

*Believe and Achieve*



We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons - to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

If you believe, you will receive  
whatever you ask for in prayer.  
Matthew 21:22



# Claypole Church of England Primary School

## Curriculum Newsletter



Dyslexia Friendly Classroom

## Why a dyslexia-friendly classroom is important

According to [studies](#) between 10% and 20% of people in the U.K have dyslexia. That's potentially 13.33 million people in the U.K. alone.

Though each person with dyslexia is unique and the way their dyslexia manifests varies, there are key themes that are common for dyslexic students. These include difficulties with memory, reading, writing, oral communication and processing information. All these difficulties are challenged during a school day, causing stress and potentially anxiety for a dyslexic student.

By creating a dyslexia-friendly classroom, we help reduce the barriers to learning, providing children with dyslexia the opportunity to learn at faster rates and participate effectively with other children in the same classroom.

Creating a dyslexia-friendly classroom doesn't take away from other pupils; in fact, our experience suggests that both dyslexic and non-dyslexic children benefit equally from just a few adjustments.

I've put together a list of ways we create a dyslexia-friendly classroom with explanations on how it helps.

### Use visual aids

By providing children with oral, pictorial and written activities around lessons, we increase children's ability to remember and engage. Children with dyslexia in particular will benefit from this approach.

By combining visual, audio, and written communication skills, you improve memory retention and build connections between the three communication methods they may struggle with when presented in isolation.

### Speak more slowly and in simpler sentences

Listening and processing spoken words at speed is a challenge for dyslexic pupils, particularly if they need to remember what you are telling them.

By slowing down speech and using simpler sentence structures, we can help children understand more and give dyslexic pupils time to process what we are saying.

Best wishes – stay safe,  
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KOINONIA

PEACE

JUSTICE

RESILIENCE

RESPECT

TRUST

CONTENTMENT

### **Use dyslexia-friendly fonts**

When providing resources, we use San Serif fonts like 'Arial' and 'Open Sans' to name a couple of fonts specifically designed to support people with dyslexia such as [Dyslexie](#) and [Open Dyslexic](#).

These fonts are easier to read and help prevent letters mirroring and swapping when read by a dyslexic person.

### **Avoid forcing children to read in front of the whole class**

Reading aloud can be daunting and anxiety-producing for a dyslexic person, particularly when they haven't had time to prepare. Reading aloud well requires linking sounds with words, which can be particularly difficult for dyslexic students.

Instead, we encourage either reading to/with an adult, silent reading or paired reading where there is less pressure and use a voluntary approach to public reading.

### **Provide a clear line of sight for non-verbal communication**

Children with dyslexia will rely more heavily on non-verbal communication and visual clues to understand what they are being taught. Sitting dyslexic children within the teacher's peripheral vision can help so they can pick up on the non-verbal communication.

### **Provide memory clues like alphabet and numbers**

Having an alphabet, numbers, the date or regularly used words in clear view will cut down on the memory work a dyslexic child has to do. Such resources are available in classrooms. By taking away this barrier, a dyslexic pupil is more likely to be able to focus on the lesson content.

### **Schedule natural breaks**

Dyslexic children often have to work twice as hard in a lesson to cope with the challenges they face on top of learning. It can be tiring and even overwhelming. Building in natural breaks to lessons where children can think or interact with the lesson in a creative way helps.

### **Feedback/Mark based on content**

For children with dyslexia losing marks based on their spelling and grammar skills is demoralising and frustrating. Feeding back/marking the content of the work is paramount and their spelling and grammar separately... praising pupils for their comprehension of the topic will help build self-esteem.

### **Avoid rote-learning**

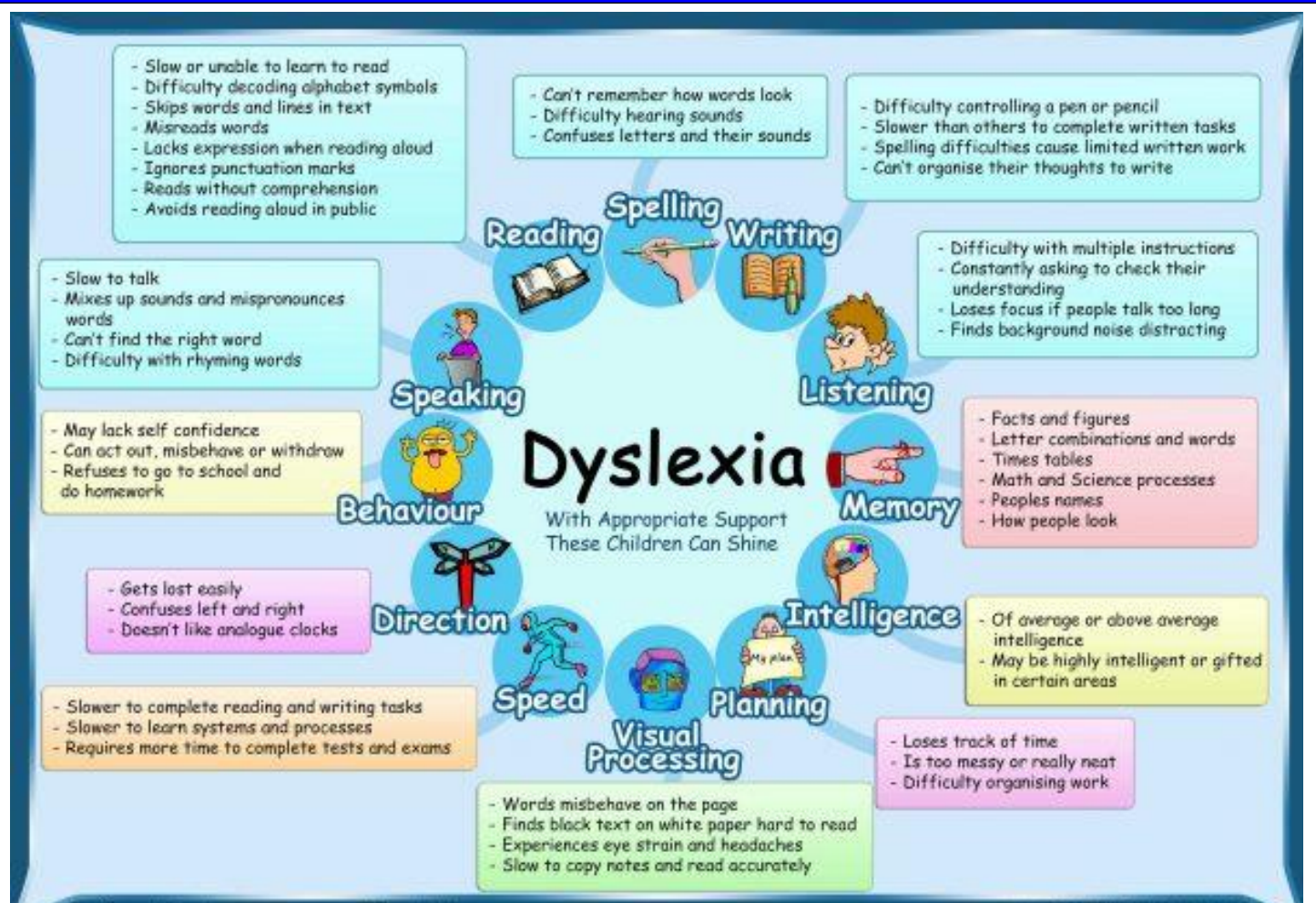
Dyslexic people generally have slower word retrieval and take longer to name well-known objects. Slower retrieval often means they cannot offer speedy contributions in a classroom setting, even if they know the answers. One approach is to focus on story-based activities that improve memory retention and encourage alternative communication methods like visual presentations and discussion.

## **A Dyslexia Friendly Environment**

<b>School and classroom features</b>	<b>Examples</b>
Classrooms are spacious, well-lit and the layout is conducive to learning.	<ul style="list-style-type: none"><li>• Everyone can easily view the interactive screen.</li><li>• Everyone has enough room to write comfortably.</li></ul>
Interactive screen is at an appropriate setting.	<ul style="list-style-type: none"><li>• To avoid glare it is best if a pastel background is used in conjunction with a dark-coloured font.</li></ul>

## A Dyslexia Friendly Environment

School and classroom features	Examples
Dyslexic children are seated near the front of the class.	<ul style="list-style-type: none"> <li>• Create the least opportunity for distractions by sitting children near teacher and/or interactive screen.</li> </ul>
Examples of mind maps and/or planning structures are displayed.	<ul style="list-style-type: none"> <li>• Children understand how to use different planning tools to write.</li> </ul>



Our staff appreciate that dyslexic children learn in different ways and that this can be beneficial to all.

- Staff work quickly to identify the individual learning needs of children and address them with tailored programmes of learning support;
- Additional assessments aid staff in identifying needs and areas of support;
- They continually monitor, review and improve their systems of identification and support;
- Educational Psychologist Team offer advice, support, guidance and training to school;
- The entire school community is involved with raising the awareness of specific learning difficulties including dyslexia and developing the specialist skills necessary for inclusion of children experiencing these difficulties.

Simply put, a dyslexia friendly school promotes good practice for teaching and learning.

# What else do we do to support children with dyslexia?

It is important for all children to be able to access the curriculum; some children need a little more support in order to access it...

- Use audiobooks and videos in lesson plans;
- Use text-to-speech software installed on individual iPads;
- Provide a laptop or iPad for text-to-speech dictation and/or typing up work;
- Use iPad to scan/read text to the child (for example worksheets, reading books...);
- Allow extra time on tasks/assessments;
- Posting visual schedules and read them aloud;
- Offering coloured bookmarks so children can focus on a line of text;
- Provide letter and number guides so children know how to write correctly;
- Essential reading time with an adult;
- GL Assessment Screening software (for dyslexia & dyscalculia);
- Toe-by-Toe lessons;
- Precision Teaching (based on the specific needs of the child/ren);
- Intervention;
- Tracking system to help determine progress;
- Programmes such as 'Catch-Up Literacy' and 'LBQ' [Learning By Question];
- Colour semantics & Rainbow Grammar;
- Lincolnshire Specialist Team support where applicable.

Wave 1: Quality First Teaching →	Wave 2: Additional Interventions →	Wave 3: Specialist Interventions
Internal referral to move through from Wave 1 to Wave 2 (through professional dialogue with class teacher, teaching assistant & SEND Leader)		EHCP application – moving from Wave 2 to Wave 3
<b>Classroom practise:</b> <ul style="list-style-type: none"> <li>• Scaffolding;</li> <li>• Support in class;</li> <li>• Revision of prior learning.</li> </ul>	<b>Targeted Interventions:</b> <ul style="list-style-type: none"> <li>• Individual and/or group interventions in identified need(s) - following a diagnostic of the results from assessments;</li> <li>• Intervention programmes (i.e. toe-by-toe);</li> <li>• Additional early screening assessment (internal in the first instance to identify traits of dyslexia and/or dyscalculia).</li> </ul>	<b>Individual Approach to Learning:</b> <ul style="list-style-type: none"> <li>• EHCP-set targets;</li> <li>• Personalised curriculum;</li> <li>• Milestone targets (mapping &amp; assessing personal progress).</li> </ul>
<b>Progress monitored:</b> <ul style="list-style-type: none"> <li>• Summative (on-going assessments);</li> <li>• Formative assessment (termly assessments);</li> <li>• Book-look &amp; pupil interviews;</li> <li>• Observations.</li> </ul>	<b>Progress monitored:</b> <ul style="list-style-type: none"> <li>• Reviewing progress made against interventions (4-6 week block);</li> <li>• Summative (on-going assessments);</li> <li>• Formative assessment (termly assessments);</li> <li>• Book-look &amp; pupil interviews;</li> <li>• Observations.</li> </ul>	<b>Progress monitored:</b> <ul style="list-style-type: none"> <li>• Summative (on-going assessments);</li> <li>• Formative assessment (termly assessments);</li> <li>• Book-look &amp; pupil interviews;</li> <li>• Observations.</li> </ul>
	<b>Potential Additional Requirements:</b> <ul style="list-style-type: none"> <li>• Termly review meeting with parents/carers;</li> <li>• SEND Lead report;</li> <li>• An at a glance 'All About Me' poster (outlining key information, what helps, needs...) for any adult working with the child.</li> </ul>	<b>Potential Additional Requirements:</b> <ul style="list-style-type: none"> <li>• Involvement with outside agencies;</li> <li>• Termly review meeting with parents/carers;</li> <li>• EHCP review(s);</li> <li>• An at a glance 'All About Me' poster (outlining key information, what helps, needs...) for any adult working with the child.</li> </ul>

