

These are the slides from a talk delivered by Frank Murphy, Senior Educational Psychologist, at the Parent Partnership Service Road Show on 1st December 2010 on Dyslexia. For further information please contact Bob Wilson, Parent Partnership Service Coordinator on 01223 699211 or email robert.wilson@cambridgeshire.gov.uk



Overview of Dyslexia: Strategies to support

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Rose Report 2009

- ◆ Rose, J. (2009)
- ◆ *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. Nottingham: DCSF (now DfE)

Rose Report 2009

- ◆ *Dyslexia is a **learning difficulty** that primarily affects the skills involved in accurate and fluent word **reading** and **spelling**.*
- ◆ *Characteristic features of dyslexia are difficulties in **phonological** awareness, verbal memory and verbal processing speed.*
- ◆ *Dyslexia occurs **across the range** of intellectual abilities.*
- ◆ *It is best thought of as a continuum, not a distinct category, and **there are no clear cut-off points**.*

Rose Report 2009

- ◆ *Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, **but these are not, by themselves, markers of dyslexia.***
- ◆ *A good indication of the severity and persistence of dyslexic difficulties can be gained by examining **how the individual responds or has responded to well founded intervention.***

Rose Report 2009

- ◆ *Schools need to be responsive to dyslexic difficulties in order to reduce the barriers to learning and to raise the achievement of this group of young people.*
- ◆ *Inclusion Development Plan (IDP)*

Rose Report 2009

- ◆ *Dyslexia may co-exist with other barriers to learning, including, but not limited to, those outlined in the definition above. The presence of other, perhaps more obvious, difficulties or circumstances should not preclude dyslexia being considered and addressed. This is particularly relevant for pupils presenting with behavioural, emotional & social difficulties; children and young people 'looked after' in public care, Travellers and those who have changed school frequently; and pupils with language delay, hearing impairment, physical disabilities, Down Syndrome or working at P levels.*
- ◆ *The definition makes it clear that dyslexia may occur across a range of intellectual abilities. Dyslexic pupils with wider learning difficulties may be at a particular disadvantage*

Support at school

- ◆ Clear picture of where child's literacy levels are currently, how they are progressing & what is happening in terms of support
- ◆ Strengths & weaknesses profile
- ◆ Graduated response e.g.

Support at school

- ◆ **WAVE 1** Interventions relate to generic, differentiated, quality-first teaching (QFT) experiences.
- ◆ **WAVE 2** Relates to more focused activities, often using a small-group methodology.
- ◆ **WAVE 3** Often involves the SEN Code of Practice at either *School Action* or *School Action Plus*. Targets should be represented through an Individual Educational Plan (IEP) and may have developed with the assistance of outside professionals.

Support at home

- ◆ Don't blame – the problem is the problem
- ◆ Don't project – its not about you, but child will pick up your anxiety
- ◆ Add or supplement what is happening in school – try home & school programmes
- ◆ Establish phonic security – so child knows all sounds (use rewards)

Support at home

- ◆ Try to help with memory work with ‘silly’ words that can’t be sounded out
- ◆ Pitch shared reading at level just below ability level – to encourage success, mastery & fluency. Use two books if needed
- ◆ Practice writing – in incidental ways – drawings on fridge etc

Support at home

- ◆ Look at ICT programmes / software
- ◆ Go for frequency & consistency – short and often bursts of literacy work, such as breaking down words they don't know & then putting them back together so they can recognise them
- ◆ For example; c-a-t = cat

Support at home

- ◆ Celebrate success!