

Normanton-on-Soar Primary School



**Dyslexia Friendly Schools
Quality Mark**

What is Dyslexia? Just a few thoughts!

Many children and adults are affected by dyslexia, it is not a disease, it is simply a different way of thinking and learning. It affects at least 1 in 10 people, although realistically this is more like 4 in 10.

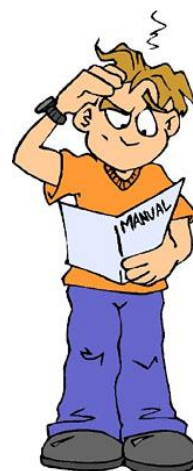
Dyslexia is a processing problem with language. This can affect different kinds of language such as reading, writing, maths, music, speech etc.

Dyslexics don't usually process information in the same way as other people. They just need longer to access and remember information.

Dyslexia can affect people in various ways because the processing problem can be in different functions of the brain. This does mean that dyslexia is not the same from person to person and needs to be treated as such.

One common area of difference is usually memory. Dyslexics may have an excellent memory for some things, but are poor at those areas of memory dealing with language.

Dyslexics find positional language, following directions difficult, allow extra time but don't ask them to write the instructions down!

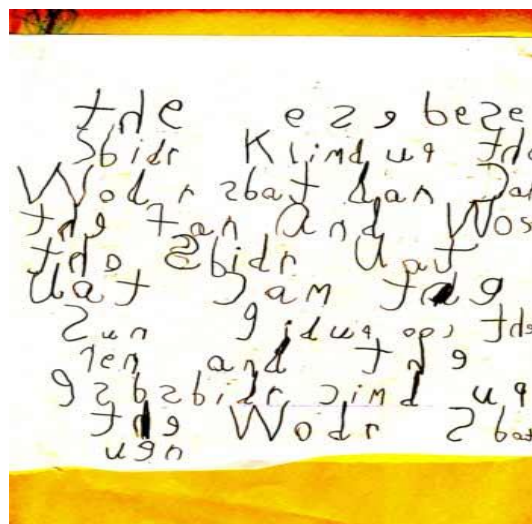


Dyslexics find telling the time particularly tricky, also trying their laces, left and right is very confusing!

There are so many different facets to dyslexia, what is challenging for one child may not be for another. We need to remember this when we are looking at ways to support a child's progression and learning.

Dyslexia Myths

"My child reverses b and d they must be dyslexic!" Not completely true, although reversal is one of the signs we would watch for this has to be significant, consistent and not in isolation.



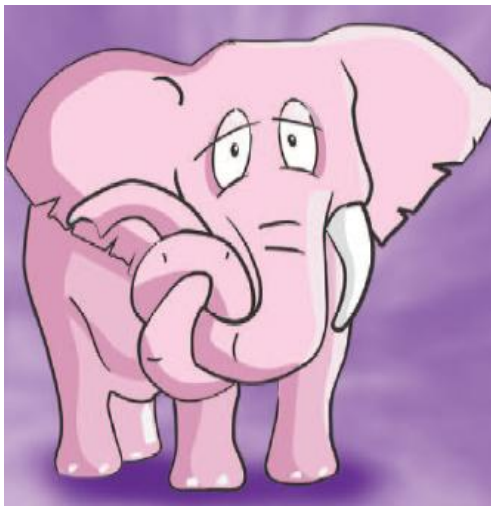
"They can't read, it's a battle everytime we read a book". Again, this is a sign of dyslexia but so many other factors need to be considered, the age of the child and appropriateness of the book if your child is 5 perhaps they will not be reading Roald Dahl! We would look at the history of reading with a child, the strategies they use, phonics, decoding, and key words on sight. Also their behaviour why do they not want to read? Too often we make decision ourselves without asking the child.

HELLO

ON THE

"They can't write simple words, no matter how many times we show them".

This could relate to the age of the child, other learning differences and not just dyslexia. Look for patterns, why is this, in school we would try strategies to support the child with their spelling. Many dyslexic children need to learn syllables in a word to help them remember, this differs from traditional phonetic based approaches, but learning in school is tailored around the child. Just because they can't spell does not mean they are dyslexic, age, history, must all be recognised and a profile of the child created over a period of time.

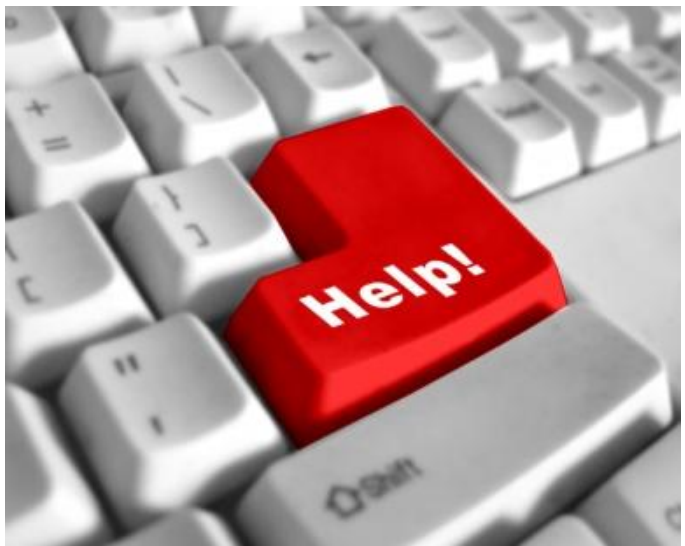


"They can't remember anything, even the simplest of instructions".

Who can! We all have days where we can't remember things! By itself, this does not mean a child is dyslexic. We would need to look at whether this was consistent and frequent, and with other factors that may be a sign of dyslexia.

How can we help?

Recognising signs early and supporting the child, there is nothing wrong with them they are just frustrated because they can't access or recall information the same as their friends. Don't treat them as though they are stupid, they are not.



Be patient, just because your child is not fluent in their reading or spellings doesn't mean they can't read or spell and they won't be able to read or spell, they can and with the right strategies and support they succeed.

Talk to your class teacher, we want to know about your child especially what they are like at home. We only spend a small portion of time with them at school, what we see is very different to what you do!



Let us know if dyslexia runs in the family, it is nothing to be ashamed of it just means your child is more likely to have dyslexia than a child whose family has no history.

Work in partnership with the school. We can support your child in so many different ways and help them overcome their individual challenges, your support at home is invaluable and provides consistency for their learning.

How do we support children with dyslexia at school?

All children are monitored and observed as they progress through school. Any child who is not progressing as we might expect, automatically we would start to compile a profile of them. This typically includes examples of work, observations, picture evidence, discussions with parents, class teachers and teaching assistants etc.

We will always talk to you and your child. Involving you and your child in decisions that affect learning are critical to achieving and sharing success.



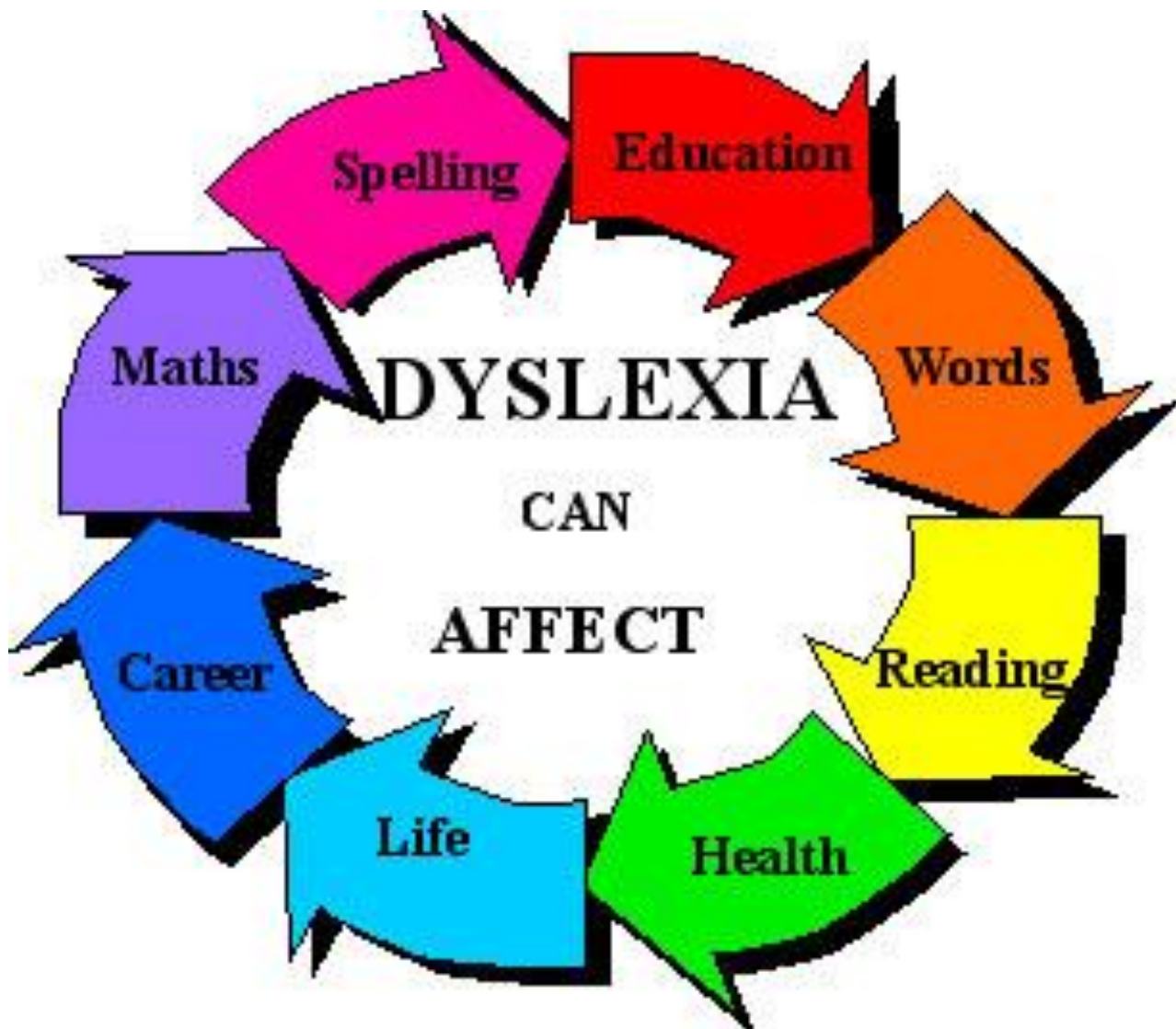
We may devise an individual programme of support for your child, often referred to as an IEP (individual education plan). This usually includes specific details of the level of support a child receives at home and in school. This may be one-to-one support for your child in some sessions, or a daily regime of ICT based literacy or numeracy based activities.

In school we have a highly skilled and experienced staff who plan activities to support all children, including those with dyslexic tendencies, all children access a range of activities personalised to support them.

The support your child receives is based on their level of need, and **all** children at some stage require support. This does not mean that they will miss any opportunities in class or indeed be taken from a whole class activity to work with an adult.

For all our children we deliver a curriculum that enriches, is exciting and enjoyable and supports their learning, whilst being personal for them.....this is inclusive and this is our school.





BUT ONLY IF YOU
LET IT!!!