

# Best Practice for Ensuring Dyslexic Learners are not left behind

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# The Impact of Dyslexia on Studying English

## Quick quiz

- 1) When is it thought that humans first used spoken language?
- 2) When is there evidence of the first written language?

- 1) 50,000 to 200,000 years ago
- 2) 4000 years ago – writing is still in its infancy – our brains are still adapting

# The Impact of Dyslexia on Studying English

- Great Britain is one of the most invaded parts of the world!
- It is one of the least orthographically transparent written languages in the world...  
world / wyrld / wurld / wirld / whirled!

<b>English!</b>
Renaissance
Black Death / Vowel Shift
Norman French
Viking
Saxon / Angle
Roman Invasion Latin
Old English / Celtic / Welsh



This has created a veritable fruit salad of a language!

There are parts that some learners will painstakingly avoid or may never be exposed to!

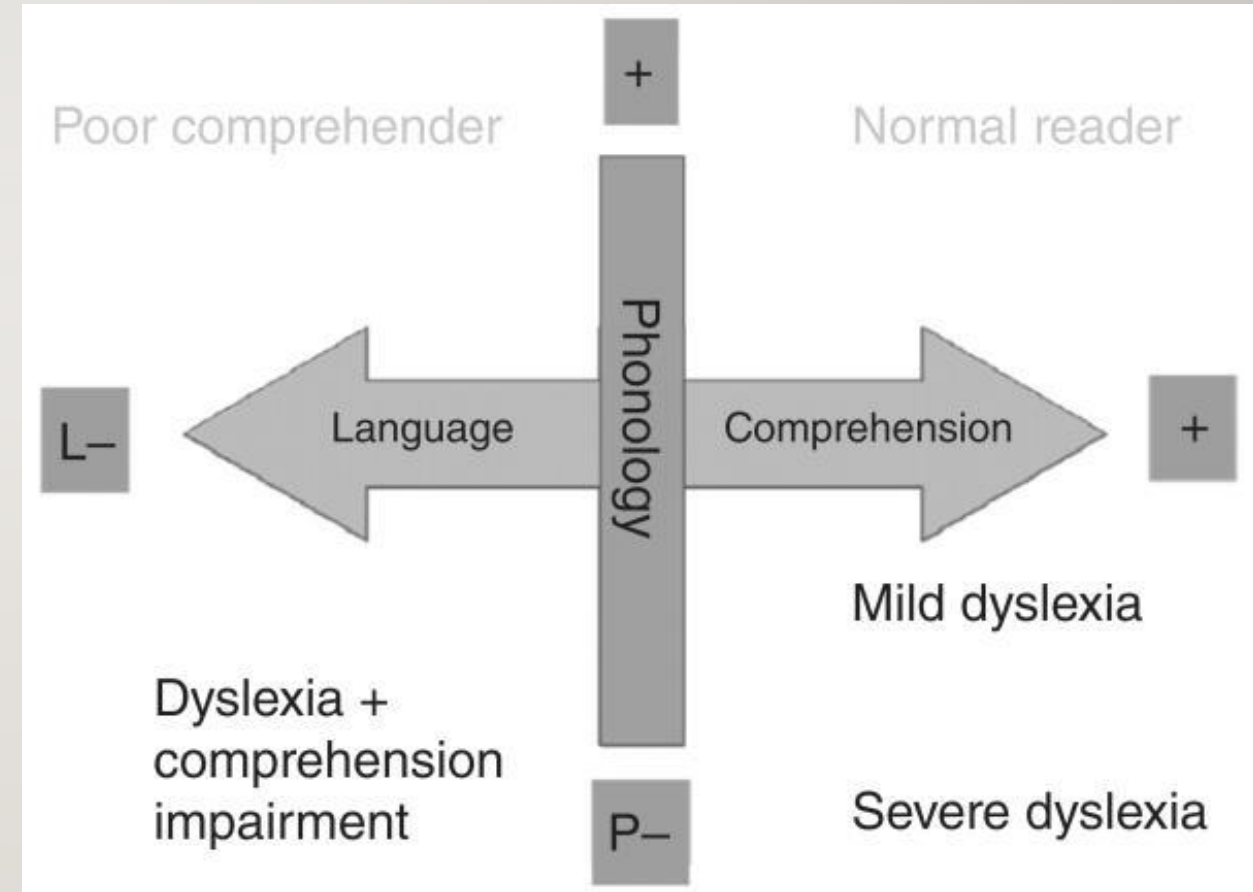


# The Impact of Dyslexia on Studying English

Imagine a student in your class or school who struggles with English.

Think of the expectations placed upon them in a Year 6 English SAT or in GCSE English Language or Literature.

Imagine now the stress they will place themselves under to meet your expectations!





# Identification and Assessment

There is no single agreed pathway for assessment of dyslexia/literacy difficulties - start with what you have



# Identification and Assessment

Tools we use at Forest Hall	Why
STAR Reading Assessment in KS3 – completed annually	+ Universal screener – can help to pick up those who “slip the net” or move into the area - Not all take it seriously! Some guess and do well!
Ongoing Teacher Assessment	Spot difficulties in specific areas Raise concerns that can be addressed quickly
<b>Exam Access Arrangements</b> – Lucid Exact, YARC (York Assessment of Reading and Comprehension), DASH (Detailed Assessment of Speed of Handwriting)	Creates information for Exam support both at GCSE and Post-16 Gives further guidance on suitable interventions or in class support

- Is a formal assessment necessary? What will it tell you that you don't already know?
- How can High Quality Teaching within your school bring about change for that learner?



# Tests Suitable for Access Arrangements

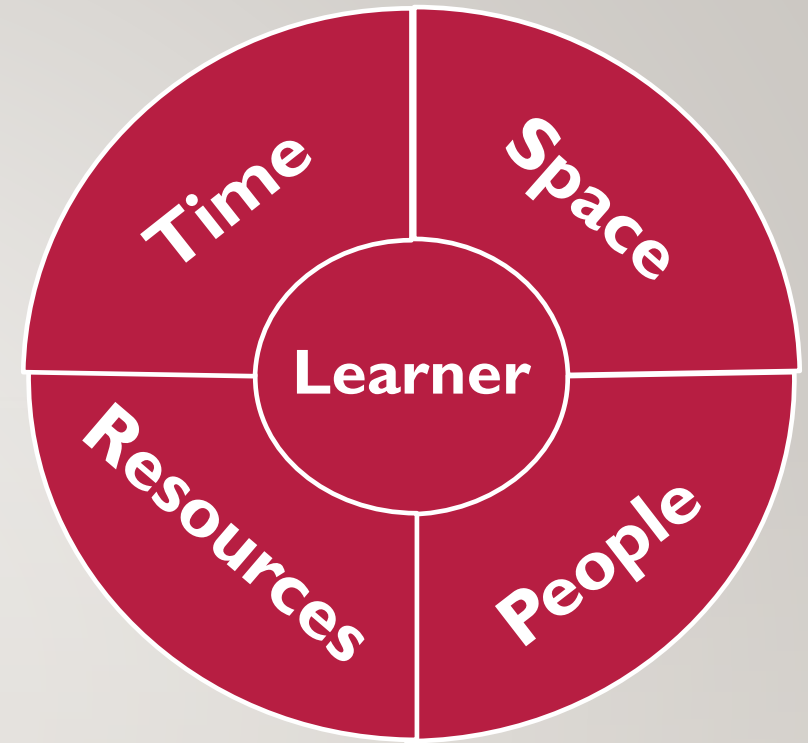
Product	Extra Time	Language Modifier **	Scribe	Background Information
Beery VMI 6th Edition	●			●
CTOPP-2	●			
DASH	●		●	
DASH 17+	●		●	
DAST				●
DST-S				●
GORT-5	●	●		
KBIT-II				●
KTEA-3	●	●	●	
Raven's - Educational		●		●
Raven's 2	●			●
TOMAL-2	●			
TOWRE-2	●			
*WAIS-IV <sup>UK</sup>	●	●		●
WIAT-III <sup>UK</sup> for Teachers	●	●	●	
*WIAT-III <sup>UK</sup>	●	●	●	
*WISC-V <sup>UK</sup>	●	●		●
*WMS-IV <sup>UK</sup>	●			
WRAML-2	●			
WRIT		●		●
WRMT-III	●	●		

An interactive Guide to Access Arrangements and Disabled Students' Allowance – Pearson Clinical



# Support in the Classroom

- High Quality Teaching – there is no dyslexia “silver bullet”
- Pre-teach – explain 3 key words that will occur in that lesson – explore them
- Use prefixes and suffixes to create word links and word webs
- Technology – our world is full of technology and our students are using it more than we are! Ask your students what are they using?

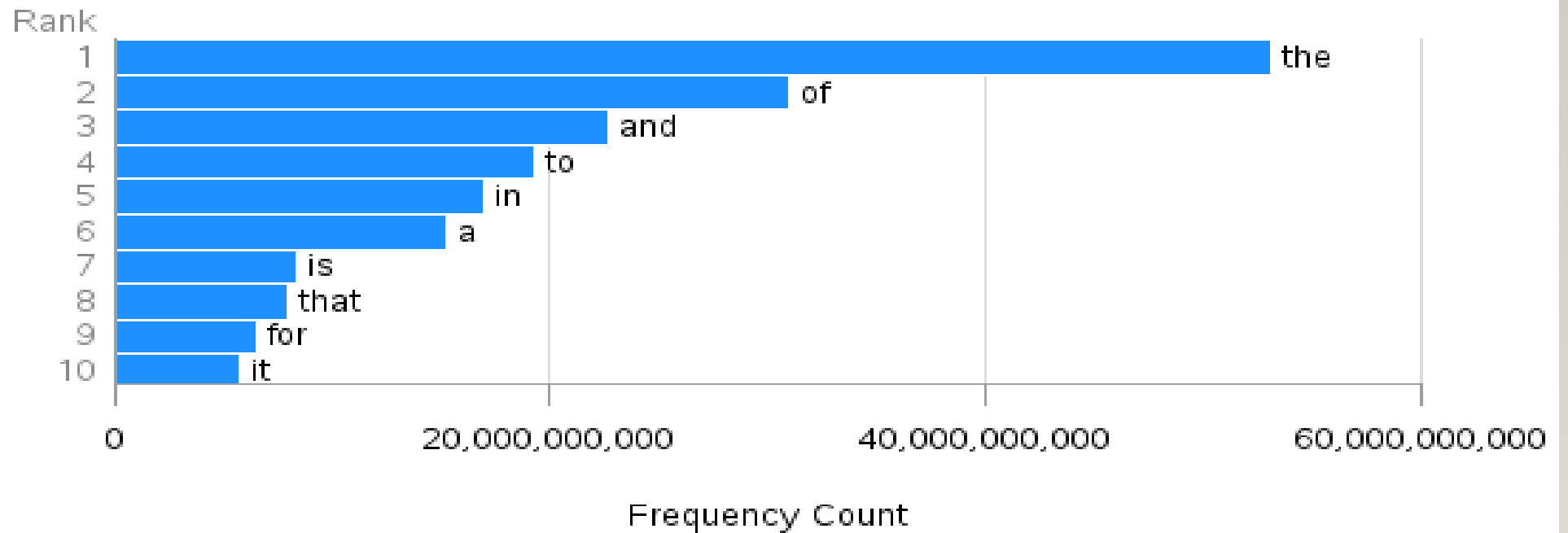


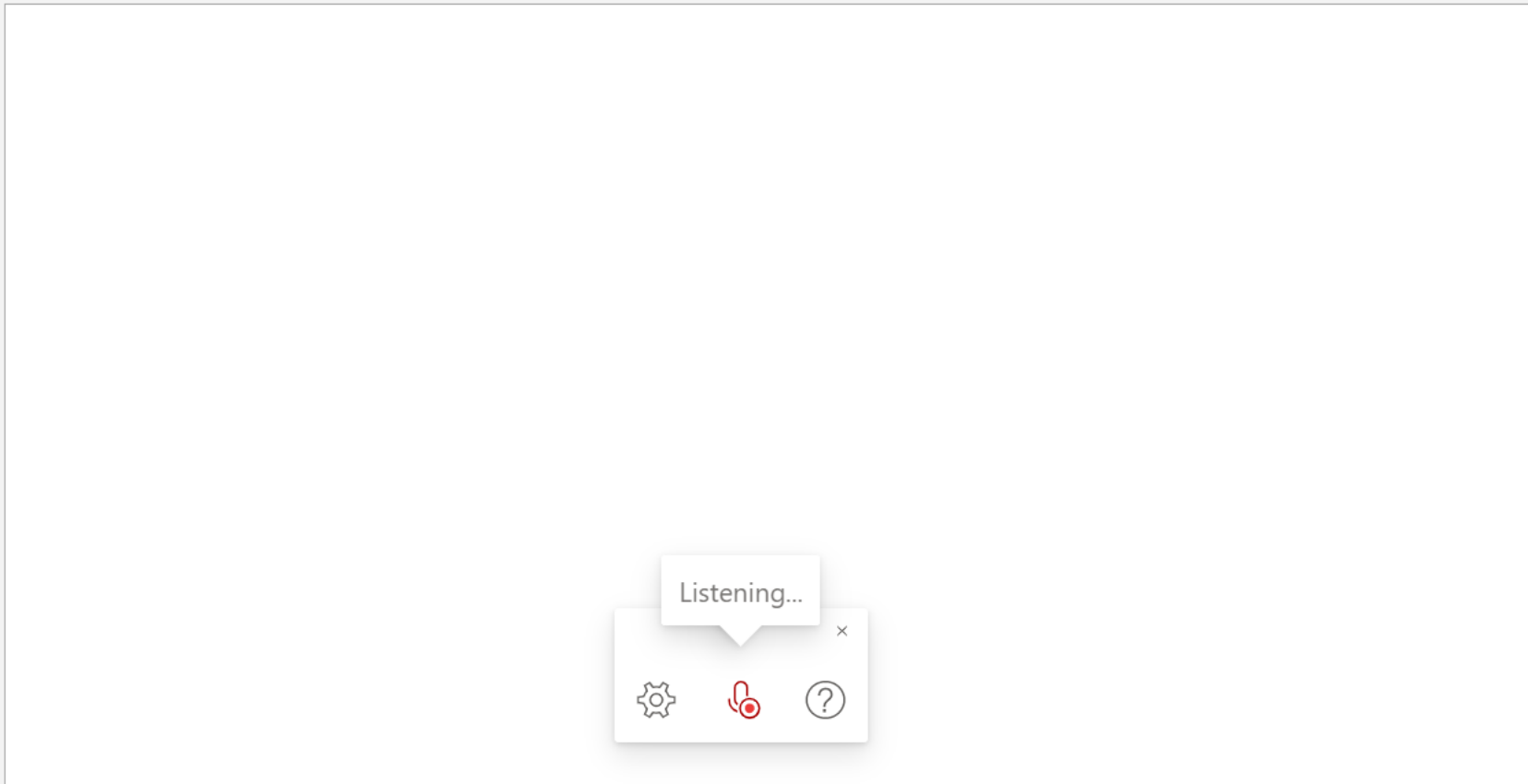
# Support in the Classroom

- The 100 most common words make up about 50 percent of the material we read (Thornber 2014)

## 50 Most Frequent Words in English Writing

Based on Google books data

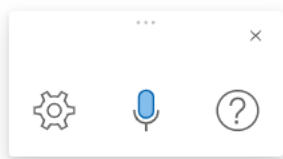
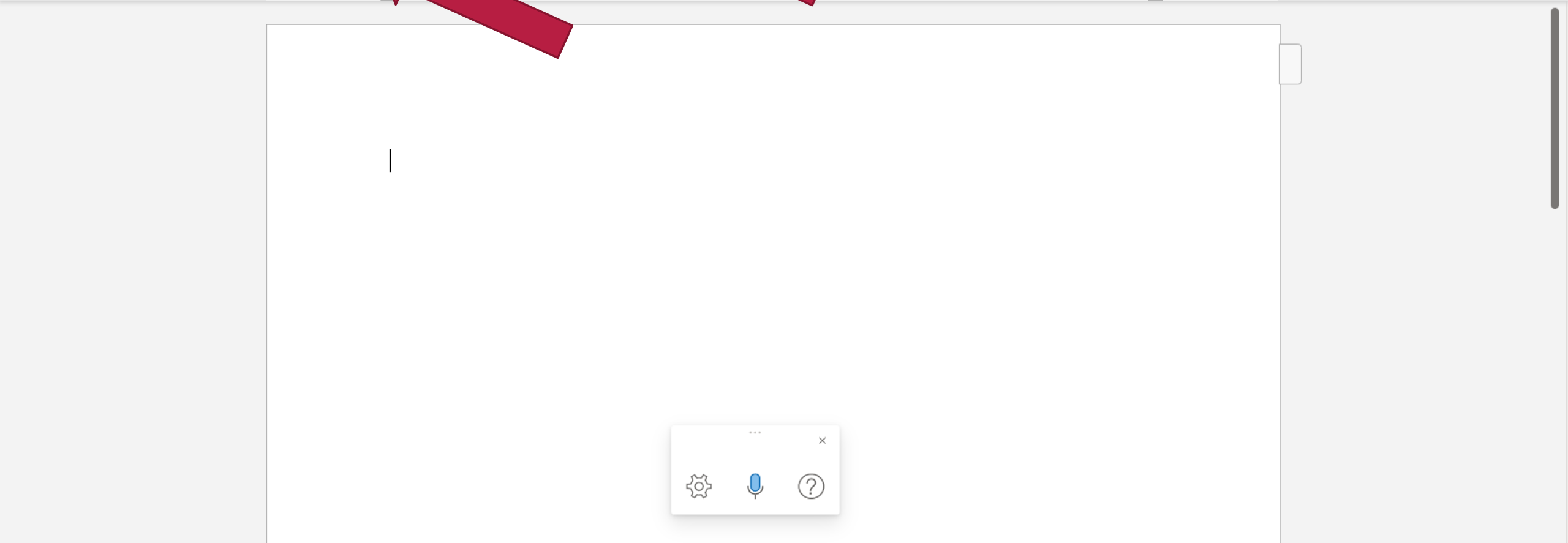




Listening...

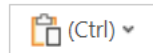
Settings, Stop, Help icons







Visual imagery plays an important role  
in the student's learning process.



Because the individual is processing  
primarily in pictures rather than



# Establishing a Whole-school Dyslexia Friendly Approach

- **Time** – a learner with dyslexia can take up to 7 times longer to memorise
- **Space** – how are your classrooms laid out – are doors open? Where does the light shine from?
- **Resources** - See the attached style guide – ask your teachers to slowly transition visual materials – 1 step at a time
- **People** – give them your best – our 3 most experienced teachers all teach lower ability/SEND groups
  - Please don't give them to a brand new teacher – there is a SEND in all classes!
- Please make it fun! Procedural memory builds much slower than experiential memory – good emotions create good memories





# Some other recommendations...

- SENDCast from Bsquared – an excellent SEND podcast keeping practitioners up to date on developments in SEND practice and legislation
- Your Local Authority Ed Psych Team - they are a wealth of information
- Essex Recommended Assessments for Identifying Pupils' Needs – what bikes do you need?!

