

Guidance on literacy development in relation to dyslexic tendencies

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.

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 via small intervention groups.

The Year 1 the "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.

During year 3 if children haven't moved on in their learning after additional support it may be necessary to consider if they have dyslexic traits.

Teachers will convey their concerns and any that have arisen from parents/carers and the SENCo will begin compiling a cause for concern register.

If it is considered that a child is demonstrating needs that are additional to / 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 Practise for further guidance).

It should be noted that:-

Dyslexia is a continuum, meaning that you can be moderately or severely affected. Many dyslexic people also have distinctive "good" and "bad" days, whereby their academic performance varies hugely. 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 dyslexia and we mostly don't feel we need to. We will always aim to support a child with the specific difficulties they have. All pupils are different and many will have more than one learning difficulty e.g dyslexia with dyscalculia; dyslexia with ADHD etc. so what works for one student may not be appropriate for another.