

SEND Newsletter



This half-term's focus is... Dyslexia!



Useful Websites for further Reading

- [Signs of Dyslexia in primary-age children](#)
- [How to create a Dyslexia Friendly Classroom](#)
- [Dyslexia friendly teaching including HQT & intervention](#)

Suggested Watching

- [See Dyslexia Differently](#)
- [Life with Dyslexia: Sophie's Story](#)
- [What is Dyslexia?](#)

What do you need to know?

The Helen Arkell Dyslexia Centre estimates that 10 per cent of children are noticeably dyslexic, with about 4 per cent being severely dyslexic. Definition (Rose 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.

There is no benefit from seeking diagnosis of Dyslexia. We can support appropriately based on knowledge of each individual pupils strengths and barriers to learning. Access arrangements for exams are also based on presentation of need NOT diagnosis.

How to support...

- 1) Font: right font, right size, right space, right colour
 - 2) Background: pastel is better than white
 - 3) Memory aids e.g. visuals/task lists
 - 4) Technology: Microsoft Accessibility has loads of free features to explore e.g. text-to-speech/speech-to-text
 - 5) The usual: brain breaks, chunking information/instructions, clear line of sight to teacher
- Bonus Tip: don't call on them to read to the whole class. Create other opportunities for reading with adults or trusted peers.

