

Dyslexia Friendly Support at St Mary of the Angels Catholic Primary School

At St Mary of the Angels, we recognise that Dyslexia is a neurological difference that can have a significant impact on the individual. Each child is unique in their experience of dyslexia as it can present differently for each person with different strengths and areas for support. Dyslexia is a life-long condition that affects primarily literacy and language related skills.

The areas of difficulty that can affect a person with dyslexia are (but not inclusive to):

Phonological Awareness

This refers to the knowledge and awareness of the sounds of a language. The ability to hear and distinguish sounds. This includes; recognising sounds, adding sounds, taking apart sounds and moving sounds around. Phonological awareness helps children to learn how letters and sounds go together to make words. This affects children differently in different languages, as English is phonetically complicated, this has an effect on a child's ability to choose the right sound for the right situation.

Verbal Memory

This refers to memory of words and other abstractions involving language. It refers to how the brain receives auditory stimulus and responds to it. This can affect how a child understands the instructions or an explanation, their ability to know and remember words and how they are used.

Verbal Processing Speed

This refers to the fluency with which the brain receives, understands and responds to information. A slower verbal processing speed can affect a child's ability to recall long lists, follow instructions, sequence words, and structure their work. This has an impact on the time between receiving information and taking action, for example being given an instruction in class and finding it difficult just to get started.

However, Dyslexia can also affect:

- **Coordination**
- **Organisation**

Identification and Support at St Mary of the Angels

If a child is identified by parent or teacher as having literacy difficulties that they feel is a barrier to their learning, a conversation will take place between parent and teacher to best identify the specific needs of the child. The school SENDCo will be brought in on this conversation to support and discuss provision.

It is advised that appropriate support is put in place as soon as a need is identified. A Diagnostic Assessment is not needed in order for SEN Support to be provided. However, dyslexia can only be formally identified through a Diagnostic Assessment. The needs of the individual child takes precedent over waiting for any official diagnosis, the school will support the individual needs of the child to best help them achieve.

	Phonological Awareness	Verbal Memory	Verbal Processing	Physical / Coordination	Organisation
Use of visual symbols in the class (to do lists, success criteria, timetable, choice boards)		✓	✓		✓
Wellcomm Programme		✓	✓		
Phonics Interventions	✓	✓	✓		
Additional 1:1 reading sessions	✓	✓	✓		
Fine Motor Activities				✓	
Different writing tools and grips (triangular pencils, chunky pencils, additional grips)			✓	✓	
Sensory Circuits		✓	✓	✓	✓
Gross Motor Activities				✓	
Seating Plan	✓	✓	✓		✓
Additional Time in tasks/tests		✓	✓		✓
Adult reader in maths tasks/tests		✓	✓		
Coloured Paper	✓	✓	✓		
Coloured Overlays	✓	✓	✓		
Dyslexia friendly font (individual)	✓	✓	✓		✓
Opportunities for Overlearning	✓	✓	✓		✓
Individual Visual Prompts on desk (phonics mats, checklists)	✓	✓	✓		✓
Toe by Toe / Word Wasp	✓	✓	✓		
Reading Recovery	✓	✓	✓		✓
Nessy Programme	✓	✓	✓		
IDL	✓	✓	✓		

Multi-Sensory Activities	✓	✓	✓	✓	
Adult Scribe		✓	✓		✓
Working Memory Activities		✓	✓		✓

Useful Websites to refer to:

British Dyslexia Association: <https://www.bdadyslexia.org.uk/>

CALL Scotland: <https://www.callscotland.org.uk/downloads/posters-and-leaflets/>

Dyslexia Training (Microsoft & Made by Dyslexia): <https://learn.microsoft.com/en-us/training/paths/dyslexia-training/>

Addressing Dyslexia: <https://addressingdyslexia.org/>

The Dyslexia SPLD Trust: <https://framework.thedyslexia-spldtrust.org.uk/>

Resources linked to “Teaching Literacy to Learners with Dyslexia:
<https://study.sagepub.com/kellyandphillips3e>