

Support for Learning Newsletter

Boroughmuir High School

November 2021



Dyslexia Awareness Week is an annual event aimed at raising awareness of dyslexia.

It runs from 1st – 7th November.



Keep up to date with events

What is 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.

Definition developed by the British Psychological Society

Assessing, Supporting and Identifying Dyslexia

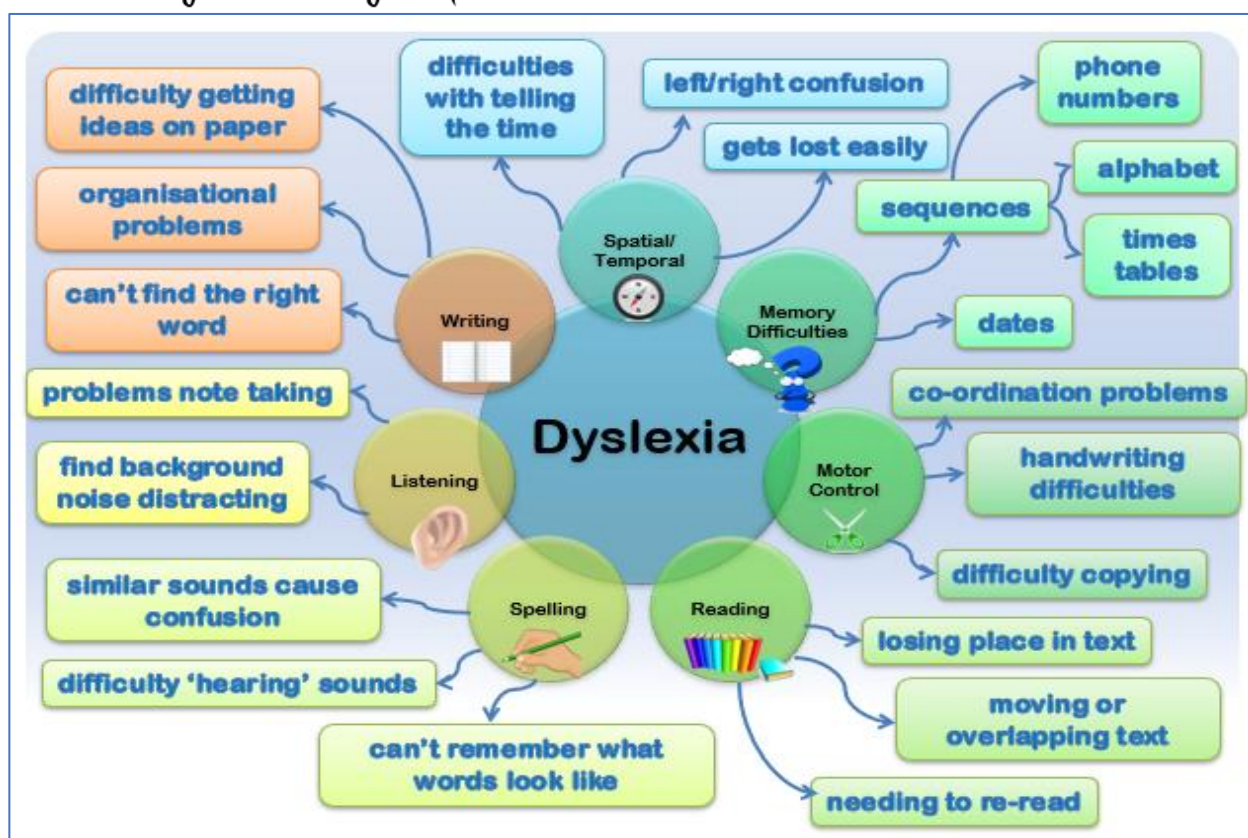
Dyslexia is identified through a collaborative and holistic assessment process which takes place over a period of time. Following an initial concern about a pupil, information is collated from the pupil, parents/carers and teachers. As part of this process, Support for Learning carry out a series of diagnostic literacy assessments to allow an in-depth analysis of the learner's strengths and challenges. The outcome is then communicated to the pupil, parents/carers and teachers. Appropriate strategies/approaches are documented in the Support Directory and communicated to staff. Teachers plan, implement and monitor learning and teaching arrangements that make accommodations for the pupil's difficulties, including appropriate assessment arrangements. This approach reflects Scottish legislation and policy. This link gives detail about Dyslexia Identification Pathways.



Dyslexia Scotland



Challenges Facing Dyslexic Learners



Dyslexia Week 2021

Supporting Dyslexic Learners



Seating and Grouping

- Seat the pupil where you can make eye contact and provide support quickly.
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills.

Information, Instructions and Organisation

- Give the pupil thinking time to process information.
- Make instructions short and simple.
- Ask the pupil to repeat instructions so you can check their understanding.
- Display prompts and reminders about what to do, where to find things, useful words.

Memory

- Teach a range of strategies to help pupils to learn spelling rules.
- Revision strategies – mind maps, bullet points, flow charts, highlighting, use of colour and images to help remember information.

Written Work

- Encourage alternatives to writing.
- Check understanding by requesting a non-written response e.g. dictating answer.
- Give plenty of time to complete written work.
- Teach keyboard skills e.g. touch-typing and encourage the use of ICT.
- Provide writing frames, cloze passages, essay skeletons for extended writing.

Reading

- Tinted filters/ overlays or reading markers.
- Use non-white paper and ask for individual preferences for tests.
- Encourage use of books in audio/digital format to support access to texts.
- Teach key vocabulary for new topics - flash cards, word mats, posters/word walls.
- Ensure pupil is comfortable reading aloud.
- Shared/paired reading activities to improve fluency, aid understanding and build confidence.

Board work

- Limit amount of copying from the board by giving copies of notes.



Career Long Professional Learning

Three free Open University online learning modules, which support GTC Scotland Professional Standards, Professional Update and Professional Recognition, have been developed in response to Recommendations 1 and 2 of the 2014 Education Scotland Review: [Making Sense of Dyslexia: Education for Children and Young People with Dyslexia in Scotland](#).



Please get in touch if you would like advice or help supporting your pupils with additional support needs.