

Holymead Primary School

Guidance on literacy development in relation to dyslexic tendencies

EYFS

In the Foundation stage children will be learning things such as letter formation, routines and vocabulary for the first time. It is natural that many children will encounter some difficulties with these things and invariably they will reverse numerals and letters and confuse words and concepts.

KS1

During Key Stage 1 it is common for children to reverse numbers and write '51' when they mean '15' or read the word "saw" as "was". If children are showing signs that they are not readily picking up on learning phonics we will attempt to support them with interventions.

The Year 1 "phonics check" will help us further identify where pupils show difficulties with phonological awareness and processing and those not meeting the pass mark will receive additional support in preparation for the Year 2 phonics test re-take.

KS2

During Year 3 if children have not moved on in their learning after additional support it may be necessary to consider if they have dyslexic traits. Teachers will convey their concerns, any that have arisen from parents/carers, and the SENCo will begin compiling a cause for concern register. School have dyslexic screeners such as Rapid or Lass, which help teachers identify the probability of dyslexia. The screening tests do not provide a diagnosis, but will identify a number of different strengths and difficulties e.g. phonological processing or working memory.

If it is considered that a child is demonstrating needs that are additional to or different from their peers then an IEP will be compiled by the class teacher in conjunction with the parent/carer, pupil and, if requested the school SENCo. (Please see Code of Practice for further guidance).

Further Information

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. 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.

The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

Most children that display dyslexic traits can manage to access the whole curriculum well, as a result of quality-first, differentiated teaching, coupled with a few additional support

resources in class. Some children who display more complex needs may require additional support and interventions (see graduated approach).

As teachers we do not hold a qualification to be able to diagnose, however we will always aim to support a child with the specific difficulties they have.

Reviewed: November 2022

