❖ Staff, learners and parent/carers are aware of the barriers to learning faced by children with literacy difficulties/dyslexia. ❖ Staff know about the strengths and support needs of each learner with literacy difficulties/dyslexia. 	

<p>3.1 Ensuring wellbeing, equality and inclusion</p>			<ul style="list-style-type: none"> ❖ Induction procedures for new staff (including long-term supply) make explicit reference to literacy difficulties/dyslexia and inclusive practice. ❖ If staff have concerns about literacy difficulties/dyslexia, they know to use the Pathway 1 process of assessment and how to access Pathway 2 support. ❖ SfL staff are trained in and implement CEC guidelines for identification of literacy difficulties/dyslexia. ❖ Add further examples of your own good practice. 	
<p>1.2 Leadership of learning</p>	<p>Review staff skills and knowledge in the area of literacy difficulties/dyslexia. (SMT, CT, SfL & PSA)</p>	<p>To evaluate the ethos and culture of the school in terms of expectations of learners with literacy difficulties/dyslexia.</p> <p>To ensure legislative responsibilities for equalities, disabilities and additional support needs are understood.</p> <p>To ensure that the school has effective support mechanisms and structures to meet the learning and teaching needs of learners with literacy difficulties/dyslexia.</p> <p>To ensure key staff have enhanced levels of knowledge and expertise in literacy difficulties/dyslexia.</p>	<ul style="list-style-type: none"> ❖ A culture of high expectations exists for learners with literacy difficulties/dyslexia. <p>Staff focus groups/discussions are used to ensure:</p> <ul style="list-style-type: none"> ❖ awareness of the issues impacting on learners with literacy difficulties/dyslexia ❖ implementation of the appropriate legislation to meet the needs and entitlement of learners with literacy difficulties/dyslexia ❖ sharing of good practice ❖ staff are familiar with and use the CEC Literacy and Dyslexia guidelines ❖ SfL staff have undertaken higher-level training and can support teachers and PSAs to develop and implement appropriate teaching approaches for learners with literacy difficulties/dyslexia ❖ SfL staff are trained in CEC practice for identification of literacy difficulties/dyslexia 	

<p>2.3 Learning, teaching and assessment</p>	<p>Review how well the classroom and wider school environment meet individual needs.</p>	<p>To ensure this knowledge is kept up to date and disseminated across the school.</p> <p>To identify training programmes and policy documentation which support all staff in delivering effective teaching and learning to learners with literacy difficulties/dyslexia.</p>	<ul style="list-style-type: none"> ❖ Staff access training and/or consultancy provided by the ASL Service or the Literacy/Dyslexia Support Team ❖ staff (including long-term supply staff) have undertaken at least the first of the three online learning modules 'Introduction to Dyslexia and Inclusive Practice' (http://www.addressingdyslexia.org/free-online-learning-modules) ❖ staff use Education Scotland's 'Route Map Through Career-Long Professional Learning (CLPL) for Dyslexia and Inclusive Practice' to further develop their own knowledge and skills ❖ Add further examples of your own good practice. 	
	<p>To evaluate the quality of learning experiences for children and young people with literacy difficulties/dyslexia across the school.</p> <p>To evaluate the learning and teaching approaches used to promote the achievement of learners with literacy difficulties/dyslexia.</p>	<ul style="list-style-type: none"> ❖ Children and young people with literacy difficulties/dyslexia: <ul style="list-style-type: none"> ❖ are supported to access learning using appropriate strategies, in particular through the use of multi-sensory teaching approaches based on preferred learning styles ❖ access well differentiated learning and teaching ❖ have access to a range of appropriate dyslexia-friendly resources and materials (see Teaching approaches and resources and www.addressingdyslexia.org) ❖ are supported, where required, by PSAs trained in literacy difficulties/dyslexia-friendly strategies and in undertaking individual/group programmes 		

			<ul style="list-style-type: none"> ❖ are encouraged to become independent learners ❖ have opportunities to demonstrate and build on their strengths and interests ❖ are supported to access the curriculum using ICT, as required ❖ have access to appropriate Pathway 2 supports ❖ have access to and choice in appropriately differentiated assessment arrangements ❖ are encouraged to be actively involved in all aspects of the school and community ❖ are supported at Pathway 3 by the Literacy/Dyslexia Support Team if required ❖ Add further examples of your own good practice. 	
3.1 Ensuring wellbeing, equality and inclusion	<p>Review staff skills in supporting health and wellbeing of learners with literacy difficulties/dyslexia.</p>	<p>To evaluate staff knowledge and understanding of the health and wellbeing needs of learners with literacy difficulties/dyslexia.</p>	<ul style="list-style-type: none"> ❖ Focus groups and/or discussion are used to ensure staff across the school have a clear understanding of the health and wellbeing needs of learners with literacy difficulties/dyslexia, including self-esteem/social and emotional needs ❖ Staff can evidence their use of strategies to support health and wellbeing of learners with literacy difficulties/dyslexia. ❖ Add further examples of your own good practice. 	

<p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p>	<p>Review curriculum planning documents for learners with literacy difficulties/dyslexia.</p>	<p>To ensure appropriate planning is in place for children and young people with literacy difficulties/dyslexia.</p>	<ul style="list-style-type: none"> ❖ The quality and type of curriculum planning helps to meet the needs of learners with literacy difficulties/dyslexia. ❖ Any further planning documents, if required, have appropriate targets linked to CfE outcomes. ❖ Parents/carers are involved in the planning process, alongside the learner where appropriate. ❖ Strategies are shared with parents/carers to support the learner at home. ❖ Sfl staff are part of planning and provision to meet needs, if required. ❖ Add further examples of your own good practice. 	
<p>3.2 Raising attainment and achievement</p>	<p>Review attainment and achievement procedures for learners with literacy difficulties/dyslexia, in consultation with relevant staff.</p>	<p>To ensure the school has high expectations of achievement for learners with literacy difficulties/dyslexia.</p> <p>To ensure monitoring and tracking systems are in place, identifying levels of achievement (CfE/wider) for learners with literacy difficulties/dyslexia.</p> <p>To ensure that transitions are well-managed.</p>	<ul style="list-style-type: none"> ❖ The 'ASL Literacy Intervention Tracker' or an in-school tracking system, is used to monitor the achievement of learners with literacy difficulties/dyslexia. ❖ Learners identified as having literacy difficulties/dyslexia are recorded on SEEMIS. ❖ Review meetings involving all relevant staff are organised. ❖ Transition meetings are in place between classes. ❖ A Sfl teacher attends cluster Sfl meeting with a focus on sharing good practice in learning and teaching for learners with literacy difficulties/dyslexia across the sector. ❖ Attainment discussions are used to review the effectiveness of supports for learners with literacy difficulties/dyslexia. ❖ Add further examples of your own good practice. 	

<p>2.6 Transitions</p>	<p>Review effective transition arrangements from primary to secondary.</p>	<p>To ensure that transitions between primary and secondary are well managed</p>	<ul style="list-style-type: none"> ❖ Effective procedures are in place for transition planning, involving key staff, the learner, parents/carers and relevant partner services and agencies (see <i>Supporting effective transitions</i>). ❖ Transition arrangements between establishments ensure good communication and pupil support. ❖ Where appropriate, enhanced transition, including high school familiarisation and communication about routines, is in place. ❖ Add further examples of your own good practice. 	
<p>2.7 Partnerships</p> <p>2.5 Family learning</p>	<p>Review the quality of partnership working to improve outcomes for learners with literacy difficulties/dyslexia, eg with ASL Service staff, parents/carers, partner services and agencies.</p>	<p>To obtain parent/carer views on the quality of support for their child and their progress and achievement.</p> <p>To establish procedures for partnership working across the school.</p> <p>To ensure clarity of roles and communication systems with partner services and agencies.</p> <p>To ensure parent/carer participation in supporting the education of their child.</p> <p>To facilitate a consistent approach across school and home.</p> <p>To ensure parents/carers are fully involved, particularly at the time of transition.</p>	<ul style="list-style-type: none"> ❖ There is strong partnership working with parents/carers and key staff, where views are listened to and valued. ❖ Appropriate, transparent and effective home-school communication is regular and is accessible to the parent/carer. ❖ Where appropriate, there is joint planning and identification of learning outcomes, and review of progress towards agreed targets within the school, home and wider community, that involves parents/carers. ❖ Strategies are shared with parents/carers to support the learner at home. ❖ Add further examples of your own good practice. 	

<p>2.4 Personalised support</p>	<p>Review the process for ensuring learners are active participants in discussions and decisions.</p>	<p>To obtain the views of the learner. To ensure opportunities for personalisation and choice.</p>	<ul style="list-style-type: none"> ❖ The learner is an active participant in planning and identification of learning outcomes/target setting. ❖ The learner is involved in a regular joint review of progress towards agreed outcomes within the school, home and wider community. ❖ There is a focus on raising awareness of dyslexia amongst all pupils. ❖ Add further examples of your own good practice. 	
<p>Completed by:</p> <p>Date:</p>				

The inclusive classroom – dyslexia and inclusive practice

Dyslexia is intricately linked to literacy and should not be viewed in isolation. All areas of literacy can have an impact on how children and young people access the wider curriculum. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment.

Support for learners begins at Pathway 1, within the classroom, and is provided by the classroom teacher who holds the main responsibility for nurturing, educating and meeting the needs of all learners in their class, working in partnership with support staff to plan, deliver and review learning and teaching. An inclusive classroom is one where the teacher routinely incorporates key supports and strategies which meet the needs of all learners into their everyday practice.

The City of Edinburgh Council promotes effective inclusive practice and supports the development of an inclusive classroom through *Inclusive Learning and Collaborative Working – Ideas in Practice (Primary)* (CIRCLE collaboration 2015).

An inclusive classroom incorporating dyslexia-friendly and inclusive practice will include a variety of teaching and learning strategies that enable every child to access the full curriculum, and are presented in a way that encourages confidence and success, as well as developing self-esteem.

A multi-sensory teaching approach

A multi-sensory teaching approach based on an understanding of individual learners' strengths, learning styles and preferences is good teaching that meets the needs of all learners. Multi-sensory teaching incorporates visual, auditory, kinaesthetic and tactile elements and ensures that all learners are given opportunities to learn in different ways, receiving teaching input through their stronger modalities.

Ten tips for developing an inclusive primary classroom using dyslexia-friendly ideas

- 1 Use a multi-sensory teaching approach based on an understanding of individual learners' strengths, learning styles and preferences.
- 2 Place learners in groups according to their ability levels and use a variety of approaches to differentiate.
- 3 Break down learning into chunks, review regularly, share successes and repeat instructions.
- 4 Use easily understood language and define vocabulary in context.
- 5 Allow for processing/thinking time and use partner talk before accepting responses.
- 6 Provide regular over-learning opportunities and vary them.
- 7 Provide a variety of reading texts at the correct reading level/interest level.
- 8 Use a variety of planning/recording methods, eg mind maps, writing frames, flow charts, video, ICT, drama, oral presentation.
- 9 Have a literacy resource box for all learners to use, with, for example, reading rulers, coloured rulers, word books, a spell-checker, coloured paper, pencil grips, highlighters, key word cards.
- 10 Display visual prompts and visual representations for oral instructions, and colour code labels/storage systems. Have a visual display area with no writing on it which can be used as a discussion focus.

Differentiation and literacy

Differentiation is defined by the Training and Development Agency for Schools as ‘the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.’ Teachers should acknowledge that, with effective differentiation, the curriculum can be accessed by pupils with literacy difficulties/dyslexia. This implementation of ‘reasonable adjustments’ is a key skill and requirement for all teachers to ensure the needs of all their learners are met.

Differentiation works on three key aspects:

- ❖ readiness to learn
- ❖ learning needs
- ❖ interest

These differences may sound rather broad, but by applying effective methods of differentiation it is possible to cater for wide variations between learners. Teachers should have high expectations and consider the following categories when planning effective and meaningful differentiation:

- ❖ task
- ❖ grouping
- ❖ resources/support
- ❖ pace
- ❖ outcome
- ❖ dialogue and support
- ❖ assessment

The sections below show some ideas for differentiation by task, by grouping, and so on.

Task

- ❖ When planning, aspects of the curriculum/subject area that will cause barriers to learning are identified and anticipated.
- ❖ Tasks incorporate appropriate challenges for different abilities, eg within a lesson ‘everybody must ...’, ‘some should ...’, ‘you could ...’
- ❖ Task content is adapted so it is more easily understood, eg reword it or change the vocabulary or sentence structure.
- ❖ Task presentation takes into consideration the learning style and strengths of learners and utilises them.
- ❖ Tasks are well defined and have time limits.
- ❖ Tasks avoid unnecessary dependence on written text, eg the volume of reading is reduced, as well as the level if required.
- ❖ Use ‘say, write, make and do’ – check you are doing things that children would consider fun.

Grouping

- ❖ Provide lots of opportunities for collaborative learning in groups of different sizes.
- ❖ Mixed ability groups as well as same-ability groups are utilised.
- ❖ Grouping is flexible, sometimes based on learning styles (mixed in the group) and/or learners’ interests, eg if creating a leaflet, put an artistic learner with dyslexia with a learner who finds it easy to produce written text.
- ❖ Grouping allows roles to be allocated that cater for each learner’s skill set and learning needs, eg put a more able reader with a less able reader and explain how to give appropriate support.
- ❖ Cooperative learning approaches and activities enable peer support and participation of all learners, eg use ‘turn to your partner’ instead of ‘hands up’, giving learners the opportunity to talk through their ideas.
- ❖ Revision is structured as a pair or group activity for some learners, eg study buddies are organised, guided questions are provided.

Resources/support

- ❖ Resources are adapted to suit a range of learning abilities and levels of attainment, eg a worksheet comprised of tasks that get progressively harder.
- ❖ A variety of resource materials are used to enable a learning outcome to be approached from different angles, eg creating a building could use ICT, card and scissors, construction material or paper and pens.
- ❖ Readability levels within reading books and textbooks are matched to pupils, eg simplify geography text/summarise text in simple language.
- ❖ Language in teaching resources/worksheets is checked for ambiguity.
- ❖ Consideration is given to developing and supporting the learner's independent skills, eg use of writing frames, mind mapping, linear plans.
- ❖ Resource accessibility is considered. Consider the font, paper colour, using bullet points, using visual aids for headings and subheadings, using key words, using digital or audio resources, See 'A teacher's guide to creating accessible resources' in <http://www.callscotland.org.uk/common-assets/cm-files/books/accessible-text-guidelines-for-good-practice.pdf>

Pace

- ❖ Consideration is given to teaching pace in order to meet the needs of all learners, eg progression through a set course is faster for some.
- ❖ Times are flexibly allocated for activity completion, based on individual learner requirements, eg in the next lesson some pupils are supported to revisit the previous lesson's task.
- ❖ Instructions are given slowly and broken down into small steps to support processing and working memory difficulties.
- ❖ Able learners are allocated more challenging extension tasks.
- ❖ Learners are pre-warned when activities are about to change.
- ❖ Time is incorporated to organise equipment before the lesson and clear it away at the end.

Outcomes

- ❖ All learners undertake the same task but a variety of outcomes are expected and acceptable, eg write a sentence, paragraph, or report.
- ❖ Achievable (individual) targets are set and strengths capitalised upon to enable success.
- ❖ Opportunities for discussion and debate are provided.
- ❖ Alternative modes of recording are used eg ICT, scribing, peer support.
- ❖ Opportunities are provided to show learning and achievement in a variety of ways, eg through a portfolio or oral presentation.
- ❖ Provision of printed notes/resources or electronic files. Provision of key word glossaries.

Dialogue and support

- ❖ Verbal support and encouragement is utilised.
- ❖ Learners who need detailed explanations in simple language and those who can engage in dialogue at a more sophisticated level are identified, and their needs addressed.
- ❖ Targeted questioning is employed to produce a range of responses and to challenge more able learners, eg lower-order and higher-order questions are prepared for all ability levels.
- ❖ Staff working with learners have a good understanding of their needs and learning styles.
- ❖ Peer support is well utilised, eg organisation of a 'checking partner' to check that homework is correctly recorded.

Assessment

- ❖ Learners are assessed on an ongoing basis, so that teaching and methods of differentiation are continuously adapted based on the learners' needs, eg use formative and summative assessment strategies.
- ❖ Flexible assessment is used to recognise progress and areas for improvement, enabling teachers to focus on each learner's needs while teaching a subject, eg provide the option to evidence learning through a group discussion or personal video log.

- ❖ A wide range of assessment strategies are used, eg a portfolio, an oral presentation, summative assessment, or individual oral questions with the teacher as a scribe. *Building the Curriculum 5* (2011) provides guidance on the main areas of the assessment strategy for Curriculum for Excellence. See <http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp>
- ❖ See 'Assessment is for Learning' at <http://www.educationscotland.gov.uk/learningandteaching/assessment/>

Pupil voice

Learners can be supported to take a role in leading their own learning through self-differentiation. Giving learners the opportunity to talk about their learning and what works for them can support in the development of metacognition and learners' ability to discern activities and ways of learning that most benefit them.

Learners can be supported in this by being asked to complete the following statements:

- ❖ I am good at ...
- ❖ I learn best by ...
- ❖ I am motivated by ...
- ❖ I know that I learn best using ...
- ❖ I understand best when instructions are ...
- ❖ I like the room I am learning in to be ...

Focusing on a particular activity, learners can be supported to reflect on:

- ❖ What did I do well?
- ❖ Why did I make mistakes? What might have helped?
- ❖ What could I have done that I was not asked to do?
- ❖ What do I need to do next?
- ❖ How could I use my learning in other activities?

Where a more detailed knowledge of pupil views is required, see the *Pupil voice tool*.

Identifying learning needs, supports and strategies

This section focuses on:

- ❖ the process of identification and support for literacy difficulties/dyslexia
- ❖ Pathway 1 supports and strategies to address identified learning needs
- ❖ Pathway 2 identification of literacy difficulties/dyslexia

It has been designed so that teachers can dip in and out of the sections which are most relevant to their own circumstances.

The chapter begins with some general thoughts on the nature of assessment. This introduces assessment as a cyclical and staged process, discusses the benefits of planning an assessment in advance, and looks at the sources of information that are available to us.

A chart on the process for identification of, and support for, literacy difficulties/dyslexia (*Process for identification and support*) is included, outlining the process that class teachers and Support for Learning staff can take to identify and support literacy difficulties/dyslexia. This process can lead to an identification of dyslexia. Additional considerations for pupils for whom English is an Additional Language/bilingual learners are included.

Checklists for identifying learning needs/support and strategies in Early Years and Primary are supplied to help teachers structure their observations about the literacy skills and associated difficulties of their learners. These *Checklists* are designed to be used by:

- ❖ early years staff (nursery/P1)
- ❖ class teachers in primary school
- ❖ staff in special schools as appropriate

Each *Checklist* is linked to a set of supports and strategies which can be used to help address identified difficulties.

The chapter goes on to outline a variety of assessment tools that class/subject teachers and Support for Learning staff can use at Pathway 2 to gather further information on learning needs and to identify literacy difficulties/dyslexia. These include:

- ❖ a *Parent/carer information form*
- ❖ the *Pupil voice tool* (primary)
- ❖ standardised assessments
- ❖ assessment tools including the CEC Diagnostic Literacy Assessment

Also included is the *Summary and Conclusions Framework* for the identification of literacy difficulties/dyslexia, the City of Edinburgh Council's key tool for collating and summarising evidence. This can be used to identify literacy difficulties/dyslexia. Exemplars to support use of this tool are also included.

The process of assessment

Assessment is for learning

Assessment, in its broadest sense, is integral to what teachers do on a daily basis. Teachers collect information through questioning, and through observing how learners carry out the tasks we give them. Information is also available from more structured forms of formative assessment and from summative assessments. This information is interpreted and judgements are made about the tasks, activities and resources that will support the next steps in each pupil's learning.

For most learners, assessment is simply a part of the ongoing work within the classroom ('Pathway 1'). Some learners require a more detailed and individualised approach to assessment. Assessment then becomes a more focused process of:

- ❖ gathering information about a learner and their circumstances
- ❖ structuring and making sense of the information
- ❖ identifying the actions that are required to maximise development or learning

Supporting Children's Learning: Code of Practice (Scottish Executive 2005)

Assessment may involve specialist staff within school ('Pathway 2'), and it might involve input from partner services and agencies ('Pathway 3').

Planning an assessment

Assessment is most effective when it is planned in advance. When beginning an assessment, we need to be clear what question our assessment is trying to answer.

For example, in the area of reading, we might be asking any or all of the following questions:

- ❖ Is Michael making progress in his reading?
- ❖ How does his reading compare with other pupils of his own age?
- ❖ Does Michael have difficulties with reading?
- ❖ Why does Michael have difficulties with reading?
- ❖ How far does his reading affect his access to the curriculum?
- ❖ How can we help Michael to read better?

Once we know what questions we want to answer, we can think about the information we need in order to answer them. Some of the questions here involve us observing Michael and comparing Michael's skills with other pupils'. We might need to analyse the texts that Michael is working on, or it may involve a test of some kind. The last three questions require us to look in more detail at the skills which Michael brings to reading, and at the resources of time, materials and expertise which we have at our disposal.

You may find it helpful, therefore, to plan your assessment by asking:

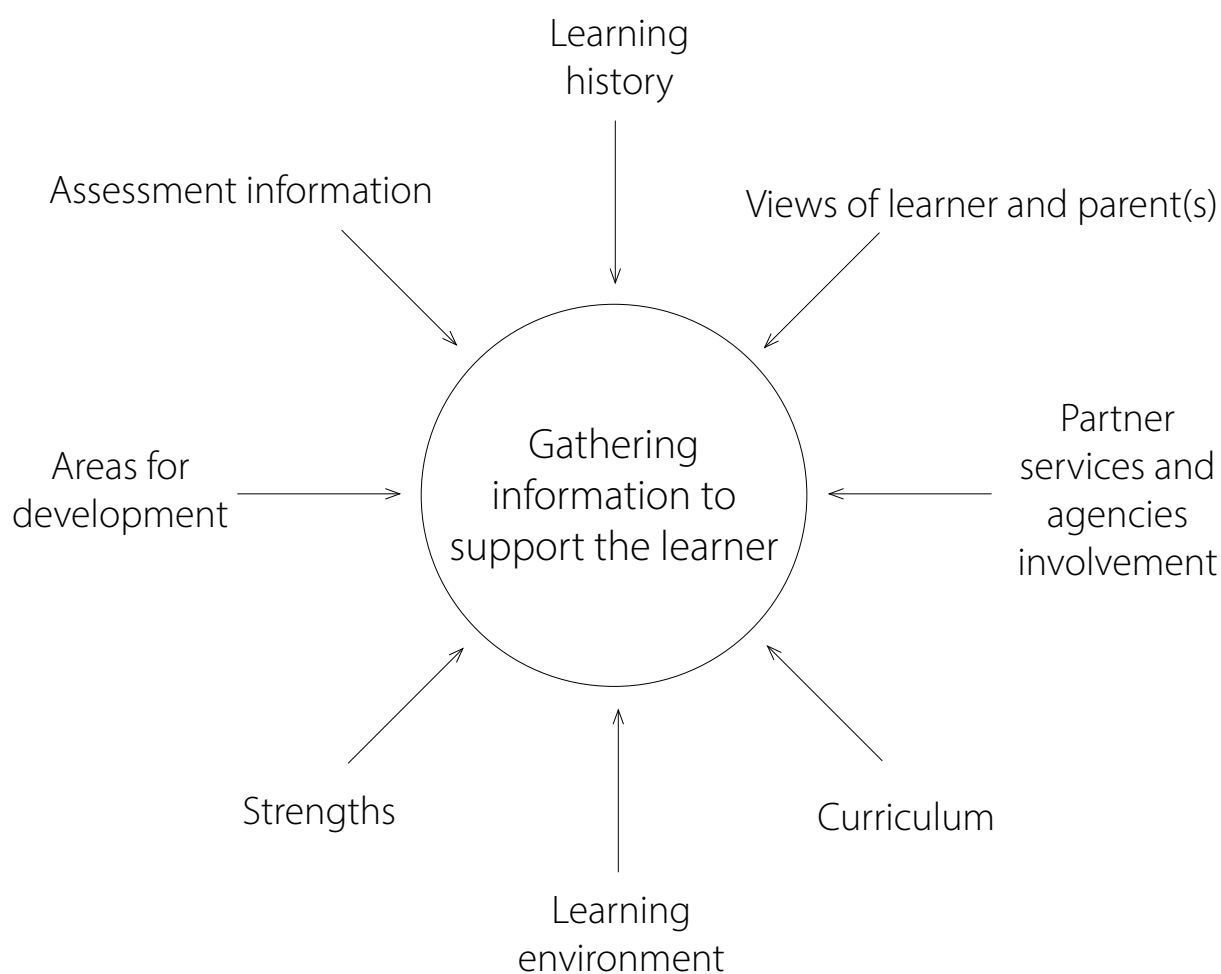
- ❖ What question is our assessment trying to answer?
- ❖ What information do we need in order to answer this question? Do we already have any of this information? Who might have it?
- ❖ How could we get any other information we need?

This may involve:

- ❖ reviewing school records, staff discussion and reflection
- ❖ observation, tasks or tests
- ❖ information from the learner and his/her parents/carers
- ❖ information from partner services and agencies

One of the benefits of planning an assessment in this way is that we will only collect information that will be of use to us. We run the risk otherwise of collecting large amounts of information without knowing quite why, and not knowing what to do with it. A little forward planning makes assessment effective and also efficient in the use of time.

Sources of information



This diagram illustrates the types and sources of information that may be useful in developing a profile of a learner who has additional support needs in the area of literacy/dyslexia.

Background information

Learning history

- ❖ Does their learning history show evidence of earlier concerns about the acquisition of literacy skills or their rate of progress?
- ❖ Has their attendance at school offered them adequate educational opportunities?
- ❖ Are there any medical factors that might account for their slow progress with written language? (For example, have their eyesight and hearing been checked?)
- ❖ Are there family background factors? (For example, what language is spoken at home? Do other members of the family have dyslexia?)

Views of learner and parent/carer(s)

- ❖ What are the learner's views of their learning: reading, writing and spelling, associated difficulties, strengths and areas for development, their progress, and the sort of help they need?
- ❖ What are the views of parents/carers on the young person's progress, strengths and areas for development, the support the pupil has received in school, how they themselves have been involved and what they could do further to support the work of the school?

Access to appropriate learning opportunities

Learning environment

- ❖ What impact has the pupil's learning environment had on the development of their literacy skills?
- ❖ Are there classroom factors such as seating, lighting, class composition and groupings?
- ❖ What supports and strategies have been used within class (eg differentiated curriculum, appropriate resources, teaching approaches), and how has the pupil responded to these?

Curriculum

- ❖ Are there curricular areas where there are particular concerns about their progress in language and literacy, processing speed or short-term memory, or evidence of underachievement?
- ❖ Are there exceptions? Are there curricular areas where the pupil achieves well? Is their oral ability better than their written language skills?

Strengths

- ❖ Have we sufficiently recognised and made use of the pupil's strengths, interests, aptitudes and achievements? For example, does the child have skills in a home language other than English?

Areas for development

- ❖ What difficulties, specifically, does the learner experience?
- ❖ What issues are of concern to teaching staff?

Partner services and agencies involvement

- ❖ Have any support services been involved with the pupil, and what information can they provide?
- ❖ Support services could include ASL Service Leaders, the Dyslexia Support Team, Psychological Services, ASL Services, English as an Additional Language teacher, speech and language therapists and occupational therapists.

Assessment evidence and results

Assessment information

- ❖ What observations have been made of the pupil in context?
- ❖ What is the learner's current level of performance? This information may come from curriculum-related tasks or class tests, national assessments, P1 baseline tests and progress tests, or from standardised assessments.
- ❖ What diagnostic or standardised assessment has been carried out?
- ❖ Does the pupil demonstrate interests or particular strengths in activities outside school?

The information available to us may already be extensive and may have been built up over a number of years. *The Summary and Conclusions Framework* is designed to be used to record information and plan next steps, and can support staff in understanding and interpreting the assessment process for some learners, including identification of dyslexia.

Assessment as a cyclical and staged process

Another important aspect of planning an assessment is to recognise that it is a cyclical and a staged process.

It is cyclical in the sense that, having gathered the information we need, structured it and made sense of it, we will go on to identify some actions that might improve the pupil's learning. We put these in place – this is our intervention – and this is monitored and reviewed. How the pupil responds and the progress they make is additional and very useful information. It may suggest that we need to do more of the same or perhaps something different, and this takes us round a second cycle of assessment, intervention and review.

Assessment is also a staged process in the sense that we collect, at any time, only the information we are going to use. In the early stages, this might be very 'light touch', for example an observation that suggests we should offer the pupil easier texts. Depending on the pupil's progress, our assessment may become more detailed and our interventions become more intensive.

Process for identification and support

The chart below outlines the route that class/subject teachers and Support for Learning teachers can take to identify and support literacy difficulties/dyslexia.

Information gained can be used to:

- ❖ support learning and teaching and suggest further supports and strategies for use in class ('Pathway 1')
- ❖ provide Support for Learning staff with information which can inform direct teaching and individualised planning ('Pathway 2')
- ❖ lead to an identification of literacy difficulties/dyslexia

English as an Additional Language

The chart incorporates additional considerations for pupils for whom English is an additional language.

Identification of literacy difficulties/dyslexia in bilingual learners can be complex. It is unlikely that it will be possible to clearly identify dyslexia at an early age. Teachers need to consider whether the learner's difficulties with language extend beyond them having English as an Additional Language. Consideration must be given to the learner's progress in their first language as well as in English and this may require assistance from a professional who shares the same first language as the learner.

It is important to remember that using standardised, norm-referenced educational or psychometric tests to assess pupils with EAL may not take account of cultural differences and may not provide reliable information.

To ensure appropriate identification, teachers need to consider the bilingual learner's exposure to English alongside their skills and the speed of skills acquisition, in order to identify literacy difficulties/dyslexia. EAL specialist staff can support with this.

Consideration of associated difficulties can also support in the identification of dyslexia (see the *Checklists*).

Process for identification and support

If a professional, parent/carer or child/young person is concerned about literacy

Pathway 1: Class teacher

<p>Consider:</p> <ul style="list-style-type: none"> ❖ Learning history – previous teacher comments ❖ Relevant family factors ❖ Learning environment/views of the learner ❖ Appropriate learning opportunities ❖ Other additional support needs/medical factors ❖ Transition notes ❖ Parent/carer comments (if parent/carer has voiced concern). Provide the Parent/carer information form <p>Check for:</p> <ul style="list-style-type: none"> ❖ Recent hearing test ❖ Eye test (children/young people under the age of 16 are entitled to annual routine eye examinations) <p>Refer to the <i>Checklists</i></p> <p>Implement appropriate supports and strategies in class</p> <p>Monitor and review the impact of supports and strategies</p> <p>Pupils for whom English is an Additional Language/bilingual learners</p> <p>Consider:</p> <ul style="list-style-type: none"> ❖ The stage of English reached ❖ EAL enhanced enrolment information ❖ First language informal observation ❖ Refer to the Pathway 1 section of 'Working together to identify and plan to meet the learning needs of developing bilingual learners' 	<p>Resources</p> <p><i>Up, Up and Away</i> Pre-5 Literacy and Planning Tracker PTM (Progress Test in Maths) CIRCLE (Primary) <i>Pupil voice tool</i> Literacy and Dyslexia guidelines <i>Parent/carer information form</i> Wellbeing Concern Form</p> <p>Early Years/Primary <i>Checklist</i></p> <p>ASL Training to further develop knowledge of supports and strategies</p> <p>EAL specialist staff Parents/carers EAL enhanced enrolment form and guidance notes EAL Profile of Competence/stage of English tracker EAL Pathways to Support Grid Bilingual support assistant (BSA)/ first language interpreter</p>
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If difficulties persist

Pathway 2: Class teacher with support from SfL

<ul style="list-style-type: none"> ❖ Revisit/fill in the appropriate <i>Checklist</i> ❖ Discuss with learner and parents/carers, as appropriate. Provide the <i>Parent/carer information form</i> ❖ Identify key areas of strength and areas of need ❖ Implement further strategies from the <i>Checklists</i> ❖ Monitor and review the impact of supports and strategies ❖ Look at school literacy assessment results ❖ If required, provide literacy intervention ❖ Ensure an updated record of concerns and support is kept ❖ If individual literacy support is required, complete relevant elements of the Diagnostic Literacy Assessment to identify strengths and specific areas for development <p>If, despite appropriate learning opportunities, literacy difficulties persist, use the <i>Summary and Conclusions Framework</i> to collate evidence.</p> <p>If confirming an identification of dyslexia, consult with a colleague</p> <ul style="list-style-type: none"> ❖ Share with parents/carers ❖ Share with learner ❖ Update SEEMiS ❖ In light of the conclusion, review appropriate learning opportunities ❖ Continue to use appropriate supports and strategies and monitor teaching and learning ❖ If an individual literacy programme is required, completion of the full Diagnostic Literacy Assessment will give an overall profile of the learner, identifying strengths and specific areas for development ❖ Continue to use the monitoring and review process to aid future planning of learning ❖ Continue to discuss with the learner and parents/carers, as appropriate ❖ If required, consult with an Educational Psychologist 	<p>Resources</p> <p>Wellbeing Concern Form CEC ASL Literacy Tracker <i>Parent/carer information form</i> <i>Pupil voice tool</i></p> <p>Early Years/Primary YARC SNSA, SWRT PTM, SWSpT</p> <p>SfL direct teaching Read Write Inc Fresh Start CEC Diagnostic Literacy Assessment Individual PSA programme Assessment of Need</p> <p><i>Summary and Conclusions Framework</i></p> <p>Main assessments: SWRT, SWSpT, YARC</p> <p>Examples of further possible assessments (not required): Elements of the CEC Diagnostic Literacy Assessment, PhAB, TOWRE, BPVS</p> <p><i>Summary and Conclusions Framework</i></p> <p>Literacy and Dyslexia guidelines CEC Diagnostic Literacy Assessment</p>
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<p>Pupils for whom English is an Additional Language/bilingual learners</p> <p>Consider:</p> <ul style="list-style-type: none"> ❖ Revisiting the stage of English/enhanced enrolment information/ meeting with parents ❖ Seeking further advice from your EAL teacher about: <ul style="list-style-type: none"> - if/when it is appropriate to use any summative/diagnostic assessments - what these can and cannot tell you about the pupil – refer to EAL guidelines ❖ Refer to the Pathway 2 section of ‘Working together to identify and plan to meet the learning needs of developing bilingual learners’ <p>For further advice, contact the Literacy/Dyslexia Support Team</p>	<p>EAL specialist staff Parents/carers EAL Profile of Competence EAL Pathways to Support Grid EAL guidelines for delivery and interpretation of YARC/SNSA</p>
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Pathway 3: Support from partner services and agencies

<p>If required, contact a partner service for support, for example the ASL Service, an Educational Psychologist, or Speech and Language Therapy.</p> <ul style="list-style-type: none"> ❖ Undertake Assessment of Need ❖ Hold CPM <p>Pupils for whom English is an Additional Language/bilingual learners</p> <p>Consider:</p> <ul style="list-style-type: none"> ❖ An EAL specialist’s involvement in planning and liaison as appropriate, alongside the Literacy/Dyslexia Support Team ❖ An EAL specialist’s support with assessment and parental involvement <p>When considering pupils for whom English is an Additional Language, please seek further advice from EAL specialist staff.</p> <p>For further advice and support contact the Literacy/Dyslexia Support Team. Referral through ASAP (Additional Support Access Point).</p>

Checklists for identifying and supporting needs

The following observational checklists, developed in line with the cyclical and staged model of assessment, have been produced to help class and subject teachers gather and structure their observations on the literacy skills and associated difficulties of their learners. They are designed to provide information from which to plan next steps and provide linked support strategies to meet needs in the classroom (Pathway 1). They can provide a record against which to measure progress.

These are not checklists for dyslexia but can suggest areas where further observation or intervention may be required.

There are two checklists provided:

Early years checklist (nursery/P1), colour coded green

Primary checklist, colour coded purple

Teachers in special schools may wish to select from these to best match the needs of the learners in their class or school.

In each checklist, the 'possible areas of difficulty' are linked to a set of 'support strategies' which can be used to help address identified difficulties.

Each checklist is designed to help class/subject teachers consider:

- ❖ What is it that the learner can and cannot do?
- ❖ What is the impact of the learner's literacy difficulties on access to, and engagement with, the curriculum?
- ❖ What supports have been tried already?
- ❖ What other supports should be considered?

Once class/subject teachers have identified further support strategies, these should be implemented in class. How the learner responds, and the progress they make, should be monitored and reviewed. The checklists can then be revisited to support this ongoing process and make further plans, guiding interventions to meet the identified needs of the learner at Pathway 1.

The checklists may also be a precursor to a more detailed assessment carried out by Support for Learning staff and can support the process of identification of dyslexia (see *Process for identification and support*).

Early years checklist

The early years curriculum lays the foundation for the development of literacy skills and begins the formal process of teaching the learner to read and write. At this point, in line with the CEC definition, it is difficult to identify dyslexia, as the learner is only just starting to be exposed to more formal early literacy learning experiences.

Early years staff have a very important role in ensuring that learners develop pre-literacy skills and literacy learning. It is important that staff are able to identify when learners are struggling in their development of these skills.

Early years staff are skilled at observing and recording aspects of young children's behaviour and learning. Assessment is built into what they do as a matter of course. Early years staff should look holistically at a child's development and factors that may be impacting on this, before using this *Checklist*.

Staff should initially consider using the main information gathering tools already available in the CEC for nursery/Primary 1 learners. These are:

- ❖ Pre-5 Literacy Assessment and Planning Tracker
- ❖ *Up, Up and Away* (Early Years CIRCLE Document)
- ❖ *Inclusive Learning and Collaborative Working* (Primary CIRCLE Document)

For further information on the assessment process and factors that should be considered before using this *Checklist*, see the *Process for identification and support*.

Early Years Checklist (Nursery/P1)

Checklist for identifying learning needs, with supports and strategies

In order to identify and target the best support strategies it is necessary to consider the following areas:

- ❖ What can the learner do (strengths)?
- ❖ What is it the learner cannot do (areas of difficulty)?
- ❖ What is the impact of the learner's literacy difficulties on access to, and engagement with, the curriculum?
- ❖ What supports have been tried already?
- ❖ What other supports should be considered?

- 1 **Highlight** the difficulties experienced by the learner. **Star** difficulties of **significant concern**.
- 2 **Highlight** strategies **currently in use** that are **particular to the learner**.
- 3 In a **different colour**, highlight new **strategies to be tried**.

Name:	Class:
Date of birth:	Teacher:
Pupil strengths:	
Possible area of difficulty (highlight)	Support strategies (highlight)
<p>Listening and talking</p> <p>Receptive communication skills (understanding)</p> <ul style="list-style-type: none"> ❖ Does not show an understanding of words and phrases used in the setting 	<ul style="list-style-type: none"> • Take account of the home language • Prepare the child to listen – say name, make eye contact, seat facing speaker • Provide time, space and quiet for talking, listening, sharing ideas in small groups/with an adult • Provide a commentary on what child is doing, providing silences where child can respond, eg 'You are playing in the sand. I think I am going to fill this cup ...' • Use interests and strengths as a motivator • Explicit teaching of new vocabulary, eg Word Boost, Talking Time, Talking Tubs • Use visuals, props, puppets, models, ICT, photos • Use gestures in addition to language • Play sorting/lotto games with vocabulary items

<ul style="list-style-type: none"> ❖ Difficulty answering questions about everyday experiences in the setting or at home ❖ Difficulty understanding and following instructions with two to three key words: 'Put the red car in the box.' ❖ Difficulty understanding and following a sequence of two or three instructions 	<ul style="list-style-type: none"> • Use short questions to begin with • Link to home experiences – stay and play sessions, 'All about me' books • Model oral sentence/appropriate answer • Model relevant vocabulary and revisit regularly • Provide predictable routines and contexts to familiarise child with language used in setting • Small group sessions with good language role models – repeat what other children have said • Use simplified language • Break down the task/instructions • Provide visual and physical supports, eg signs • Repeat instructions/ask to repeat in own words • Give thinking time – provide silences • Instruction games – increasing instruction length as skill improves • Word Boost, Talking Time, Talking Tubs, Story Sacks (See <i>Teaching approaches</i>) • Emphasise key words and repeat often • Provide information for parents on supporting their child's language at home
<p>Expressive communication skills</p> <ul style="list-style-type: none"> ❖ Does not use age-appropriate sentence structure and length to retell a simple story or event ❖ Does not use appropriate vocabulary to make themselves understood ❖ Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced ❖ Difficulty initiating and taking turns in short conversations 	<ul style="list-style-type: none"> • Acknowledge and encourage all attempts to communicate • Use simplified language – repeat and expand on what child has said • Model slightly up-levelled sentence structure • Talk through puppets and soft toys – can reduce anxiety and frustration • Model starting a conversation, appropriate responses and turn-taking • Pitch talk at an appropriate level • Give a reason to communicate (eg making choices at snack time). Observe, wait, listen • Give plenty of time to talk/start conversations • Liaise with home about the child's experiences (eg parents send in photos on iPad) so staff can support the child to participate in Circle Time/ Show and Tell type activities • Use open questions and silences to prompt responses • Provide small group intervention, eg Talking Time

<ul style="list-style-type: none"> ❖ Speech is not yet fluent 	<ul style="list-style-type: none"> • Check hearing • Give time to formulate a response • Do not finish the child's sentence for him • Respond to and extend what child has said • Provide time and a quiet space
<ul style="list-style-type: none"> ❖ Speech difficult to understand 	<ul style="list-style-type: none"> • Follow child's lead – acknowledge and try to tune in • Repeat word back to child with the correct pronunciation, putting emphasis on the sounds that are missing or mispronounced • Comment on what part of your mouth you use to make the sound – exaggerate your facial expression and mouth position • Use a mirror so the child can see themselves making the sound • Liaise with parents – seek advice from Speech and Language Therapy
<ul style="list-style-type: none"> ❖ Cannot say multi-syllabic words 	<ul style="list-style-type: none"> • Capitalise on everyday situations to clap (or tap on a drum) the beats in words, eg names, days of the week, snack menu, toys, weather • Tap beat of words in songs as you are singing • Find parts of the word that are familiar, eg 'butter' and 'fly', and get the child to build the word back up again
<ul style="list-style-type: none"> ❖ Cannot name and describe objects in an age-appropriate way 	<ul style="list-style-type: none"> • Regular small group time/intervention with focus on building vocabulary, eg Floor Books, Talking Time, Word Boost • Provide a variety of ways to explicitly teach and embed new words – What does it look like? Where is it found? What is it for? How many syllables? What does it begin with? Encourage the child to repeat/articulate word • Introduce new vocabulary in categories, eg things in the house v things in the garden • Make a word book – children write, draw and stick in pictures or photos of the new word • Discuss table-top displays with concrete objects to reinforce new vocabulary
<ul style="list-style-type: none"> ❖ Has difficulty remembering the words of songs and rhymes 	<ul style="list-style-type: none"> • Regular song and rhyme time • Copies of familiar songs and rhymes sent home • Stay and play sing-along sessions for families • Puppets and props linked to songs and rhymes available for choosing time • Smartboard resources, CDs, percussion to play along • 'Magic of Music' (See <i>Teaching approaches</i>)

Pre-literacy skills	
Enjoyment of and attitude towards books	
<ul style="list-style-type: none"> ❖ Shows little interest in looking at books ❖ Does not enjoy story time, distracts others 	<ul style="list-style-type: none"> • Have variety of books available and changed regularly • Provide books in line with child's interests • Use nursery song books – look and sing along • Read favourite story often • Ensure story corner is attractive – involve children in its organisation • Take to local library to choose books • Bedtime stories sent home regularly – story sacks • Books in all areas of setting, linked to learning/ theme • Use story CDs, ICT software
<ul style="list-style-type: none"> ❖ Is inattentive, unable to focus and easily distracted during story time ❖ Unable to answer simple questions 	<ul style="list-style-type: none"> • Observe in a variety of situations to establish any barriers to listening • Involve in selecting the story • Consider seating arrangements and sitting time • Story sacks, props and manipulatives available • Shorter story sessions • Use of fiddle toys • Support to retell the story after listening to it • Model (eg using a good peer model) or demonstrate appropriate answers for child • Use of picture prompts
<ul style="list-style-type: none"> ❖ Unable to predict what is happening next or offer alternative endings 	<ul style="list-style-type: none"> • Build on the child's own interests and knowledge • Paired/shared reading with adult/peers • Storytelling/improvised drama account of story • Opportunities for child to make up own story/ ending • Use of stories with repetition
Phonological awareness	
<ul style="list-style-type: none"> ❖ Unable to say whether two words rhyme, or give a rhyming word to match one you have offered 	<ul style="list-style-type: none"> • Listen to, and differentiate between, different environmental sounds, eg birdsong • Frequently explore, sing and recite a variety of songs, poems and rhymes – IWB, CDs, Library Rhyme Time sessions • Recite rhymes and miss out key words – ask child to guess missing word • Feely bags with rhyming objects • Rhyming snap and lotto games • Child makes up alternative rhyme endings, eg selects rhyme for own name – 'Betty Spaghetti' • Stay and Play sessions with parents – take home rhymes

<ul style="list-style-type: none"> ❖ Cannot recognise initial sounds in spoken words ❖ Unable to clap syllables in everyday words/ own name ❖ Cannot copy/clap a simple rhythm ❖ Unable to remember the words of songs and nursery rhymes 	<ul style="list-style-type: none"> • Alphabet frieze displayed and used • Tongue twisters, rhymes and riddles using alliteration. Make up own examples – ‘Brave Ben’ • Display of alliterative objects, changed regularly • Play sound differentiation games such as sound lotto, sound tracks or ‘I Spy’ • Regular modelling and experience of tapping and clapping syllables in everyday routines, eg snack items, toys, names, days of the week • Use of percussion to accompany music with a regular beat • Circle games where children copy and create body percussion and simple sequences • Regular song and rhyme times, using actions with songs • Encourage the child to listen to audio recordings of songs and rhymes and to join in • Use variety of songs and rhymes, including multi-cultural rhymes. Use ‘Magic of Music’ • Link songs and rhymes to themes in nursery • Parental stay and play sessions – copies of rhymes sent home <p>For further information see Dyslexia Scotland Reading Circle http://www.addressingdyslexia.org/reading-circle/</p>
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Concepts of print/reading	
<ul style="list-style-type: none"> ❖ Is unable to recognise own name without picture prompt ❖ Does not recognise common environmental signs ❖ Has difficulty associating letters and sounds ❖ May confuse similar sounding or looking letters 	<ul style="list-style-type: none"> • Name in different areas and referred to often • Name available to copy/stick • Self-registration – Smartboard, signing-in sheet • Adult modelling • Environmental print walk, environmental print wall with photos, packaging etc • Visualising the environment, eg symbols for routines, learning areas • Point out/discuss signs, symbols, labels • Alphabet frieze displayed • Alphabet song linked to frieze/chart • Links made with child's own name • Sound card with mnemonic • Matching games • Manipulative letters in a variety of areas, eg hidden in sand, printing blocks used in art activities, magnetic boards • Smartboard/iPad activities, eg action songs, Jolly Phonics • Variety of tactile writing opportunities available, eg in sand, with foam, whiteboards and marker pens
<ul style="list-style-type: none"> ❖ Cannot show the front and back of the book ❖ Unable to point to the title of the book ❖ Cannot show where it tells you the author and illustrator ❖ Cannot show where the pictures and text are ❖ Unaware that the print tells the story 	<ul style="list-style-type: none"> • Explicitly emphasise and discuss these aspects in story time and at spontaneous reading opportunities • Demonstration of positional language • Use different types of picture books and texts to reinforce • Create own books • Picture prompts sent home with bedtime stories • Invite story tellers and authors to talk about how stories are put together and books developed
<ul style="list-style-type: none"> ❖ Cannot follow the direction we read print in 	<ul style="list-style-type: none"> • Move your own finger under text to highlight • Use of Big Books to demonstrate and copy • Child's hand guided to 'feel' • Use of highlighters/paint to demonstrate • Lines drawn outdoors in chalk • Green marker at start of sentences, eg in books, on board, on wall

<ul style="list-style-type: none"> ❖ Cannot discriminate between a letter, a word and a number 	<ul style="list-style-type: none"> • Model use of vocabulary during activities • Use of tactile letters, words, numbers • Calendars/timetables/alphabet displayed • Use of feely bags, flashcards, games, magnetic boards, sponge painting/printing
<ul style="list-style-type: none"> ❖ Appears to 'catch on' initially but, when memory gets to the point of overload, forgets or omits the simplest words 	<ul style="list-style-type: none"> • Break up tasks into smaller manageable chunks • Use finger or spacer to point to words and keep track of each line • Encourage child to look closely at the print – what does the word start with/end with? • Use e-books or record text on to iPad/iPod, so the child can hear/read along/re-read familiar stories • Provide word cards for child to match to those in their book • Play word sorting games – sorting by first sound/end sound/number of letters/phoneme • Prompt child to ask themselves 'Does that sound right? Does that make sense?' • Use variety of feedback strategies to check for understanding – TTYP/chorus/popcorn • Use sound fingers to sound out then blend word

Writing	
<ul style="list-style-type: none"> ❖ Letter confusion – bd pq ij un ❖ Incorrectly formed letters 	<ul style="list-style-type: none"> • Teach and encourage cursive writing • Provide desktop visual aids, eg b e d • Teach the child to pause and check letter formation
<ul style="list-style-type: none"> ❖ Holds pencil too tightly and tenses hand when writing 	<ul style="list-style-type: none"> • Use black fine-line pen – requires less pressure • Experiment with different pencil grips • Class Finger Gym where the correct pincer grip can be practised – use chopsticks, tweezers, pinching playdough, pegging, lacing, stacking, posting • Theraputty • Provide variety of papers/textures/writing implements to motivate writing/mark making
<ul style="list-style-type: none"> ❖ Omission or confusion over small words – was/saw, in on the 	<ul style="list-style-type: none"> • Use highlighter to find the small words in texts • Give tracking sheets to scan/find letters/words
<ul style="list-style-type: none"> ❖ Haphazard use of upper/lower case ❖ Some attempts at writing appear bizarre ❖ Child has difficulty reading work back ❖ Word reversals: was/saw, dog/god 	<ul style="list-style-type: none"> • Model writing and provide a commentary, eg To start my sentence, I need a capital/The next word is 'when' so I need my sounds wh-e-n. Now I must leave a finger space • Highlight the whole line to be written on • Model going back to check and change (proofread) • Use a three-pronged approach – scribe, make their own attempt, use printed words to copy/sequence/glue in • Check for and highlight reversals • Use word banks
<ul style="list-style-type: none"> ❖ Considerable confusion over simple punctuation 	<ul style="list-style-type: none"> • Use actions to reinforce punctuation – 'Kung Fu Punctuation' • Use IWB to model simple punctuation exercises • Provide overlearning opportunities • Highlight punctuation in simple texts
<ul style="list-style-type: none"> ❖ Extreme difficulty copying from the board 	<ul style="list-style-type: none"> • Limit copying from the board • Use table-top copy – chunk down into small parts • Use different coloured pens to show lines • Highlight key words

<h3>Numeracy and Maths</h3>	
<ul style="list-style-type: none"> ❖ Shows limited awareness of number in the environment 	<ul style="list-style-type: none"> • Photograph numbers in the class/school/locality and make a book for the class library • Numbers displayed and pointed out around the room and outside, eg big bricks labelled, numbered parking spaces for bikes • Numbers used and referred to at learning areas, eg 4 at sand, 2 at writing table • Numbers in all areas of setting, eg phones in house corner, money at cafe • Display and refer to digital and analogue clocks
<ul style="list-style-type: none"> ❖ Unable to sing three number songs 	<ul style="list-style-type: none"> • Daily singalong number songs – use percussion, puppets, role play and CD and IWB resources • Record children’s voices and play back • Send number rhymes home
<ul style="list-style-type: none"> ❖ May seem to understand the concepts of number but has difficulty associating numbers with the symbols 	<ul style="list-style-type: none"> • 1:1 correspondence, eg at snack time • Adults model and use visual numbers in daily activities – tooth brushing, lining up • Numbers available for children to cut/stick/print • ‘Number at Home’ advice sheets sent home/ displayed in parent area • Multi-sensory activities, eg make numbers using playdough, in the sand • Number songs specifically taught using visuals and role play – copies sent home
<ul style="list-style-type: none"> ❖ Difficulties forming numbers 	<ul style="list-style-type: none"> • Provide rhyme to guide formation eg ‘Round like an S then close the gate. That’s how you write a number 8’ • Trace numbers on a variety of textures – shaving foam, sandpaper • Write big, eg chalk on floor, big brush to paint
<ul style="list-style-type: none"> ❖ Difficulty copying numbers from the board or jotter 	<ul style="list-style-type: none"> • Minimise copying from board – provide desktop aids, playdough formation mats, rainbow writing • See SEAL Home Learning walls
<ul style="list-style-type: none"> ❖ Difficulty remembering a short sequence of numbers 	<ul style="list-style-type: none"> • Number songs with numbered props, eg Five Speckled Frogs – number children as frogs • Number line displayed and used inside and outside • Maths table with numbers, dice, dominoes, number cards, rulers • Embed counting of objects (forwards and backwards) in daily routines, eg lining up/small world/baking/register • Call and response number songs, eg ‘1234 Mary at the cottage door.’ Children chorus back ‘5678 eating cherries on a plate’ • Take maths into the gym eg jump into 5 hoops counting 12345

<ul style="list-style-type: none"> ❖ Difficulty learning early number facts and procedures 	<ul style="list-style-type: none"> • Daily oral counting • Overlearning of partitioning and grouping collections • Use of visuals – dot cards, dice patterns/pairs and arrays • Take maths into the gym eg 3 jumps, 2 more jumps ... that makes 5! • Go large – use bean bags and hula hoops, or use masking tape to make a giant ten frame on the floor – children sit in it • Model the process. Be explicit. Provide a running commentary on what you are doing • Model the notation for a maths problem, eg We have 4 milks and now 2 more. That makes 6. I can write this as $4 + 2 = 6$
<ul style="list-style-type: none"> ❖ Cannot understand and act upon simple positional words describing where things/people are 	<ul style="list-style-type: none"> • Use of puppets and toys in construction and small world areas • Model and explicitly teach the vocabulary in everyday contexts – revisit daily to embed • Use of outdoor area/gym hall to experiment with and use positional language, eg jump on the bench, climb over the hurdle • Choose story books with positional language, eg We're Going on a Bear Hunt
<ul style="list-style-type: none"> ❖ Forgets or confuses previously learned processes when new ones are learned 	<ul style="list-style-type: none"> • Targeted work through Talking Time Groups • Consider Speech Therapy intervention • Provide lots of opportunities for overlearning, demonstrating and using processes in a variety of multi-sensory ways • Make activities hands-on and practical • Constantly revisit previously taught processes • Recap and highlight key information • Give children opportunities to talk about previous learning • Produce flow charts/floor books and keep in class library • Enable child to show evidence of learning in a variety of ways, eg drama, drawing, diagram, PowerPoint, book creator app, cartoon, video

Visual and visual perceptual	
<ul style="list-style-type: none"> ❖ Drawings are not age-appropriate 	<ul style="list-style-type: none"> • Talk about child's drawing and discuss how it could be developed • Encourage child to look at pictures or real objects and think about details to add • Break tasks into smaller steps • Provide an attractive and well stocked writing area with examples of drawing and writing
<ul style="list-style-type: none"> ❖ Unable to make or copy a range of different marks on the page, eg a circle, a horizontal line, a vertical line, a cross 	<ul style="list-style-type: none"> • Provide a variety of media for mark making, indoors and outdoors, eg chalks, foam, squeezey bottles • Use mirrors, viewfinders, kid cameras to look at fine detail • Give a model to trace over in different colours • Draw with child/prompt by guiding their hand • Support to draw a big picture, eg a finger picture on another child's back
<ul style="list-style-type: none"> ❖ Unable to recognize, recall or match everyday shapes, symbols, letters and numbers 	<ul style="list-style-type: none"> • Talk about signs and symbols they see in the environment • Find these in books • Make their own signs and symbols • Use iPads to photograph numbers, letters and symbols in the class, outdoors and in the local environment. Use them to make floor books, matching games, snap, lotto • Go on a scavenger hunt to search for letters, signs etc
<ul style="list-style-type: none"> ❖ Difficulty reproducing a seen sequence of letters, words, numbers or symbols 	<ul style="list-style-type: none"> • Use different coloured pens for different points • Play memory games – pelmanism, snap, odd one out • Play spot the difference type games to encourage looking at the finer detail • Start with a short sequence and build up gradually • Sequence a series of pictures depicting common events, eg washing hands, making a sandwich • Play shopping games – memorise a list of items
<ul style="list-style-type: none"> ❖ Rubs eyes and blinks excessively ❖ Moves closer to or away from the page ❖ Difficulty tracking text along a line from left to right ❖ Tires easily when reading and writing 	<p>Speak to parents. Ask to arrange eye test to check for visual difficulties.</p>

Organisation and motor skills	
<ul style="list-style-type: none"> ❖ Difficulty with coordination, balance, spatial awareness or direction (poor gross motor skills) ❖ Difficulties with throwing, catching and climbing ❖ Trips and bumps into things 	<ul style="list-style-type: none"> • Break tasks down • Use simplified language, supported by visuals/ demonstration • Practise naming body parts and describe what the child's body is doing – John is rolling on his tummy, balancing on his knees • Daily opportunities for energetic play indoors and outdoors – climbing apparatus, bikes, large and small balls/beanbags for throwing, aiming, passing, rolling • Ensure the classroom layout is accessible and child-friendly
<ul style="list-style-type: none"> ❖ Difficulty manipulating and placing small items, eg buttons, zips, pencils, puzzle pieces, construction materials (poor fine motor skills) 	<ul style="list-style-type: none"> • Provide a variety of small manipulatives in all areas of the room, eg tactile materials in craft areas – wool, ribbon, bubble wrap • Follow individual interests – cars, Lego, dinosaurs. Use these in tactile areas – water, sand, outdoors in soil
<ul style="list-style-type: none"> ❖ Difficulty using both hands together to complete tasks, eg cutting 	<ul style="list-style-type: none"> • Encourage cutting skills by providing two-handed scissors or easy-cut scissors and a variety of attractive and tactile materials to cut • Provide tasks which require two hands, eg tower building, threading, passing a slinky from hand to hand, planting seeds, mixing
<ul style="list-style-type: none"> ❖ Difficulty with sequencing actions, eg dressing after toileting/PE, shoes on correct feet ❖ Struggles to follow familiar organisational routines, eg hang up coat, put bag or books away ❖ Forgetful – loses belongings 	<ul style="list-style-type: none"> • Show routines as photo or symbol sequences • Provide a personal visual checklist for the child to tick off when achieved • Give verbal preparation and countdowns for transitions, eg 5 minutes until tidy-up time • Describe what you want the child to do in simplified language
<ul style="list-style-type: none"> ❖ Difficulty organising the tools for learning 	<ul style="list-style-type: none"> • Break down the task • Give extra time • Use predictable and familiar routines • Label areas and resources with photos and make sure storage is accessible • Have table-top caddies to keep work area clear • Have clear systems for putting away work • Colour-code subject jotters • Give child a buddy who will model everyday routines and prompt the child to complete them • Provide a social story so the child knows what is expected. Read daily at home and school • Class pictorial checklist displayed on the IWB as a prompt for all • Countdown timer on IWB to manage transitions

<ul style="list-style-type: none"> ❖ Not sure which hand to use for writing 	<ul style="list-style-type: none"> • Encourage activities where child crosses the midline and uses two hands for a task, eg threading beads on laces, passing a slinky/ beanbag from hand to hand, pegging washing on line, cutting along a line • Provide a motor programme, eg Sensory Circuits (Jane Horwood)
<p>Working memory and processing</p> <ul style="list-style-type: none"> ❖ Recalls only part of a familiar event, story or sequence ❖ Difficulty remembering words of songs and rhymes ❖ Cannot follow a three- or four-part instruction ❖ Difficulty recalling the days of the week ❖ Slow to process information and formulate a response ❖ Has difficulty retaining information ❖ Misses out chunks of a task ❖ Regularly does not complete task 	<ul style="list-style-type: none"> • Use simplified language and offer a structure • Provide pictures to help recall • Relate new learning to previous experience • Encourage the child to sing and listen to songs and rhymes frequently, singing together and using actions • Provide visual supports • Play memory games such as Kim's Game, 'I went to the market and bought ...' and Pairs. • Simplify verbal information • Begin with one instruction and build up • Model learning activities • Provide visual supports • Provide thinking time • Minimise distractions • Recite and sing the days of the week sequence daily • Discuss a visual class calendar • Break down the task into smaller steps • Give wait time, paraphrase – 'Jenny said ...' • Encourage to ask for help • Clarify one main learning focus in activity • Frequent use and repetition of task-specific vocabulary and key words • Daily practice and overlearning using different media • Share with parents so they can reinforce at home • Offer a clear structure • Model a response, offer visual prompts • Give extra time to complete activity

<p>Attitude towards learning</p> <ul style="list-style-type: none"> ❖ Difficulty concentrating and focusing on a preferred task ❖ Misses out parts of task ❖ Inconsistent profile – surprisingly good at some things and less so at others, good days and bad days ❖ Appears inattentive/restless ❖ Tires easily ❖ Appears frustrated, bored ❖ Reluctant to participate ❖ May abandon task or sabotage their own attempts as they think it's not good enough 	<ul style="list-style-type: none"> • Break down tasks into smaller steps • Praise small steps and effort • Highlight key points • Use the learner's interests to engage, eg bring in items from home • Use ICT as a motivator • Allow the learner to show learning in a variety of ways, eg talk, drawing, photos, art, video • Allow regular movement breaks • Develop good home/school communication • Give responsibility – build confidence and self-esteem by doing special jobs, eg taking messages • Recognise and celebrate wider achievements, eg display photos/certificates from home • Vary expectations, eg draw a line to highlight the key part of the task that must be completed • Provide a skeleton or framework to which the child can add key points • Use a timer to show the time left to complete the task • Break up tasks with choosing activities • Spread the piece of work over several sessions • Record/evidence learning in varying ways, eg iPad, Think Pair Share • Acknowledge effort • Buddy with an appropriate learning partner to enable good-quality learning/discussion • Enable self-reflection and enable the child to set their own realistic goals
<p>Any other comments/observations (include both strengths and needs)</p>	
<p>Pupil views (strengths/areas of need/helpful strategies and resources)</p>	
<p>Next steps (underline/highlight as appropriate)</p> <ul style="list-style-type: none"> ❖ In the list above, highlight further strategies to try in class, and note date ❖ Discuss pupil with SfL teacher (Pathway 2) ❖ Complete Wellbeing Concern Form: Safe Healthy Achieving Nurtured Active Respected Responsible Included ❖ Assessment of Need ❖ Other action: 	
<p>Completed by:</p>	<p>Date:</p> <p>Date of checklist revisit:</p>

Primary checklist

The primary checklist is more detailed, as this is the stage where most of our pupils acquire fluency in literacy. This is also where the class teacher is well placed to observe and support the development of literacy skills and to support in identification of dyslexia.

The primary checklist covers a number of key areas which underpin or are associated with fluent reading and writing, and with dyslexia. It can be used by primary teachers who are concerned about a learner's progress in literacy and in areas that can be associated with literacy difficulties/dyslexia.

The checklist can also form the basis of consultation with the school's Support for Learning staff, and to guide further interventions in class (Pathway 1) and with support from SfL (Pathway 2). It can be a precursor to a more detailed investigation/assessment, usually carried out by Support for Learning staff, and can support the process of identification of dyslexia.

When considering the learner's needs, it may be more appropriate to refer to and use *Inclusive Learning and Collaborative Working* (Primary CIRCLE Document).

For further information on the assessment process and factors that should be considered before using this *Checklist*, see the *Process for identification and support*.

Primary Checklist

Checklist for identifying needs, with supports and strategies

In order to identify and target the best support strategies it is necessary to consider the following areas:

- ❖ What can the learner do (strengths)?
- ❖ What is it the learner cannot do (areas of difficulty)?
- ❖ What is the impact of the learner's literacy difficulties on access to, and engagement with, the curriculum?
- ❖ What supports have been tried already?
- ❖ What other supports should be considered?

- 1 **Highlight** the difficulties experienced by the learner. Star difficulties of significant concern.
- 2 **Highlight** strategies **currently in use** that are **particular to the learner**.
- 3 In a **different colour**, highlight new **strategies to be tried**.

Name:	Class/stage:
Date of birth:	Teacher:
Pupil strengths:	
Possible area of difficulty (highlight)	Support strategies (highlight)
<p>Listening and talking</p> <ul style="list-style-type: none"> ❖ Does not participate well in classroom talking/ listening activities ❖ Difficulty understanding information given orally ❖ Difficulty following instructions 	<ul style="list-style-type: none"> • Consider the classroom environment (See CIRCLE resource) • Activate/provide background knowledge • Use talking partners with a supportive peer role model • Give a role in group work • Use a talking stick • Choose topics to interest and motivate learner • Minimise background noise • Use visuals • Use appropriate gestures • Record instructions • Chunk information and check for understanding • Specify a listening target, eg listen for the main idea • Ask to repeat back instructions • Ask to explain in their own words

<ul style="list-style-type: none"> ❖ Immature/inaccurate pronunciation ❖ Difficulty saying and repeating complex words ❖ Expression of ideas, feelings and thoughts disorganised/poorly sequenced ❖ Difficulty in getting the correct word out, or delay in responding ❖ Limited use of vocabulary ❖ Immature sentence structure or persistent errors in grammar ❖ Difficulty in recounting events 	<ul style="list-style-type: none"> • Model clear speech with correct sentence structure • Counting and clapping sounds and syllables • Sequencing activities • Model and encourage retelling of stories • Scaffold language and up-level vocabulary • Focus attention on definition of more complex vocabulary • ‘Word of the Week’ – say, define, use orally in as many contexts as possible, revisit • Support oral sequencing, eg first, next, finally • Use of ICT, eg video presentations • Thinking time • Consider referral to Speech and Language Therapy
<p>Reading</p> <ul style="list-style-type: none"> ❖ Lack of interest and enjoyment in reading ❖ Reluctant to read aloud. Gives up easily/loses interest ❖ Concepts of print: doesn’t know where a book begins or ends, or the difference between letters, words, numbers etc ❖ Knowledge of letter–sound correspondences is incomplete ❖ Difficulty identifying sounds within words ❖ Problems in blending sounds or decoding words ❖ Difficulty identifying syllables ❖ Inconsistent recognition of sight words ❖ Confuses visually similar letters or symbols, eg b/d, t/f, m/n, p/q, 3/5 ❖ Misreads or reverses words which are visually similar, eg for/from, was/saw, on/no ❖ Omission/confusion over small words ❖ Guesses words ❖ Substitutes/inserts/omits words when reading ❖ Slow pace ❖ Lacks fluency – reading is hesitant/reads word-by-word ❖ Sounds out each word aloud ❖ Reads without expression ❖ Ignores phrasing and punctuation ❖ Relies on context/picture cues ❖ Does not select books at an appropriate reading level 	<ul style="list-style-type: none"> • Create opportunities to read to learners • Use a wide variety of books at an appropriate reading text level • Check current book for appropriate text level (see <i>Teaching approaches</i>) • Use non-fiction texts, graphic novels, comics, magazines and newspapers • Link reading texts to interests • Use dyslexic friendly books, eg buff paper, sans-serif font, font size 12, clear layout, left justified only • Do not ask to read aloud, unless previously agreed • Create opportunities to practise before reading aloud • Use audio books to allow participation in discussion groups at the correct ability level • Use Paired Reading (see <i>Teaching approaches</i>) • Reading buddy/peer support/small group setting • Train older pupils to use text-to-speech software • Encourage reading for enjoyment at EASY text level • Model how to handle and access books/texts • Talk about features of the book • Daily phonological awareness activities, eg produce rhyming words, or identify the odd word – hot, pot, bat • Teach visual association for letters, eg b – bat and ball, show how to make ‘bed’ using hand actions • Sort words into groups beginning with same letter • Daily phonic training using structured sequential phonics programme • Rote learning of alphabet sounds – use pure sounds • Link sounds to actions

	<ul style="list-style-type: none"> • 'Crash' sounds together, eg with plastic letters c-a-t = cat • Work with real words and non-words • Letter/word/number sorting and matching activities • Phonic games, eg blend dominoes • Daily flash cards – common words • Limit number of words taught each week • Create personal word lists • Precision teaching (see <i>Teaching approaches</i>) • Action songs, rhymes and games • Teach how to divide words into syllables • Syllable clapping activities • Use ICT/apps, eg 'Clicker Phonics' or 'Hairy Letters' • Support development of self-correction • Encourage/model use of finger to track text • Use a line guide/reading ruler • Use coloured overlays/reading rulers if required • Model use of punctuation to guide reading • Read song lyrics aloud while watching a music video with subtitles • Timed reading activities, eg Time Targets (see <i>Teaching approaches</i>) • Allow extra time to read and respond • Use the Three Read Strategy (see <i>Teaching approaches</i>) • Support the learner to choose their own book at the appropriate level. Teach use of the 'five finger test' (see <i>Teaching approaches</i>) • Show parents how to support and encourage reading at home <p>For further information see Dyslexia Scotland Reading Circle http://www.addressingdyslexia.org/reading-circle/</p>
<p>Reading comprehension</p> <ul style="list-style-type: none"> ❖ Limited knowledge of vocabulary and figures of speech ❖ Difficulty making inferences ❖ Difficulty with summarising events ❖ Difficulty in identifying the main point ❖ Needs to reread several times to aid comprehension ❖ Difficulty answering lower-order questions ❖ Lack of understanding that words in text refer to other words already mentioned, eg 'dolphin' later referred to as 'creature' ❖ Reduced ability to support comprehension by, for example, re-reading, questioning or predicting 	<ul style="list-style-type: none"> • Teach subject terminology and relevant vocabulary • Repeat and revisit new vocabulary frequently • Discuss definition of key words before reading • Use word banks • Use Collins Cobuild Dictionary for 'user-friendly' definitions www.collinsdictionary.com/dictionary • Model and support to use written vocabulary in oral sentences • Explain figures of speech, eg frog in my throat • Pause after each full stop and consider the main point • Provide/activate prior knowledge before reading • Encourage active reading – 'Stop – does this make sense?' • Break reading into small sections and discuss • Encourage use of context clues

	<ul style="list-style-type: none"> • Use mind mapping, visual flow charts etc • Use the Three Read Strategy (see <i>Teaching approaches</i>) • Allow to listen to an audio version while following text • Provide and discuss questions before reading text • Model how to refer back to text for answers • Allow thinking time • Pair and share – talk to partner about content • Relate reading to their own experience • Support to visualise and then talk about text • Encourage the learner to generate their own questions on the reading passage • Provide a copy of the text to highlight key words or clues • Teach re-reading technique and skimming and scanning • Model comprehension skills including prediction, clarification etc aloud. See Reciprocal Reading in <i>Teaching approaches</i> • Talking partners
<p>Spelling</p> <ul style="list-style-type: none"> ❖ Confuses letters similar in shape – b/d n/u p/q j/i ❖ Reverses letters, eg s z ❖ Transposes letters, eg form/from ❖ Bizarre spelling – may be phonetic but inaccurate ❖ Over-reliance on phonetic spelling, eg ‘dun’ for ‘done’. ❖ Inconsistency in spelling of same word, even with familiar words ❖ Omits letters/vowels, eg ‘hom’ for ‘home’. ❖ Confuses the order of letters in words, eg ‘fier’ for ‘fire’ ❖ Misspells or reverses words which are visually similar, eg was/saw ❖ Misses out syllables in words ❖ Incorrect use of spelling rules ❖ Misspells common/irregular words 	<ul style="list-style-type: none"> • Phonological awareness activities, eg rhyme and alliteration, songs and rhythms • Link letter shapes to visuals/songs/actions • Display and refer to the Edinburgh Sound Chart (stretchy/bouncy sounds) • Ensure you use pure sounds, ie ‘vvv’ not ‘vu’ • Word building using magnetic letters • Develop segmenting skills – say and segment orally • ICT/phonics apps • Reinforce letters/phonics using cursive handwriting • Teach the learner to fill gaps in phonic knowledge • Teach spelling rules while teaching phonics • Use a multi-sensory approach and frequent practice • Give opportunities for overlearning • Develop use of tallying (see <i>Teaching approaches</i>) • Finger spelling, finger writing and grapheme marking (see <i>Teaching approaches</i>) • Use current phonic focus words and common words in dictation • Teach to chunk longer words into syllables • Syllable stretching, clapping, robot voices etc • Focus spelling corrections in writing on the words the pupil uses most often • Point out the parts of the word misspelled and the parts correctly spelled, eg che<u>ar</u> • Train the learner to proofread/correct their own spelling using the above technique

	<ul style="list-style-type: none"> • Actively teach spelling strategies to reinforce learning, eg 'Have a go' (see <i>Teaching approaches</i>) • Use dictionaries/personal word book/spell checker • Software with predictive text, eg Co-Writer, Read Write Gold, Clicker • Use an individual common word spelling programme • Teach common words using SOS (Simultaneous Oral Spelling – see <i>Teaching approaches</i>) • Mnemonics • Spelling games to consolidate learning • Selective and positive marking of errors
<p>Writing</p> <ul style="list-style-type: none"> ❖ Reluctant to write ❖ Slow to complete written tasks ❖ Work not completed ❖ Writing does not reflect oral ability ❖ Writing limited to words they can spell ❖ Difficulty sequencing/organising ideas ❖ Words/phrases omitted ❖ Punctuation – incorrect or missing ❖ Copying slow and inaccurate ❖ Difficulty writing at speed ❖ Poor handwriting ❖ Poor letter formation ❖ Poor layout/word spacing ❖ Unable to read their work back ❖ Poor proofreading/editing skills 	<ul style="list-style-type: none"> • Oral/pictorial recording of ideas/planning • Speech-to-text software, eg Siri, Dragon Dictation • Offer alternative means of recording, eg Clicker, Co-writer, audio recording • Reduce amount of writing expected • Stress importance of content rather than spelling on first draft • Use cloze procedure activities • Story starters • Use picture stories for sequencing • Mind mapping to plan and organise work • Coloured post-it notes for planning which can be moved around • Talk, draw (5 minutes) and then write • Story boards/cartoons/pictures for sequencing • Word banks of useful words • Eliminate copying/provide paper copy/allow to sit close to source • Number the lines on the board/change the colour of each line • Writing frames • Spell checker • Spacing aid, eg laminated pictorial finger/post-it tabs • Allow additional time to complete task • Focus on one section of writing at a time • Positive marking linked to learning outcomes • Time limit, if appropriate • Teach keyboarding skills • Teach cursive handwriting • Try pencil grips and different pens, eg Yoropen • Try lined paper – use alternate lines • Provide a scribe • Buddy checker/note taker • Visual aids to prompt and focus editing • Teach to proofread/edit, eg read out loud, check for one thing at a time, underline words they are unsure of <p>For further information see Dyslexia Scotland Writing Circle http://www.addressingdyslexia.org/writing-circle/index.php</p>

<h3>Numeracy and Maths</h3>	
<ul style="list-style-type: none"> ❖ Difficulty reading and understanding the language of maths ❖ Difficulty remembering number bonds/tables ❖ Difficulty with mental maths ❖ Difficulty with layout of sums/written work ❖ Reversal of visually similar numbers, eg 51 for 15 ❖ Makes errors distinguishing between symbols, eg + and x ❖ Difficulty understanding place value, eg 101 for 1001 ❖ Sequencing difficulties, eg number order, following shape patterns, counting in 3s ❖ New concepts/strategies not easily retained ❖ Difficulty with written calculations due to direction or sequencing of procedures ❖ Difficulty using steps in the correct order to solve a problem ❖ Difficulty telling the time ❖ Difficulty with concepts of time, eg yesterday/tomorrow ❖ Confuses positional language and directions, eg left/right, before/after 	<ul style="list-style-type: none"> • Pair with a good reader • Discuss and display the different terms/symbols used, eg x can be 'times', 'multiply' or 'groups of' • Display subject-specific mathematical language • Highlight and explain maths language in text • Colour code types of language/important terms, eg 'less than', 'add' • Use maths vocabulary in reading/spelling lessons • Link pictures, colours or images to numbers • Count when going up stairs, scoring goals etc • Use games and songs to work on numbers • Avoid only listening to numbers – write them down • Multi-sensory saying/tracing of numbers, eg on sandpaper • Symbol games, eg pairs • Re-teach early concepts and skills if necessary • Give thinking time • Use concrete examples to illustrate ideas, eg cut a cake to help with fractions • Use concrete materials, eg coins, unifix, bundles of 10 • Use visual supports, eg number line, 10 frame, tables square • Use squared-paper jotters for layout • Help set out work, eg use 'spacers', colours, arrows, headings, bold lines • Mark the starting point and direction of work • Use of calculators/talking calculator (see iPad apps) • ICT, eg Number Shark • Allow extra time for practice, consolidation and revision • Voice out loud the problem-solving process • Ask how the learner carries out the process – this may work better for them • Allow their preferred method and layout • Use rhyme, rote or songs to learn day/months • Encourage wearing a watch and using clocks at home • Visual clues, eg colour one side of a clock • Discuss real-time/life examples for concept of time • Point out directions, eg add from left to right • SEAL strategies/resources
<p>For further information see 'Supporting Learners with Additional Support Needs in Numeracy' (Inclusion Hub)</p>	

<p>Visual and visual perceptual</p> <ul style="list-style-type: none"> ❖ Difficulty reproducing a seen sequence of letters, words, numbers, symbols ❖ Inaccurate reading of all of the words or lines on a page ❖ Inaccurate copying from board, book or worksheet ❖ Loses the place, omits words, skips lines ❖ Difficulty tracking text along a line from left to right ❖ Difficulty reading accurately at speed ❖ Tires easily when reading and writing ❖ Rubs eyes and blinks excessively ❖ Moves closer to or away from the page ❖ Poor concentration/becomes restless ❖ Poor layout of writing ❖ Headaches 	<ul style="list-style-type: none"> • Ensure annual vision check with optician/optometrist • Consider environmental factors, eg lighting, seating • Use tactile letters to reinforce letter shape • Multi-sensory approaches, eg draw in sand • Provide a copy of text on board, eg take photo • Use of font/colour/size/spacing that suits the individual • Coloured overlay/coloured ruler • Print worksheets on pastel coloured paper • Use background colours for IWB and computer screen • Number the lines on the board or change the text colour for each line • Use place keeping tools, eg line window • Highlight text when reading, to keep place • Writing guides, visual cues, coloured lines/stickers on margins/raised margin • Highlight lines to be written on • Vary activities and pace over the lesson • Limit reading time and/or build in movement breaks • Use graph paper to help with layout/spacing • One task per page • Avoid unnecessary visuals on the page or clutter at the work station
<p>Organisational and motor skills</p> <ul style="list-style-type: none"> ❖ Poor organisation of tools for learning, eg no pencil ❖ Disorganised work space ❖ Forgets to take things home/hand things in ❖ Loses items ❖ Confusion with directions ❖ Uncertainty over which hand to use for writing ❖ Poor fine motor skills ❖ Poor gross motor skills ❖ Poor spatial awareness, eg tripping over and banging into things ❖ Difficulty with planning, eg motor planning/planning for writing ❖ Difficulty dressing independently 	<ul style="list-style-type: none"> • Social story to reinforce required items • Structure day to encourage predictability • Resources clearly labelled with words/pictures, and consistently positioned • Picture clues for work tools required/work space layout • Bag packing/emptying buddy • Personal checklists, eg tick lists for completion of steps in a task • Bracelet/watch/badge to mark which side is left • Provide opportunities to build up/practise motor skills through crafts and projects • Theraputty/strengthening exercises and activities to build up fine motor muscles (Therapy Inclusion Project – TIP) • Provide opportunities for movement experiences which may have been missing during developmental stages (TIP) • Ensure routine use of recommended specialist equipment, eg sit-and-move cushion, writing slope, pencil grips/specialised pencils • Minimise distractions and ensure a good support situation, eg seated on correct size of chair • Provide a flow-chart, eg order of getting dressed for PE • Hand-over-hand support, eg guide the learner's hands while they fasten their jackets <p>For further information see the relevant 'Skills, Supports and Strategies' sections in the CIRCLE document</p>

<h3>Working memory and processing</h3>	
<ul style="list-style-type: none"> ❖ Difficulty with focus/easily distracted ❖ Remembers only part of a lengthy sequence of instructions ❖ Misses out chunks of a task ❖ Task abandonment ❖ Difficulty explaining what they should be doing in an activity ❖ Difficulty holding sufficient information in mind to complete a task, eg uses tables to solve sums ❖ Starts a sequence of actions and forgets where got to in the sequence, eg getting ready to go home ❖ Loses track of place in complicated mental tasks ❖ Difficulty writing down information given orally ❖ Place keeping errors, eg skips letters/words in sentence writing 	<ul style="list-style-type: none"> • Ensure tasks that are demanding of mental processing are broken down into small steps • Break down multi-step tasks • Reduce overall amount of material to be stored, eg shorten sentences • Allow extra time to complete an activity • Minimise distractions • Review prior knowledge for use in current activity • Relate new learning to experience • Clarify one main learning focus in activity • Display and clarify key concepts/information/ vocabulary • Frequent use and repetition of task-specific vocabulary and key words • Provide visual supports • Support basic skills, eg word reading, so they don't hinder learning during the activity • Model learning activities • Break task instructions down into key steps • Check they can remember instructions – ask them to explain task their in own words • Regularly repeat instructions during ongoing activity • Guided peer questioning/partner work
<ul style="list-style-type: none"> ❖ Difficulty retaining information, eg unable to recall previously learned facts ❖ Difficulty recalling common sequences – alphabet, number, days, months 	<ul style="list-style-type: none"> • Frequent use and repetition of task-specific information • Review work completed • Mind mapping strategies
<ul style="list-style-type: none"> ❖ Processing information is slow ❖ Takes more time to: <ul style="list-style-type: none"> - recognise simple visual patterns - complete visual scanning tasks - make simple decisions - perform reasoning tasks, particularly under time pressure - read silently for comprehension - copy words or sentences correctly - formulate and write passages - perform basic arithmetic calculations - manipulate numbers 	<ul style="list-style-type: none"> • Provide memory aids, eg useful spelling cards, number line, printed notes, dictaphone • Practise use of memory aids during tasks with minimal working memory demands • Give visual planning guidance to mark progress during complex tasks, eg tick lists, sequence cards • Develop use of memory-relieving strategies that work with their learning style: <ul style="list-style-type: none"> - rehearsal - organisational strategies, eg break their own task down - asking for help when information has been forgotten - requesting repetition of information - visual imagery

	<ul style="list-style-type: none"> • Use memory tools, eg mnemonics, visualising and verbalising, singing sequences (eg days of the week or tables) • Overlearning opportunities, eg through songs and rhymes • Ensure thinking time is appropriate to the learner's needs • Allow more time to answer questions • Allow extra time for assessments/tests • Give longer to make decisions when offered a choice • Reduce amount of work required to do • Provide reading speed/fluency instruction • Use text-to-speech software • Use voice-to-text software to record answers <p>For further information see the relevant 'Skills, Supports and Strategies' sections in the CIRCLE document</p>
<p>Emotional and behavioural difficulties (attitude towards learning)</p> <ul style="list-style-type: none"> ❖ Low confidence and self-esteem ❖ Behaviour withdrawn/disruptive ❖ Embarrassed by learning level ❖ Demotivated ❖ Perfectionism ❖ Difficulty focusing on a task for a reasonable period of time ❖ Task avoidance ❖ Inconsistent learning – some days making good progress while other days regressing in their learning ❖ Underachievement ❖ Slow work rate ❖ Tires easily ❖ Restless ❖ Shows frustration ❖ Quick to anger ❖ Anxious ❖ Stressed 	<ul style="list-style-type: none"> • Use the <i>Pupil voice tool</i> to find out the learner's point of view and strategies they feel work for them • Develop/enable supportive, nurturing, understanding relationships • Recognise and use strengths • Give an appropriate and real, responsible role • Seat learner where you can make eye contact and provide support quickly • Group learners according to each activity, not by literacy level, unless specifically teaching literacy skills • Develop a positive marking system, eg link correction to a specific learning outcome • Try to explain errors with the learner present • Appropriate, specific and frequent praise and encouragement • Praise effort as well as attainment • Use the pupil's strengths, skills, interests, achievements when planning activities • Regularly involve the learner in setting and reviewing learning targets and progress • Agree a strategy for the learner to indicate when they require support • Regularly check how the learner is getting on • Use opportunities for partner working • Break tasks into small achievable steps • Establish clear expectations and boundaries • Provide other ways for the child to show their learning and achievement • Use scaffolding • Use timers to help chunk activities, and incorporate movement breaks

	<ul style="list-style-type: none"> • Personalised task charts linked to motivating rewards • Use the CEC resource 'Emotion Talks' • Involve parents – send positive achievement postcards or make positive phone calls home • Ensure tasks are at the appropriate level • Allow movement breaks • Use a pupil choice 'time out' card <p>For further information see the relevant 'Skills, Supports and Strategies' sections in the CIRCLE document</p>
<p>Any other comments/observations (include both strengths and needs)</p>	
<p>Pupil views (strengths/areas of need/helpful strategies and resources)</p>	
<p>Next steps (underline/highlight as appropriate)</p> <ul style="list-style-type: none"> ❖ In the list above, highlight further strategies to try in class, and note date ❖ Discuss pupil with the SfL teacher (Pathway 2) ❖ Complete Wellbeing Concern Form: Safe Healthy Achieving Nurtured Active Respected Responsible Included ❖ Assessment of Need ❖ Other action: 	
<p>Completed by:</p>	<p>Date:</p> <p>Date of checklist revisit:</p>

Further identification of needs – Pathway 2

If the learner has received support from the class teacher (Pathway 1) and is not making reasonable progress, Support for Learning staff can be asked to carry out an assessment and suggest further strategies for use in class, or provide help more directly to the learner (Pathway 2).

The following tools can be used by class/subject teachers and Support for Learning staff to gather information on learning needs and identify literacy difficulties/dyslexia.

See also the *Process for identification and support*.

Parent/carer information

As part of the assessment process, information should be gathered from parents/carers using the *Parent/carer information form*. This form can be sent to parents or be completed in conversation with parents.

For parents of learners with English as an Additional Language/Bilingual learners, this 'Bilingual' version of this form should be filled in with the parent/carer and an interpreter if required. For further information on filling in this form with bilingual parents see the *Bilingual parent/carer information form guidance notes*.

For a digital version of the *Parent/carer Information form* see the CEC Inclusion Hub.

Parent/carer information form

If you would prefer to complete this in conversation with Support for Learning staff, please request this.

Child's name:	Class/year:	Date of birth:
Parent/carer email:	Contact number:	
Areas of strength: What does your child do well in school and outwith school/at home?		
Areas of strength: What aspects of school does your child enjoy?		
Background Information (areas of difficulty/associated difficulties): What are your main concerns about your child?		
Background information (learning/literacy): What aspects of learning does your child find challenging? Are there particular aspects of literacy that cause concern?		
Family history of literacy difficulties: Yes/No (please circle). Comments:		
Support (access to appropriate learning opportunities): What previous supports has your child received? Which of these has been the most beneficial?		
Support (areas of difficulty): What support do you think your child needs from teachers?		
Your child's views: What key information would your child like the school to know?		

The following can be possible indicators of dyslexia. Please tick any you have noticed.

If there are many ticked statements, this is not a confirmation of dyslexia, but will provide useful information to school staff to help support and assess your child.

Obvious 'good' and 'bad' days, for no apparent reason	
Lacks confidence and has poor self-esteem	
Enjoys or succeeds in some curricular areas/subjects, but the opposite is true in others	
Demotivated	
Poor concentration/easily distracted	
Loses the place, omits words, skips lines	
Rubs eyes and blinks excessively	
Difficulty understanding information given orally or following instructions. Requires repetition	
Expression of ideas, feelings and thoughts disorganised and poorly sequenced	
Difficulty talking about experiences or explaining activities in a logical order	
Difficulty in getting the right word out or delay in responding, eg when saying the name of an object or person	
Difficulty saying or repeating long words, eg 'philosophical'	
Lack of interest and enjoyment in reading, or does not select books at an appropriate reading level	
Enjoys being read to out loud, or listening to books, but shows no interest in letters and words	
Lacks fluency – reading is slow, hesitant, and proceeds word-by-word	
Confuses letters and numbers which are visually similar, eg b/d, m/w, 6/9	
Makes random 'guesses' at words	
Difficulty recognising familiar words which have been read earlier in the text	
Difficulty coping with the amount of reading required. Gives up easily or loses interest	
Has problems understanding what has read, or has to reread several times to comprehend	
Slow to complete written work	
Poor spelling	
When writing, confuses words that are similar	
Difficulty planning, or writing essays	
Homework can take a long time or becomes a point of frustration and tension	
Difficulty remembering number bonds or times tables	
Difficulty telling the time	
Finds it hard to give the correct change in a shop	
Confusion between directional words, eg up/down, in/out	
Confuses places, dates, times	
Difficulty with remembering sequences, eg the alphabet, days of the week, months	
Confuses left and right	
Difficulty dressing independently, eg tying shoe laces	
Disorganised, eg untidy bedroom, forgets to give you letters, loses things, often late	
Difficulty packing correct items in school bag	

Any further comments:

Date:

Bilingual parent/carer information form

If you would prefer to complete this in conversation with Support for Learning staff, please request this.

Child's name:	Class/year:	Date of birth:
Parent/carer email:	Contact number:	
Areas of strength: What does your child do well in school and outwith school/at home?		
Areas of strength: What aspects of school does your child enjoy?		
Background Information (areas of difficulty/associated difficulties): What are your main concerns about your child?		
Background information (learning/literacy): What aspects of learning does your child find challenging? Are there particular aspects of literacy that cause concern?		
Family history of literacy difficulties: Yes/No (please circle). Comments:		
Support (access to appropriate learning opportunities): What previous supports has your child received? Which of these has been the most beneficial?		
Support (areas of difficulty): What support do you think your child needs from teachers?		
Your child's views: What key information would your child like the school to know?		

The following can be possible indicators of dyslexia. Please tick any you have noticed.

If there are many ticked statements, this is not a confirmation of dyslexia, but will provide useful information to school staff to help support and assess your child.

Please consider all these statements in both L1 (home language) and (E) English.

	L1	E
Obvious 'good' and 'bad' days, for no apparent reason		
Lacks confidence and has poor self-esteem		
Enjoys or succeeds in some curricular areas/subjects, but the opposite is true in others		
Demotivated		
Poor concentration/easily distracted		
Loses the place, omits words, skips lines		
Rubs eyes and blinks excessively		
Difficulty understanding information given orally or following instructions. Requires repetition		
Expression of ideas, feelings and thoughts disorganised and poorly sequenced		
Difficulty talking about experiences or explaining activities in a logical order		
Difficulty in getting the right word out or delay in responding, eg when saying the name of an object or person		
Difficulty saying or repeating long words, eg 'philosophical'		
Lack of interest and enjoyment in reading, or does not select books at an appropriate reading level		
Enjoys being read to out loud, or listening to books, but shows no interest in letters and words		
Lacks fluency – reading is slow, hesitant, and proceeds word-by-word		
Confuses letters and numbers which are visually similar, eg b/d, m/w, 6/9		
Makes random 'guesses' at words		
Difficulty recognising familiar words which have been read earlier in the text		
Difficulty coping with the amount of reading required. Gives up easily or loses interest		
Has problems understanding what has read, or has to reread several times to comprehend		
Slow to complete written work		
Poor spelling		
When writing, confuses words that are similar		
Difficulty planning, or writing essays		
Homework can take a long time or becomes a point of frustration and tension		
Difficulty remembering number bonds or times tables		
Difficulty telling the time		
Finds it hard to give the correct change in a shop		
Confusion between directional words, eg up/down, in/out		
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Confuses left and right		
Difficulty dressing independently, eg tying shoe laces		
Disorganised, eg untidy bedroom, forgets to give you letters, loses things, often late		
Difficulty packing correct items in school bag		

Any further comments:

Date:

Bilingual parent/carer information form – guidance notes

Use this information to support your conversation with parents when completing the *Bilingual parent/carer information form*.

Child's name:	Class/year:	Date of birth:
Parent/carer email:	Contact number:	
<p>Areas of strength: What does your child do well in school and outwith school/at home?</p>		
<p>Areas of strength: What aspects of school does your child enjoy?</p>		
<p>Background Information (areas of difficulty/associated difficulties): What are your main concerns about your child?</p> <p>Ask:</p> <ul style="list-style-type: none"> ❖ Is the learner literate in their home language? ❖ How long has the learner been exposed to English/the phonics teaching approach? ❖ What is the pattern of language use at home? (For example: Parents speak Arabic, child responds in English; siblings speak in English to each other but use Polish with parents and extended family.) <p>Consult with EAL Teacher/Bilingual Support Assistant (if supporting the child). Refer to the EAL 'Enhanced Enrolment' information. Seek feedback from community language schools (eg how is the learner doing at Saturday Arabic school?).</p>		
<p>Background information (learning/literacy): What aspects of learning does your child find challenging? Are there particular aspects of literacy that cause concern?</p> <ul style="list-style-type: none"> ❖ You may need to rephrase questions to ensure parents understand what is being asked – eg 'What does your child find difficult in school?' could become 'What do they find most difficult – reading, writing or spelling?' ❖ Ask if they have similar difficulties in their home language. <p>Consult with EAL Teacher/Bilingual Support Assistant.</p>		
<p>Family history of literacy difficulties: Yes/No (please circle). Comments:</p> <p>This can be a sensitive area for some parents as there can be negative connotations about perceived or actual learning difficulties in some cultures. Explain to parents that early intervention and appropriate support is the reason for this question being asked. It is really important that they feel they can be honest and open about sharing this information.</p>		
<p>Support (access to appropriate learning opportunities): What previous supports has your child received? Which of these has been the most beneficial?</p>		

Support (areas of difficulty):

What support do you think your child needs from teachers?

Your child's views:

What key information would your child like the school to know?

The following can be possible indicators of dyslexia. Please tick any you have noticed.

If there are many ticked statements, this is not a confirmation of dyslexia, but will provide useful information to school staff to help support and assess your child.

Please consider all these statements in both L1 (home language) and (E) English.

	L1	E
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Lacks confidence and has poor self-esteem		
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Loses the place, omits words, skips lines		
Rubs eyes and blinks excessively		
Difficulty understanding information given orally or following instructions. Requires repetition		
Expression of ideas, feelings and thoughts disorganised and poorly sequenced		
Difficulty talking about experiences or explaining activities in a logical order		
Difficulty in getting the right word out or delay in responding, eg when saying the name of an object or person		
Difficulty saying or repeating long words, eg 'philosophical'		
Lack of interest and enjoyment in reading, or does not select books at an appropriate reading level		
Enjoys being read to out loud, or listening to books, but shows no interest in letters and words		
Lacks fluency – reading is slow, hesitant, and proceeds word-by-word		
Confuses letters and numbers which are visually similar, eg b/d, m/w, 6/9		
Makes random 'guesses' at words		
Difficulty recognising familiar words which have been read earlier in the text		
Difficulty coping with the amount of reading required. Gives up easily or loses interest		
Has problems understanding what has read, or has to reread several times to comprehend		
Slow to complete written work		
Poor spelling		
When writing, confuses words that are similar		
Difficulty planning, or writing essays		
Homework can take a long time or becomes a point of frustration and tension		
Difficulty remembering number bonds or times tables		
Difficulty telling the time		
Finds it hard to give the correct change in a shop		
Confusion between directional words, eg up/down, in/out		
Confuses places, dates, times		
Difficulty with remembering sequences, eg the alphabet, days of the week, months		
Confuses left and right		
Difficulty dressing independently, eg tying shoe laces		
Disorganised, eg untidy bedroom, forgets to give you letters, loses things, often late		
Difficulty packing correct items in school bag		

Any further comments:

Date:

Pupil voice tool

The *Pupil voice tool* is designed to facilitate an in-depth conversation with the learner, with a focus on their learning experience in school. It has been developed to find out from the learner:

- ❖ areas of the curriculum they enjoy/have strengths in, and those they find difficult
- ❖ aspects of organisation they are good at/need support with
- ❖ aspects of literacy they are good at/need support with
- ❖ strategies they find/would find helpful

The *Pupil voice tool* consists of:

- ❖ instructions for use
- ❖ pupil voice tool cards (colour coded to link with the record sheet)
- ❖ the pupil voice tool record sheet
- ❖ pupil voice tool boards (A and B)

The assessor supports the learner to sort each set of cards on to the most relevant descriptor on pupil voice tool board A (1 = easiest, 4 = hardest) or B (1 = most helpful, 4 = least helpful). The *Pupil voice tool* can be carried out over more than one session.

For digital versions of the *Pupil voice tool* materials, go to the CEC Inclusion Hub.

Pupil voice tool (Primary)

Instructions for use

This tool is designed to facilitate an in-depth conversation with the learner about their experience in school. It has been developed to find out from the learner:

- ❖ areas of the curriculum they enjoy/have strengths in, and those they find difficult
- ❖ aspects of organisation they are good at/need support with
- ❖ aspects of literacy they are good at/need support with
- ❖ strategies they find helpful or would find helpful

Resources

- ❖ pupil voice tool cards to be cut up (colour coded to link with the record sheet)
- ❖ pupil voice tool record sheet
- ❖ pupil voice tool boards (A and B)

The curricular areas cards have been colour-coded yellow, the organisation for learning cards purple, the literacy cards peach and the strategy cards green.

Instructions for use

Curricular areas/organisation for learning/literacy cards

- ❖ Support the pupil to sort each set of cards using board A (1 = easiest/I am good at this, 4 = hardest).
- ❖ Record answers (1 to 4) on the record sheet. Record 'G' for 'good' when the pupil says he/she has a particular strength in an area.
- ❖ An 'Outside school' card has been provided to enable discussion about interests and activities/strengths/strategies used outside school.
- ❖ Space has been provided for additional comments.

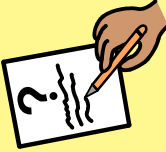
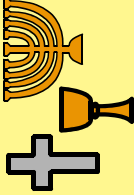

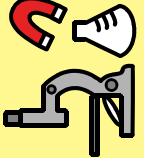
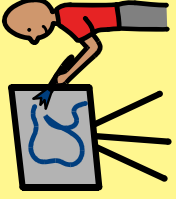

Strategy cards

- ❖ Through discussion, support the pupil to sort relevant strategy cards using board B (1 = most helpful, 4 = least helpful).
- ❖ Record the answers (1 to 4) on the record sheet. Record 'T' for 'try' for those strategies that the pupil has not tried but thinks might be helpful.
- ❖ Ask the pupil if there is anything else they have found helpful or might find helpful.
- ❖ Record the answers on the record sheet.
- ❖ Space has been provided for additional comments.

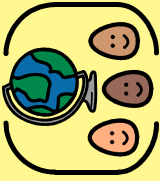


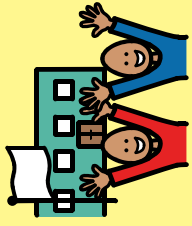
The *Pupil voice tool* can be carried out over more than one session if required. This is a useful tool to use before Child Planning Meetings, making reference to the Wellbeing Indicators. Revisit as required.

Pupil voice tool cards (Primary)



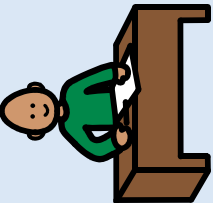

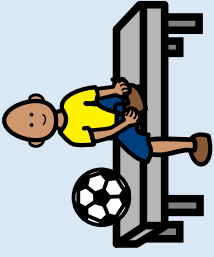


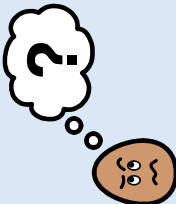

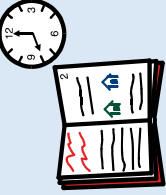
Curricular areas

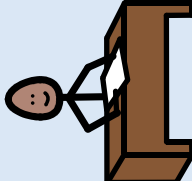
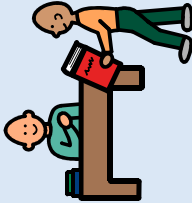
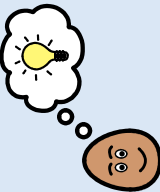

<p>Reading</p> 	<p>Writing</p> 	<p>Listening and Talking</p> 	<p>ICT/ Technology</p> 	<p>RME</p> 
<p>Drama</p> 	<p>Science</p> 	<p>Modern Languages</p> 	<p>Art</p> 	<p>Food Technology</p> 

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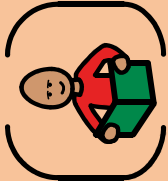
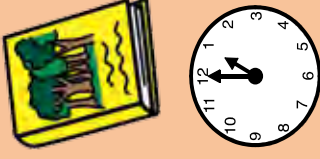

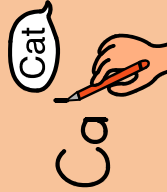

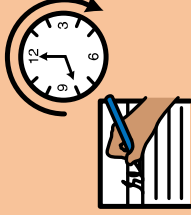
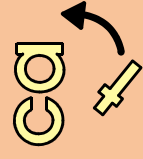
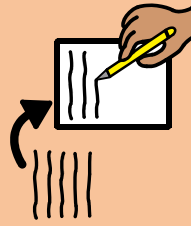
<p>Social Studies (topic work)</p> 	<p>Maths and Numeracy</p> \left(\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array} \right) - \frac{3}{2}" data-bbox="285 635 385 715"/>	<p>PE</p> 	<p>Music</p> 	<p>Outside school</p> 
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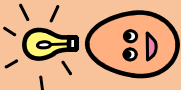
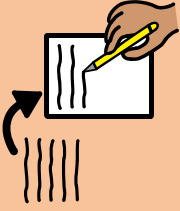
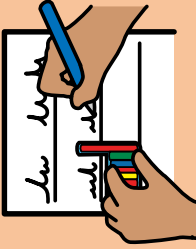



Organisation for learning

<p>Taking books/ forms out of my bag</p> 	<p>Collecting things I need for learning, eg pencil</p> 	<p>Keeping my tray/ desk tidy</p> 	<p>Looking after my belongings, eg not losing my coat</p> 	<p>Getting ready for PE</p> 
<p>Listening and concentrating</p> 	<p>Getting my bag ready for home</p> 	<p>Remembering information</p> 	<p>Remembering instructions</p> 	<p>Starting task promptly</p> 

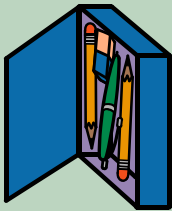
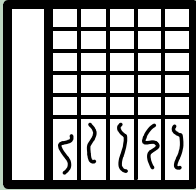
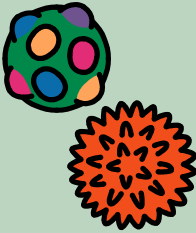

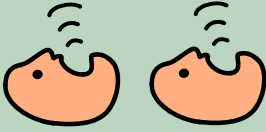
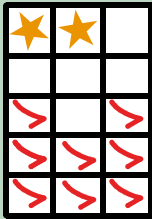


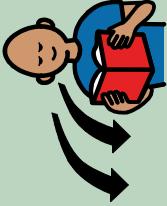

<p>Staying focused on task</p> 	<p>Finishing work</p> 	<p>Remembering what to do next</p> 	<p>Bringing reading books/ homework</p> 	
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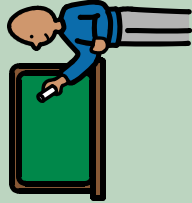

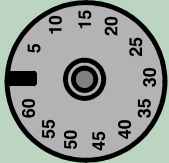
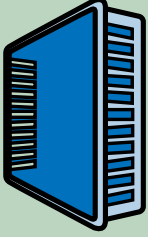


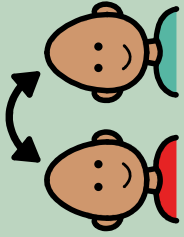

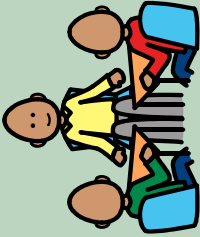
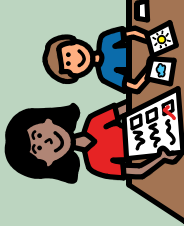
Literacy



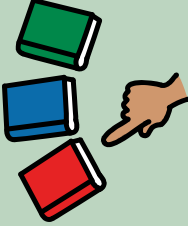
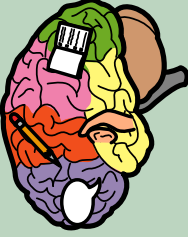
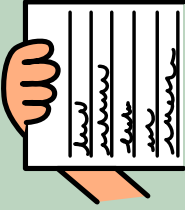
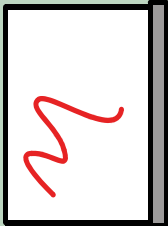
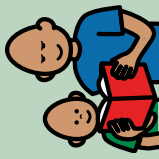
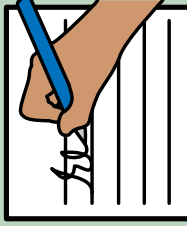
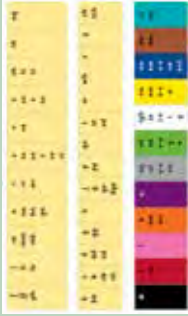
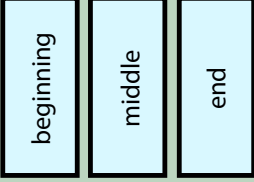
<p>Understanding spoken/written instructions</p> 	<p>Understanding what I read</p> 	<p>Answering questions about what I have read</p> 	<p>Reading quickly enough</p> 	<p>Reading out loud</p> 
<p>Handwriting</p> 	<p>Writing short answers</p> 	<p>Writing quickly</p> 	<p>Spelling</p> 	<p>Copying</p> 


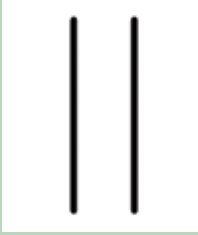


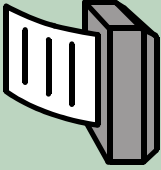
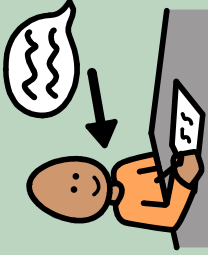
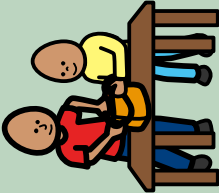
<p>Coming up with my own ideas</p> 	<p>Planning/ organising my writing</p> 	<p>Setting out writing/ spacing my words</p> 	<p>Punctuation and grammar</p> 	<p>Answering questions in class</p> 	<p>Talking with a partner or in a small group</p> 				
--	--	---	--	---	---	--	--	--	--

Strategies

<p>Help with organising learning materials</p> 	<p>Visual checklist</p> 	<p>Fidget toy</p> 	<p>Recorded or visual reminders/gestures</p> 	<p>Repeating instructions</p> 
<p>Points/rewards</p> 	<p>Seating position away from friends</p> 	<p>Questions explained before reading</p> 	<p>Choice whether to read aloud/ rehearsal time before reading aloud</p> 	<p>Help with planning writing</p> 

<p>Teacher models how to answer a sentence</p> 	<p>Teacher regularly checks I am fine</p> 	<p>Use of a timer</p> 	<p>Desk basket</p> 	<p>Use of ICT</p> 
<p>Recording my work in different ways</p> 	<p>Supportive talking partner</p> 	<p>Lollypop stick</p> 	<p>Seating position near front</p> 	<p>Support from adult or peer</p> 

<p>Thinking time</p> 	<p>Extra time for reading tasks</p> 	<p>Teacher gives choice of answer</p> 	<p>Mind mapping</p> 	<p>Personal word banks or vocabulary list</p> 
<p>Raised line writing paper/ whiteboard</p> 	<p>Proof reading buddy</p> 	<p>Cursive handwriting</p> 	<p>Sound chart/ sound ruler</p> 	<p>Writing frames</p> 

<p>Word spacer</p> 	<p>Marks to show where to write</p> 	<p>Extra time for writing tasks</p> 	<p>Have-a-go spelling book</p> 	<p>Own copy of notes from the board</p> 		<p>Scribing</p> 			
					<p>Bag buddy</p> 				

Pupil voice tool record sheet (Primary)

Name:

Class:

Date:

Curricular areas (Board A)

1 = easiest, 4 = hardest

Art		Maths and Numeracy		RME	
Drama		Modern Languages		Science	
Food Technology		Music		Social Studies (topic work)	
ICT/Technology		PE		Writing	
Listening and Talking		Reading		Outside school	

Notes: G = has a strength in this area

Organisation for learning (Board A)

1 = easiest, 4 = hardest

Bringing reading books/homework		Looking after my belongings	
Collecting things I need for learning, eg pencil		Remembering information	
Finishing work		Remembering instructions	
Getting my bag ready for home		Remembering what to do next	
Getting ready for PE		Starting task promptly	
Keeping my tray/desk tidy		Staying focused on task	
Listening and concentrating		Taking books/forms out of my bag	

Notes: G = has a strength in this area

Literacy (Board A)

1 = easiest, 4 = hardest

Answering questions about what I have read		Reading quickly enough	
Answering questions in class		Setting out my writing/spacing my words	
Coming up with my own ideas		Spelling	
Copying		Talking with a partner or in a small group	
Handwriting		Understanding spoken/written instructions	
Planning/organising my writing		Understanding what I read	
Punctuation and grammar		Writing quickly	

Reading out loud		Writing short answers	
Notes: G = has a strength in this area			

Strategies (Board B)			
1 = most helpful, 4 = least helpful			
Bag buddy		Recording my work in different ways	
Choice whether to read aloud/ rehearsal time before reading aloud		Recorded or visual reminders/ gestures	
Cursive handwriting		Repeating instructions	
Desk basket		Scribing	
Extra time for reading tasks		Seating position away from friends	
Extra time for writing tasks		Seating position near front	
Fidget toy		Sound chart/sound ruler	
Have-a-go spelling book		Support from an adult or peer	
Help with organising learning materials		Supportive talking partner	
Help with planning writing		Teacher gives choice of answer	
Lollypop sticks		Teacher models how to answer in a sentence	
Marks to show where to write		Teacher regularly checks I am fine	
Mind mapping		Thinking time	
Own copy of notes from the board		Use of a timer	
Personal word banks or vocabulary list		Use of ICT	
Points/rewards		Visual checklist	
Proof reading buddy		Word spacer	
Questions explained before reading		Writing frames	
Raised line writing paper/whiteboard			
Notes: T = would like to try this strategy			

Completed with:

Pupil voice tool boards (Primary)

Board A

Curricular areas/organisation for learning/literacy

Easiest 1	2	3	Hardest 4
Never hard/ I am good at this	Sometimes hard	Often hard	Always hard

Board B
Strategies

<p>Most helpful 1</p> <p>Always helps/ think might be helpful</p>	<p>2</p> <p>Often helps</p>	<p>3</p> <p>Sometimes helps</p>	<p>Least helpful 4</p> <p>Never helps</p>

Standardised assessment

Standardised assessment is one way of measuring progress over time, but some tests can also be used once to give diagnostic information. Standardised tests allow us to draw comparisons between the learner we are testing and learners of the same age, typical of the population we have in our schools.

Using standardised scores (SS) we can meaningfully:

- ❖ measure progress over time (note: if a pupil's Standardised Score has stayed the same from one year to the next, the pupil has made a year's progress)
- ❖ compare the performance of pupils of different ages in the same class
- ❖ compare scores from different tests

Interpreting standardised scores

Standardised Score (SS) of 100 is average.

The standard deviation (a measure of the spread of scores) is usually 15. This means that **any score between 85 and 115 counts as an average score.**

- ❖ SS 84 to 70 = mild to moderate degree of difficulty.
- ❖ Below 70 = severe difficulty.
- ❖ 115+ = good (eg at reading/spelling).
- ❖ 130+ = excellent.

City of Edinburgh Council would recommend further assessment for pupils with a standardised reading score below 85.

English as an Additional Language

It is important to remember that using standardised tests to assess pupils with English as an Additional Language, particularly with those who are new to English, may not take account of cultural differences and may not provide reliable information. It is more useful to build a profile of the learner's strengths and areas of need, including what they can do in their first language as well as information about their educational background.

Schools can use the following tests to collect information to help identify learners' literacy needs.

Schools do not need to use all these assessments to make an identification of dyslexia.

Should further or more specialised information be needed, referral can be made to the ASL Service, or other partner services or agencies.

Reading and comprehension

Single Word Reading Test (SWRT) (2007)

Author: Foster, H, National Foundation for Educational Research

This test can be used as a quick screening measure. As it does not assess reading in context, it can only provide information on a learner's decoding skills.

Features:

- ❖ individually administered
- ❖ standardised score

- ❖ age range 6 to 16 years (care should be taken with interpreting results for pupils older than 16)
- ❖ six graded groups of ten words of increasing difficulty
- ❖ parallel forms A and B allow for retesting

Available from GL Assessment, www.gl-assessment.co.uk

York Assessment of Reading for Comprehension (YARC) – Primary (2009)

Authors: Snowling, M J et al, York University Centre for Reading and Language

This assessment covers a range of reading skills. The prose-based reading tests allow teachers to gather information on reading accuracy, reading comprehension and reading rate.

Features:

- ❖ individually administered
- ❖ equivalent passages for age range 5 to 11
- ❖ standardised reading scores and rate of reading (reading rate can be an indicator of processing speed)
- ❖ error analysis
- ❖ Online YARC score conversion tool available from www.yarcsupport.co.uk

Available from GL Assessment, www.gl-assessment.co.uk

TOWRE 2 – Test of Word Reading Efficiency (2012)

Authors: Torgesen, J K, Wagner, R K, Rashotte, C A

This test assesses sight word reading efficiency and phonemic decoding efficiency. These are used to give a score for total word reading efficiency.

Features:

- ❖ individually administered
- ❖ standardised scores
- ❖ indicator of reading rate (could be an indicator of processing speed)
- ❖ the subtests can be used separately
- ❖ age range 6 to 24 years 11 months
- ❖ quick to administer (5 to 10 minutes)
- ❖ parallel forms A–D allow for retesting

Available from www.proedinc.com

Spelling

Single Word Spelling Test (SWST) (2000)

Authors: Sacre, L and Masterson, J

This test can be used as a quick screening measure. It is a test assessing spelling of single words, each word presented in a sentence context. By analysing errors, it can be used diagnostically to assess gaps in spelling knowledge.

Features:

- ❖ group or individually administered
- ❖ standardised spelling score
- ❖ age range 6 to 15 years 2 months
- ❖ nine spelling tests, graded for age
- ❖ includes high-frequency words
- ❖ contains advice on planning next steps
- ❖ contains structured spelling lists

Available from GL Assessment, www.gl-assessment.co.uk

Associated difficulties

Phonological awareness

Phonological Assessment Battery (PhAB) 2nd Edition – Primary (2014)

Authors: Gibbs, S and Bodman, S

This battery of assessments can be used to identify areas of difficulty with phonological awareness/ phonological processing.

Features:

- ❖ individually administered
- ❖ age range 5 to 11 years
- ❖ standardised score for each of the ten subtests:
 - Alliteration, Blending, Fluency (an indicator of phonic ability)
 - Non-word Reading (an indicator of decoding skills)
 - Naming Speed – picture/digit (an indicator of phonological processing speed)
 - Phonological Working Memory (an indicator of short term/working memory)
 - Phoneme Segmentation, Phoneme Deletion, Phoneme Substitution and Rhyme (an indicator of phonological awareness)
 - Semantic Fluency (an indicator of non-phonological abilities)
- ❖ quick to administer (30 minutes)
- ❖ online score conversion tool available from <https://rgt.testwise.net/phab2>

Available from GL Assessment, www.gl-assessment.co.uk

Phonological Assessment Battery (PhAB) (1997)

Authors: Frederickson, E, Frith, U, Reason, R

This battery of assessments can be used to identify pupils with significant phonological awareness difficulties/ phonological processing difficulties.

Features:

- ❖ individually administered
- ❖ age range 6 to 14 years (care should be taken with interpreting results for pupils older than 14 years)
- ❖ standardised score for each of the six subtests: Alliteration, Naming Speed, Rhyme, Spoonerism, Fluency, Non-Word Reading
- ❖ quick to administer (30 minutes)
- ❖ can be used with pupils in secondary school

Available from GL Assessment, www.gl-assessment.co.uk

Vocabulary (receptive language)

British Picture Vocabulary Scale: Third Edition (BPVS III) (2009)

Authors: Dunn, L M et al, National Foundation for Educational Research

This test gives information on a learner's understanding of single words (receptive language/vocabulary acquisition). Vocabulary knowledge can be an indicator of reading and listening comprehension.

Features:

- ❖ individually administered
- ❖ provides a standardised score and a receptive vocabulary age equivalent
- ❖ age range 3 to 16 years 11 months
- ❖ can measure vocabulary progress over time
- ❖ quick to administer (10 to 15 minutes)

Available from GL Assessment, www.gl-assessment.co.uk

Working memory

Lucid RECALL (2008)

Specialist Consultant – St Clair-Thompson, Dr H

This computerised assessment can be used to assess working memory and processing speed.

Features:

- ❖ computerised assessment
- ❖ requires minimal supervision
- ❖ standardised scores
- ❖ three subtests – phonological loop (word recall test); visuo-spatial sketch pad (pattern recall test); central executive function (counting recall test)
- ❖ age range 7 to 16 years 11 months
- ❖ quick to administer (20 to 30 minutes)
- ❖ automated report provided
- ❖ licence requires to be updated yearly

Available from GL Assessment, www.gl-assessment.co.uk

The Diagnostic Literacy Assessment

The next part of this guidance offers assessment tools that provide further information on skills that underpin fluent reading and accurate spelling. These are:

- ❖ the Diagnostic Literacy Assessment
- ❖ the running record
- ❖ miscue analysis
- ❖ using the error rate

The Diagnostic Literacy Assessment does not need to be used in order to make an identification of dyslexia.

It can however, be used as part of the assessment process, to identify strengths and specific areas for development. While this assessment is designed to give an overall profile of a learner and to identify gaps in learning, teachers can select individual assessment sections to gather diagnostic information to inform future planning.

The full assessment should only be used with those few pupils with severe literacy difficulties that are causing ongoing concern, or for whom an individual literacy programme is required.

A digital copy of this assessment is available at the CEC Inclusion Hub.

Contents

Introduction

Discussion with the learner

Reading assessment: Phonic and common words

Reading – Phonic and common words – Assessment sheets 1–3

Reading – Phonic and common words – Record sheets 1–3

Reading assessment: Non-words

Reading – Non-words – Assessment sheet

Reading – Non-words – Record sheet

Reading assessment: Reading in context

Spelling assessment: Phonically regular words

Spelling – Phonic words – Assessment sheets 1 and 2

Spelling – Phonic words – Record sheets 1–3

Spelling assessment: Common words

Oral assessment: Syllabification and sequences

Writing assessment: Writing sequences and handwriting

Writing assessment: Story writing

Assessment summary sheet

Introduction

The Diagnostic Literacy Assessment has been designed by the City of Edinburgh Council's Literacy/Dyslexia Support Team and is used by Literacy and Dyslexia Team teachers when responding to referrals made to the ASL Service for pupils with literacy difficulties/dyslexia.

It looks in detail at the skills the learner already has, and those which need to be developed for them to become more accurate and fluent in reading and spelling. It includes assessment of the learner's:

- ❖ knowledge and use of phonics
- ❖ knowledge of common and irregular words
- ❖ ability to read non-words
- ❖ reading in context
- ❖ spelling of phonic and common words
- ❖ recall of common sequences
- ❖ handwriting and story writing

These diagnostic assessments are not standardised and it is likely that this assessment will be used:

- ❖ by SfL staff in consultation with a class or subject teacher
- ❖ for learners about whom there is ongoing concern with literacy despite strategies being in place in the classroom
- ❖ for learners for whom an individual literacy programme is required

The assessment will enable Support for Learning staff to:

- ❖ gather information on learners' strengths
- ❖ identify areas that need additional support, individual planning or intervention
- ❖ give detailed advice for planning to meet needs to a class or subject teacher

What is in the test?

The test has:

- ❖ assessment materials, which are designed to be reused
- ❖ teacher advice – suggestions for how to carry out the assessments
- ❖ record sheets – individual record sheets for each assessment and an assessment summary sheet

The record sheets and the summary sheet will together provide information to identify the next steps in learning.

How to use the assessment tools to gather information

While this test is designed to give an overall profile of a learner and to identify gaps in learning, teachers may choose to select an individual assessment to gather diagnostic information about a specific area.

SfL staff should record the results of each section of the assessment undertaken. It is also important to observe and note **how** the learner tackles each of the assessments.

The assessment summary sheet should be used to collate the notes and observations from the record sheets to provide an overall picture of the learner's strengths and needs.

It is recommended that:

- ❖ the assessments are spaced out over two to three sessions as appropriate to the age and stage of the learner
- ❖ a variety of assessment tools is undertaken in each session, ie a mix of reading, oral activities, spelling and writing, taking into account the learner's age, stage and levels of concentration
- ❖ written tasks are spread over the sessions, eg spelling of phonics words is split into at least two sessions

Suggested order for administering assessments

Discussion with the learner

Reading	Phonic words Common words
Oral assessments	Syllabification Sequencing
Spelling	Phonic words Common words (if desired)
Reading	In context
Reading	Non-words
Writing	Sequences Story writing Handwriting

Discussion with the learner

Before beginning any assessment it is advisable to enter into a discussion with the learner to help reduce any anxieties they may be feeling.

Topics may include:

- ❖ hobbies
- ❖ what they did at the weekend/on holiday
- ❖ brothers and sisters

During this discussion, ask the learner:

- ❖ what they enjoy in school
- ❖ about things that cause them difficulties
- ❖ what they feel they would like more help with in class/school

This discussion can also enable the teacher to ascertain:

- ❖ how the pupil views themselves as a learner
- ❖ pupil views on their process of learning
- ❖ areas of the curriculum they find particularly difficult
- ❖ resources and strategies they find useful

This discussion can be recorded on the *Discussion with the learner record sheet*.

General observations during assessments

During the assessment it is useful to observe and record whether the learner:

- ❖ can maintain concentration throughout the assessment, or goes off task
- ❖ tires easily
- ❖ moves about or moves paper about
- ❖ moves closer to or further away from the text
- ❖ displays particular anxieties, for instance, asks for reassurance when asked to read aloud or to write

Discussion with the learner record sheet

Name:

Class:

Likes (in school or out of school):

Dislikes/finds difficult (in school or out of school):

What do you find helpful for learning? What would you like help with?

Reading assessment: Phonic and common words

Purpose

To quickly identify specific areas of difficulty in decoding phonic words and to gather information on automatic reading of common words.

Prior to assessment

Copy phonic and common words assessment sheets 1–3 on to pastel coloured paper. Laminate, preferably using matt laminate to eliminate shine.

Copy phonic and common words record sheets 1–3. One copy will be needed for each learner to be assessed.

Instructions

The phonic words are grouped to assess knowledge of different phonic patterns. For most learners the words up to section 10 should be attempted. (Some learners may not manage section 4, vowel digraphs, but may manage the blends following this.)

- ❖ Use the record sheets to record the learner's reading and make notes.
- ❖ Progress through the phonic and common words in order.
- ❖ Intersperse reading of phonic words with common words.
- ❖ Count the number of common words read correctly.

Teachers should use their professional judgement about when to stop testing. This will depend on the learner's age, stage and skill level.

If the learner becomes anxious the assessment should be discontinued.

Observations

Note whether the strategies applied to the reading of the phonic words are the same as those applied to the reading of common words. For phonic words you should be looking for decoding skills; with common words you should be looking for automatic, whole-word reading.

- ❖ Is the reading automatic?
- ❖ Are words sounded out?
- ❖ Can the learner blend sounds together to form words?
- ❖ Can the learner decode syllables and combine them in the correct order to form words?
- ❖ Can the learner stay on track without losing the place or skipping lines?
- ❖ Does the learner decode from left to right?
- ❖ Does the learner follow with their finger or use any other guide?

Reading – Phonic and common words – Assessment sheet 1

1	c	e	p	u	d	h	l	a	q	r	t	y	i
	o	v	s	x	f	j	m	k	b	n	z	g	w

sh	ch	th	wh	qu
----	----	----	----	----

2 sat men cod lip jug luck pick

A	
the	and
of	I
he	in
to	you
is	a

3 shop chat thin whip quick
wish much bath when then

4 lay road feel by new
tail low hear loud hook
law joy fight cow join

B	
it	was
that	as
on	are
at	have
with	his

5 rest jump sent pink mend
soft ring mask belt milk

6 frog plum spin drip step
club skip pram slug swim

C	
said	for
they	from
had	be
all	not
we	so

Reading – Phonic and common words – Assessment sheet 2

7 plant spend trust spark stamp

D	
but	him
one	my
no	if
by	like
were	go

8 splash strip spring scrub thrush

9 same bite rope tube bake slide

E	
she	this
her	when
there	into
your	do
here	some

10 kitten farmer forget monster
animal caravan fantastic important

11 mound claw chair spoil pillow
drew toast spray spoon employ
haunt crowd steam three fright
cry wasp

F	
want	only
made	their
or	what
down	then
went	has

12 jumped funny bigger landed
running handle filled shortest
badly bottle dry

G	
me	who
about	will
little	two
look	come
out	them

Reading – Phonic and common words – Assessment sheet 3

13 face city stage giant
edge photo elephant pence
gentle circle

H	
make	over
our	right
old	more
before	time
would	many

14 knit lamb half talk
ghost castle wrong sign

I	
which	came
now	other
could	new
first	must
where	call

15 respect pretend obtain
demand contest extra
begin intend

16 station pension anxious
mixture fabulous cheque
catalogue addition

J	
why	very
after	each
been	much
another	how
long	take

Reading – Phonic and common words – Record sheet 1

Name:

Date:

1

c	e	p	u	d	h	l	a	q	r	t	y	i
o	v	s	x	f	j	m	k	b	n	z	g	w

sh	ch	th	wh	qu	
----	----	----	----	----	--

2

sat men cod lip jug luck pick

CVC words

A	
the	and
of	I
he	in
to	you
is	a

3

shop chat thin whip quick

Consonant digraphs

wish much bath when then

4

lay road feel by new

Simple

tail low hear loud hook

vowel digraphs

law joy fight cow join

B	
it	was
that	as
on	are
at	have
with	his

5

rest jump sent pink mend

Final blends

soft ring mask belt milk

6

frog plum spin drip step

Initial blends

club skip pram slug swim

C	
said	for
they	from
had	be
all	not
we	so

Notes:

Reading – Phonic and common words – Record sheet 2

Name:

Date:

7

Initial and
final blends

plant spend trust spark stamp

D

but	him
one	my
no	if
by	like
were	go

8

Triple
blends

splash strip spring scrub thrush

9

Magic e

same bite rope tube bake slide

E

she	this
her	when
there	into
your	do
here	some

10

Regular

kitten	farmer	forget	monster
animal	caravan	fantastic	important

11

Vowel

digraphs etc

mound	claw	chair	spoil	pillow
drew	toast	spray	spoon	employ
haunt	crowd	steam	three	fright
cry	wasp			

F

want	only
made	their
or	what
down	then
went	has

12

Endings

jumped	funny	bigger	landed
running	handle	filled	shortest
badly	bottle	dry	

G

me	who
about	will
little	two
look	come
out	them

Notes:

Reading – Phonic and common words – Record sheet 3

Name:

Date:

13 face city stage giant
Soft c/g edge photo elephant pence
and ph gentle circle

H	
make	over
our	right
old	more
before	time
would	many

14 knit lamb half talk
Silent letters ghost castle wrong sign

I	
which	came
now	other
could	new
first	must
where	call

15 respect pretend obtain
Prefixes demand contest extra
begin intend

16 station pension anxious
Suffixes mixture fabulous cheque
catalogue addition

J	
why	very
after	each
been	much
another	how
long	take

Notes:

Reading assessment: Non-words

Purpose

To assess decoding and phonological skills.

To ensure that decoding skills, rather than sight vocabulary, are being assessed.

Prior to assessment

Copy the non-words assessment sheet on to pastel coloured paper. Laminate, preferably using matt laminate to eliminate shine.

Copy the non-words record sheet. One copy will be needed for each learner to be assessed.

Instructions

The phonic non-words are grouped to assess knowledge of different phonic patterns.

- ❖ Use the record sheet to record the learner's reading and make notes.
- ❖ Write the learner's responses in the boxes below the words.
- ❖ Progress through the words in order.

Teachers should use their professional judgement about when to stop testing. This will depend on the learner's age, stage and skill level.

If the learner becomes anxious the assessment should be discontinued.

Observations

- ❖ Is each letter sounded out?
- ❖ Does the learner know letter/sound correspondence?
- ❖ Does the learner transpose letters, eg turning 'slip' into 'silp'?
- ❖ Does the learner confuse b, d, p and q?
- ❖ Can the learner decode and blend phonemes to form words?
- ❖ Can the learner stay on track, or does he/she lose the place or skip lines?
- ❖ Does the learner decode from left to right?
- ❖ Does the learner follow their reading with a finger?

Reading – Non-words – Assessment sheet

1 jeb lud nix pov saf diz

2 shum goch whed thip bock sith

3 fent wist nalt polt jump

4 clup trum snod flib grod

5 stend plost dromp smirt

6 potum ruguz koban femat

7 pabe zuke mide gope

Reading – Non-words – Record sheet

Name:

Date:

1	jeb	lud	nix	pov	saf	diz
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2	shum	goch	whed	thip	bock	sith
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3	fent	wist	nalt	polt	jamp
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4	clup	trum	snod	flib	grod
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5	stend	plost	dromp	smirt
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6	potum	ruguz	koban	femat
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7	pabe	zuke	mide	gope
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes:

Reading assessment: Reading in context

Purpose

To assess accuracy, fluency and pace of reading.
To indicate whether the text is at an appropriate level.
To assess the impact of prior reading and discussion of a text.

Prior to assessment

Use the learner's current/next reading book. Copy at least 100 words that have previously been read and at least 100 words that are unseen. If the learner is very young or struggling, reduce the number of words.

Instructions

Use the photocopied pages to record reading accuracy of both seen and unseen text.

See *The running record* for information on how the reading can be recorded and how to use this assessment to gain further information on reading behaviours.

See the section on *Miscue analysis* for how to use this assessment to gain further information on the types of reading strategies the reader uses.

Check comprehension by asking factual, inferential, lower order and higher order questions about the text.

Count the number of words read and the number of errors, and score the text to see whether it is at an appropriate level (see *Scoring for reading text* below).

Observations

- ❖ fluency – is the reading automatic or hesitant?
- ❖ rate of reading – for example too fast or too slow
- ❖ any rereading
- ❖ words omitted or lines skipped

Scoring for reading text

Reading score (percentage) = $100 - ((E \div RW) \times 100)$

where RW = running words (words read) and E = errors

Example: 150 words were read and 18 errors were made.

So, the reading score = $100 - ((18 \div 150) \times 100) = 88\%$, which is 'hard text level'.

There are three levels of text difficulty:

Easy text level	95–100% correct (possibly too easy for the reader but may be a suitable level for improving fluency and pace/developing confidence)
Instructional level	90–94% correct (a suitable level for extending skills)
Hard text level	less than 90% correct (too difficult for the reader and will affect their understanding and enjoyment of the text)

To work out the reading age of text see:

http://www.literacytrust.org.uk/about/faqs/710_how_can_i_assess_the_readability_of_my_document_or_write_more_clearly

Spelling assessment: Phonically regular words

Purpose

To assess knowledge of phonic patterns when spelling.

Prior to assessment

Copy the phonic words assessment sheets 1 and 2 and laminate for frequent use.

Copy the phonic words record sheets 1–3. One copy will be needed for each learner to be assessed. Alternatively, learners may use lined or blank paper.

Instructions

Read the sounds and words from the assessment sheets and ask the learner to record their answers on the record sheets. The spelling words are grouped to assess knowledge of different phonic patterns. For most learners the words in each of the sections up to section L should be attempted (some learners may not manage section F, vowel digraphs, but may manage the blends following this). Teachers should use their professional judgement about when to stop testing. This will depend on the learner's age, stage and skill level. If the learner becomes anxious the assessment should be discontinued.

Observations

Note the strategies the learner uses when spelling and whether:

- ❖ the recall of words is automatic
- ❖ each word is sounded out letter by letter
- ❖ some sounds are substituted for others (eg 'bad' for 'bat')
- ❖ some letters are transposed (eg 'slip' turns into 'silp')
- ❖ vowels are omitted
- ❖ syllables are omitted

Note which spelling rules the learner appears to know (eg the 'magic e' rule).

Note whether the learner:

- ❖ frequently asks for reassurance before writing words
- ❖ appears anxious or confident
- ❖ perseveres with the task
- ❖ is easily discouraged

Spelling – Phonic words – Assessment sheet 1

A	d	f	i	l	o	v	x	r	t
Sounds	h	k	n	c	q	e	m	b	s
	a	p	z	g	u	j	w	y	

B	sh	ch	th	wh	qu
Consonant digraph sounds					

C	ham	cod	yes	fox
CVC words	rug	lip	web	van
	zip	kid	jet	quit

D	shut	rash	chip	rich
Consonant digraph words	bath	thin	when	sock

E	fill	miss	add	off	egg
Twins (double letters)					

F	rain	coat	joy	new
Vowel digraphs (2 or 3 sounds)	how	pool	low	near
	pay	light	out	coin

G	nest	ask	help	lift
Final blends	sink	pond	tent	lamp

H	drop	spot	flip	crab
Initial blends	stop	clap	skin	plug

I	spend	stamp	blink
Initial and final blends	crisp	flask	plant

Spelling – Phonic words – Assessment sheet 2

J Triple blends	split	scrap	strum	spring	
K Magic e	hate	rope	bite	tube	eve
L Multisyllabic words	forget calendar	carpet caravan	garden animal		
M Vowel digraphs etc	blow wash bread toast	tray steam sky grew	bright point crown enjoy	shout haunt draw train	
N Endings	landed filled	dry running	little happy	fatter jumped	
O Soft c/g and ph	race city	page fridge	phone graph	giant pencil	
P Silent letters	knife	write	lamb	often	ghost
Q Prefixes and suffixes	report fraction	beside invasion	pretend serious	explode picture	

Spelling – Phonic words – Record sheet 1

Name:

Date:

A

B

--	--	--	--	--

C

.	.	.	.
.	.	.	.
.	.	.	.

D

.	.	.	.
.	.	.	.

E

.
---	---	---	---	---

F

.	.	.	.
.	.	.	.
.	.	.	.

Spelling – Phonic words – Record sheet 2

Name:

Date:

G

. . . .

H

. . . .

I

. . . .

J

K

L

. . . .

Spelling – Phonic words – Record sheet 3

Name:

Date:

M

. . . .

. . . .

. . . .

N

. . . .

O

. . . .

P

Q

. . . .

Spelling assessment: Common words

Purpose

To assess the automatic spelling of common words.

Instructions

The following may be used as assessment tools:

- ❖ existing free writing from class work or from the writing assessment part of this test

and/or

- ❖ common words from the reading assessment part of this test, or words from the Fry list

Using the assessment:

- ❖ Give the learner lined paper to record the spelling.
- ❖ Say the word to the learner, put the word in a sentence then repeat the word.
- ❖ Progress through the words in order if using a word list.
- ❖ Continue the assessment until it is obvious that the learner is at the limit of their spelling knowledge. As a general guide, five consecutive errors indicates that this limit has been reached.
- ❖ When looking at free writing to make the assessment, take note of the spelling errors.

Observations

Note what strategies the learner uses when spelling and whether:

- ❖ the learner can recall common words automatically
- ❖ the learner writes letters in the wrong order (eg 'hwo' for 'who')
- ❖ the misspelling of the same words is consistent (if using free writing)
- ❖ the learner frequently asks for reassurance before writing words
- ❖ the learner appears anxious or confident
- ❖ the learner perseveres with the tasks
- ❖ the learner is easily discouraged

Oral assessment: Syllabification and sequences

Purpose

To assess ability to segment words into syllables and to assess recall of common sequences.

Prior to assessment

Copy the oral assessment record sheet. One copy will be needed for each learner to be assessed.

Instructions

Oral syllabification:

- ❖ Demonstrate how to count the number of syllables in words – explain, if necessary, that syllables are like beats in music. Use the learner's name, friends' names and family names to demonstrate.
- ❖ To establish whether the learner can identify syllables, choose a selection of words from the lists (animals, school, food). Say each word, then ask the learner to repeat the word and count the syllables. They may do this by clapping or counting the syllables out on their fingers. If the learner finds this difficult they can cup their hands under their chin while saying words, and count the syllables this way.

Oral sequences:

Ask the learner to recite or recall common sequences from the oral assessment record sheet.

Observations

Note:

- ❖ Can the learner identify the number of syllables automatically or do they need lots of practice?
- ❖ Clarity of speech and manipulation of syllables – can the learner repeat multisyllabic words?
- ❖ Can the learner recall alphabet names, vowel names and vowel sounds?
- ❖ Can the learner recall the days of the week and the months of the year and sequence them in the correct order? If they are unable to recall the days of the week they are unlikely to manage the months.
- ❖ Can the learner remember number sequences?

Oral assessment – Record sheet

Name:

Date:

Oral syllabification

Learner's name

Friends' names

Family names

Animals

donkey

tiger

dog

alligator

kangaroo

duck

elephant

hippopotamus

caterpillar

School

pencil

book

teacher

computer

desk

ruler

jotter

Food

banana

melon

spaghetti

tomato

chocolate

soup

haggis

custard

Oral sequences

Alphabet (letter names and letter sounds)

Vowel sounds

Vowel names

Days of the week

Months

Full name and address

Number sequence appropriate to age (eg 4 times table)

Learner's birthday

Writing assessment: Writing sequences and handwriting

Purpose

To assess the learner's ability to recall the spelling of common sequences.
To note the learner's handwriting style.

Prior to assessment

Provide the learner with blank or lined paper. Coloured paper can be used: ask the learner if this makes writing harder or easier.

Instructions: Writing sequences

- ❖ Take the learner's age and stage into account when asking them to write sequences – younger learners may not know the months.
- ❖ If the learner cannot sequence the days of the week orally give them a reminder.
- ❖ If the learner is struggling to write the days of the week, do not ask them to write the months.
- ❖ Use your discretion on the amount of writing required and take into account age, stage and skill level.

Ask the learner to write:

- ❖ both their names
- ❖ their address
- ❖ the days of the week
- ❖ the months
- ❖ the numbers 1 to 10 or 1 to 20 (in numerals)

Observations

Note:

- ❖ the recall of sequences – the spelling and the order
- ❖ whether the learner asks for help in recalling sequences

Handwriting observations

Use all written responses produced by the learner to make observations. Note:

- ❖ any reversals of letters or numerals
- ❖ the position of the paper and body position
- ❖ the pencil grip
- ❖ the pressure of the pencil on the page
- ❖ the style of writing – printed or joined
- ❖ the formation of letters
- ❖ the legibility of the writing
- ❖ the size of the writing
- ❖ whether there is a mixture of upper and lower case letters
- ❖ whether the learner is right- or left-handed

Writing assessment: Story writing

Purpose

To assess whether the learner can orally construct and sequence a sentence.

To assess whether the learner can structure writing in a logical sequence, write in sentences and use punctuation appropriately.

To check the learner's spelling in context.

Instructions

- ❖ Explain to the learner that they will only write for a few minutes. (This will depend on the age and stage of the learner.)
- ❖ Ask the learner to tell you what they are going to write about and to tell you their first sentence.
- ❖ Writing should be unaided.
- ❖ The learner should be told not to worry about the spelling, but to get their ideas down.

Suggested topics – something about themselves: hobbies, family, pets, friends, holidays or places they have visited.

Observations

Note:

- ❖ Can the learner say a sentence and then write it?
- ❖ Does the learner begin writing without support?
- ❖ Does the learner need prompting after the first sentence?
- ❖ Does the learner ask for spelling help?
- ❖ Does the learner use 'bizarre' spelling?
- ❖ Are commonly used words spelled correctly?
- ❖ Are spelling errors consistent?
- ❖ Does the learner sequence ideas in a logical progression?
- ❖ Does the learner use punctuation?
- ❖ Does the learner restrict their writing to words they can spell?
- ❖ Quantity and quality of writing – does the written story match with oral ability?
- ❖ Rate of writing: does the learner write quickly without pausing to read over their text? Does the learner write slowly and sound out every letter to form words?
- ❖ Can the learner read back their story and do they notice any errors?

Assessment summary sheet

Name: _____ Date: _____

	Reading Phonic words Common words Non-words Reading in context	Spelling Phonic words Common words Written sequences	Writing Story writing Handwriting	Other General comments and observations Oral sequences Oral syllabification
Strengths				
Areas of need				

The running record and miscue analysis

The running record and miscue analysis can be used within the Diagnostic Literacy Assessment to give a deeper level of assessment.

The running record

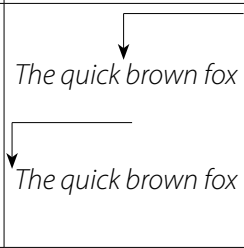
The running record is most likely to be used by Support for Learning staff. However, it could be used by class teachers as an assessment tool.

At its simplest, the running record involves listening to a learner reading and noting down what they say and do as they read. This record is analysed to look for features in the learner's reading behaviour which might be significant.

The learner should read from their book. This is usually their class reader. The teacher has a photocopy of the text the learner is reading. The learner could also read from a standardised reading test, eg York Assessment of Reading Comprehension (YARC).

If the record has been copied from a textbook, the text can be given back to the class teacher with all errors blanked out, and with substitutions and insertions written in. This will allow the teacher to see, at a glance, how much meaning the pupil will have been able to take from the text.

A number of coding systems have been developed to help with the recording. The coding system below is one example, however teachers can devise a system that works for them.

Reading behaviour	Comment	Coding convention
The words the learner reads correctly	Mark with a tick. If easier, leave unmarked, and mark only the words read incorrectly.	✓ ✓ ✓ ✓ <i>The quick brown fox</i>
Pauses	Mark the learner's pauses. You can mark a short pause with /, and a longer pause with //.	<i>The / quick brown fox</i> <i>The quick // brown fox</i>
Miscues: omissions	If the learner misses a word out, circle the word.	<i>The (quick) brown fox</i>
Miscues: substitutions	Write substitutions in the space above the word.	quiet <i>The quick brown fox</i>
Miscues: insertions	Write added word and mark as an insertion.	little <i>The quick ^ brown fox</i>
Self-corrections	The ability to self-correct is noteworthy. If the learner makes an error and then corrects it, record the error followed by 'sc' (self-correction).	big sc <i>The quick brown fox</i>
Words which are sounded out, and how they are sounded out	You can record the learner's use of phonics by marking the words they sound out. Put dots under each letter sounded out separately. Use an elision mark (˘) for blends, digraphs or syllables. Tick words sounded out successfully.	✓ <i>The quick brown fox</i> ✓ <i>The quick brown fox</i>
Mistakes in sounding out	If the learner says the wrong sound for a letter, write the sound in the appropriate place above the text.	d rog <i>The quick brown fox</i>
Repetition	Mark repetition of a word or phrase with an arrow going back to the point of insertion. Repetition can denote <ul style="list-style-type: none"> ♣ search for meaning ♣ loss of place ♣ a visual issue 	
When the learner is told a word	If you need to tell a learner a word, write it in brackets.	[quick] <i>The quick brown fox</i>

Reading behaviour

A running record should enable analysis of what the learner said and did as they read text.

It will also provide information about their word-attack skills, and about their knowledge and use of phonics. For example:

- ❖ Does the learner have a good sight vocabulary (words which are recognised on sight)?
- ❖ Does the learner try to sound out words they are not sure of?
- ❖ Do they have an accurate knowledge of the letter sounds?
- ❖ Are reversals common (for example b/d, p/q)?
- ❖ Can they blend the sounds they say to make words?
- ❖ How many sounds can they blend? Three, four or more?
- ❖ Can they blend sounds more accurately if the sounds are said for them?
- ❖ Do they transpose sounds (for example reading 'stop' as 'post')?
- ❖ Can they work with consonant blends at the beginning and end of words?
- ❖ How do they deal with digraphs – two consonants or two vowels that make a single sound (for example 'ch' or 'oo') – and the final 'e' rule?
- ❖ Do they build words up letter by letter, or can they work with syllables, prefixes and suffixes?
- ❖ How do they approach irregular words? Are they over-reliant on a phonic approach?

This will provide information about the sorts of interventions that may be needed.

It will also provide information about the learner's readiness to persist with difficult text – reading resilience. For example:

- ❖ If there were pauses, did the learner give up or did they go on and attempt the word?
- ❖ Did they re-read words or phrases to help them with the next unknown word?
- ❖ Were they prepared to make a guess, or did they ask for help?
- ❖ Did they offer non-words, or did they try to make their reading make sense?

Undertaking a subsequent running record can provide evidence of changes in the learner's approach to reading.

Miscue analysis

Having the running record enables detailed miscue analysis of the mistakes (or the miscues) that the learner has made. Miscue analysis has been described as:

... a tool for looking closely at the types of reading strategies a reader uses. The kinds of miscues (incorrect guesses) a reader makes when reading from a text will give the listener clues about how familiar or unfamiliar the reader finds the content matter, and how easy or difficult they find the text to read ...

Goodman (1969) who first coined the term 'miscue analysis' ... was anxious to get away from the notion that every departure from the words of the text is necessarily bad. The pattern of miscues can suggest a reader's strengths as well as their weaknesses. If we put together the miscues with what the learner can tell us about how they were made, then we can begin to understand what is really going on when a text is read.

(from 'Miscue Analysis' at www.dcsf.gov.uk/readwriteplus/bank/Miscue%20Analysis.pdf)

A simple analysis would involve looking at the learner's miscues and asking:

- ❖ Did the miscue look or sound correct? This would be a graphophonic miscue.
- ❖ Was the miscue grammatically appropriate? This would be a syntactic miscue
- ❖ Did the miscue still make sense in context? This would be a semantic miscue.

The presence of a large number of semantic miscues suggests that the reader is actively working to make sense of the text which is, essentially, what reading is all about.

The running record and the analysis of the record can give us a great deal of additional information to inform planning and support.

Using the error rate

The number of errors the learner makes gives useful information about the suitability of the text.

- ❖ Add up the number of errors along with the words the learner had to be told.
- ❖ Count the total number of words in the passage.
- ❖ Work out the percentage of words that were read correctly. See the Diagnostic Literacy Assessment for the formula.

95–100% correct = easy text level

This text is possibly too easy, but if it was read slowly/hesitantly it may be at a suitable level for improving fluency, pace and confidence.

90–94% correct = instructional text level

This text is at a suitable level for extending the learner's reading skills.

80–89% correct = hard text level

This text is too difficult, affecting understanding and enjoyment of the text. The learner should be given easier reading material.

Summary and Conclusions Framework

The *Summary and Conclusions Framework* for the identification of literacy/dyslexia is the City of Edinburgh Council's key tool for collating and summarising evidence which can be used to identify literacy difficulties/dyslexia. This would usually be undertaken by Support for Learning (SfL) staff.

The *Summary and Conclusions Framework* is a **working document** which enables information to be recorded as part of an ongoing process of assessment and evidence gathering.

When the *Summary and Conclusions Framework* is complete, SfL staff should consult with another professional to finalise the conclusion. **The *Summary and Conclusions Framework* should be shared with parents.**

In order to confirm an identification of dyslexia, staff should consult with:

- ❖ another SfL Teacher (time could be made for this at a SfL Cluster Meeting)
- ❖ a class/subject teacher
- ❖ an ASL Team Leader
- ❖ a Literacy/Dyslexia Support Teacher
- ❖ an Educational Psychologist
- ❖ ASL Service staff, eg an EAL teacher or ASL Service Leader

Below you will find:

- ❖ The *Summary and Conclusions Framework*
- ❖ The EAL *Summary and Conclusions Framework*, a more detailed version with considerations for bilingual learners
- ❖ An exemplar of how the *Summary and Conclusions Framework* might be completed for a learner in primary school
- ❖ A further 'simplified' exemplar for a learner in a primary school

For digital versions of the *Summary and Conclusions Framework* and the EAL version, see the CEC Inclusion Hub.

[School name and logo]

Identification of literacy difficulties/dyslexia

Summary and Conclusions Framework

[Pupil name]

[Class]

This Summary and Conclusions Framework is based on the British Psychological Society’s working definition of dyslexia, which has been adopted by the City of Edinburgh Council:

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 severe and persistent despite appropriate learning opportunities.

Pupil information

Pupil name:
Date of birth:
Current stage:
Framework start date:

Background information from educational records

Evidence of ‘appropriate learning opportunities’ (attendance) and ‘associated difficulties’, eg relevant comments from end-of-session reports, previous/current partner service and agency involvement, attitude and motivation.

Class	Attendance (%)	Comments

Relevant adults' views on strengths and areas of difficulty

Evidence of strengths and of 'severe and persistent difficulties' and 'associated difficulties', eg class teacher, parent/carer, SfL teacher. Attach *Parent/carer information form*.

Comments	Date, name, relationship to child

Access to appropriate learning opportunities

Evidence that the learning environment is inclusive and that 'appropriate learning opportunities' have been provided. Evidence that progress has been made only as a result of much additional effort and support.

Stage	Pathway 1 eg strategies from guidelines, PSA, EAL staff	Pathway 2 eg SfL/PSA, literacy intervention, Educational Psychologist consultation	Pathway 3 eg Literacy/ Dyslexia Support Team, Educational Psychologist involvement

Standardised literacy assessment results

Evidence that 'accurate and fluent word reading and/or spelling has developed very incompletely or with great difficulty'.

Essential assessments: Single Word Reading Test, Single Word Spelling Test, YARC. Other possible assessments (not essential): SNSA, BPVS, PhAB, TOWRE.

Stage/date of assessment	Assessment	Result

Information on other areas of literacy – non-standardised evidence

Attach:

- ❖ Example of extended writing/handwriting
- ❖ Literacy and Dyslexia *Checklist*
- ❖ If required, the Diagnostic Literacy Assessment from the Literacy and Dyslexia guidelines (relevant sections)
- ❖ Any other evidence, eg Speech and Language Therapy report

Stage/date	Evidence

Other evidence – associated difficulties

- ❖ Reading comprehension
- ❖ Phonological awareness
- ❖ Processing: auditory and/or visual processing of language-based information
- ❖ Short-term and working memory
- ❖ Organisational skills and motor skills
- ❖ Emotional and behavioural difficulties
- ❖ Maths

Attach reports or assessments.

See the relevant sections of the Literacy and Dyslexia guidelines *Checklist* – Numeracy and Maths, Visual and visual perceptual, Organisational and motor skills, Working memory and processing, Emotional and behavioural difficulties (attach).

Stage/date	Assessment	Result/evidence

Learner's views

Evidence of strengths/areas of difficulty/helpful strategies and resources, eg *Pupil voice tool*.

Summary and conclusions

Using the evidence collated above, and with reference to the definition, write a summary, conclusion and current next steps.

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 severe and persistent despite appropriate learning opportunities.

Completed by:	Designation:	Date:
In consultation with:	Designation:	Date:
Date shared with parents:		
Date shared with staff:		

[School name and logo]

Identification of literacy difficulties/dyslexia

Summary and Conclusions Framework with considerations for bilingual learners

[Pupil name]

[Class]

This Summary and Conclusions Framework is based on the British Psychological Society’s working definition of dyslexia, which has been adopted by the City of Edinburgh Council:

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 severe and persistent despite appropriate learning opportunities.

Pupil information

Pupil name:
Date of birth:
Current stage:
Framework start date:

Background information from educational records

Evidence of ‘appropriate learning opportunities’ (attendance) and ‘associated difficulties’, eg relevant comments from end-of-session reports, previous/current partner service and agency involvement, attitude and motivation.

Class	Attendance (%)	Comments

Relevant adults' views on strengths and areas of difficulty

Evidence of strengths and of 'severe and persistent difficulties' and 'associated difficulties', eg class teacher, parent/carer, Sfl teacher. Attach *Parent/carer information form*.

Considerations for bilingual learners: see the *Bilingual parent/carer information form* and the EAL 'Enhanced enrolment' information/form (CEC SharePoint – Inclusion Hub – EAL – Enrolment).

Comments	Date, name, relationship to child

Access to appropriate learning opportunities

Evidence that the learning environment is inclusive and that 'appropriate learning opportunities' have been provided. Evidence that progress has been made only as a result of much additional effort and support.

Stage	Pathway 1 eg strategies from guidelines, PSA, EAL staff	Pathway 2 eg Sfl/PSA, literacy intervention, Educational Psychologist consultation	Pathway 3 eg Literacy/Dyslexia SupportTeam, Educational Psychologist involvement

Standardised literacy assessment results

Evidence that 'accurate and fluent word reading and/or spelling has developed very incompletely or with great difficulty'.

Essential assessments: Single Word Reading Test, Single Word Spelling Test, YARC. Other possible assessments (not essential): SNSA, BPVS, PhAB, TOWRE.

Considerations for bilingual learners: see the EAL Guidance for using and interpreting standardised tests on CEC SharePoint – Inclusion Hub – EAL – Assessing Bilingual Learners.

Stage/date of assessment	Assessment	Result

Information on other areas of literacy – non-standardised evidence

Attach:

- ❖ Example of extended writing/handwriting
- ❖ Literacy and Dyslexia *Checklist*
- ❖ If required, the Diagnostic Literacy Assessment from the Literacy and Dyslexia guidelines (relevant sections)
- ❖ Any other evidence, eg Speech and Language Therapy report

Considerations for bilingual learners: see the 'EAL Profile of Competence/Stages of English tracker in school' and the *Bilingual Parent/carer Information form*.

Stage/date	Evidence

Other evidence – associated difficulties

- ❖ Reading comprehension
- ❖ Phonological awareness
- ❖ Processing: auditory and/or visual processing of language-based information
- ❖ Short-term and working memory
- ❖ Organisational skills and motor skills
- ❖ Emotional and behavioural difficulties
- ❖ Maths

Attach reports or assessments.

See the relevant sections of the Literacy and Dyslexia guidelines *Checklist* – Numeracy and Maths, Visual and visual perceptual, Organisational and motor skills, Working memory and processing, Emotional and behavioural difficulties (attach).

Considerations for bilingual learners: see the *Bilingual parent/carer information form*, for example, information about similar difficulties in community language classes.

Stage/date	Assessment	Result/evidence

Learner’s views

Evidence of strengths/areas of difficulty/helpful strategies and resources, eg *Pupil voice tool*.

Considerations for bilingual learners: ask the pupil to talk about their wider achievements, eg in community language classes.

Summary and conclusions

Using the evidence collated above, and with reference to the definition, write a summary, conclusion and current next steps.

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 severe and persistent despite appropriate learning opportunities.

Completed by:	Designation:	Date:
In consultation with:	Designation:	Date:
Date shared with parents:		
Date shared with staff:		

Exemplar (Primary)

[School name and logo]

Identification of literacy difficulties/dyslexia

Summary and Conclusions Framework

Name: Marny Graham

Class: P4

This Summary and Conclusions Framework is based on the British Psychological Society's working definition of dyslexia, which has been adopted by the City of Edinburgh Council:

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 severe and persistent despite appropriate learning opportunities.

Pupil information

Pupil name: Marny Graham
Date of birth: 22/10/08
Current stage: P4
Framework start date: January 2017

Background information from educational records

Evidence of 'appropriate learning opportunities' (attendance) and 'associated difficulties', eg relevant comments from end-of-session reports, previous/current partner service and agency involvement, attitude and motivation.

Class	Attendance (%)	Comments
P1 P2	98% 97%	<ul style="list-style-type: none"> ✿ is making some progress with phonics and, with support, can read unseen text ✿ has creative and imaginative ideas but lacks confidence in writing them down ✿ she can appear to struggle to focus
P3	99%	<ul style="list-style-type: none"> ✿ finds it difficult to blend sounds together to make longer words ✿ requires further support to develop her use of cursive handwriting ✿ finds it difficult to organise herself and her possessions ✿ next step – to further develop her fluency and pace when reading
P4	As of April 17 98%	

Relevant adults' views on strengths and areas of difficulty

Evidence of strengths and of 'severe and persistent difficulties' and 'associated difficulties', eg class teacher, parent/carer, SfL teacher. Attach *Parent/carer information form*.

Comments	Date, name, relationship to child
<p>Areas of difficulty – Mum queried if Marny could have dyslexia – difficulties with homework/not reading books for enjoyment/poor spelling/difficulty following instructions.</p> <p>See <i>Parent/carer information form</i> (This could be attached.)</p> <p><i>Checklist</i> completed by CT. (This would be attached.)</p> <p>Strengths/areas of need See revisited <i>Checklist</i> completed by CT. (This would be attached.) RWInc has had a very positive impact on reading/writing. (P3/P4) Responded well to support methods in class – See <i>Checklist</i> Is very articulate Still difficulties with literacy – reading slow and hesitant/ requires discussion to understand what has read/handwriting If Marny does not get it straight away she can get frustrated/ gives up easily Associated difficulties – following longer instructions/ organisation/sequencing of numbers/retaining tables knowledge/concentration</p>	<p>October 2015 Mum</p> <p>Parents November 2015</p> <p>P3 November 2015</p> <p>April 2017 P4 class teacher</p>

Access to appropriate learning opportunities

Evidence that the learning environment is inclusive and that 'appropriate learning opportunities' have been provided. Evidence that progress has been made only as a result of much additional effort and support.

Stage	Pathway 1 eg strategies from guidelines, PSA, EAL staff	Pathway 2 eg SfL/PSA, literacy intervention, Educational Psychologist consultation	Pathway 3 eg Literacy/ Dyslexia Support Team, Educational Psychologist involvement
P1		SfL teacher support during team teaching sessions (2nd term)	
P2	Small group support (CT/SfLT planned) reinforcing phonic work (15 minutes 3x a week)	SfL in a group of 5 (30 minutes 3x a week) Phonological awareness, phonics, sentence building	
P3	In class group PSA support. Incorporation of suggested strategies from Literacy and Dyslexia <i>Checklist</i> .	Read Write Inc in group of 8. 4 x 1 hour a week	
P4	As for P3. Typing train (2x a week)	Read Write Inc in group of 8. 3 x 1 hour a week	

Standardised literacy assessment results

Evidence that 'accurate and fluent word reading and/or spelling has developed very incompletely or with great difficulty'.

Essential assessments: Single Word Reading Test, Single Word Spelling Test, YARC. Other possible assessments (not essential): SNSA, BPVS, PhAB, TOWRE.

Stage/date	Assessment	Result/evidence
P4 23/1/17	Single Word Reading Test	Chronological age: 8.5 Raw score: 22 Standardised score: 81
23/1/17	Single Word Spelling Test	Chronological age: 8.5 Raw score: 15 Standardised score: 84
30/3/2017	York Assessment of Reading Comprehension (YARC)	Chronological age: 8.7 Reading accuracy: Standardised score 88 Reading rate: Standardised score 83 Reading comprehension: Standardised score 98 (see attached report for comments)
March/April 2017	Phonological Assessment Battery (PhAB)	Chronological age: 8.8 Alliteration/Rhyme/Spoonerism tests highlighted. 3 highlighted areas = Marked phonological difficulties. Difficulties in area of Phonological Awareness particularly with perception and manipulation of sounds in words.

Information on other areas of literacy – non-standardised evidence

Attach:

- ❖ Example of extended writing/handwriting
- ❖ Literacy and Dyslexia *Checklist*
- ❖ If required, the Diagnostic Literacy Assessment from the Literacy and Dyslexia guidelines (relevant sections)
- ❖ Any other evidence, eg Speech and Language Therapy report

Stage/date	Evidence
P3	Oral language skills – Marny expresses herself confidently – very articulate in 1 to 1 conversation. Can volunteer some good ideas but focus stops her contributing a lot of the time. (Class teacher)
Nov 2015 P4 Revisited Sept 2016	See <i>Checklist</i> (Listening and talking, Reading, Reading comprehension, Spelling, Writing). Completed by CT/PSA + parents' views. (This would be attached.)
Feb/March 17	See example of extended writing/handwriting. Handwriting: irregular formation of letters. Not spacing writing.

Other evidence – associated difficulties

- ❖ Reading comprehension
- ❖ Phonological awareness
- ❖ Processing: auditory and/or visual processing of language-based information
- ❖ Short-term and working memory
- ❖ Organisational skills and motor skills
- ❖ Emotional and behavioural difficulties
- ❖ Maths

Attach reports or assessments.

See the relevant sections of the Literacy and Dyslexia guidelines *Checklist* – Numeracy and Maths, Visual and visual perceptual, Organisational and motor skills, Working memory and processing, Emotional and behavioural difficulties (attach).

Stage/date	Assessment	Result/evidence
P3 Nov 2015 P4 Revisited Sept 2016	<i>Checklist</i> completed by CT (see attached)	See sections: Numeracy and Maths; Visual and visual perceptual; Organisation; Working memory and processing; Emotional/behavioural (this could be attached).
April 2017	Diagnostic Literacy Assessment	Areas for development Reading comprehension: Pace of reading and vocabulary knowledge impede ability to gain information from written text.
P4 Class teacher	Observation	<ul style="list-style-type: none"> ❖ Difficulty following instructions. Requires repetition. ❖ Loses focus easily. ❖ Appears slow to process information. ❖ Finds it difficult to sequence actions to organise herself.

Learner's views

Evidence of strengths/areas of difficulty/helpful strategies and resources, eg *Pupil voice tool*.

Marny is very aware that she is struggling. In school she enjoys PE, Art and writing stories and says she is particularly good at Art. Outside school she is good at dancing and drumming. She does not like writing the answer to questions and finds copying from books difficult as she loses the place a lot. She likes getting help with reading and writing. See the *Pupil voice tool* for aspects of organisation and literacy she feels she is good at/needs support with, current strategies she finds helpful and strategies she would like to try (this would be attached).

Summary and conclusions

Using the evidence collated above, and with reference to the definition, write a summary, conclusion and current next steps.

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 severe and persistent despite appropriate learning opportunities.

When mum asked to discuss possible dyslexia with staff in P3, the CEC process for identification of and support for literacy difficulties/dyslexia was begun.

- ❖ Marny has benefited in class from the use of specific support strategies from the *Checklist*.
- ❖ Marny has made good progress since beginning Read Write Inc in P3. RWInc has provided her with appropriate learning opportunities, which have consolidated previous learning and provided opportunity for overlearning.

However, while this progress is in line with what has been covered during this intensive intervention, beyond this level difficulties in acquiring fluent literacy skills persist, with standardised scores for reading, spelling and reading rate in the below-average range. Results also indicate continued difficulties with phonological awareness and sequencing skills. There is evidence of associated difficulties, ie phonological awareness, processing, organisation, motor skills, emotional/behavioural.

Given all the aforementioned, and with reference to the definition, we can conclude that Marny has dyslexia.

The current learning environment in P4 incorporates strategies from the *Checklist* which support her style of learning. She also continues to receive more intensive support through Read Write Inc.

Current in-class strategies will continue and Marny's progress will continue to be closely monitored. If she continues to have difficulties, a Diagnostic Literacy Assessment can be completed and a literacy/dyslexia programme may be put into place, supported by the SfL teacher and a Pupil Support Assistant.

Completed by:	Designation:	Date:
Sybil Aitken	SfL Teacher	May 2017
In consultation with:	Designation:	Date:
Elliot O'Leary	SfL Teacher (Cluster Primary)	May 2017
Date shared with parents: May 2017		
Date shared with staff: May 2017		

Simplified exemplar (Primary) for pupils who have been monitored and readily meet the definition

[School name and logo]

Identification of literacy difficulties/dyslexia

Summary and Conclusions Framework

**Name: Keir Brown
Class: P5**

This Summary and Conclusions Framework is based on the British Psychological Society's working definition of dyslexia, which has been adopted by the City of Edinburgh Council:

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 severe and persistent despite appropriate learning opportunities.

Pupil information

Pupil name: Keir Brown
Date of birth: 22/10/08
Current stage: P5
Framework start date: January 2017

Background information from educational records

Evidence of 'appropriate learning opportunities' (attendance) and 'associated difficulties', eg relevant comments from end-of-session reports, previous/current partner service and agency involvement, attitude and motivation.

Class	Attendance (%)	Comments
P1	98%	Comments from P1–P4 indicate that literacy difficulties have been evident from P1. Reference in reports made to: Strengths <ul style="list-style-type: none"> ✿ creative ✿ imaginative ideas Difficulties <ul style="list-style-type: none"> ✿ rhyming ✿ phonics/blending/decoding ✿ pace of reading ✿ organisation ✿ focus ✿ frustration with learning (P4)
P2	97%	
P3	99%	
P4	As of April 17 96%	

Relevant adults' views on strengths and areas of difficulty

Evidence of strengths and of 'severe and persistent difficulties' and 'associated difficulties', eg class teacher, parent/carer, SfL teacher. Attach *Parent/carer information form*.

Comments	Date, name, relationship to child
P4 class teacher queried if Keir could have dyslexia. Sfl teacher agreed indicators were evident.	P4 October 2015
<i>Checklist</i> from Literacy and Dyslexia guidelines completed by CT (this would be attached).	November 2015
See revisited <i>Checklist</i> completed by CT (this would be attached).	P5 April 2017 class teacher
Information gathered from parent. See <i>Parent/carer information form</i> (this would be attached).	April 2017 Mum

Access to appropriate learning opportunities

Evidence that the learning environment is inclusive and that 'appropriate learning opportunities' have been provided. Evidence that progress has been made only as a result of much additional effort and support.

Stage	Pathway 1 eg strategies from guidelines, PSA, EAL staff	Pathway 2 eg Sfl/PSA, literacy intervention, Educational Psychologist consultation	Pathway 3 eg Literacy/ Dyslexia Support Team, Educational Psychologist involvement
P3		Read Write Inc in group of 8. 4 x 1 hour a week.	
P4	PSA support. Incorporation of suggested strategies from <i>Checklist</i> .	Read Write Inc in group of 8. 3 x 1 hour a week.	
P5	As above. Typing train (2x a week).	Fresh Start in group of 6. 3 x 1 hour a week.	

Standardised literacy assessment results

Evidence that 'accurate and fluent word reading and/or spelling has developed very incompletely or with great difficulty'.

Essential assessments: Single Word Reading Test, Single Word Spelling Test, YARC. Other possible assessments (not essential): SNSA, BPVS, PhAB, TOWRE.

Stage/date	Assessment	Result/evidence
P5 23/1/17	Single Word Reading Test	Chronological age: 9.5 Raw score: 28 Standardised score: 81
23/1/17	Single Word Spelling Test	Chronological age: 9.5 Raw score: 11 Standardised score: 84
30/3/2017	York Assessment of Reading Comprehension (YARC)	Chronological age: 9.7 Reading accuracy: Standardised score 88 Reading rate: Standardised score 83 Reading comprehension: Standardised score 98 (see attached report for comments)

Information on other areas of literacy – non-standardised evidence

Attach:

- ❖ Example of extended writing/handwriting
- ❖ Literacy and Dyslexia *Checklist*
- ❖ If required, the Diagnostic Literacy Assessment from the Literacy and Dyslexia guidelines (relevant sections)
- ❖ Any other evidence, eg Speech and Language Therapy report

Stage/date	Evidence
P4	Oral language skills – Keir contributes positively to group discussion. He expresses good ideas but focus stops him contributing a lot of the time. (Class teacher)
Nov 2015 P5 revisited Sept 2016	See <i>Checklist</i> (Listening and talking, Reading, Reading comprehension, Spelling, Writing) completed by CT/PSA + parents' views.
Feb/March 2017	See example of extended writing/handwriting. Handwriting: irregular formation of letters. Not spacing writing. (This would be attached.)

Other evidence – associated difficulties

- ❖ Reading comprehension
- ❖ Phonological awareness
- ❖ Processing: auditory and/or visual processing of language-based information
- ❖ Short-term and working memory
- ❖ Organisational skills and motor skills
- ❖ Emotional and behavioural difficulties
- ❖ Maths

Attach reports or assessments.

See the relevant sections of the Literacy and Dyslexia guidelines *Checklist* – Numeracy and Maths, Visual and visual perceptual, Organisational and motor skills, Working memory and processing, Emotional and behavioural difficulties (attach).

Stage/date	Assessment	Result/evidence
P4 Nov 2015 P5 revisited Sep 2016 P5 Class teacher April 2017	<i>Checklist</i> completed by CT (see attached) Observations	See sections: Numeracy and Maths; Visual and visual perceptual; Organisation; Working memory and processing; Emotional/behavioural (this could be attached). ❖ Difficulty following instructions. Requires repetition. ❖ Loses focus easily. ❖ Appears slow to process information. ❖ Behaviour has begun to deteriorate.
April 2017	<i>Parent/carer information form</i>	(This could be attached)

Learner's views

Evidence of strengths/areas of difficulty/helpful strategies and resources, eg *Pupil voice tool*.

Keir has begun to be aware that he is struggling. He does not like writing. He likes reading his Fresh Start books. He likes getting help with reading and writing.

Summary and conclusions

Using the evidence collated above, and with reference to the definition, write a summary, conclusion and current next steps.

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 severe and persistent despite appropriate learning opportunities.

Keir's class teachers have noted difficulties with literacy since P1. He has been in an SfL intervention group since P3, where the SfL teacher has been able to observe his progress. After a discussion with SfL, his P4 class teacher referred him for Pathway 2 assessment. When mum filled in the *Parent/carer information form* she indicated that she had been concerned, particularly about levels of literacy/organisation.

Keir has made some progress since beginning Read Write Inc in P3 (see 'Appropriate learning opportunities'), however difficulties in acquiring fluent literacy skills persist, with standardised scores for reading, spelling and reading rate in the below-average range.

Given all the aforementioned, and with reference to the definition, we can conclude that Keir has dyslexia.

The current learning environment in P5 incorporates strategies from the *Checklist* which support his style of learning. He also continues to receive more intensive support through Fresh Start. Keir's progress will continue to be closely monitored.

Completed by: Emma Ritchie	Designation: SfL Teacher	Date: May 2017
In consultation with: Hilary Brown	Designation: SfL Teacher (Cluster Primary)	Date: May 2017
Date shared with parents: May 2017		
Date shared with staff: May 2017		

Teaching approaches and resources

Multi-sensory teaching approaches, strategies and over-learning techniques are effective for all learners, but in particular for learners with literacy difficulties/dyslexia.

The resources suggested in this chapter have been included because they have been identified by teachers as successful tools for supporting learners with literacy difficulties/dyslexia.

When a learner presents with a literacy difficulty it is essential to establish the specific support need and match it to the most appropriate teaching approach/resource, eg:

- ❖ decoding – develop blending skills/teach phonics
- ❖ comprehension – develop vocabulary/use reciprocal reading
- ❖ handwriting – fine motor skills activities/develop cursive script

Helpsheets are included in this pack and are referred to below where relevant. These helpsheets, as well as videos, can be accessed at the CEC Inclusion Hub.

See also the section on *ICT/digital technologies*.

Further CEC literacy information/resources can be found at CEC SharePoint – Literacy – Literacy Overview. This is an overview of literacy supports available in the City of Edinburgh. Resources are grouped and accessed through Curriculum for Excellence levels and are organised under the following headings:

- ❖ universal support
- ❖ assessment/triggers
- ❖ targeted support
- ❖ specialist support

The *Addressing Dyslexia Toolkit* is a free comprehensive online resource containing information and current resources to support learners aged 3 to 18 years who are showing signs of literacy difficulties. The *Addressing Dyslexia Toolkit* also includes three free online learning modules for teachers, which support GTC Scotland Professional Standards. www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit

Early years (nursery and Primary 1)

General resources

Up Up and Away! Building Foundations for Literacy in the Early Years

A resource to support and profile the early communication and literacy development of young children (0–5) at risk of poor achievement in language, literacy and learning. A tool to identify literacy support requirements and optimise literacy opportunity, using the environment and adults around the child.

CIRCLE Collaboration: CEC, QMU and NHS Lothian. Available from CIRCLE Collaboration, Queen Margaret University, Edinburgh circle@qmu.ac.uk

Listening and talking

Language Boost

A whole-nursery, daily approach to supporting early expressive language skills and comprehension of language in young pre-school children. This is implemented through conversation in context, with a focus on specific communication strategies and key vocabulary linked to nursery themes such as snack, outside play and books and stories. Collaborative working with parents is facilitated within resources.

wordboost@nhslothian.scot.nhs.uk

Talking Time 1/Talking Time 2/Early Talking Time

Resource offered by Speech and Language Therapy to enable early years staff to run language group sessions in their early years settings. Aimed at children who have delayed language development. The different packs target children at different stages of language development.

www.nhslothian.scot.nhs.uk/Community/EdinburghCHP/Services/Pages/SLT.aspx

Talk and Move

A social skills programme to support the development of motor skills, language and social communication skills. Emotional literacy, confidence and self-esteem are developed through turn-taking activities and movement. For training and for Early and First stage packs contact ASL Service/Speech and Language Therapy and Occupational Therapy.

Word Boost

A structured whole-class, daily approach to boosting the oral vocabulary skills of children in socially disadvantaged areas in Edinburgh. Vocabulary is selected from class texts and, from nursery to P3, words are preselected and teaching resources provided, including Interactive Whiteboard (IWB) resources. Collaborative working with parents is facilitated within resources.

wordboost@nhslothian.scot.nhs.uk

Story Chat Boards

These chat boards provide a visual presentation of sounds, words and phrases relating to the content of popular storybooks. This resource helps develop comprehension skills. Electronic copies can be found at the CEC Inclusion Hub.

Time to Talk

A programme to develop oral and social interaction skills in children aged 4–6. By Alison Schroeder.

www.ldalearning.com

Teaching Children to Listen

By J Babcock and L Spooner. A book containing activities and games. Can be delivered to whole class and large groups.

Stay and Play sessions

Parents are offered the opportunity to Stay and Play with their child. This encourages home/school partner working. Opportunities can be created to develop talking and listening between parent and child.

Talking tubs

Cardboard boxes contain objects related to a theme, promoting talk, investigation and a sense of wonder, eg in autumn the tub could contain leaves, cones, seeds, pods, nuts, twigs, and hedgehog and fox puppets.

Phonological awareness

Letters and Sounds: Principles and Practice of High Quality Phonics

A Department for Education resource. Letters and Sounds Phase 1 progressively takes the child from general sound discrimination (music, body percussion, environmental) through rhyme, alliteration, blending and segmenting to oral CVC blending. Can be downloaded from www.gov.uk/government/publications/letters-and-sounds-principles-and-practice-of-high-quality-phonics-phase-one-teaching-programme

Free resources for *Letters and Sounds: Principles and Practice of High Quality Phonics* are available at www.letters-and-sounds.com

Phonological Awareness Assessment Tool and Resource Pack

An oral assessment to highlight gaps in phonological development, suggesting next steps for learners who require early intervention. The accompanying resource pack provides a wide range of activities, strategies and resources to develop phonological awareness and assist teachers in developing an intervention programme. Included in the Literacy Rich Edinburgh programme. See the CEC Inclusion Hub.

Active Phonics

A CEC pack developed to support the learning of phonics in the gym. Section 1 focuses on development of phonological awareness through whole-body activities. For further information, contact the ASL Service: Literacy/Dyslexia Support Team at hilary.aitken@ea.edin.sch.uk

Magic of Music: Developing the Curriculum at Early Level Through Music

By the Creative Learning Network and Laura Darling. A nursery resource containing a CD, pictures and ideas to support the learning of songs and rhymes. It helps children develop their understanding of rhythm and rhyme, which supports development of phonological awareness and early reading development. Training available in the CPD directory

Library Rhyme Time sessions

Local libraries offer weekly Rhyme Time and storytelling sessions for pre-school children. As well as developing a love of books, listening to stories supports the development of new vocabulary and the understanding of the concept of print, and links oral language to picture and word.

Apps

Partners in Rhyme
Phonological Awareness Lab
Syllable Splash

Clicker phonics

A computer phonics programme that takes learners from the first steps of discriminating environmental sounds (eg sneeze/cough) right up to systematic synthetic phonics. www.cricksoft.com

Reading/phonics

Synthetic phonics

Children in CEC schools use synthetic phonics – they are taught to associate sounds (phonemes) with graphemes (written letters) and how to blend sounds together to make words. Children use pure sounds, eg mmmm not mi.

Blending

Many learners who struggle with reading/spelling have difficulties with oral blending and require more work on phonological awareness. Blending is taught through Assisted blending and Independent blending (see helpsheets).

Active Phonics

A CEC pack developed to support the learning of early phonics through whole-body activities in the gym. For further information, contact ASL Service: Literacy/Dyslexia Support Team.

Books with a systematic phonic progression

The use of decodable books, based on a clear phonic progression, supports learners to use their developing phonic knowledge to read. Examples include:

- ❖ Dandelion Launchers and Dandelion Readers www.phonicbooks.co.uk
- ❖ Sound Start bookshop.blackwell.co.uk
- ❖ Jelly and Bean (phonics books) www.jellyandbean.co.uk
- ❖ Floppy Phonics global.oup.com
- ❖ Songbirds Phonics global.oup.com
- ❖ Pocket Rockets www.smartkids.co.uk
- ❖ Rapid Phonics www.pearsonschool.co.uk

Magnetic or plastic letters

Create words and use for a variety of letter activities. Make vowels one colour and consonants another. A good tool to support the development of blending skills.

Story Sacks

Nursery staff resource, developed by the National Literacy Trust for use with children and parents. Uses children's books with related resources to stimulate language and promote the enjoyment of reading. www.literacytrust.org.uk/early

Smart Chute (Smart Kids)

A card flipping game. A fun way to develop key literacy skills. www.smartkids.co.uk/products/smart-chute

Clicker phonics

A computer phonics programme that takes learners from the first steps of discriminating environmental sounds (eg sneeze/cough) right up to systematic synthetic phonics. www.cricksoft.com

Apps

Pirate Phonics
abc PocketPhonics
Magnets (Joe Scrivens)

Games (eg sorting, lotto, pairs)

Games using matching, classifying, sequencing and predicting to reinforce sounds, patterns and letters.

www.ldlearning.com

www.crossboweducation.com

www.thedyslexiashop.co.uk

Dyslexia Games Manual – MSL

Downloadable PDF master. Printable games/activities. Recommended for the development of visual/auditory recall and discrimination, sequencing/organisation and word/story building.

www.msl-online.net

Writing

Skills need to be developed to support the emergent writer – hand-eye coordination, visual tracking, visual discrimination, form recognition, spatial judgement, directionality and motor control.

Visual processing – visual tracking/visual discrimination

Information, resources and exercises to help improve visual processing www.eyecanlearn.com

Visual perceptual skills

Therapy Fun Zone www.therapyfunzone.net/blog/ot/visual-perceptual-skills

Eye-Hand Coordination Boosters

By L Jay Lev.

Write From the Start – The Teodorescu Perceptuo-Motor Programme

Develops fine motor skills alongside perceptual skills.

Theraputty

Silicone material used in a variety of hand-strengthening exercises. Available in colour-coded, graded levels of resistance.

Fine motor skills

For example cutting, lacing, threading, playdough, tweezers, drawing patterns in sand/shaving foam/flour.

Cutting Skills: Photocopiable Activities to Improve Scissor Technique

By Mark Hill.

Pencil grips

Tripod pencil grips should be encouraged from the start. Pencil grip aids can be used to support and correct pencil hold, eg triangular pencil grip, EzGrip pens, Yoropens.

Teach Handwriting

Includes activities to promote fine and gross motor skills; how to hold a pencil; pre-handwriting patterns etc

<http://www.teachhandwriting.co.uk/index.html>

Also, see this IWB resource to support children with cursive handwriting

www.ictgames.com/writingRepeater/

Apps

Hairy Letters
Glow Draw
Bobblewrite
Singing Fingers

Story writing

Children with literacy difficulties will require more oral reinforcement activities. For example picture sequencing (talk about the pictures), puppets, group silly sentences. Strategies/resources to support emergent writers include story boards, scribing, word banks and dictation.

ICT resources

See also the section on *ICT/digital technologies*.

Writing repeater www.ictgames.com

Write the word. Learners can press to replay the handwriting/repeat the spelling.

Clicker Sentences www.cricksoft.com

An app that enables teachers to create sentence-building activities on any topic, tailored to support each learner's individual needs.

ictgames.com

A selection of interactive literacy games including games to develop rhyming, blending skills, spelling of common words, use of spelling patterns, reading of high-frequency words.

www.educationcity.com

Look under Literacy. Interactive activities to support reading, writing and spelling.

www.nessy.com

Games and advice to support reading, writing and spelling.

www.starfall.com

A site to support emergent literacy skills.

www.purplemash.com

A website offering fun and creative ways to learn.

Primary

The following general principles are important when planning learning for learners who have literacy difficulties/dyslexia:

- ❖ Involving the learner in setting and reviewing their learning targets and progress will be motivating for them and enhance self-esteem.
- ❖ Multi-sensory techniques which involve using vision, hearing, touch and motor activity together have been shown to be very effective.
- ❖ Short spells of regular practice will help more in maximising progress than longer, less frequent sessions.
- ❖ There are no 'quick solutions' to dyslexic difficulties. Research shows that regular practice and systematic teaching are most effective.

General resources

Inclusive Learning and Collaborative Working (CIRCLE)

Ideas in Practice. Primary School Resources (Ages 5–11)

This document promotes inclusive practice and effective collaboration between school staff, parents/carers, partner services and other agencies. It introduces a staged system of support, beginning with setting up an inclusive classroom.

CIRCLE Collaboration: CEC, QMU and NHS Lothian. Available from CIRCLE Collaboration, Queen Margaret University, Edinburgh circle@qmu.ac.uk

Listening and talking

Word Boost

A structured, whole-class, daily approach to boosting the oral vocabulary skills of children in socially disadvantaged areas in Edinburgh. Vocabulary is selected from class texts and, from nursery to P3, words are preselected and teaching resources provided, including IWB resources. Collaborative working with parents is facilitated within resources. wordboost@nhslothian.scot.nhs.uk

Vocabulary Toolkit: A practitioner's guide to supporting literacy development across the curriculum

By Gill Earl and Marysia Nash, Speech and Language Therapists (designed for Secondary, but also useful for Primary).

- ❖ Part 1 – Teaching words in-depth in Secondary
- ❖ Part 2 – Independent word learning in Secondary, using word parts
- ❖ Part 3 – Independent word learning in Secondary, using context clues
- ❖ Part 4 – Teaching terminology in Secondary

See the CEC Inclusion Hub.

Word Knowledge Checklist

A useful way to check students' knowledge of key curriculum vocabulary or high-utility cross-curricular words. See the CEC Inclusion Hub.

Prefix Spelling Programme

This programme guides learners through the most common 20 prefixes in English, focusing on the meaning of each prefix. It also provides spelling practice using SOS (Simultaneous Oral Spelling). See the CEC Inclusion Hub.

Talking Point

Information and resources to develop communication skills from 0 months to 17 years.

www.talkingpoint.org.uk

Preparing and giving a talk

Learners with literacy difficulties may require more support to organise and present their ideas, eg oral discussion, partner practice, mind mapping, coloured post-its, use of video.

Listening Skills

Photocopiable books by Sandi Rickarby.

Reading

Teaching approaches and resources to develop reading are at their most effective, particularly for learners who have dyslexia, when they are structured, cumulative, multi-sensory and phonics based.

The main interventions recommended for use in the City of Edinburgh are:

- ❖ **Read Write Inc from P3–P5**
- ❖ **Fresh Start from P5–P7**
- ❖ **SRA Corrective Reading from S1–S2**

Learners who do not make the expected progress despite appropriate intervention should be given a literacy programme tailored to their individual needs. Early intervention is crucial. Refer to the Literacy/Dyslexia Support Team if required.

Phonics

Synthetic phonics

Learners in CEC schools use synthetic phonics – they are taught to associate sounds (phonemes) with graphemes (written letters) and how to blend sounds together to make words. Learners use pure sounds, eg mmmm not mi.

Active Phonics

A CEC pack developed to support the learning of early phonics through whole-body activities in the gym. For further information, contact the ASL Service Literacy/Dyslexia Support Team.

Blending

Beyond Early Level, learners with literacy difficulties need to revisit phonics. This includes phonological awareness and oral blending activities.

Blending is taught through:

- ❖ assisted blending
- ❖ independent blending (see helpsheets)
- ❖ the 'Crashing' strategy (see helpsheet)

Books with a systematic phonic progression

Using decodable books based on a clear phonic progression supports learners to use their developing phonic knowledge to read.

- ❖ Dandelion Readers www.phonicbooks.co.uk
- ❖ Sound Start bookshop.blackwell.co.uk
- ❖ Pocket Rockets www.smartkids.co.uk
- ❖ Project X Code www.oxfordprimary.co.uk
- ❖ PhonicBooks – Moondog; The Magic Belt; Totem and Alba; Rescue; Titan’s Gauntlets; Talisman Series 1 and 2 www.phonicbooks.co.uk

High interest level, lower reading level books:

- ❖ Rapid Readers www.pearsonschool.co.uk
- ❖ Rising Stars – Snapshots; Superscripts; Dangerous Games www.risingstars-uk.com
- ❖ Barrington Stoke – 4u2read; Gr8 reads; Go! Dyslexia Friendly Classics, eg *Of Mice and Men*. www.barringtonstoke.co.uk

Toe by Toe

A highly structured multi-sensory phonics programme, delivered one-to-one. Can be used by the teacher, a pupil support assistant, parents or, if appropriate, an older child acting as a tutor. Most suitable for P4/5 upwards. www.toe-by-toe.co.uk

The Word Wasp/The Hornet

Highly structured one-to-one phonics programmes for teaching reading and spelling.

Phonic resources available from the Literacy/Dyslexia Support Team

See the CEC Inclusion Hub.

- ❖ common word reading booklet
- ❖ Time Targets to develop automatic reading of phonic words
- ❖ Reading Practice Booklet to develop automatic reading of phonic words in context
- ❖ flashcards based on phonic progression

Flashcards

Can be used for the reading of phonic words and sight vocabulary (Fry’s common words).

www.worksheetgenius.com/wordlists.php

www.uniqueteachingresources.com/Fry-1000-Instant-Words.html#freefryflashcards www.senteacher.org/print/literacy/

For word lists based on reading schemes/books/topics, see www.senteacher.org

Printables – Literacy Printables – Flash Card Printer – Choose Wordlist – Schemes.

The CEC Literacy/Dyslexia Support Team can provide flashcards linked to the phonic progression. See the CEC Inclusion Hub.

Other reading resources

Providing and choosing texts

It is crucial that learners are provided with reading material that is at the correct level. There are three levels of text difficulty:

Easy text level: 95–100% correct = Possibly too easy for the reader, but may be a suitable level for improving fluency and pace

Instructional level: 90–94% correct = Suitable level for extending skills.

Hard text level: less than 90% correct = Too difficult for the reader and will affect understanding and enjoyment of the text (see helpsheet on Providing and choosing texts).

Five finger test

A quick and easy way to ensure learners are choosing texts at a suitable reading level (see helpsheet).

Paired Reading

An adult/peer tutoring technique for developing fluent, confident readers (see helpsheet).

Precision Teaching

Precision teaching can be used as a precise and systematic method of monitoring and developing a learner's literacy acquisition and fluency, eg reading of common words (See helpsheet on Precision teaching (reading)).

Stile

A self-checking set of books with a tray tool, covering all areas of literacy. Age 4 to Secondary. Stile Dyslexia also available. www.ldlearning.com

Coloured reading rulers/overlays

Overlays and rulers can help with visual difficulties. www.crossboweducation.com

Study ladder

A web-based resource developed by teachers. Resources and games to help children have fun while learning. www.studyladder.co.uk/teacher/resources

Apps

Pirate Phonics
Magnets (Joe Scrivens)
Phonics Genius
EPIC!
Teach Your Monster to Read
Kids Learn Sight Words
Pocket Rockets
Starfall Learn to Read

Games

Games using matching, classifying, sequencing and predicting reinforce sounds, patterns and letters. Examples include lotto, dominoes, four-in-a-row and other games using pairs, matching, predicting, sounds and blends. Games can be found at:

SWAP www.gamzuk.com/swap_fix.htm

TRUGS www.readsuccessfully.com

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

www.communication4all.co.uk

www.worksheetgenius.com/wordlists.php (bingo, word searchers, anagrams)

www.adrianbruce.com/reading/room2/4inarow/phonics_game1.htm (four-in-a-row games)

For further games to purchase, see:

www.ldlearning.com

www.crossboweducation.com

Comprehension

Approaches and resources used to support learners should be dependent on the root of the comprehension difficulty. Comprehension difficulties can stem from problems with:

- ❖ decoding (reading rate/fluency/phonological awareness/phonetic knowledge/visual)
- ❖ vocabulary – developing vocabulary improves both reading and listening comprehension
- ❖ prior knowledge
- ❖ visualisation
- ❖ sequencing
- ❖ working memory

Three read strategy

A strategy for teaching reading, focusing on the teaching of decoding, comprehension and fluency and expression (see the 'Three read strategy' helpsheets – 'Individual support' and 'Taking a reading group').

Reciprocal Reading (sometimes called reciprocal teaching)

An instructional activity in which learners develop reflective reading of text. The teacher models, then learners learn to guide the group discussion using four strategies: predicting, question generating, clarifying and summarising. The following Reciprocal Reading resources and additional information are available (designed for Secondary, but also useful for Primary):

- ❖ reading strategies practitioner guide
- ❖ Reciprocal Reading strategy CPD
- ❖ S1 Reciprocal Reading unit, teacher guide and PowerPoint
- ❖ S2 Reciprocal Reading unit, teacher guide and PowerPoint
- ❖ Reciprocal Reading prompt cards and posters

See the CEC Inclusion Hub.

Graphic organisers

A graphic organiser, also known as a concept map, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them.

The main purpose of a graphic organiser is to provide a visual aid to facilitate learning and instruction. As well as improving performance in reading comprehension, it can be used to develop critical thinking and retention. See:

- ❖ Using Graphic Organisers in Teaching and Learning – Second Level Support Service
<http://pdst.ie/sites/default/files/GraphicOrganiserFinal.pdf>
- ❖ Graphic Organisers – Education Place
<https://www.eduplace.com/graphicorganizer/>

Visualizing and Verbalizing: For Language Comprehension and Thinking

By Nanci Bell. This programme develops concept imagery as a basis for comprehension and higher-order thinking. This improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing (ISBN 9780945856641).

Teachers' Guide to Reading Comprehension Strategies (P5–S3)

CEC Literacy Hub – An overview of comprehension strategies/resources/lesson plans

<https://education.gov.scot/improvement/lit13teachingreadingcomprehension>

SRA Reading Laboratory

Published by McGraw Hill Education. A card-based, multi-levelled individual reading and comprehension programme.

LDA Reading Comprehension (Books 1–4)

By Browning, Wroe and Lambert.

Bloom's Taxonomy

This provides a framework for planning based on questioning, that incorporates low to high level thinking skills and activities. <https://blogs.glowscotland.org.uk/fa/ICTFalkirkPrimarys/tag/blooms-taxonomy/>

Vocabulary

Vocabulary knowledge can impact on learners' ability to read for meaning and to use and understand vocabulary in discussion and in writing. When focusing on vocabulary development:

- ❖ Be realistic – think about which words really matter.
- ❖ Remember – most people need to hear a new word 10 to 12 times in meaningful contexts in order to remember it.
- ❖ Encourage learners to identify words they don't know, so that you can clarify them.
- ❖ Create a glossary – always give the technical/difficult words first, followed by the simpler word in brackets, and a definition.
- ❖ Use a Collins Cobuild dictionary to source accessible definitions for glossaries and word banks
<http://dictionary.reverso.net/english-cobuild/>
- ❖ Add visuals, eg make a visual dictionary using PowerPoint.
- ❖ Develop the use of context to work out word meanings. Use the 'think out loud' technique to model how you do this.
- ❖ Talk about word parts such as prefixes and roots to help learners derive and remember meanings.

Vocabulary Toolkit: A practitioner's guide to supporting literacy development across the curriculum

By Gill Earl and Marysia Nash, Speech and Language Therapists (designed for Secondary, but also useful for Primary).

- ❖ Part 1 – Teaching words in-depth in Secondary
- ❖ Part 2 – Independent word learning in Secondary, using word parts
- ❖ Part 3 – Independent word learning in Secondary, using context clues
- ❖ Part 4 – Teaching terminology in Secondary

See the CEC Inclusion Hub.

Collins Cobuild Dictionary

Illustrated, with accessible, user-friendly definitions. Also available online at <https://www.collinsdictionary.com/dictionary/english>

Audio books/audio support

Calibre audio books

A subscription-free service for visually impaired learners and learners with dyslexia or other disabilities. In various formats. www.calibre.org.uk

Listeningbooks

A UK charity providing a postal and internet-based audiobook service. Three accessible formats: MP3 CD, download, streamed. Subsidized membership fee. www.listening-books.org.uk/

Books for ALL – CALL Scotland

Accessible curriculum materials for students with ASN. Search and download books and other printed material in adapted, accessible formats. A Glow or Scran account is required. www.callscotland.org.uk/Information/books-for-all

The Seeing Ear

A charity with a free online library, mainly of novels and reading books in text and Word format. www.seeingear.org/

Spelling

Whole-school spelling policy

Schools should aim for a whole-school approach that is systematic and progressive. The teaching of spelling should incorporate multi-sensory teaching of phonics/spelling patterns, spelling rules, common words and words the learners are using regularly in their writing. For further information and whole school training contact the ASL Service Literacy Team.

Highland Literacy

A useful site for resources, strategies and activities to support spelling. www.highlandliteracy.com

Edinburgh Sound Chart

Colour coded to support the teaching of phonics and spelling. Contact the ASL Literacy Team. See the Edinburgh Sound Chart helpsheets.

Phonics

Learners with spelling difficulties need to revisit phonics and be taught to use their phonic knowledge in order to segment words to spell. Learners are taught to segment, ie to recognise the individual sounds in words and to break down words into these sounds. To help with this, learners can use:

- ❖ finger spelling/finger writing (see helpsheets)
- ❖ grapheme marking (see helpsheet)
- ❖ sound chart
- ❖ spelling/sound rulers (see helpsheets and the Inclusion Hub)
- ❖ tallying using cubes, if appropriate (see helpsheet)

Dictation

A useful strategy to support learners to use spelling in context (see helpsheet).

Box Dictations

A visual support that uses letter shapes to help with spelling. www.crossbow.education.com

Magnetic board

Or use the Joe Scrivens app Magnets.

Mini-whiteboards

Useful both in primary and secondary.

Common words

Sight words or tricky words are the most commonly used words. These words can have patterns in them that are not phonically regular. Learners need to be able to read these words before they are asked to spell them. In CEC schools the Fry Sight Word List is recommended.

Simultaneous oral spelling (SOS)

A useful strategy to learn common words (see helpsheet).

Look, say, cover, write and sound out, check

Useful for supporting the learning of spelling during the writing process. Can be used alongside a personal dictionary.

- ❖ Look at the word and study it carefully.
- ❖ Say it – think about the syllables.
- ❖ Cover the word.
- ❖ Write the word – think about the shape and order of the letters.
- ❖ Check.

Mnemonics

A multi-sensory memory device that can be used to develop memory of sounds/letters/syllables when spelling a word. Can be pictures, lists, phrases or sentences. Examples:

- ❖ said = **S**aid **A**lan **I**'m **D**aft
- ❖ **ne**c **ess** ar y = one collar, two sleeves

(See helpsheet.)

Visualisation spelling strategy

This uses visualisation to develop spelling (see helpsheet).

Precision Teaching

Precision Teaching can be used as a precise and systematic method of monitoring and developing a learner's literacy acquisition and fluency, eg the spelling of common words (see the Precision teaching – spelling helpsheet).

Common word spelling booklet

A resource produced by the Literacy/Dyslexia Support Team. Could be used with an adult/peer. Use with Simultaneous Oral Spelling (SOS). See the CEC Inclusion Hub.

Personal word bank/Have a go book

Encourage learners to try to spell the word before checking with an adult.

Subject word bank/glossary

For topic words.

Advanced ACE spelling dictionary and spelling activities

This uses sounds to find words and develops and extends word skills. From older primary to secondary and beyond. www.ldlearning.com

Barrington Stoke School Spelling Dictionary

A dictionary to enable phonic spellers to look up words based on how they sound. www.barringtonstoke.co.uk

Spelling Made Easy

Multi-sensory structured phonics books 1–3. For early years and older. www.spellingmadeeasy.co.uk

Alpha to Omega, sixth edition

A teacher's handbook, a student's book and a CD-ROM are available. A structured, cumulative programme for word recognition, structure and spelling, with detailed lesson plans. For age 7 upwards. www.pearsonschoolsandcolleges.co.uk

Stile

A self-checking set of books with a tray tool, covering all areas of literacy. Age 4 to Secondary. Stile Dyslexia also available. www.ldlearning.com

Spotlight on Suffixes/Spotlight on Words

A series of photocopiable books on spelling skills and language awareness. By Gillian Aitken.

Prefix spelling programme

This programme guides learners through the most common 20 prefixes in English, focusing on the meaning of each prefix, providing spelling practice using SOS (Simultaneous Oral Spelling). See the CEC Inclusion Hub.

ICT resources for spelling

Spellcheckers

Portable or pocket versions. For use with older learners. Recommendation: Franklin.

Werdz

Phonetic spellchecker. Downloadable/plug in. www.gandjlawrence.co.uk/Werdz/

Vocabulary Spelling City

Online resource. Learn spelling and vocabulary words by playing engaging games using any word list. www.spellingcity.com/ Also available as an app.

Wordshark

A computer programme which reinforces reading and spelling through a variety of games. Can be used on a PC or Mac. For use in primary and secondary. www.wordshark.co.uk

Doorway Online

A collection of free, accessible, interactive learning activities, including spelling, provided by Scottish Borders Council. www.doorwayonline.org.uk

DJ Cow Spelling Patterns

Word searches that focus on specific spelling patterns www.ictgames.com/hybrid.html

Worksheetgenius

A site that generates activities based on lists of words with a phonic focus. Includes bingo, anagrams and word searches. www.worksheetgenius.com

Apps

Fry Words
Kids Learn Sight Words
Spelling Bee
Phonic Genius
Build A Word Express

Writing**Fine motor skills**

See the Early Years section.

Teach Handwriting

Includes activities to promote fine and gross motor skills: how to hold a pencil, pre-handwriting patterns etc. <http://www.teachhandwriting.co.uk/index.html>

www.ictgames.com/writingRepeater/

An IWB resource to support learners with cursive handwriting.

Pencil grips

Tripod pencil grips should be encouraged from the start. Pencil grip aids can be used to support and correct pencil hold, eg triangular pencil grip, EzGrip pens, Yoropens.

Cursive handwriting

Research evidence promotes the use of continuous cursive script to support spelling. Cursive handwriting and spelling can be taught together.

Kung-fu punctuation

Punctuation of oral sentences using actions (see helpsheet).

Alternatives means of recording

When asking learners with literacy difficulties to write, be very clear about the purpose. Use discussion, post-it notes, PowerPoint, comic strips, drama/video, mind mapping, flow charts, story boards, posters.

Typing skills

BBC Dancemat

Doorwayonline.org.uk – typing

Typing.com

Writing in sentences

Learners with literacy difficulties need a lot of practice in oral sentence building. This can be done through:

- ❖ playing games
- ❖ modelling and repeating back increasingly complex sentences

Vocabulary

To develop vocabulary in written work:

- ❖ Discuss words and their meaning.
- ❖ Model the use of new words in an oral and a written sentence.
- ❖ Provide glossaries/word banks.
- ❖ Support the learner to use and revisit vocabulary orally.
- ❖ Use the Magic Line Strategy (see helpsheet).

See also 'Word Boost' and 'Vocabulary Toolkit' above, and the Comprehension section.

Getting started

Learners with literacy difficulties struggle to get started. To help with this:

- ❖ Dictate the first sentence. Extension – ask the learner to up-level the sentence (see the 'Dictation' helpsheet).
- ❖ Provide a choice of sentence starters.
- ❖ Provide a writing frame, eg beginning/middle/end or setting/character/action.
- ❖ Oral sentence modelling and practice.
- ❖ Teach story starts (using fairy tales). For example, introduce character/setting; start with action or dialogue.
- ❖ Use picture prompts/story sequence cards.

Planning and organising writing

Ensure a balance between undertaking aspects of writing (eg setting the scene, characters, events, ending) and enabling learners to write a whole text. Learners with literacy difficulties need help to sequence their ideas in a logical progression in order to produce a finished text. To help with this use:

- ❖ stories learners are familiar with, eg fairy tales
- ❖ visual texts, eg the BFG (see www.literacyshed.com)
- ❖ sequencing pictures
- ❖ scaffolding or writing frames, eg first/next/finally
- ❖ mind mapping

Editing

Editing activities should be taught as skills lessons as well as teaching learners how to apply this to their own writing. Redrafting can be onerous for learners with literacy difficulties. To help with this:

- ❖ model redrafting using the learner's own writing
- ❖ use ICT
- ❖ give direct support (adult/peer)

Note taking

Learners with literacy difficulties can find note taking challenging because it can involve writing at speed, working memory, spelling skills etc. To help with this:

- ❖ give learners a printout of lesson notes
- ❖ teach mind mapping
- ❖ use a flow chart or diagrams
- ❖ teach learners how to record key words, omit small words and use abbreviations
- ❖ use different coloured highlighter pens
- ❖ use post-its
- ❖ use ICT, eg record using a phone or iPad
- ❖ take photos of the board using a phone
- ❖ encourage the use of revision cards

Picture Qs

Books 1–6 from Learning Materials Ltd. www.learningmaterials.co.uk

Writing Sentences

Books 1–4 from Learning Materials Ltd. www.learningmaterials.co.uk

Sequencing Stories

By Alison Dalgleigh. Learning Materials Ltd. www.learningmaterials.co.uk

Write Away!

Books 1–6 from Learning Materials Ltd. www.learningmaterials.co.uk

And Then ... Sequences

LDA www.ldalearning.com

Highland Literacy

A useful site for resources, strategies and activities to support writing. www.highlandliteracy.com

ICT resources for writing

See also the section on *ICT/digital technologies*

Speech to Text software

See the section on *ICT/digital technologies*.

Apps

Book Creator
Clicker Sentences/Documents
Comic Life
Co-Writer
Kidspiration Maps
Inspiration Maps

www.educationcity.com

Go to Literacy. Interactive activities to support reading, writing and spelling.

www.nessy.com

Games and advice to support reading, writing and spelling

Kidspiration and Inspiration

For planning, mind mapping, organising ideas and structuring writing. Voice feedback and a speaking spellchecker. Kidspiration is better for primary stage and Inspiration for older primary and secondary stage.
www.inspiration.com

Co:Writer

A word prediction programme that can be used with any software that accepts text. Can be used with text-to-speech technology, eg Word Talk. Allows independent working for learners with reading, spelling and writing difficulties. Primary and secondary resource. Go to www.donjohnston.co.uk or purchase through Learning and Teaching Scotland on 0800 100 297.

Texthelp Read&Write GOLD

Scans documents and reads the text aloud. Has a highlighter (useful for note taking) and a word prediction facility to support written work. Used in secondary schools.
www.texthelp.com

Numeracy and maths

When planning for learners with dyslexia who have difficulties with numeracy and maths, provide:

- ❖ an opportunity to use multi-sensory techniques – seeing, hearing, singing/chanting and touching
- ❖ regular practice and systematic teaching
- ❖ lots of repetition
- ❖ consistency in use of language
- ❖ concrete materials, as required
- ❖ visual supports, eg dice patterns
- ❖ thinking time
- ❖ opportunities for collaborative learning
- ❖ opportunities to talk through strategies and mistakes
- ❖ real life contexts, where possible
- ❖ peer support systems, eg ask your shoulder partner
- ❖ short spells of regular practice, which are better than longer, less frequent sessions
- ❖ opportunities for learners to set and review their own targets

Learners with dyslexia can have difficulties with (for example) place value, mathematical symbols, reversals, learning tables, number bonds, mental maths, the language of maths and telling the time.
(See helpsheet on Strategies to support dyslexia – numeracy and maths.)

SEAL (Stages of Early Arithmetical Learning)

Based on the principles of Maths Recovery, SEAL promotes understanding of how children learn about early number and what progression of learning looks like. Based on the SEAL assessment screener, learners are taught to use strategies to build core number skills, initially based on concrete materials, before moving on to the abstract. See the SEAL photocopiable resources and independent activities on CEC SharePoint at: <https://cityofedinburgheducation.sharepoint.com/sites/365central/resources/seal/SitePages/Home.aspx>

Supporting Learners with Additional Support Needs in Numeracy

A CEC document. See CEC SharePoint – Inclusion Hub – Numeracy.

Numicon

A multi-sensory, visual resource. Can be used to support understanding of numbers and number system, fractions, times tables, decimals etc.

Flexitables

A flexible, folding plastic multiplication and division table. www.flexitables.co.uk

Study ladder

A web-based resource developed by teachers. Resources and games to help children have fun while learning. www.studyladder.co.uk/teacher/resources

Numbershark

A computer programme that teaches and reinforces numeracy using a wide variety of interactive and motivational games. www.wordshark.co.uk/numbershark

Education City

An online learning resource containing interactive activities and resources. www.educationcity.com

Sumdog

Subscription based, online number games to develop skills in numeracy. Teachers can set tasks and assessments and monitor progress. Learners can practise and learn new skills adapted to their skills level, based on individual assessment results. They can compete with learners from around the world. www.sumdog.com

Smart Chute (Smart Kids)

A card flipping game. A fun way to develop key numeracy skills.

Apps

Domino number frame

Line 'em Up

Count Sort

Education City

Sumdog

Show Me – records audio as the teacher demonstrates. The learner can replay the steps

Squeebles – Times Tables, Maths Race, Division, Tell the Time, Maths Bingo etc

Math Splat! – customisable mental maths at two levels

DoodleMaths

Games

Use games such as sorting, lotto, pairs. For games about basic arithmetic and tables, telling the time, money and fractions, see www.thedyslexishop.co.uk

ICT/digital technologies

Learners with literacy difficulties/dyslexia who may require technology to access the curriculum need three things:

- ❖ a digital device
- ❖ appropriate software or hardware to access the device
- ❖ accessible learning resources on the device

Provision of accessible books and learning resources is regarded as a reasonable adjustment under the Equality Act (2010). Also see *Planning Improvement for Disabled Learners' Access to Education: Guidance for Education Authorities, Independent and Grant Aided Schools* (2014). The use of ICT can ensure that learning resources like textbooks, reading books, teacher-generated materials, assessment and homework can be provided in a format that learners can access, such as digital, audio or large print.

Learners can transfer work between school and home using, for example, file sharing or a memory stick. Schools can use file-sharing mechanisms such as GLOW, OneDrive and OneNote so that teachers and learners can transfer resources and materials.

Ensure that printing facilities are available for learners so that they can quickly and easily print out their work.

It is not always necessary to buy high-tech solutions when looking for ICT to support learners with literacy difficulties/dyslexia. Often, the tools your learners need are already available on your computer. For example, Microsoft includes a range of accessibility features (Accessibility Options) in its operating systems. Windows incorporates the 'Ease of Access Centre'.

Make computers more accessible

Methods to make your computer more accessible can vary depending on what computer you are using. For more information, look online for instructions, or contact the CEC ICT ASL Development Officer for support. Other good sources of information are:

- ❖ CALL Scotland: www.callscotland.org.uk/
- ❖ Dyslexia Scotland Toolkit dyslexiascotland.org.uk/addressing-dyslexia-toolkit
- ❖ AbilityNet, www.abilitynet.org.uk/

There are three main ways to make computers more accessible: inbuilt features, software and external hardware.

Inbuilt features Go to 'Ease of Access Centre'(Windows) or 'Accessibility Preferences' (Mac)	
Voice recognition	Enables voice control of computer and allows the speaker to create texts (speech to text)
Display settings	Enables adjustment of brightness and resolution
Invert colours	Enables colour inversion
Magnifier	Magnifies part or all of the screen
Narrator/text-to-speech	Reads all the text on the screen
On-screen keyboard	Enables on-screen typing with word prediction

Software	* = download from the ICT Portal (see your ICT coordinator) ** = current recommendation
Screen reader (text-to-speech software)	To read any on-screen text *Ivona mini-reader *Read&Write Gold 9 Secondary (site licence) Wordtalk (free download – also for non-networked computers) OneNote: Immersive reader https://support.microsoft.com/en-us/help/4013413/microsoft-education-use-immersive-reader-for-onenote Dragon Naturally Speaking – additional feature on Microsoft Word – Speak button in Office 2010/2013 can be made available Natural Reader www.naturalreaders.com
Scottish voices: Heather, Stuart, Ceilidh (Gaelic voice)	CALL Scotland http://www.thescottishvoice.org.uk/Download/
Read&Write 9 (Support for Writing)	(*Secondary) Enables creation of audio notes that can be converted into an MP3 file; word prediction; detailed spell checking with audio feedback; mind mapping; study notes etc
Voice recognition software	Enables speech to text. **Dragon Naturally Products (reduced price for education use) Google Docs: go to Tools menu – Voice Typing Includes voice commands to control formatting of text
Spell check, grammar check, word prediction	Microsoft Word (right click on underlined word)
Change the font/enlarge fonts	Microsoft Word recommendation: sans-serif, eg Comic Sans; Open Dyslexic
Text highlighting	Microsoft Word Read&Write Gold (Secondary)
Line spacing/page layout	Microsoft Word. How to make text layout accessible: www.callscotland.org.uk/common-assets/cm-files/books/accessible-text-guidelines-for-good-practice.pdf
Word prediction	*Clicker *Co-Writer (licences – 4 Primary/4 Secondary) *Read&Write Gold (Secondary – site licence)
Change background colour/Change colour of screen	My Study Bar www.eduapps.org (free download). A suite of apps to support the study cycle, reading and writing – including tinted overlay, background colour change, screen ruler, screen magnifier, screen reader, talking dictionary Read&Write 9 (see above) also allows you to tint your screen or highlight text in different colours OneNote – options to adjust background colour Google Docs – can change page colour
Mind mapping software	Supports planning. (*Primary) Kidspiration (5 licences) (*Secondary) Inspiration (10 licences)

External hardware	
Headphones/microphone	To support text to speech/speech to text
Alternative keyboard	Big keys, high visibility, letter stickers etc
Alternative mouse pads	Rollerball, wireless, joystick etc

For further up-to-date recommendations contact the CEC ICT ASL Development Officer (ASL Service 0131 469 2830) or CALL Scotland www.callscotland.org.uk/

Key websites

Name	URL	Description
CALL Scotland	www.callscotland.org.uk/	Advice on disability and barriers to learning.
Books for All (CALL Scotland) For more books also see: Load2Learn.org.uk www.seeingear.org/ calibre-ebook.com	www.callscotland.org.uk/Information/books-for-all/	If a physical copy of a curriculum related book is held, schools can download the accessible text from CALL Scotland. Textbooks can be converted into a format that learners can type directly on to using Adobe Reader (on all CEC school computers enabling download/reading of pdfs alongside text-to-speech software, eg Ivona-MiniReader). Simplified text e/digital/large print available.
Addressing Dyslexia Toolkit	www.addressingdyslexia.org/pages/index.php?category=37	On Dyslexia Scotland website. Section on using 'Technology' to support learners with literacy difficulties/dyslexia.
Edinburgh ASL Service	www.edinburgh.gov.uk/ASLService	Advice on a range of ICT to support additional support needs.
Digital Learning Team	www.digitallearningteam.org/	ICT support and advice for CEC schools.
SQA Digital Exams	https://www.sqa.org.uk/sqa/30030.html www.adapteddigitalexams.org.uk/home/	SQA information on use of ICT and digital exam papers. Practical information on adapted/adaptation of digital assessments.

Hardware

Voice recorders or talking products

There is a huge range. These record and play back spoken words. Some may be used with computers and some will play text or allow you to record text, and give support with note taking.

These are the CEC approved suppliers:

<http://www.inclusive.co.uk/>
<http://www.tts-group.co.uk/>
<http://www.talkingproducts.com/>

Spellcheckers

Portable or pocket versions available, eg Franklin.

Scanner and optical character recognition (OCR) software

Will scan text from a document on to a computer where it can be read. Use alongside text-to-speech software. Does not currently work with handwritten text.

CEC staff can find up-to-date information on the following areas at the CEC Inclusion Hub:

- ❖ making tablets more accessible
- ❖ apps
- ❖ additional software and websites covering:
 - typing
 - phonics/reading
 - writing
 - mind mapping
 - working memory
 - Maths and number resources
 - other resources

Supporting learners with literacy difficulties/dyslexia at Pathways 2 and 3

In supporting literacy development, all staff working with learners should contribute to the development of reading, writing, listening and talking.

Most learners with literacy difficulties/dyslexia make progress through receiving support as part of ongoing classroom practice (Pathway 1). However, some learners may require support at subsequent Pathways.

This chapter focuses on:

- ❖ Pathway 2: The role of Support for Learning staff
- ❖ Pathway 3: Support from partner services and agencies

Pathways of support overview

Pathway 1 – Needs met within class by the class or subject teacher

- ❖ Learner with possible additional support needs identified.
- ❖ Consider the learning history and learning environment (see *Up, Up and Away*, the CIRCLE document and the Literacy and Dyslexia guidelines).



- ❖ Implement appropriate supports and strategies.



- ❖ Monitor and review impact.

Pathway 2 – Needs met within school with the involvement of Support for Learning staff

- ❖ If difficulties persist, discuss with parents/carers and refer learner to Support for Learning (SfL).
- ❖ Complete a Well-Being Concern Form and record in SEEMiS Pastoral Notes.
- ❖ SfL begin Pathway 2 assessment, contacting partner services for advice, if appropriate.



- ❖ Report back to class/subject teacher and parents/carers.
- ❖ Provide intervention/support as required.
- ❖ Monitor and review impact.



- ❖ If concerns persist, complete an Assessment of Need and, if required, arrange a CPM.
- ❖ Collect learner/parent/carer views.
- ❖ Share Strategy Sheet with relevant staff, the learner and parents/carers (for info and Strategy Sheet formats, see *Up, Up and Away*, the CIRCLE document and the Literacy and Dyslexia guidelines *Checklist*).
- ❖ The majority of pupils with dyslexia follow a mainstream curriculum with support as required. In a small number of situations, where individualised learning targets are required, an Individualised Educational Programme should be considered.

Pathway 3 – Needs met within school with the support of partner services and agencies

- ❖ If involvement from partner services and agencies (eg the Literacy/Dyslexia Support Team) is required, a request for support should be submitted to ASAP (Additional Support Access Point) or directly to NHS partners.
- ❖ A Child's/Young Person's Plan should be in place.
- ❖ If an Individualised Educational Programme is required, this should be drawn up and reviewed with partners.

Pathway 2: The role of Support for Learning (SfL) staff

In order to identify and target the best support and strategies it is important to review the *Checklist* to look again at the following areas:

- ❖ What is it that the learner can and cannot do?
- ❖ What is the impact of the learner's literacy difficulties on access to, and engagement with, the curriculum?
- ❖ What supports have been tried already?
- ❖ What other approaches, supports, strategies and resources should be considered? (See Teaching approaches and resources.)

As part of planning, consider:

- ❖ What are the priorities and next steps in literacy learning?
- ❖ Who will be involved in this?
- ❖ How will the support be provided?

A small number of learners will benefit from more formal planning, eg as part of a Child's/Young Person's Plan or an Individualised Educational Programme (IEP).

The five roles of Support for Learning

Within the five roles of Support for Learning, and in the context of Collaborative Working: Getting it Right, Support for Learning staff can support literacy difficulties/dyslexia in a range of ways.

Direct and cooperative teaching

The Support for Learning teacher plans, delivers, records and evaluates lessons for groups of learners or for individual learners. This may be done cooperatively with a class teacher.

This may include:

- ❖ supporting reading, spelling and writing
- ❖ supporting phonics development
- ❖ developing, resourcing and teaching individual literacy programmes
- ❖ supporting the use of ICT programmes for literacy
- ❖ specific work to develop language and comprehension
- ❖ developing strategies to support associated difficulties. eg mind mapping, keyboard skills, organisational skills
- ❖ sharing responsibility for planning, teaching, assessing, reporting, monitoring, evaluating and differentiating, in order to meet literacy needs in the classroom
- ❖ supporting individuals and groups within the classroom, including modelling and demonstrating teaching approaches and resources

Assessment

The Support for Learning teacher is familiar with a range of assessment tools. Appropriate assessments are undertaken to provide baseline information, to inform planning and to track progress.

This may include:

- ❖ undertaking specific observations, standardised assessment and diagnostic assessment
- ❖ gathering information from the learner, class teacher and parents/carers
- ❖ using assessment results to provide information, advice and resources to class teachers
- ❖ using assessment results to provide information and advice to parents/carers
- ❖ using assessment results to inform direct teaching
- ❖ using assessment results to inform next steps in learning

Consultation

Management, teachers and support staff may consult with the Support for Learning teacher for advice on meeting a range of learning needs. Consultation between parents/carers and Support for Learning teachers will support the use of effective strategies in a range of contexts.

This may include:

- ❖ advising class teachers on planning, differentiation, teaching approaches, learning strategies and resources for individuals or groups in the classroom
- ❖ liaising with class teachers to monitor, evaluate and report on progress
- ❖ advising class teachers on appropriate assessment arrangements for learners with additional support needs
- ❖ managing effective deployment of learner support assistants (PSAs), including monitoring and evaluating their work with individuals and groups
- ❖ advising on learning outcomes and programmes
- ❖ managing resources to support learners with additional needs
- ❖ advising parents/carers on appropriate strategies and resources to support the learner at home

Staff development

The Support for Learning teacher contributes to staff development by planning and delivering professional learning opportunities. This may be at whole-school level, for individuals or for groups of staff. Training may be provided within the Support for Learning teacher's own school, at cluster level or city-wide.

This may include:

- ❖ leading training for school staff in literacy and dyslexia
- ❖ updating school staff on new developments
- ❖ training PSAs and teachers in the delivery of individual support programmes/interventions
- ❖ providing ongoing support with individual programmes
- ❖ working with cluster colleagues, the ASL Service and Psychological Services to provide professional learning opportunities, eg literacy strategies for PSAs

Collaborative Working: Getting it Right

The Support for Learning teacher works collaboratively with Pathway 3 services and agencies to plan, deliver, record and evaluate interventions. This will be within the Getting it Right framework.

This may include:

- ❖ working with partner services and agencies to plan for and support learners with additional support needs
- ❖ managing information about learners and ensuring that parents/carers, staff and partner services are kept informed and updated
- ❖ supporting Child's or Young Person's Planning Meetings

Pathway 3: Support from partner services and agencies

For some learners it will be necessary to consult with partner services and agencies to better understand particular needs, and to work with these services and agencies in supporting the learner. Below is a summary of the specialist support offered to City of Edinburgh Council schools.

Pathway 3 support within the ASL Service can be accessed via discussion with the ASL Service Leader/Educational Psychologist.

Links to, and contact details for other partner services and agencies can be found on the City of Edinburgh Council ASL Service website <https://aslserviceedinburgh.com> or on the ASL health website www.asl.scot.nhs.uk

Additional Support for Learning Service Leaders (ASL Service)

An ASL Service Leader is linked to each cluster and undertakes a range of tasks focusing on children and young people with additional support needs. ASL Service Leaders help to coordinate planning and Pathway 3 support for pre-school children and their families at home or in pre-school settings, as well as in primary, secondary and special schools. They advise staff on a range of supports and strategies available to enable the inclusion of learners with additional support needs. The service leaders can also provide information on appropriate professional development opportunities for both individual staff and the whole school.

Literacy/Dyslexia Support Team (ASL Service)

The Literacy/Dyslexia Support Team offers support to learners with literacy difficulties/dyslexia across all sectors who, despite intensive support in their own schools, have found it difficult to make progress in literacy. The team offers detailed assessment and reporting, development of individual programmes, direct teaching, training of PSAs and teachers, and advice on appropriate strategies and resources.

ICT ASL Team (ASL Service)

The ICT ASL Team supports schools by assessing and advising on the most appropriate IT resources, assistive technology, software resources and learning strategies for learners who have a range of support needs. ICT ASL offers training and support in the application of IT in learning and teaching for learners and staff.

English as an Additional Language (ASL Service – Pathway 1, 2 and 3)

The EAL team works within schools, alongside school staff, to plan and support, with a range of strategies and resources tailored to meet the strengths and needs of bilingual learners. This may include modification of tasks and resources, collaborative learning experiences and enhanced enrolment.

Psychological Services

Every school and early years setting has an allocated educational psychologist who can provide consultation, assessment and advice on interventions for learners who have additional support needs. Educational psychologists can advise schools on methods of assessing literacy, help teachers draw out implications from schools' own assessments, and can provide additional assessment information where this is necessary. Educational psychologists are involved in the verification of assessment arrangements. They also provide training, research and project-based work as part of their service level agreement with schools.

Speech and Language Therapy

Local community speech and language therapists offer school staff consultation on appropriate supports for children and young people who may have speech, language or communication difficulties. Where assessment or analysis of a learner's needs indicates that speech and language therapy input is appropriate, they may support staff in schools to develop the child's speech sound processing skills for literacy. Individual or group intervention or strategies may also be provided for other speech, language or communication needs. See the ASL health website www.asl.scot.nhs.uk – Services and Resources tabs for referral guidelines, referral forms and advice sheets.

Occupational Therapy

Occupational therapy enables children and young people to participate in the various occupations of daily life to support their health, wellbeing and development. Occupations for children or young people include self-care (eg getting dressed, eating a meal, using the toilet), being productive (eg early play, helping in the house, participating in activities and routines at nursery/school such as handwriting) and leisure (eg playing with friends or engaging in hobbies). Parents can request assistance from a children's occupational therapist by contacting the children's occupational therapy department. A child's teacher or another health care professional can access support using a request for assistance form. These forms, and advice sheets, are available within the resource section of the additional support for learning website www.asl.scot.nhs.uk

Therapy Inclusion Partnership (TIP)

Referrals can be made by professionals who feel that learners in a school would benefit from advice from at least two of these therapies: Occupational Therapy/Physiotherapy/Speech and Language. TIP work with primary and secondary school staff to set up small inclusive groups aiming to help with a variety of skills including motor, social/communication, language and organisational skills. TIP support groups can focus on the inclusion needs of individual children. TIP can provide training for schools at a whole-school, targeted and specialist level. Referral forms can be found on the website www.asl.scot.nhs.uk/Resources under Projects > Therapy Inclusion Partnership (TIP).

Supporting effective transitions

Children and young people go through a number of transitions during their education. For most learners this includes starting in nursery and then moving to primary school, secondary school and post-school provision. All establishments should have appropriate 'Getting it Right' arrangements in place to ensure that transitions are as smooth as possible.

Where children and young people have additional support needs, early intervention and planning are required to support transitions and ensure continuity and progression between stages.

Ensuring a successful transition

General principles of effective 'Getting it Right' practice, to ensure a child or young person with additional support needs makes a successful transition, will include:

- ❖ early consultation taking place with the school that the child or young person will be attending
- ❖ parents/carers being involved as partners in the planning process. Involvement should be supported if required, taking particular account of those parents whose first language is not English and those who may have difficulties with literacy
- ❖ the child or young person's views being sought and taken into account
- ❖ ensuring that the necessary supports are in place to support the transition process
- ❖ other involved agencies being included

When planning and supporting effective transitions for learners with additional support needs, including literacy development, schools should consider the following:

Transition stage	Sharing information
Before the early years stage	<p>Staff in early years should:</p> <ul style="list-style-type: none"> ❖ ask the parent/carer, at enrolment, if the child has had the '27 to 30 Month review' and if they will share the information ❖ liaise with the Health Visitor (Named Person) ❖ take account of parent information or concerns and, if applicable, those of a Child and Family Centre or partner agency, to identify any language needs and support the development of the child's language skills ❖ note any additional supports or strategies or specialist input, along with progress ❖ plan next steps to meet additional support needs/ develop pre-literacy skills
From early years to primary stage	<p>Staff in early years should liaise with primary staff to:</p> <ul style="list-style-type: none"> ❖ share information, eg Pre-5 Assessment and Planning Literacy Tracker, personal learning journal, successful strategies and resources used ❖ organise a Child Planning Meeting if required ❖ forward relevant records: individual plans, reports from partner services, transition information ❖ plan next steps and learning outcomes for developing language and literacy, taking into account how literacy needs might impact on access to the curriculum

<p>From class to class in primary</p>	<p>Relevant staff in primary should liaise to share individual learning or plans including:</p> <ul style="list-style-type: none"> ❖ assessment information and reports, including those from partner agencies, and any other relevant information ❖ identified areas for literacy development ❖ specific strategies, supports and resources used and their impact on learning ❖ likely impact of literacy difficulties/dyslexia on accessing the curriculum ❖ next steps and learning outcomes
<p>From school to school (eg if a child/young person moves into the area)</p>	<p>Information about learning needs should be shared with the senior management team/new class teacher to enable appropriate supports and strategies to be put in place prior to enrolment.</p> <p>If required, a Child Planning Meeting should be held, involving relevant school staff, the parents/carers, the learner and representatives from partner services (as appropriate).</p> <p>The following information should be discussed:</p> <ul style="list-style-type: none"> ❖ strengths, areas of need and barriers to learning ❖ effective strategies, supports and resources ❖ next steps and learning outcomes

<p>From primary to secondary stage</p>	<p>During term 1 of P7, learners with literacy difficulties or dyslexia should be brought to the attention of secondary Support for Learning staff. If a Child Planning Meeting is required, secondary staff should be invited to attend.</p> <p>At this point, consideration should also be given to:</p> <ul style="list-style-type: none"> ❖ possible enhanced transition and planned dates ❖ key secondary staff working alongside the P7 class teacher to become more familiar with the learners' needs ❖ key secondary staff attending P7 parent's evenings to meet the parents/carers and child and provide information about support in S1 ❖ giving P7 learners the opportunity to meet key SfL staff and be informed about the type of support they can expect in Secondary <p>In term 3, relevant primary and secondary staff should liaise to share individual learning or plans, including:</p> <ul style="list-style-type: none"> ❖ identified areas for literacy development ❖ strategies, supports and resources used and their impact on learning ❖ the likely impact of literacy needs on accessing the curriculum ❖ next steps and learning outcomes <p>The <i>Primary/secondary transition literacy/dyslexia form</i> (see below) can be completed and sent to the secondary SfL department.</p> <p>Primary staff should send home the leaflet <i>Dyslexia: Information for parents/carers of young people in Secondary school</i>.</p> <p>Secondary staff could send out a transition leaflet tailored to their school's Additional Support for Learning practice.</p>
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Primary/secondary transition – Literacy/dyslexia form

This document is for use by primary school staff to ensure relevant information for learners with literacy difficulties/dyslexia is passed on to secondary school Support for Learning staff.

Primary school:

Learner name:

Date of birth:

Is identified as having dyslexia

Documents attached. Please tick box below.

Summary and Conclusions Framework for the identification of literacy difficulties/dyslexia

Is in the process of being identified as having dyslexia

Documents attached. Please tick box(es) below.

Summary and Conclusions Framework for the identification of literacy difficulties/dyslexia, including evidence of access to appropriate learning opportunities

Recent *Checklist* for identifying learning needs/support and strategies

and/or

CIRCLE Participation Scale with related Skills Supports and Strategies sheet

and/or

School Supports and Strategies sheet

Has literacy difficulties

Documents/information attached. Please tick box(es) below.

Evidence of access to appropriate learning opportunities at each stage (eg in class/SfL/PSA)

Recent standardised assessments – reading/spelling

Information on any assessment arrangements

Further information or comments, eg 'wears glasses':

Staff name:

Date:

Working in partnership with parents/carers (for class teachers)

Please note: throughout this section, the word 'parents' is used to signify parents/carers.

This section has also been produced in a format that can be given to parents/carers. See the handout at the end of this section *Literacy difficulties/dyslexia: working in partnership with parents and carers*.

Parents are the first and ongoing educators for their own children and know them best. Parents and schools working together will benefit from their shared knowledge and be able to support children and young people towards reaching their full potential. Information that parents share with the school can be essential in supporting appropriate identification and in assisting teachers to adapt their teaching to suit the particular needs and learning styles of the child.

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning:

Schools can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers. The better the information the schools provide to the parents, the more parents can support their children's learning and the school.

Scottish Schools (Parental Involvement) Act 2006

A key element to working with parents as partners is effective, transparent and, where required, regular communication.

It is important that:

- ❖ speedy and effective consultation takes place with parents when concerns are raised, and parents feel that they are being listened to and their views valued
- ❖ parents are informed of all the support their child receives. This will reduce perceptions that no supports are in place, as they are often discreet, and the learner may not be fully aware of the additional support they are receiving
- ❖ parents are provided with information on what assessment and support means within the 'needs-led' Scottish educational context – an identification of dyslexia is not required in order for resources or support to be put in place. Equally, identification of dyslexia can be very valuable to the learner and their family in terms of the learner's understanding of self and the way they learn best

When parents and schools work together, children do better. Parents who suspect that their son or daughter may have dyslexia should be encouraged to discuss their concerns with the school.

Advice for teachers and FAQs

What do I do if I think a child/young person could have dyslexia?

It is important that class and subject teachers are aware of the indicators of dyslexia and know what steps to take if they think a child/young person could have dyslexia.

See the *Primary Process for identification and support* (process for identification of, and support for, literacy difficulties/dyslexia) and use the Primary and Early Years *Checklists* for identifying learning needs/supports and strategies. Highlight difficulties experienced by the child/young person, strategies specific to the child/young person currently in use, and those you intend to put in place.

Implement supports and strategies and monitor progress.

If progress is not being made, discuss concerns with SfL staff and agree next steps: implementation of further supports and strategies, and assessment.

If dyslexia is still suspected, the following steps should be taken by the class teacher, with the SfL teacher if required:

- ❖ Discuss concerns with parents.
- ❖ Use the filled in *Checklist* to indicate what you have done already and to communicate clear next steps.
- ❖ Reassure the parents and offer advice about how to help at home and where to get further information about literacy difficulties and dyslexia.
- ❖ Give parents the leaflet *Dyslexia: Information for parents/carers of Primary school children*.
- ❖ Give parents the leaflet *How I can help at home (Primary)*.
- ❖ As part of the assessment process, information should be gathered from parents using the *Parent/carer information form*. This form can be sent to parents or be completed in conversation with parents. (For advice on filling this in with parents/carers of bilingual learners, see the *Bilingual parent/carer information form* and the accompanying guidance notes.)
- ❖ Agree a date on which to meet again to update parents.

For more detailed information see the *Primary Process for identification and support* (process for identification of, and support for, literacy difficulties/dyslexia).

How do I respond when a parent suggests that their child has dyslexia?

If it is the parent who initiates conversation about concerns first, it is important that the class teacher responds positively.

- ❖ Listen to the parent and respond positively to concerns.
- ❖ Do not dismiss concerns, but acknowledge that dyslexia might be an issue.
- ❖ Offer to seek further advice.
- ❖ Reassure the parent and agree to review current strategies and implement further supports and strategies in class, if required.
- ❖ Offer helpful advice for the parent about how to support the child at home and where to get further information about literacy difficulties and dyslexia.
- ❖ Give the parent the leaflet *Dyslexia: Information for parents/carers of Primary school children*.
- ❖ Give the parent the leaflet *How I can help at home (Primary)*.
- ❖ Ask the parent to fill in the *Parent/carer information form* (email it to the parent or complete it in conversation with them).
- ❖ Monitor the learner's progress carefully.
- ❖ Report back on an agreed date.

Use the *Checklist*. Highlight the difficulties experienced by the child/young person, the strategies currently in use that are specific to the child/young person, and those you intend to put in place. This can be used to guide discussion at your follow-up meeting.

Monitor progress and report back on the agreed date.

If progress has not been made, it is important that the school takes more action – further supports and strategies, and assessment.

If appropriate, give or go over the leaflet *Dyslexia: Information for parents/carers of Primary school children*.

How do I respond if a parent brings in an externally produced report?

Read and acknowledge the assessment report. Keep it with other SfL documentation. Consider recommended supports and strategies in relation to existing in-school support.

For further advice, school staff can contact:

ASL Service Literacy/Dyslexia Support Team
Tel: 0131 469 2980

Frequently asked questions

Does my child have dyslexia?

See above: How do I respond when a parent suggests that their child has dyslexia?

Does my child have dyslexia because he/she reverses letters?

This can be an indicator of dyslexia but does not have to be present. Many young writers reverse letters and words. The letters b, d, p and q cause most reversals as they are very similar. These mix-ups are common up to the age of 7. As children do more writing, reversals of letters and words will usually disappear on their own.

Should I pay for my child to be assessed for dyslexia by a private assessor?

Parents who suspect that their son or daughter may have dyslexia should discuss their concerns with the school. An assessment by someone external to the school is not necessary for learners to be identified as having dyslexia. School staff can undertake identification of dyslexia and can access support from the Literacy/Dyslexia Support Team, if required.

Who will assess my child for dyslexia?

School staff can do this. There is no one test which will identify a learner as having dyslexia. It is an ongoing process of evidence-gathering and assessment begun by class teachers and completed by Support for Learning (SfL) staff. In order to confirm an identification of dyslexia, SfL staff consult with another professional. This can be:

- ❖ another SfL teacher, eg a cluster colleague
- ❖ a class teacher
- ❖ ASL Team Leader
- ❖ a Literacy/Dyslexia Support Teacher
- ❖ an Educational Psychologist
- ❖ another member of the ASL Service, eg an EAL teacher

Should an educational psychologist be involved in assessing my child?

An educational psychologist does not need to be involved in identifying dyslexia. However, in order to confirm an identification of dyslexia SfL staff consult with another professional. This can be the school's educational psychologist.

My child has been identified as having dyslexia by school staff. Do I need to get a further *diagnosis* from a doctor?

School staff can identify dyslexia. Dyslexia is not a medical condition so it is preferable to use the term 'identify' rather than 'diagnose'. As this is an educational assessment, doctors do not need to be involved.

Now that my child is identified as having dyslexia, will he/she get more support?

The school education system in Scotland is 'needs' based, which means that the provision of support and resources for a child or young person who has additional support needs is not dependent upon a label. The focus within schools should be on early intervention based on each child's individual needs. If your child has literacy difficulties, appropriate supports, strategies and resources should already be in place.

What sort of support can my child get?

Refer to the *Checklist*. This shows the wide variety of supports and strategies that are available for use in the classroom. If filled in for the child, specific strategies can be communicated. A child having dyslexia does not usually necessitate individual PSA support.

How can my child receive more support in dyslexia-related maths?

Speak to your SfL teacher. SEAL assessment and strategies can be used to support.

Should my child have an Individualised Educational Programme (IEP)?

An IEP is for a child/young person who needs to work towards individualised targets in either (or all of) Literacy, Numeracy and Health and Wellbeing. If a child is working at the same level as others in all of these areas (even if there is only one other child at that level), he/she does not require an IEP. For more information and guidance see <https://education.gov.scot/Documents/cfe-briefing-13.pdf>

What can I do to help my child at home?

See the leaflets *Dyslexia: Information for parents/carers of Primary school children* and *How I can help at home (Primary)*. Go over the leaflets with the parent/carer if appropriate.

What ICT supports are available for use in school and at home?

See the section on ICT/digital technologies and the website www.callscotland.org.uk A 'dyslexia' search on this site will give a list of the latest apps and software to support your child.

What support will my child get for transition to high school?

The Literacy and Dyslexia guidelines offer schools clear guidance on transition arrangements to ensure continuity and progression for each child. Transition arrangements incorporate early consultation and planning, to ensure high school staff are made aware of the necessary additional supports and strategies and the resource needs of each child. For further information, see the leaflet: *Dyslexia: Information for parents/carers of Primary school children*.

How will dyslexia affect my son/daughter in high school?

Subject teachers will be made aware of all learners with additional support needs prior to transition. They use a variety of teaching approaches, supports, strategies and resources to meet the needs of learners with literacy difficulties and dyslexia within their classes. Subject teachers will monitor learning and liaise with SfL staff if literacy difficulties become apparent. Where required, additional support from the SfL department will be provided.

What support will there be with exams?

Young people with literacy difficulties or dyslexia may require assessment arrangements (additional support) to enable them to fully demonstrate their knowledge, skills and understanding under examination conditions. Assessment arrangements will be tailored to an individual young person's needs and will reflect the supports and strategies routinely provided within class. The school is responsible for identifying young people who may require assessment arrangements.

Literacy difficulties/dyslexia: working in partnership with parents and carers

Information for parents and carers of children in Primary school

This handout is based on the same information and advice that is available to City of Edinburgh Council class teachers.

When parents and schools work together, children do better.

What to do if you think your child has literacy difficulties/dyslexia

If you think your child may have dyslexia, discuss your concerns with school staff.

The City of Edinburgh Literacy and Dyslexia guidelines give staff clear advice about what to do if they or you think a child or young person has literacy difficulties/dyslexia.

This process involves:

- ❖ using a checklist for identifying learning needs/supports and strategies
- ❖ implementing supports and strategies in class
- ❖ monitoring progress
- ❖ discussion with Support for Learning staff

As part of this process, teachers will talk with you and provide you with a parent/carer information form to gather further information from you.

They will also agree a date on which to meet again to update you on progress.

Frequently asked questions

Does my child have dyslexia because he/she reverses letters?

This can be an indicator of dyslexia but does not have to be present for an identification of dyslexia to be made. Many young writers reverse letters and words. The letters b, d, p and q cause the most reversals as they are very similar. These mix-ups are common up to the age of 7. As children do more writing, reversals of letters and words will usually disappear on their own.

Should I pay for my child to be assessed for dyslexia by a private assessor?

If you suspect that your son or daughter may have dyslexia, discuss your concerns with the school. An assessment by someone external to the school is not necessary for learners to be identified as having dyslexia. School staff can undertake identification of dyslexia and can access support from the Literacy/Dyslexia Support Team if required.

Who will assess my child for dyslexia?

School staff can do this. There is no one test which will identify a learner as having dyslexia. It is an ongoing process of evidence gathering and assessment begun by class or subject teachers and completed by Support for Learning (SfL) staff. In order to confirm an identification of dyslexia, SfL staff consult with another professional. This can be:

- ❖ another SfL teacher, eg a cluster colleague
- ❖ a class or subject teacher
- ❖ an Additional Support for Learning (ASL) Team Leader
- ❖ a Literacy/Dyslexia Support teacher
- ❖ an Educational Psychologist
- ❖ another member of ASL Service staff, eg an English as an Additional Language (EAL) teacher

Should an educational psychologist be involved in assessing my child?

An educational psychologist does not need to be involved in identifying dyslexia. However, in order to confirm an identification of dyslexia, SfL staff consult with another professional. This can be the school's educational psychologist.

My child has been identified as having dyslexia by school staff. Do I need to get a further diagnosis from a doctor?

School staff can identify dyslexia. Dyslexia is not a medical condition so it is preferable to use the term 'identify' rather than 'diagnose'. As this is an educational assessment, doctors do not need to be involved.

Now that my child is identified as having dyslexia, will he or she get more support?

The school education system in Scotland is 'needs' based which means that the provision of support and resources for a child or young person who has additional support needs is not dependent on a label. The focus within schools should be on early intervention based on each child's individual needs. If your child has literacy difficulties, appropriate supports, strategies and resources should already be in place.

What sort of support can my child get?

The child's class teacher can let you see the checklist they use to identify needs, supports and strategies. This shows the wide variety of supports and strategies that are available for use in the classroom. When filled in for a child, it supports the use of specific strategies for him or her. A child having dyslexia does not usually necessitate individual Pupil Support Assistant (PSA) support.

How can my child receive more support in dyslexia-related maths?

Speak to your child's class teacher or the SfL teacher. SEAL (Stages in Early Arithmetical Learning) assessment and strategies can be used to support your child.

Should my child have an Individualised Educational Programme (IEP)?

An IEP is for a child or young person who is working on an individual curriculum, in any of the areas of Literacy, Numeracy and Health and Wellbeing. For more information please see <http://enquire.org.uk/what-is-additional-support-for-learning/questions/ieps/what-is-an-individualised-educational-programme-iep>

What can I do to help my child at home?

The school can provide you with the leaflet 'Dyslexia: Information for parents/carers of Primary

school children'. The leaflet 'Dyslexia: How I can help at home' (Primary) is also available from schools.

What ICT supports are available for use in school and at home?

Talk to your child's class teacher and SfL teacher. Visit www.callscotland.org.uk A 'dyslexia' search on this site will give a list of the latest apps and software to support your child.

What support will my child get for transition to high school?

The Literacy and Dyslexia guidelines offer schools clear guidance on transition arrangements to ensure continuity and progression for each child. Transition arrangements incorporate early consultation and planning to ensure that high school staff are made aware of the additional supports, strategies and resource needs of each child. For further information, see the leaflet 'Dyslexia: Information for parents/carers of Primary school children'.

How will dyslexia affect my son or daughter in high school?

Subject teachers will be made aware of all children with additional support needs prior to transition. They use a variety of teaching approaches, supports, strategies and resources to meet the needs of children with literacy difficulties/dyslexia within their classes. Subject teachers monitor learning and liaise with SfL staff. If required, additional support from the SfL department will be provided.

What support will there be with exams?

Young people with literacy difficulties/dyslexia may require assessment arrangements (additional support) to enable them to fully demonstrate their knowledge, skills and understanding under examination conditions. Assessment arrangements will be tailored to an individual young person's needs and will reflect the supports and strategies routinely provided within class. The school is responsible for identifying young people who may require assessment arrangements. If you feel that your son or daughter requires further support, contact the school. See the leaflet 'Dyslexia: Information for parents/carers of young people in Secondary school'.

Leaflets

The following leaflets are intended for use with parents/carers and children/young people when dyslexia is first discussed.

- ❖ Dyslexia: Information for parents/carers of Primary school children
- ❖ Dyslexia: How I can help at home – Advice for parents/carers (Primary)
- ❖ Dyslexia: Information for learners (Primary)

Digital versions of these leaflets can be found at the CEC Inclusion Hub.

Schools should make these leaflets available on their school website and on their leaflet stand. Schools may wish to add further information on their own ASL practice to these leaflets.

The 'Information for learners' leaflet should be printed out on buff-coloured paper, if possible.

Books

Books that parents, children and young people have found helpful.

Dyslexia: Talking it Through by Althea Braithwaite (good to read together)

Dyslexia Explained by Mike Jones (good to read together)

Dyslexia: A Parent's Survival Guide by Christine Ostler

Practical Strategies for Living with Dyslexia by Maria Chivers

Overcoming Dyslexia by Beve Hornsby

For more book suggestions, see the Dyslexia Scotland book list at the link below. See the sections for children and young people, teenagers and parents.

www.dyslexiascotland.org.uk/our-leaflets and click on the links under

'Further Reading' at the bottom of the page.

Dyslexia: Information for parents/carers of Primary school children



What is dyslexia?

Literacy is the ability to read, write, speak and listen. A literacy difficulty can refer to difficulties in any of these areas.

When children, young people and adults have difficulty developing fluent reading and spelling, they are sometimes described as having dyslexia.

Dyslexia can occur among people of all levels of ability, of all linguistic backgrounds and in all social groups. It is a hereditary, life-long, neurodevelopmental condition. The consequences vary from learner to learner and may range from mild to severe.

Edinburgh has adopted the operational definition of dyslexia developed by the British Psychological Society:

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 severe and persistent despite appropriate learning opportunities.

British Psychological Society 2005

Where can I find out more?

Talk to your child's class teacher and Support for Learning staff.

If you have concerns, contact the school first to share and discuss ways to support your child, focusing on how he or she succeeds and learns best.

Useful websites

These are websites where you can find support and up-to-date information and resources for parents.

www.dyslexiascotland.org.uk/parent

www.dyslexiascotland.org.uk/our-leaflets

Dyslexia Scotland: 0344 800 8484

www.unwrapped.dyslexiascotland.org.uk

Dyslexia Unwrapped – Dyslexia Scotland website for young people with dyslexia (ages 8+)

www.enquire.org.uk

The Scottish advice service for additional support for learning. Information about your rights as a parent. 0345 123 2303

www.callscotland.org.uk

A dyslexia search on this site will give a list of the latest apps and software to support your child.

www.nessy.com/uk/parents

Information and games. You can sign up to use them with your child. Search for Nessy on YouTube to find useful videos too.

www.bdadyslexia.org.uk/parent

The British Dyslexia Association, a UK wide charity providing information and support, and online videos about dyslexia.

Please note that the education authority is not responsible for the content of external websites and may not share the opinions expressed there.

Support with homework

Homework is often a challenge. Try to be supportive and light-hearted. Your child should not be spending far longer than others on homework. Liaise with the school and put a time limit on homework. Ensure homework does not obstruct after-school activities.



- * Establish a homework routine that works for your child and incorporates rest periods.
- * Create a quiet, clutter free homework area to aid focus and concentration.
- * Go over the homework to ensure your child understands what to do. Read instructions aloud and, if necessary, practice the first example or two with them.
- * Divide homework into manageable chunks and give breaks between tasks.
- * Help your child to generate ideas for writing tasks and projects before they start work.
- * Help your child to learn to check their work, developing independence as they get older.
- * Do not get worried about the number of spelling errors – the content is more important.

Keep up communication with your son or daughter's school. Continue to share any concerns you have and to ask questions.

Associated difficulties

We also recognise the following difficulties that can be associated with literacy difficulties/ dyslexia:



- * **Reading comprehension** eg difficulty understanding what is read
- * **Phonological awareness** eg difficulty identifying and processing sounds within words, for example mixing up letters within words



- * **Processing: auditory and/or visual processing of language** eg difficulty answering a question fully as has forgotten what was asked, slow speed of reading



- * **Short-term and working memory** eg difficulty holding sufficient information in mind to complete a task, remembers only part of a set of instructions

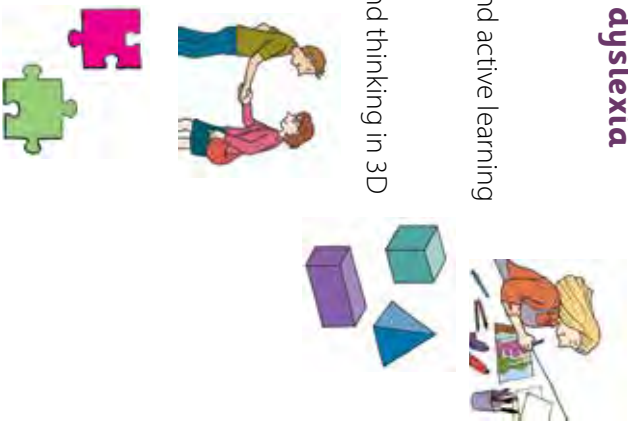


- * **Organisational skills** eg forgetting to bring homework or PE kit
- * **Emotional/behavioural** eg easily tires, finds homework frustrating
- * **Maths** eg confusion with number order, difficulty learning tables

Strengths associated with dyslexia

Learners with dyslexia can be:

- * creative, enjoying practical tasks and active learning
- * strong visual thinkers, eg seeing and thinking in 3D
- * good verbally, in social interaction and group work
- * good at problem-solving and seeing the whole picture



As dyslexia affects every learner differently, schools are encouraged to identify and take account of the particular strengths and areas for development for each child. This approach enables school staff to tailor support to each individual learner's needs.

How can I help at home?

If you have concerns about your son or daughter's learning and literacy, the first thing to do is arrange a vision test and a hearing test, available for free on the NHS.

Your child may have to work harder in school than other children and can be very tired by the end of the day. Be understanding and encouraging. Tell your child what he or she is good at. If self-esteem is low, some children can find it hard to identify their strengths and may need support with this.

Support with reading

- * Daily reading is best, for 10 to 15 minutes at a time. Talk about the book before starting.
- * Read the most commonly used words together, eg words from your child's environment, or a list of common words from school – make it fun!
- * If your child makes a mistake or gets stuck, give the correct word quickly, and read it again together before reading on.
- * Children who are reluctant to read could be encouraged to choose picture books, comic books, graphic novels, the sports page – whatever they feel comfortable with and are interested in.
- * Read a bedtime story to your child. This is a time to enjoy books your child has chosen and can also help them learn new vocabulary and generate ideas.
- * Your child can also listen to or read along with audiobooks.



Support with spelling and writing

- * Help your child to learn their spelling words, encouraging the use of as many senses as possible: look, say (sound out) and write.
- * Little and often is best.
- * Make it fun! Try ICT games, colour, rap or singing.
- * Encourage as many opportunities to write or type as possible, following your child's interests.
- * As they get older, encourage them to learn touch typing skills using a typing program.



How will the school help my child?

Identification of dyslexia

If you have concerns about your son or daughter's learning and literacy, discuss them with school staff. **Request the *Parent/carer information form* to enable you to fully share your concerns.**

Class teachers are in a good position to recognise that a learner may have dyslexia/have literacy difficulties.

An assessment by someone external to the school is not necessary for learners to be identified as having dyslexia.

Gathering evidence

Assessing for and identifying dyslexia is a planned, staged process that does not rely on using a single test. Evidence is gathered over time through staff discussion and reflection, observation, looking at the child's work, class assessments and obtaining views from the child and his/her parents.

Gathered evidence is discussed and appropriate supports are put in place. How the child responds to this support is monitored and reviewed.

The Support for Learning teacher will undertake more formal standardised assessments and gather further information, if required.

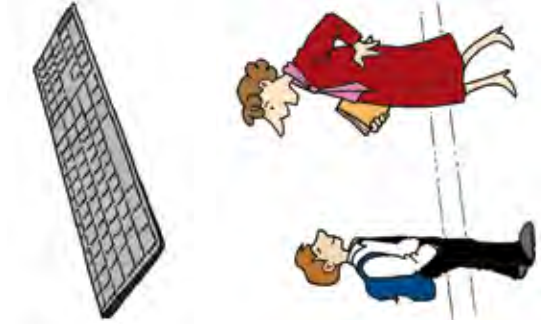
All evidence can then be collated in the CEC document 'Summary and Conclusions Framework for the identification of literacy difficulties/dyslexia'.

* Learning

Ask the school for a glossary of terms in new subjects, and help your child to learn or look up new vocabulary in preparation. Discuss the use of appropriate ICT to support your child, eg iPad apps or predictive software.

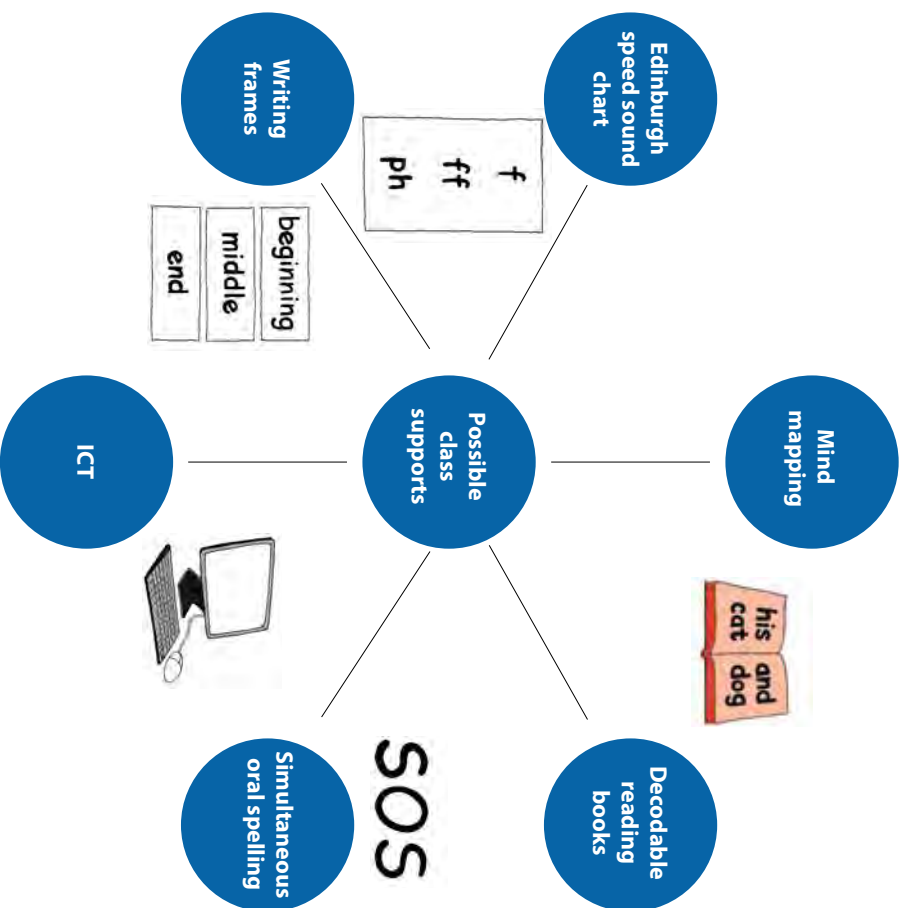
* Understanding

Before parents' evening, discuss with your child the strategies that work for them and any support they might still require. At parents' evening remind each subject teacher that your child has dyslexia and discuss how these strategies can be used in their subject area.



Support in school

Class teachers use a large variety of teaching approaches, supports and strategies to meet the needs of learners with literacy difficulties/dyslexia within their class. These strategies are often sufficient to support most learners. They may be used with the whole class or a group of learners, or be specific to an individual learner.



Class teachers can also ask the school's Support for Learning teacher for advice and support. This may involve some additional assessment, and other strategies may be suggested. Sharing knowledge and understanding of your child can help ensure that strategies and supports best meet their needs.

Transition to high school

Primary and secondary school staff work closely together to ensure a smooth transition. Transition arrangements ensure high school staff are made aware of the additional support needs of each child.

You can help with:

* Timetables

Help your child to read and fill in timetables. Keep timetables displayed where they can be easily seen. Colour code books and materials and match them to subjects on the timetable.

	1	2	3	4	5	6
Mon						
Tue						
Wed						
Thu						
Fri						

* Preparation

Support your child to make sure that everything needed for the next school day is in their bag the night before and the bag is placed by the front door. Get them in the habit of checking their bag for homework and school communications.



Dyslexia: How I can help at home

Advice for parents/carers of children in Primary school



- * **Support your child's memory**
- break down activities into clear steps
- give thinking/processing time (before expecting an answer)
- repeat instructions using the same language as you used the first time
- encourage rehearsal
- talk about what your child knows already about a subject
- encourage them to ask for help, and use repetition
- provide visuals
- use mind mapping
- demonstrate how to do things
- play memory games, eg remembering and naming a sequence of objects or numbers
- sing the alphabet, the days of the week, or the months of the year

Dyslexia: How I can help at home

Try to be:

- * understanding
- * encouraging
- * supportive
- * patient
- * positive
- * organised

See the Dyslexia Scotland leaflet 'Information for parents' at dyslexiascotland.org.uk/our-leaflets

For further information on developing confidence and self-esteem see www.centreforconfidence.co.uk

Top 10 tips

- * **Keep up good communication with your child's school.** Continue to share any concerns you have. Work together to find ways to tackle areas of difficulty.



- * **Ensure a yearly eye test and up-to-date hearing assessment.** If there are any signs of visual stress, eg headaches or rubbing eyes, ask your optician about an eye stress assessment.



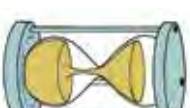
- * **Read to your child or support him or her to read or listen to books for pleasure every day.** As well as supporting your child to learn, encouraging an enjoyment of reading builds vocabulary knowledge and creative thinking, which support writing development. If your child is reluctant to read, play to his or her interests: you could try picture books, comics, graphic novels or the sports page.



- * **As your child gets older, support him or her to learn touch typing skills.** Use a typing skills program such as BBC DanceMat, Doorway online or Typing.com.



- * **Help make homework less of a challenge.** Ensure relaxation time before starting homework. Liaise with the school and agree a maximum time to be spent on homework. Break homework down into short blocks – this can improve concentration.



- * **Ask your school for ideas on how to make homework motivating/fun.** Incorporate the use of as many senses as possible to ensure multi-sensory learning, eg use ICT, games, magnetic letters on the fridge or active spelling strategies. Focus on content and not spelling mistakes when supporting your child with writing.

mat

- * **Create a calm, clutter free and well organised homework space.** Talk to your child about what works best for him or her, eg having water or food available, having silence or music in the background. This can aid focus and concentration.



- * **Establish a flexible homework routine that does not obstruct after-school activities.** These activities are often times when your child can experience success and feel positive about themselves. Give them lots of opportunities to do this.



- * **Support your child with organisation.** For example, support them to prepare their school bag for the next day, give them support to plan homework assignments to meet deadlines, or use a visual timetable.



Where can I find out more?

Useful websites where you can find support and up-to-date information and resources:

www.dyslexiascotland.org.uk/dyslexic-young-person Ask advice and get your voice heard. Includes information on Dyslexia Scotland's Young Ambassadors.

www.unwrapped.dyslexiascotland.org.uk Dyslexia Unwrapped – Dyslexia Scotland website for young people with dyslexia (ages 8+).

www.callscotland.org.uk A 'dyslexia' search on this site will give a list of the latest apps and software.

www.nessy.com/uk/dyslexia Information and strategies.

Books that children and young people have found helpful to read with their parents:

Dyslexia: Talking it Through by Althea Braithwaite
Dyslexia Explained by Mike Jones
So, You Think You've Got Problems? by Rosalind Birkett
Dyslexia Pocketbook by Julie Bennett

Dyslexia: Information for learners (Primary)



What is dyslexia?

Dyslexia is neurological. This means the brain of someone who has dyslexia processes written and spoken information differently.

Dyslexia can make it difficult to read and write. It can also affect other areas of your learning, like understanding what you read, following instructions, how well you remember things, maths, and how well you organise yourself.

Lots of people have dyslexia – 1 in 10 people – and it can affect you a little or a lot. It can affect people of all abilities. Dyslexia can run in families. You may know someone in your own family or a friend who has dyslexia. There are likely to be 1 or 2 other people in your class who have dyslexia.

Just as everyone is different, not everyone with dyslexia has exactly the same difficulties or strengths.

Dyslexia should not hold you back from doing whatever you want to do!

Homework

- * Try to get into a routine.
- * Divide homework into small chunks.
- * Take breaks between tasks.
- * Be clear about how long homework should take. If you are taking far longer than others, speak to your teacher.
- * Make time for your after-school activities.



Don't be afraid to ask for help

Transition to high school

Primary and secondary school teachers meet and talk together to make sure your move to high school is a smooth one. Transition meetings ensure high school staff are made aware of your dyslexia, your strengths and the supports and strategies that help you learn best.

Spelling

- * Focus on a few words at a time and practise often.
- * Practise spelling in a fun way – use different fonts, sizes and colours on your computer, create raps or sing.
- * For tricky words, say them the way they look, eg say MOTH–er, or WED–NES–DAY.
- * Mnemonic memory strategies help spell tricky words, for example to remember how to spell 'SOME', remember 'Some Odd Monkey Exploded'.
- * Create a personal word bank of words you use often.
- * Use a spellchecker – hand-held or on your computer.

Maths

- * Remember times tables by singing them, or learning them in a fun way.
- * Use real objects when you need to.
- * Use a times table chart.
- * Tell 10 people a number fact you are trying to learn.
- * Use ICT games or apps to practise mental arithmetic.

Getting organised

- * Pack your bag the night before.
- * Create a personal checklist – tick when tasks are completed.
- * Put resources away as soon as you are finished with them.
- * Put post-its on your wall as reminders.
- * Set up reminders on your phone.

Children with dyslexia can have lots of skills and strengths

You may be:

- * very creative and practical. You could be an actor or writer.
- * really good at visual thinking and imagining objects in your head. You could be an architect or an engineer.
- * really good at speaking to and meeting people. You could work in marketing and sales.
- * very good at seeing things from a different angle and coming up with new ideas. You could be an entrepreneur.



Some of the most successful people in the world have dyslexia

- * Richard Branson (entrepreneur)
- * Keira Knightley (actor)
- * Walt Disney (film maker)
- * Jamie Oliver (chef)
- * David Beckham (footballer)
- * Albert Einstein (scientist)
- * Agatha Christie (author)

Focus on what you are good at and use your strengths to help you learn


'I am good at inventing the best games for my friends to play.'

'I am a confident speaker as long as I have time to think about what I am going to say.'

'I am very good at drawing. My great imagination helps me come up with great ideas for pictures.'

'My brain allows me to see patterns so I am great at maths.'

'I am able to use my good ideas to help me to write a book.'



These children told me about their strengths

More tips to help you in school

Reading

- * Use a reading ruler or a post-it note to keep your place.
- * Use a highlighter on key words, or to mark the main points.
- * Listen to audio books. Following along the text as you listen can help your reading. For example, see www.listening-books.org.uk.

Writing

- * Talk about what you are going to write.
- * Try telling a story in pictures first, then words.
- * Record what you plan to write and listen back to it.
- * Use mind maps to help plan or take notes.
- * Use ICT with predictive text and a program that will read your work back to you.
- * Develop keyboard skills.

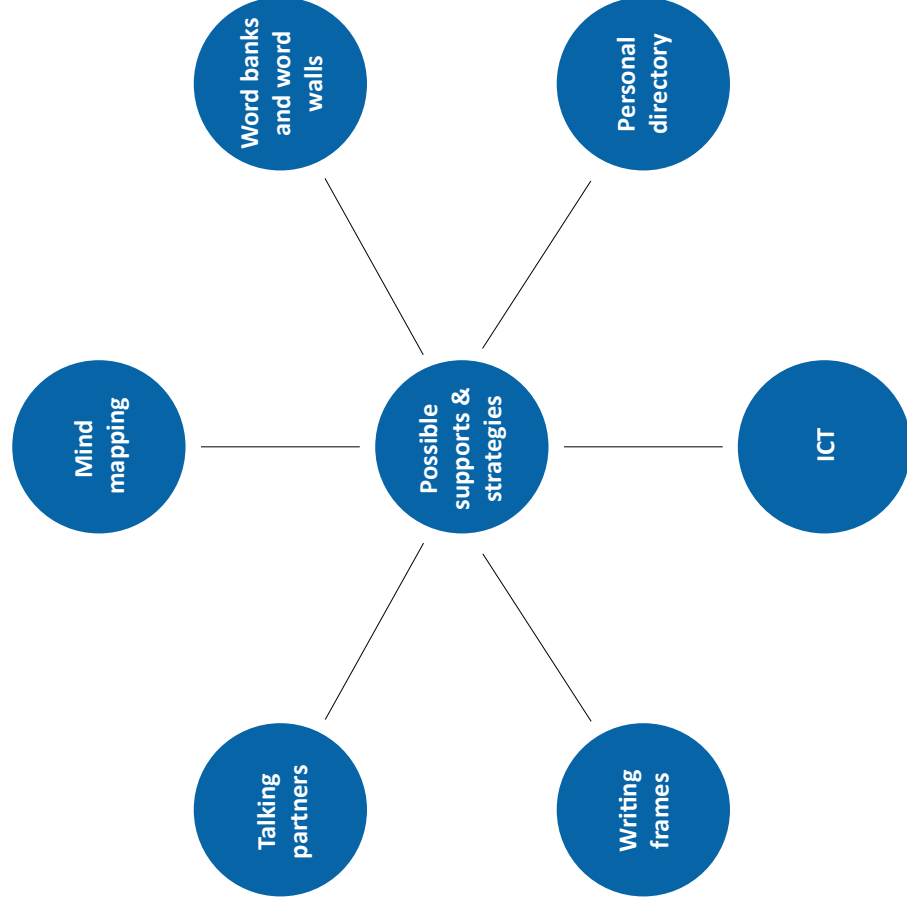
Handwriting

- * Try to learn cursive handwriting – it helps with spelling.
- * Use lined paper.
- * Take your time to write and lay out your work.

Support in school

Learning which helps you to use your preferred learning style and uses all your senses is called multi-sensory learning.

Your class teacher will use multi-sensory teaching, and other teaching and learning strategies and resources, to support you and your friends in your learning.



If there are particular strategies and resources that you know work for you, let your teacher know.

How do you learn best?

Everyone has a mix of learning styles, but you can have a dominant style of learning.

It's important that you understand how you learn best and that you get the help you need



There are three main learning styles

You:

- * learn best through pictures and imagining
- * like to use pictures, colours and shapes to help you think
- * easily picture objects and plans in your head
- * have good spatial awareness and can imagine how objects and spaces connect
- * have a good sense of direction
- * like to draw, scribble and doodle, especially with colours
- * like art, craft and design
- * like watching films
- * like working out pictures, doing puzzles and playing picture games
- * remember faces

Are you a visual learner?



You:

- * learn best through sound, music, song and rhythm
- * like to sing and often hum or tap to a song
- * know lots of songs off by heart
- * like to read out loud and talk your thinking out loud
- * have a good sense of pitch and rhythm
- * like singing or playing musical instruments
- * like listening to music, rhythms, or raps
- * can explain the meaning of music and charts
- * notice music played in the background in films or on TV



Are you an auditory learner?

You:

- * learn best through doing things with your hands
- * understand, think and learn using your body and sense of touch
- * like being shown how things are done
- * like to get up and move around to learn
- * like to handle objects and make models
- * like taking things apart and putting them back together
- * like sports and exercise
- * like acting
- * like drawing, craft, construction and solving puzzles
- * use hand gestures and other body language to communicate



Are you a kinaesthetic learner?

Here are some ideas from children in Edinburgh primary schools

'Being given a printed copy of anything that needs to be copied helps me.'

'The teacher knows to come and check that I have understood the instructions without me having to put my hand up.'

'I have a TO DO list so that I don't need constant reminders.'

'Seeing practical examples of how to do maths calculations helps me.'

'Choose a really helpful elbow partner.'

'Taking the time to look up the meaning of words I don't know helps me understand what I am reading.'

'Using ICT helps me write and read.'



Appendix: Associated difficulties

The City of Edinburgh Council recognises the following difficulties that can be associated with literacy difficulties/dyslexia.

Reading comprehension

Difficulties with reading comprehension can be caused by problems with decoding that affect the learner's focus when reading, and their rate of reading. These difficulties can also lead to the learner being less motivated to read, which in turn leads to a less developed vocabulary and a weaker understanding of how written text is formed. Learners with dyslexia may also lack awareness of how to understand and process text. All this can lead to a difficulty in assimilating new information from written text.

Phonological awareness

Sensitivity to the sounds of language/the ability to identify and manipulate units of oral language. Phonological awareness links to reading development at three levels: syllable, onset and rime, and phoneme (individual sound). Learners who have problems with phonological awareness have difficulties in understanding how the sound system of language works. They have difficulties in sound matching or remembering specific sounds and manipulating them in words and sentences. They can have difficulty in sounding out words to read, or in working out the constituent sounds in a word, eg they can't blend c-a-t to make 'cat'. They may be able to say a word but are unable to break it down into syllables and/or sounds to spell. They are unable to segment a word and say where in the word a sound should come, eg they are not aware that the d- sound in 'dog' comes at the start.

Processing: auditory and/or visual processing of language-based information

Learners with dyslexia can have difficulties in processing what they hear and/or what they see. Difficulties lead to slow, less fluent and less automatic performance in relatively easy or over-learned cognitive tasks, especially when attention and focused concentration is required.

Auditory – The ability to listen to sounds involves memory, learning, vision and attention, as well as hearing. Learners with auditory processing difficulties can have problems with listening or making sense of the sounds heard. They can have difficulty gaining understanding from spoken language, eg following instructions. This can have an effect on focus and ability to concentrate. They may have gaps in phonics and phonology, finding it difficult to distinguish sounds/syllables/words and identify where they heard them in words/sentences. Later on they may find it difficult to learn an additional language.

Visual – Visual processing problems are not caused by physical irregularities in eyeball shape, but by hard-wiring deficits in the brain. Visual processing skills like tracking, eye teaming, and visual perception are developmental skills that all learners need in addition to seeing clearly. Learners with visual processing difficulties can have problems with demanding visual tasks like following text to read and copying letters/words. When writing, they may get letters, words and numbers the wrong way round. Difficulties with visual perception can make it difficult for learners to interpret and make sense of what they see. It can have an impact on concentration.

Short-term and working memory

Short-term memory is the capacity for holding, but not manipulating, a small amount of information in mind in an active, readily available state for a short period of time.

Working memory is responsible for holding information long enough so that it can be used. Working memory is important for reasoning and the guidance of decision making and behaviour. Working memory is responsible for many of the skills we use to learn to read. Auditory working memory helps learners hold on to the sounds that letters make, long enough to sound out new words. Visual working memory helps learners remember what those words look like, so they can recognise them throughout the rest of a sentence. This helps them read with less hesitation to become fluent readers. Weak working memory can affect learning across the curriculum, as learners have difficulty holding on to incoming information. This means they have less material to work with when performing a task, which can make it challenging to follow multi-step directions.

Organisational skills and motor skills

Organisational skills – Learners with dyslexia often find it difficult to organise themselves and their belongings. They may have time management issues, finding it difficult to start and finish tasks on time. This may be related to sequencing abilities which, when affected, mean that the learner can also have difficulty in recognising order, eg days of the week or months

Motor skills – Not all learners with dyslexia will have obvious difficulties with motor skills (gross or fine), but even slight lack of coordination may influence the learner's ability to cope well with handwriting. Difficulties with spatial awareness can also result in the learner being unaware of where on a page to start writing or reading. Visual difficulties can also impact on fine motor skills.

Emotional/behavioural

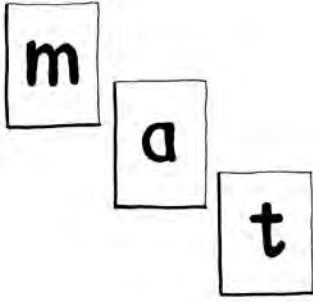
There are many factors that will influence how a learner adapts and responds to the learning environment. It is important to consider why the learner is behaving in the way they are as this is not always obvious. If they become aware (either consciously or subconsciously) that they are not learning in the same way and at the same pace as their peers, they can become frustrated. This can affect self-esteem. They can then exhibit disruptive/distracting behaviours aimed at taking attention away from learning, or they can withdraw and become isolated. It is important not to rule out dyslexia because of seemingly 'bad behaviour', but to consider learning in a variety of contexts. For example, is the learner doing well at some times and not at others, or in some subject areas, but not in literacy?

Maths

It is not uncommon for learners with dyslexia to also have difficulties with mathematics. Difficulties with memory, processing, sequencing, hand-eye coordination and motor skills can all affect the acquisition of maths skills. Reading ability can also affect performance in maths. Maths involves recalling very specific and complex words (eg multiply, fraction, calculate), concepts (eg square root, rational numbers) and facts (eg times tables). When a learner has reading difficulties, they might not be able to accurately store these words or concepts in their vocabulary. Mathematical concepts are built on one another, thus getting partial representations of these words with inaccurate spellings, pronunciations or meanings attached to them will affect mastery of future concepts. The effect of dyslexia on maths performance is also evident in word problems. The learner needs to be able to comprehend a sentence or a paragraph to be able to solve a problem. Maths problems often lack context and use complex grammar and words, which can be challenging for a person with dyslexia.

Assisted blending

For reading



Review sounds.

Sound talk, eg **m-a-t**

Learner repeats **m-a-t**

Sound talk and say word **m-a-t mat**

Learner repeats **m-a-t mat**

Put out letter cards while sound talking **m-a-t**

Point to each letter **m-a-t**

Run finger under word, blending the letters together **mat**

Repeat – point and run finger along **m-a-t mat**

Remove cards.

Model word on magnetic board.

Point to each letter **m-a-t**

Run finger under word **mat**

Learner makes word on own magnetic board/iPad (magnetic letters app).

Learner points to sounds and runs finger under word **m-a-t mat**

Use only known sounds to blend.

Exaggerate sounds/mouth movements.

MTYT

Exaggerate.

MTYT

MTYT

Checking sounds are in correct order.

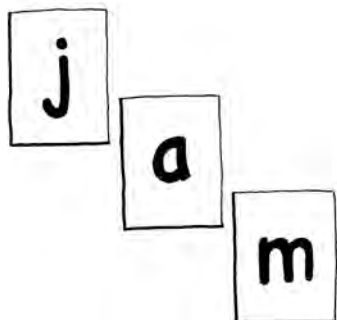
Repeat.

Repeat as required.

MTYT = My Turn Your Turn

Independent blending

For reading



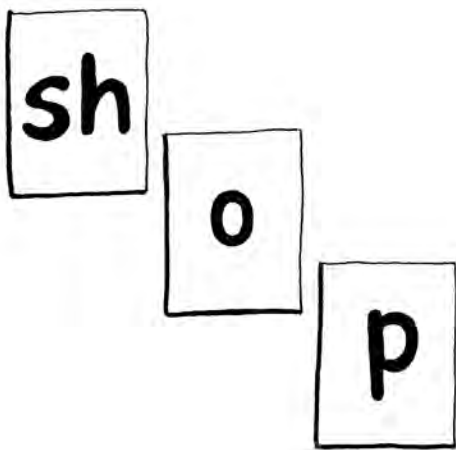
Use real words and non-words.

- ❖ Put out letter cards silently, eg j-a-m
- ❖ Model word on magnetic board silently.
- ❖ Point to and whisper each letter **j-a-m**
Run finger under word and whisper **jam**
- ❖ Learner makes word on own magnetic board/iPad (Magnets app)

Learner points to sounds and runs finger under word, saying **j-a-m jam** quietly. Repeat as required.

- ❖ When the learner can blend independently, words can be presented on flashcards.

Developing reading using flashcards



When the learner is confident using the independent blending strategy, move on to flashcards.

Using flashcards:

- ❖ Point to each sound as the learner reads the sound, eg **sh-o-p**
- ❖ Run your finger under the word as the learner reads the word **shop**
- ❖ If the learner makes a mistake, model the sounds **sh-o-p**
- ❖ Have the learner repeat the sounds and say the word **sh-o-p shop**

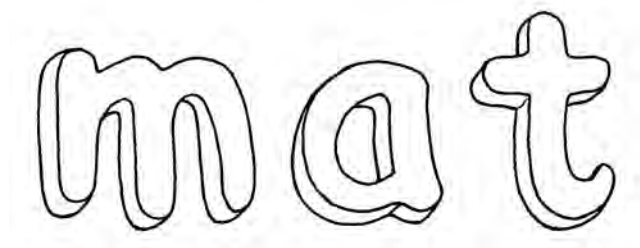
When the learner is doing this with confidence, move on to:

- ❖ Hold the flashcards close to your body and have the learner silently sound them out in their head.
- ❖ Push the flashcards forwards. Train the learner to read the word when the flashcards are pushed forwards.

If the learner finds this difficult, return to the independent blending strategy.

Crashing strategy

To develop blending skills



Used a magnetic board (or Magnets app).

- ❖ Model pulling down magnetic letters, eg **m-a-t**
- ❖ Place **m** on the left side of the board.
- ❖ Place **a** in the middle of board.
- ❖ Place **t** towards the right of the board.
- ❖ Drag **m** towards **a** , saying the sounds **mmm ma**
- ❖ Drag **ma** towards **t**, saying **mmaa**
- ❖ When **ma** touches **t**, read **mmaat mat**
- ❖ Learners repeat.

Paired reading

A well researched strategy for developing reading fluency and learner confidence

Reading together

The tutor and the learner read out loud together, the tutor matching their speed to the learner's. Allow the learner a little time to lead in, so that the learner is not just copying the tutor's reading.

If the learner struggles and then reads the word correctly, the tutor should:

- ❖ not jump in to correct
- ❖ give a word of praise or some other (non-verbal) cue

If the learner struggles too long or gets a word wrong, the tutor should:

- ❖ wait 5 seconds and then say the word
- ❖ ask the learner to repeat the word correctly



Reading aloud

When the learner is confident, he/she can:

- ❖ give a pre-arranged signal to stop the tutor reading
- ❖ carry on reading alone

The signal can be a tap on the desk, a sign, or a squeeze.

If the learner struggles for more than 5 seconds, or struggles and gets it wrong, the tutor should:

- ❖ point to the word
- ❖ read the correct word out loud

The learner should repeat the word.

The tutor and the learner carry on reading together again until the learner gives their signal for the tutor to stop.

In short

- 1 Read together out loud.
- 2 When the signal is given the tutor stops reading.
- 3 If the learner gets stuck or makes a mistake the tutor should:
 - wait 5 seconds
 - praise if the learner gets it right
 - point to word and say it correctly if he/she does not
 - wait for the learner to repeat the word
- 4 If a correction is given, carry on reading together till the learner gives the stop signal.

Precision teaching – reading (common words)

For individuals who are making minimal progress using less intensive strategies

A structured method of daily monitoring and overlearning, to develop an individual's acquisition and fluency when learning to read words.

- ❖ Create a numbered list with three words the learner can read at the top, followed by words the learner consistently gets stuck on and requires extra reinforcement to master.
- ❖ Space the week's dates along the top of the page.
- ❖ Write the first five words down the side of a jotter page.
- ❖ The learner reads each word twice at different points during the day, eg at the start and end of a lesson, or in school and at home.
- ❖ Mark with a dot (incorrect) or a tick (correct).
- ❖ The following week, take the top word off the list and add in the next word on list. Then, mix up the words, and write this new list of five words down the side of the next jotter page.
- ❖ Repeat in subsequent weeks, taking a suitable word off the list each week, adding another one and mixing up the words, as shown in the example below.

Example:

Word list order

- | | | |
|----|-------|----------------------------|
| 1 | they | - known |
| 2 | have | - known |
| 3 | what | - known |
| 4 | said | - intermittent recognition |
| 5 | each | - unknown |
| 6 | which | - unknown |
| 7 | their | - unknown |
| 8 | how | - unknown |
| 9 | about | - unknown |
| 10 | these | - unknown |

Week 1	17.1	18.1	19.1	20.1	21.1
they	✓✓	✓✓	✓✓	✓✓	✓✓
have	✓✓	✓✓	✓✓	✓✓	✓✓
what	✓✓	✓✓	✓✓	✓✓	✓✓
said	* ✓	✓ *	✓ *	✓✓	✓ *
each	* *	* *	✓ *	* ✓	✓ *

Helpsheet

Week 2	24.1	25.1	26.1	27.1	28.1
what	✓✓	✓✓	✓✓	✓✓	✓✓
said	✓*	✓✓	✓✓	✓✓	✓✓
have	✓✓	✓✓	✓✓	✓✓	✓✓
each	**	✓*	✓✓	✓✓	✓✓
which	*✓	**	*✓	✓*	*✓
Week 3	31.1	1.2	2.2	3.2	4.2
which	✓✓	**	✓✓	✓✓	✓✓
what	✓✓	✓✓	✓✓	✓✓	✓✓
their	✓✓	**	**	✓✓	*✓
said	✓✓	✓✓	✓✓	✓✓	✓✓
each	✓✓	✓*	✓✓	✓✓	✓✓

Providing and choosing texts

Use to ensure learners are provided with reading material at the correct level – texts they can decode and understand



To judge the level of text difficulty for a learner

- ❖ Photocopy a section of unseen text from the learner's current reading/text book.
- ❖ Ask the learner to read a 100-word section from the unseen text.
- ❖ On your copy, mark the words read correctly and incorrectly.
- ❖ For mistakes, note the incorrect word above the word in the text.
- ❖ Ask questions to check comprehension. Comprehension should be considered when choosing the appropriate level of text.

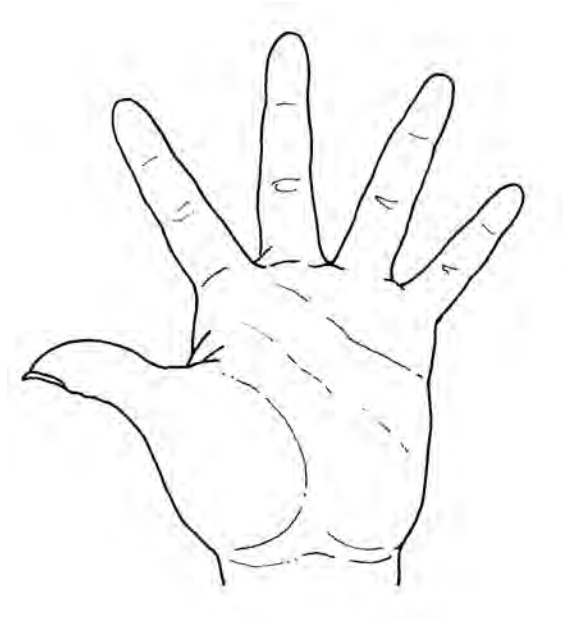
If the learner reads:

- ❖ **95–100** words correctly, the text is **easy text level**, suitable for improving fluency and pace
- ❖ **90–94** words correctly, the text is **instructional text level**, suitable for extending skills
- ❖ **80–89** words correctly, the text is **hard text level**, which is too difficult and will affect understanding and enjoyment

For learners who are not reading 100 words, see the formula under 'Scoring for reading text' in the *Diagnostic Literacy Assessment*.

Five finger test

A quick method to help learners choose a book at a suitable reading level and to check the reading level of a book



The learner chooses a book. He/she:

- ❖ opens the book near the middle
- ❖ reads the page aloud
- ❖ puts one finger up for every word he/she does not know or can't pronounce

If the learner has five fingers up, the book is too difficult to read without help.

If the learner does not run out of fingers, but is reading very slowly and decoding almost every word, he/she will not understand or enjoy the book.

Five finger guide

1 finger: this book is ok

2 fingers: still good

3 fingers: could give it a try but it could be a bit hard to understand

4 fingers: could be too difficult to read and understand

5 fingers: should choose another book

Three read strategy – Individual support



A strategy for teaching reading, focusing on the teaching of:

- 1 Decoding
- 2 Comprehension
- 3 Fluency and expression

Introduce the story

- ❖ Talk around the theme and the story contents.
- ❖ Discuss or explain 'tricky' vocabulary.
- ❖ Support the learner to recognise (sound out/break up) any 'tricky' words before reading.

Read 1 to decode independently

- ❖ Learner completes the first read.
- ❖ Support them with decoding if required.

Read 2 to comprehend

- ❖ Model reading part of the text while the learner tracks.
- ❖ 'Think out loud' as you read, and model checking of your own understanding of the text.
- ❖ Refer to words and phrases in the text.
- ❖ Ask questions and guide the learner to look for answers in the text or to infer them from reading.
- ❖ Learner re-reads the text.
- ❖ Learner reads on further. Discuss.

Read 3 for fluency and expression

- ❖ Model reading with fluency and expression.
- ❖ As you read, explain or discuss your expression by referring to the motivation of characters: what's happening, and what they are thinking/feeling/saying.
- ❖ Read to model the use of punctuation and discuss its use to give meaning to text.
- ❖ Learner re-reads the text or part of the text.
- ❖ Learner reads on further. Discuss.
- ❖ Give feedback on their reading.

Three read strategy – Taking a reading group

A strategy for teaching reading, focusing on the teaching of decoding, comprehension, fluency and expression

Introduce the story, so learners are motivated to read.

- ❖ Talk around the theme/the contents of the story.
- ❖ Discuss/explain 'tricky' vocabulary.
- ❖ Support the learners to recognise (sound out/break up) any 'tricky' words before reading.
- ❖ Choose a focus strategy to use when reading.

Organise learners to work in pairs, sharing one book between two.



Read 1 to decode independently

- ❖ Learners read, taking turns to read a page/paragraph, with their partner keeping place.
- ❖ DON'T read round the group, listening to each individual. Move round the pairs and listen in.
- ❖ Support the learners to break down words when required.

Read 2 to comprehend

- ❖ Model reading part of the text while the learners track.
- ❖ 'Think out loud' – as you read, model checking your own understanding of the text.
- ❖ Refer to words/phrases in the text.
- ❖ Ask questions and guide the learners to look for answers in the text or to infer from reading.
- ❖ Learners should 'turn to your partner' (TTYP) to discuss their answers.
- ❖ Choose a pair of partners to answer (no hands up).
- ❖ Learners should re-read the text or read on further with their partners (page/paragraph each). Discuss.

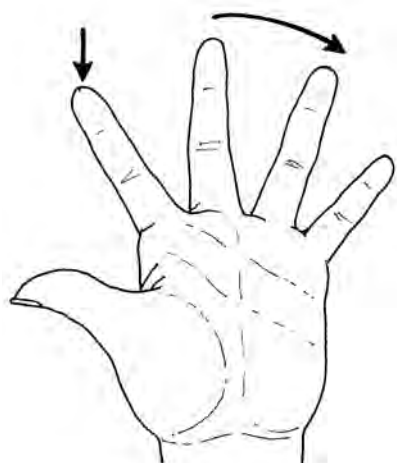
Read 3 for fluency and expression (you can do read 2 and read 3 together)

- ❖ Model reading with fluency and expression.
- ❖ As you are reading, explain/discuss expression by referring to the motivation of the characters: what's happening and what they are thinking/feeling/saying.
- ❖ Read to model the use of punctuation and discuss its use to give meaning to the text.
- ❖ Learners should re-read the text, or part of the text, with their partners.
- ❖ Learners should read on further. Discuss.
- ❖ Give feedback on the reading.

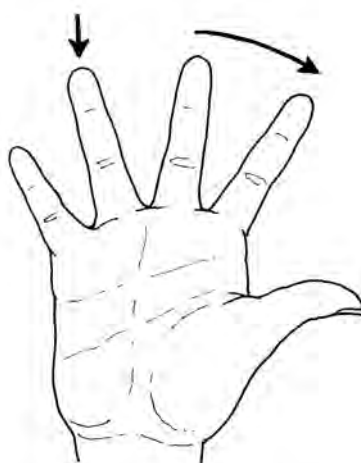
Finger spelling

To support learners to recognise and show the number of sounds in a word

- ❖ Hold up your non-writing hand in front of your face.
- ❖ Hold up one finger for each sound in the word.
- ❖ Pinch each finger with your writing hand as you say each sound
- ❖ Squeeze from left to right
- ❖ Write the word, saying each sound, and then say the word.



Left Handed



Right Handed

Example

How many sounds are in the word 'chair'?

Learner holds up three fingers.



Learner pinches a finger for each sound, saying 'ch-ai-r'.

Finger writing

To support learners to recognise, show and write the number of sounds in a word

This strategy follows on from finger spelling.

- ❖ Hold up the non-writing hand in front of the face, with the number of fingers up to match the number of sounds in the word.
- ❖ Trace each sound on to the related finger as you say the sound, eg **ch-ai-r**
- ❖ Write down the word, saying each sound, and then say the word.



Grapheme marking (dots and dashes)

To reinforce recognition of the number of graphemes in a word

This strategy follows on from finger spelling/finger writing.

- ❖ Write the word, saying each sound, and then say the word.
- ❖ Draw a dot under each sound that is made with one letter.
- ❖ Draw a dash under each sound that is made with two or more letters.
- ❖ Where there is a 'magic e', draw an arc to link the vowel to the magic e.

Example

l w	th	ou	igh	ough
· ·	—	—	—	—
drop	such	brown	bright	make
....	·—	·—·	·—·	· ·

Simple speed sound chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
---	---	---	---	---	---	---	---	----	----	----

Consonants: bouncy

b	c k	d	g	h	j	p	qu	t	w	wh	x	y	ch
---	--------	---	---	---	---	---	----	---	---	----	---	---	----

Vowels: bouncy

a	e	i	o	u
---	---	---	---	---

Vowels: stretchy

ai	ay	ee	ea	igh	y	oa	ow
----	----	----	----	-----	---	----	----

oo	ew	oi	oy	ou	ow	aw	au
----	----	----	----	----	----	----	----

Edinburgh Sound Chart

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					
					ci					

b	c	d	g	h	j	p	qu	t	w	wh	x	y	ch
bb	k	dd	gg		g	pp		tt					tch
	ck	ed			ge			ed					
	ch				dge								

a	e	i	o	u	ay	ee	igh	oa	oo	ou	oi
	ea		aw		ai	ea	ie	ow	ew	ow	oy
			au		a-e	e-e	i-e	o-e	u-e		
					ea	y	i	o	ue		
						e	y		oul		

Edinburgh Sound Chart

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					
					ci					

b	c	d	g	h	j	p	qu	t	w	wh	x	y	ch
bb	k	dd	gg		g	pp		tt					tch
	ck	ed			ge			ed					
	ch				dge								

a	e	i	o	u	ay	ee	igh	oa	oo	ou	oi
	ea		aw		ai	ea	ie	ow	ew	ow	oy
			au		a-e	e-e	i-e	o-e	u-e		
					ea	y	i	o	ue		
						e	y		oul		

Prefixes

un-	um-	re-	in-	im-	il-	ir-	dis-	en-	em-	non-	over-
mis-	sub-	pre-	inter-	fore-	de-	trans-	super-	semi-	anti-	mid-	under-

Suffixes

-s	-ed	-ing	-ly	-er	-or	-tion	-ible	-able	-al	-y
-es						-sion			-ial	
-ness	-ty	-ment	-ic	-ous	-en	-ive	-ful	-less	-est	

Sound/spelling ruler instructions

A sound ruler is a tool to support spelling

When introducing or using the sound ruler, make it clear that each colour relates to the sound, eg ai is in the grey box.



❖ grey	= ai, ay, a-e
❖ green	= ee, ea, e-e
❖ white	= igh, y, i-e
❖ yellow	= oa, ow, o-e
❖ blue	= oo, ew, oul, u-e
❖ turquoise	= oi, oy
❖ brown	= ow, ou
❖ orange	= aw, au, all, wa (a says o)

Related rules:

ai is mostly found at the beginning or the middle of words

ay is usually found at the end of words

ee and **ea** are both found at the **beginning, middle** and **end** of words

There are no easy spelling rules

igh is mostly found in the **middle** of words, but can be at the **end**

y can make the I sound at the end of words because hardly any English words end with the letter **i**

oa is mostly found at the **beginning** or the **middle** of words

ow is usually, but not always, found at the **end** of words

oo is mostly found in the **middle** of words

ew is mostly found at the **end** of words

oul is found in **could, would** and **should**

oi is usually found at the **beginning** or the **middle** of words

oy is mostly, but not always, found at the **end** of words

ow is usually found at the **end** of words

ou is mostly found at the **beginning** or the **middle** of words

In some words with **wa**, the **o** sound is made by the letter **a**, so in these **wa** words we say **wo**

Large spelling/sound ruler (no magic e)

a
ai hair
ay day

e
ee keep
ea eat

i
igh night
y fry

o
oa coat
ow low

u
oo look
ew new
oul could

oi coin
oy boy

ou out
ow cow

o
aw saw
au saucer
all wall
wa was

a
ai hair
ay day

e
ee keep
ea eat

i
igh night
y fry

o
oa coat
ow low

u
oo look
ew new
oul could

oi coin
oy boy

ou out
ow cow

o
aw saw
au saucer
all wall
wa was

a
ai hair
ay day

e
ee keep
ea eat

i
igh night
y fry

o
oa coat
ow low

u
oo look
ew new
oul could

oi coin
oy boy

ou out
ow cow

o
aw saw
au saucer
all wall
wa was

Large spelling/sound ruler with magic e

a
ai hair
ay day
a-e cake

e
ee keep
ea eat
e-e eve

i
igh night
y fry
i-e bite

o
oa coat
ow low
o-e hope

u
oo look
ew new
oul could
u-e tube

oi coin
oy boy

ou out
ow cow

o
aw saw
au saucer
all wall
wa was

a
ai hair
ay day
a-e cake

e
ee keep
ea eat
e-e eve

i
igh night
y fry
i-e bite

o
oa coat
ow low
o-e hope

u
oo look
ew new
oul could
u-e tube

oi coin
oy boy

ou out
ow cow

o
aw saw
au saucer
all wall
wa was

a
ai hair
ay day
a-e cake

e
ee keep
ea eat
e-e eve

i
igh night
y fry
i-e bite

o
oa coat
ow low
o-e hope

u
oo look
ew new
oul could
u-e tube

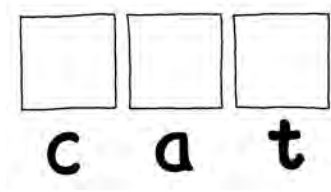
oi coin
oy boy

ou out
ow cow

o
aw saw
au saucer
all wall
wa was

Tallying using cubes

A multi-sensory spelling approach to support learners to recognise and show the number of sounds in a word



Can be used to support individuals who are making minimal progress using less intensive strategies.

- ❖ Use cubes or blocks (counters can be used with older learners).
- ❖ One cube represents one letter.
- ❖ Red cubes represent vowels.
- ❖ Question: How many letters? How many sounds?

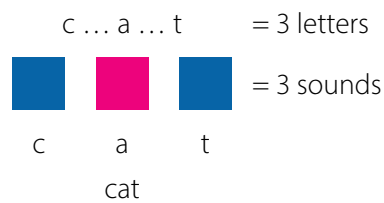
Example

Say the word, stretching out the sounds

Tally

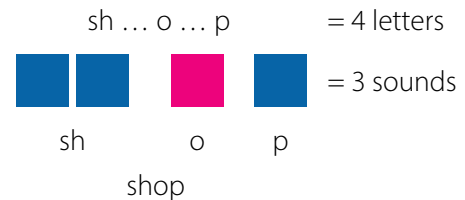
Write the word under the cubes and sound it out

Write the word again and sound it out

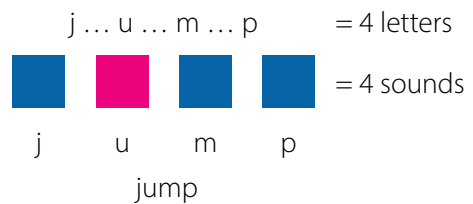


More examples:

shop

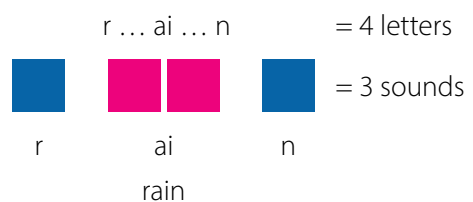


jump

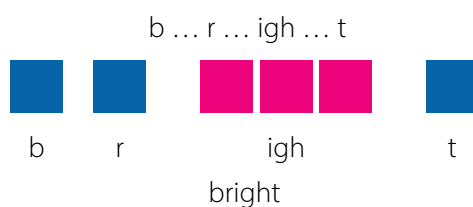


Refer to a sound ruler when teaching vowel digraphs:

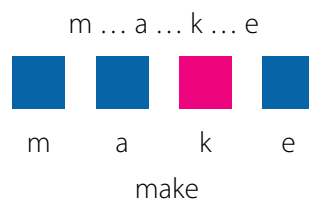
rain



bright



make



Tallying can be used alongside other spelling strategies such as finger spelling (fingers in front of face, pinch a finger for each sound) and finger writing. See the relevant helpsheets.

Dictation

To support learners to use spelling in context and to support working memory

Create a sentence using current phonic and common words.

- ❖ Keep the sentence short to begin with.
- ❖ Increase length of sentence as the learner's memory for recalling whole sentences improves.

Say the sentence to the learner. The learner repeats the sentence (My Turn, Your Turn).

As you repeat the sentence:

- ❖ put the emphasis on different words each time
- ❖ say the sentence in different voices, eg whispering
- ❖ show the number of words on your fingers as you say each word
- ❖ state the number of words in the sentence
- ❖ model punctuation using 'Kung Fu punctuation' (see helpsheet)

Continue 'My Turn, Your Turn' until the learner can remember the sentence easily.

If required, model the sentence on the board.

Use the Edinburgh Sound Chart to support spelling.

Model other spelling strategies as appropriate.

Ask the learner to write the sentence and then to read it back to you, checking for errors.

Encourage the learner to occasionally compose their own sentences from words currently being taught.

Dictation can also be used to:

- ❖ help learners who are struggling to begin a piece of extended writing, by discussing and dictating the first sentence
- ❖ up-level written work – discuss the dictated sentence and extend
- ❖ develop writing confidence and self-esteem, as learners see that they can write accurate sentences

Simultaneous oral spelling

A recognised method for learning the spelling of irregular/common words

- ❖ Adult or peer **prints** the word, saying the **letter names**.
- ❖ Adult or peer **says** the word. If it has two or more syllables, clap them out.
- ❖ Learner repeats the word.
- ❖ Discuss or point out any tricky part, and underline or highlight it.
- ❖ Learner writes the word underneath the adult/peer's version using **joined script***, saying the **letter names*** as they write.
- ❖ Learner **says the word again**.
- ❖ Learner checks the word.
- ❖ Learner repeats the above steps – writing, saying letter names, saying whole word and checking word - three times.
- ❖ Learner rubs out their own writing and covers the adult/peer's word.
- ❖ Learner writes the word from memory, saying the letter names as they write.
- ❖ Learner checks the word.
- ❖ If the word is incorrect, repeat the process again.



This strategy can be undertaken with a peer partner.

*If the learner cannot use joined script, they can print.

*If the learner is unable to say the letter names, they can use letter sounds.

Mnemonics

A multi-sensory strategy to develop memory when spelling common words with tricky parts


A mnemonic can be syllabification with a phrase, eg ne**cc**ess ar y = one **cc**ollar, two **s**leeves.

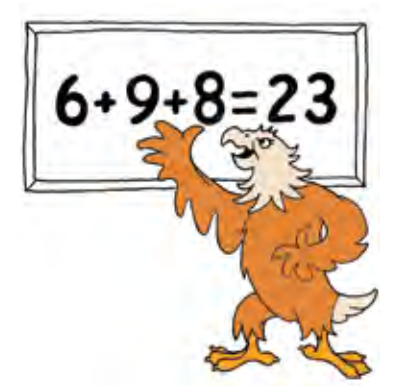
Most often it is a phrase linked to a picture:

- ❖ Discuss the word, phrase and picture.
- ❖ Learner says the phrase over and over while colouring in the picture.
- ❖ Learner says the phrase, emphasising the first sound in the words eg Use Some Elastic.
- ❖ Learner says the phrase while writing the first letters below the word.
- ❖ Cover the word. Learner writes the word, while saying the phrase word by word and emphasising the first sound in each word.

This can work best when:

- ❖ the first word of the mnemonic is the word being learned
- ❖ the learner can make up their own mnemonic, adding their own visual

use	<p>use some elastic</p> <p>use</p>	
-----	---	--

because	<p>because eagles</p> <p>can add up so</p> <p>easily</p> <p>because</p>	
---------	--	---

Visualisation spelling strategy

To develop the spelling of sight words by learning to 'see' words in the mind's eye

Part 1 Before you start, say to the learner:

- ❖ Spelling is a skill that you can learn.
- ❖ Think of something that you know well and feel good about knowing.
- ❖ Think about how you managed to learn it.



Part 2 Show the word. Say the word. Discuss any tricky parts. Say to the learner:

- ❖ Look at the word.
- ❖ Photograph the word with your mind.
- ❖ Close your eyes and try to see the word being written on your eyelids in bright red, fiery letters.
- ❖ Can you see it?
- ❖ Open your eyes and project the word on to the wall. Look up and left (if you are right-handed – right if you are left-handed). Picture the letters in your mind until all the letters are put up. Use colours if you like.
- ❖ Can you still see it?

The Helpful hints below can make it easier.

- ❖ How do you feel? Is it good?
 - Yes – keep going
 - No – go back to Part 1

If 'Yes', say:

- ❖ Close your eyes again, visualise the word, open your eyes and write it.
- ❖ Do the letters written match those in your mind?
 - How do you feel - like you will never forget?
 - Make a stronger picture in your mind if you need.

Helpful hints

- ❖ Picture the word in your favourite colour.
- ❖ Break the word into chunks of three letters and build up the word three letters at a time.
- ❖ Put the letters on a familiar background - your front door or your bedroom wall .
- ❖ If it's a long word, make the letters small enough so that you can see all the word easily.
- ❖ Make tricky letters bigger than the others.
- ❖ Make tricky letters a different colour.
- ❖ Trace the letters in the air with your finger.

Precision teaching – spelling (common words)

For individuals who are making minimal progress using less intensive strategies

A structured method of daily monitoring and overlearning to develop an individual's acquisition and fluency when learning to spell words.

- ❖ Create a numbered list of words the learner consistently gets stuck on and requires extra reinforcement to spell correctly.
- ❖ Teach and practise the first 3–5 words using Simultaneous Oral Spelling (SOS) on a whiteboard.
- ❖ Use two pages of a jotter.
- ❖ Space the week's dates along the top of both pages:
 - first page – going from right to left and writing each date twice
 - second page – going from left to right and writing each date once (see below)
- ❖ Ask the learner to write the 3–5 words down the right hand side of the first jotter page.
- ❖ Support the learner to spell each word twice over the course of the day, eg at the start and end of a lesson, or in school and at home. Cover previous attempts, eg by folding the jotter page. Page 1 could also be completed on a whiteboard.
- ❖ On the second page, mark the spelling with a dot (incorrect) or a tick (correct).
- ❖ Reinforce the correct spelling of the dotted words.
- ❖ The following week, take the top word off the list of 3–5 words and add the next word from the numbered list. Present the 3–5 words in a different order.
- ❖ Teach and practice the 3–5 words using Simultaneous Oral Spelling (SOS) on a whiteboard and continue to use precision teaching to monitor and develop learning.

Example

Word list order

- | | | |
|----|-------|--------------------------|
| 1 | they | - intermittently correct |
| 2 | have | - intermittently correct |
| 3 | what | - intermittently correct |
| 4 | said | - intermittently correct |
| 5 | each | - incorrect spelling |
| 6 | which | - incorrect spelling |
| 7 | their | - incorrect spelling |
| 8 | how | - incorrect spelling |
| 9 | about | - incorrect spelling |
| 10 | these | - incorrect spelling |

Page 1 (could also be completed on a whiteboard)

Pupil's Spelling Page						Fold line	Fold line				
21.1	21.1	20.1	20.1	19.1	19.1	18.1	18.1		17.1		17.1
they	they	they	they	they	they	they	they		thay		they
have	have	have	have	have	have	have	have		have		hav
what	what	what	what	what	what	what	whot		whot		wot
sed	said	said	said	sed	said	sed	sed		sed		sed
eech	each	each	eech	eech	each	eech	eech		eech		eech

Page 2

Week 1	17.1	18.1	19.1	20.1	21.1
they	✓*	✓✓	✓✓	✓✓	✓✓
have	* ✓	✓✓	✓✓	✓✓	✓✓
what	* *	* ✓	✓✓	✓✓	✓✓
said	* *	* *	✓*	✓✓	✓*
each	* *	* *	✓*	* ✓	✓*

Week 2	24.1	25.1	26.1	27.1	28.1
said	✓*	✓*	✓✓	✓✓	✓✓
which	* *	**	**	* ✓	* ✓
what	✓✓	✓✓	✓✓	✓✓	✓✓
have	✓✓	✓✓	✓✓	✓✓	✓✓
each	* ✓	* ✓	* ✓	* ✓	* ✓

Kung-fu punctuation (punctuation mimes)

A multi-sensory strategy to make the learning and use of punctuation more active

Punctuation marks are given corresponding kung-fu-style actions, accompanied by sounds.

Say the sentence, putting in the capital letter action and punctuation mark actions, while making the sounds.



- ❖ **Capital letter:** Put your hands in an 'A' position above your head.
- ❖ **Full stop:** Throw a short, right-handed punch at the air in front of you. Say Ha!
- ❖ **Comma:** With your right arm bent and your hand in front of your face, make a short twisting motion at the wrist to signify a comma shape. Say Shi!
- ❖ **Question mark:** Separate the curly bit into three cutting movements with the hand in front of the face: one horizontal left to right, one curved around, and one vertical coming from the bottom of the curved one. At bottom of shape you have just drawn in the air, complete a full-stop punch. Say, Shi! Shi! Shi! Ha!
- ❖ **Exclamation mark:** A long vertical slash, from top to bottom, followed by a full stop. Say Shiiiiii! Ha!
- ❖ **Semi-colon:** Do a full-stop punch and a comma shape directly underneath it. Say Ha! Shi!
- ❖ **Colon:** Follow a full-stop punch immediately with one directly beneath it. Say Ha! Ha!
- ❖ **Speech marks:** Stand on one leg, extend arms diagonally to the skies. Wiggle your index and middle fingers in an approximation of speech marks. Say Haa-eeee!
- ❖ **Apostrophe:** With right arm fully extended to the air, wiggle your index finger. Say Blubalubaluba! with your tongue flapping up and down against the inside of your lips.
- ❖ **Ellipsis:** Three punches along a horizontal line. Say Ha! Ha! Ha!
- ❖ **Brackets:** Using your left hand first, draw a curved convex line in the air. Use your right hand to do the opposite motion for the closing bracket. Say Shi! Shi!

Kung-fu punctuation competition

- ❖ Teacher either (a) calls out three punctuation marks, or (b) says a sentence.
- ❖ Competitors put their hands together in a prayer position and bow briefly to their partner.
- ❖ Teacher says 'Go'.
- ❖ Competitors (a) mime the three punctuation marks, or (b) say and punctuate the sentence.
- ❖ First to finish is the winner.

Magic line spelling strategy

To develop learners' use of interesting vocabulary in written work

This strategy supports learners who:

- ❖ have a wide vocabulary but struggle to use their oral language in their writing.
 - ❖ lose their train of thought when they stop writing because they are trying to access the correct word spelling.
- A Write the first letter of the word.
B Draw a light pencil line (the magic line).
C Write any other known features of the word on the line.

When the writing is completed the learner can go back to the magic line and use taught strategies to find the correct spelling.

Make and break spelling

A multi-sensory approach to teach the spelling of tricky/common words

A useful strategy for spelling complex cross-curricular words.

- 1 Give learner the word spelled out in plastic letters (**OR** give letters on cards)
- 2 Say the word and stretch it, so that the syllables can be heard, eg **innnn/deeee/pennn/deeeent**
- 3 Clap and say the syllables in a rhythm. Do a few times.
- 4 Work out how many syllables there are. If incorrect, stretch out again.
- 5 Ask the learner to:

EITHER

- say the word
- physically split the plastic letters into syllables
- 'syllable speak', eg **in/de/pen/dent**

OR

- say the word and cut the card up into syllables before syllable speaking (this could also be done by splitting the word on paper with a pencil, eg **ki/tten**)

- 6 Repeat the syllables until firmly known.
- 7 Jumble the letters (or cut the syllables into individual letters).
- 8 Build the word saying the letter **names** as they are put in place **i-n-d-e-p-e-n-d-e-n-t**.
- 9 Split into syllables again and syllable speak.
 - Repeat steps 7 to 9 as often as necessary.
- 10 When the time is right (when success is very likely) ask the learner to:
 - Look** at the word very carefully ('take a photo' of it with your mind)
 - Say** (they can stretch it so the syllables can be heard)
 - Cover**
 - Write and spell out**
 - Check**

Strategies to support dyslexia – numeracy and maths

Possible area of difficulty	Strategies
Processing and sequencing information	<ul style="list-style-type: none"> ❖ Present the learner with small chunks of information. ❖ Read examples on the board out loud. ❖ Visual representations of maths vocabulary. ❖ Visualisation techniques – highlight; colour-code symbols. ❖ Give out a sheet, rather than ask to copy from board. ❖ Note down sequence of steps – visual sequence. ❖ Go through/model examples step by step. ❖ Encourage use of learner's own strategies.
Language of maths/problem solving	<ul style="list-style-type: none"> ❖ Focused teaching of the language of maths, eg 'take away' is the same as 'subtraction' and 'minus'. ❖ Teach the concept before using more abstract vocabulary. ❖ Glossary of key vocabulary with meanings (plus symbols/visuals where appropriate). ❖ Use informal vocabulary alongside formal terminology. ❖ Practise language use by discussing with/teaching a peer. ❖ Read examples/problems out loud to learners. ❖ Use concrete materials/draw diagrams/use simple images. ❖ Mind map or storyboard problems/questions. ❖ Teach learners how to identify key information and write it down; draw pictures/diagrams. ❖ Have learners make up their own word problems to learn how questions are constructed.
Mathematical symbols	<ul style="list-style-type: none"> ❖ Link words and symbols – use visuals/flashcards. ❖ Overlearn the relationship between symbol and process. ❖ Teach how to highlight a symbol or key phrase.
Number bonds/learning tables	<ul style="list-style-type: none"> ❖ Overlearn number bonds to 10. ❖ Use memory hooks to relate new facts to learned facts, eg show the link between $5+5$ and $5+6$ with counters. ❖ Visual fact cards. ❖ Look for short cuts, eg $4 \times 8 = 8 \times 4$. ❖ Maximise the use of key number facts, eg use the $10 \times$ table to see that $9 \times 7 = (10 \times 7) - 7$. ❖ Teach small sections of a table at a time. ❖ Show patterns visually on number squares. ❖ Use addition and multiplication squares, or a calculator. ❖ Card games/dominoes.
Counting/counting objects	<ul style="list-style-type: none"> ❖ Teach how to count in an organised, meaningful way. ❖ Move objects while counting. ❖ Count rhythmically – synchronise counting words with counting objects. ❖ Frequently practise counting orally from different numbers. ❖ Work on and use pattern recognition. ❖ Use 'practical' versions of a number grid, eg 100-bead frame, counting stacks. ❖ Overlearn counting through transitions, eg 198, 199, 200, 201. ❖ Overlearn counting forwards and backwards – use a clearly labelled number line or dominoes.

Place value	<ul style="list-style-type: none"> ❖ Hands-on practical activities – use concrete materials. ❖ Use a place value chart and cards. ❖ Use real-life examples – round up or down to get ‘guesstimates’ that fit. Then revisit place value, and process. ❖ Focus on the ‘top value’ word, eg 1008 has 4 digits because the top word is ‘thousand’. ❖ Overlearn numbers with zeros, eg 6008. ❖ Use graph paper to support setting out of sums. ❖ Ask for all the working to be shown, so that the learner’s processes are clear and can be built on in the marking process.
Reversals	<ul style="list-style-type: none"> ❖ Teach number formation using kinaesthetic approaches, eg sand, paint, iPad drawing apps.
Mental maths	<ul style="list-style-type: none"> ❖ Thinking time. ❖ Provide visuals and hands-on materials to support thinking, eg whiteboard; number square. ❖ Encourage the use of jotting down to help mental calculation. ❖ Explain answers afterwards, orally and using visuals/in writing. ❖ Allow to pass. ❖ Small group work. ❖ Peer activities.
Telling the time/sequencing of time	<ul style="list-style-type: none"> ❖ Use a clock face where the learner can move the hands. ❖ Specifically relate language to image. ❖ Use digital clocks or iPad clocks. ❖ Sequencing cards. ❖ Telling the time games.
Using printed sheets	<ul style="list-style-type: none"> ❖ Put only a few examples on a sheet. ❖ Large, simple font. ❖ Squared paper for calculations. ❖ Leave adequate space for workings and answer. ❖ Use buff rather than white paper.

