Creating a SpLD / Dyslexia Friendly Environment

Writing

- Many 'writing frames' offer structure to pupils when writing. They can also help reduce the pressure of seeing a blank page.
- You can use Information Technology to support many aspects of learning, . (*See our Technology pamphlet for more information*).
- Recording Devices: Using a 'Dictaphone' or digital recorder can support pupils with short-term memory problems.
- Use different forms of recording e.g. comic strip, tapes, oral presentations, powerpoint.

Comprehension

- Mind Maps © developed by Tony Buzan (1993). These are used to help learners plan, organize and remember information. The pupil starts with the main idea and then comes up with other ideas.
- Programs such as 'Popplet' can be downloaded to create a mind map.
- Have a class discussion of the topic before individual work.

Contact

Educational Psychology Service
ALN and I Integrated Service
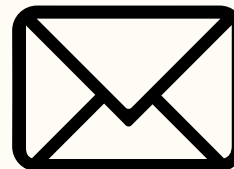**Pencadlys Cyngor Gwynedd**
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Specific Learning Difficulty (SpLD) / Dyslexia

Information for Parents, Staff and Professionals

What are specific difficulties with literacy / Dyslexia?

The term dyslexia is well known and widely used in education and society, although it has been argued that the term dyslexia is not well understood when considering the term's widespread use (Lauchlan & Boyle, 2007).

The Gwynedd and Anglesey Educational Psychology Service endorses the following definition:

> **Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides a foundation to a step-by-step learning process and assessment through learning**

- British Psychology Society (BPS), 1999

This definition is:
- based on research evidence
- focused on the difficulties observed, and that can be observed
- based on research evidence which notes that there is no need for any test or test profile to identify dyslexia, and that no test or test profile is sufficient to identify it
- based on research evidence that confirms the view that dyslexia can affect children and young people of all abilities
- not dependant on identifying the difference between the ability of a child/young person in one field and their ability in another field.

How will learners with SpLD / Dyslexia be identified and monitored?

How will learners with SpLD / Dyslexia be identified and monitored?
There is no single test that is adequate for the diagnosis of SpLD / Dyslexia.
Following a period of learning, some children may show difficulties in learning to read, write and / or spell. It is important that any concern is identified as soon as possible by the school so that they can put in place early intervention.
When a child or young person is not making the expected progress in their literacy skills, teachers are best placed to complete an accurate assessment in school that can be used to inform appropriate intervention to overcome these difficulties.
Where literacy difficulties are identified, consideration should be given to the learning experiences that the pupil has had in order to develop these skills.

What support is there for the learners?

Intervention begins with good quality teaching and adequate and appropriate classroom practice, and working with parents / carers or guardian to reinforce these skills. The content of any intervention will depend on the areas of literacy concern and the associated prerequisite skills. It is important to work on developing these skills over time monitoring the quality and appropriateness of the intervention as well as the pupil's progress.

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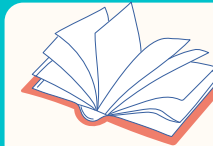
Reading

- Small pieces of text with clearly defined spaces.
- Use bullet points and lists rather than continuous prose.
- Check the readability of the text. If the pupil can read around 90% of the text, then they will be able to decode enough information to try out the difficult words.
- Worksheets are typed rather than handwritten. Example of suitable fonts: Sans Comic size 12 or 14.
- A cardboard frame can be created that exposes only one or two words at a time.
- Colored paper can help some pupils read and write.

Spelling

- 'Build and spread a word' (learn how to break a word down into individual sounds). 'Word attack skills'.
- Multi-sensory connections.
- Use spelling cards for all new sounds / letters.
- Use detailed learning practices such as 'Simultaneous Oral Spelling' or 'Look, Cover, Write, Check'.
- Mnemonics; They can be used to help spell the word. If the picture contains the word, it's even better.
- Create a personal dictionary.
- Word bank and spelling mat.

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