



# English: How we support your child in school

## School's Ethos

At Manor Park First School, we make reasonable adjustments to support children with dyslexic characteristics. These adjustments support all learners. We believe our job is to support your child to develop appropriate strategies that they can build on to manage their needs independently.

## What is dyslexia?

People with dyslexia may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also affect other areas such as organisational skills. It is important to remember that there are positives to thinking differently.

- *Dyslexia is primarily a set of processing difficulties that affect the acquisition of reading and spelling.*
- *In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.*
- *Across languages and age groups, difficulties in reading and spelling fluency are a key marker of dyslexia.*
- *Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity.*
- *Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language.*

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A full definition can be found [here](#).

## Communication between home and school

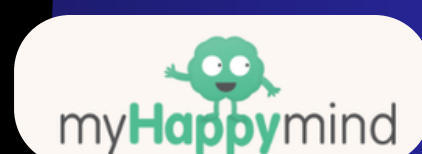
- Communication between parents and school is key for any child to achieve their best and this is especially important for children with special educational needs.
- We operate an open door policy so teaching staff are able to keep you updated on your child's progress in an informal way.
- Your child's class teacher is the first person to speak to if you have concerns as they know your child best (SEND COP, 6.36).
- It is also possible to meet with the school SENDCo to discuss any concerns you may have. The SENDCo can be contacted via the school office. Alternatively, you can arrange a meeting with the SENDCo and your child's class teacher after school.

## Will my child be on the school's SEND Register?

- We monitor the needs and progress of children with dyslexic traits. They may need to be added to the school's SEND register, but not necessarily.
- We follow a graduated approach in determining the additional provision needed, and monitor on an assess, plan, do, review approach (SEND COP, 6.44).
- This step will be made in consultation with the family.

## I believe my child might have dyslexia, but they don't have a diagnosis. Does this matter?

- We always aim to meet the need of the child, whether or not there is a diagnosis in place.
- At this stage in education, it is very early to make a diagnosis and further exploration may be more appropriate as they get older.





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## Approach to learning

- Learners know their individual learning outcomes.
- There is opportunity to practise new skills learned in intervention sessions in class.
- The classroom has a positive ethos; mistakes are good because we learn from them.
- Learners' strengths are celebrated whether academic or non-academic.
- Input takes into account multisensory learning: visual, auditory and kinaesthetic.
- Teaching uses diagrams, concrete objects, illustrations, videos or photographs to support input.
- Thinking time is given following a question.

## Supporting writing

- Alternative methods for recording are available: voice to text software, Clicker (or similar word processing package), talking tins.
- Writing tasks are scaffolded: writing frames, vocabulary grids, sentence starters, oral rehearsal (say what you want to write first), post-it notes to jot down ideas and sequence, pictures, objects and photographs to stimulate ideas.
- Extra time is given for learners to complete tasks or the volume is reduced whilst the appropriate level of challenge is maintained.
- Copying from the white board is minimal.
- Colour coding and highlighting is used to support spatial layout of work.
- Adjustments such as wider lined paper, larger squared paper, pencil grips are used.
- Only a small number of spellings are targeted in longer pieces of writing.

## Adapted resources

- highlighters
- word banks
- easy grip pencils and pens
- visual aids for easily confusable sounds/letters/numbers b/d/f/th/v
- organisational checklist
- reading and spelling strategy prompts
- tinted colour writing boards or reading rulers
- post it notes
- alphabet strips – lower and upper case
- number strips
- magnetic letters for phonic and spelling practice
- writing frames for different genre of writing
- playdough for number, letter and spelling practice

## Organisation

- The table tops and walls are uncluttered.
- The interactive white board is clear and uncluttered with no displays on or near it.
- Strategies are in place to ensure learner has right equipment before class input to minimise distraction between input and carrying out learning.

## Developing independence

- Learners are praised for asking for help or seeking clarification.
- Learners' output is judged on quality and content rather than quantity and spelling.
- Learners are grouped with peers who enhance their learning.
- Learners are seated appropriately in a way that allows them to access learning.

## Supporting reading

- Key words and instructions are displayed clearly.
- Colour is used as an identifier: colour coding, highlighting, chunking text.
- Learners with dyslexia/literacy difficulties have the 'right to pass' when pupils read aloud in class.
- Font is clearly distinguishable with a rounded shape, preferably size 14-pt to 18-pt.
- Photocopies are clean and clear
- Text is presented in small chunks, enlarged, simplified.
- There are subheadings, shown in bold.
- Off white or tinted paper is used.
- Where appropriate, texts are given to learners ahead of time for practise purposes.
- Children read aloud to an adult several times per week.

## Supporting weaker memory

- Learners are taught memory strategies to support their learning.
- Key vocabulary is pre-taught using visual strategies, as well as words.
- Instructions are sequential, in short chunks and supported with visual cues.