

## Purpose

The purpose of this document is to outline how Towerbank Primary School identify and support children and young people with literacy difficulties.

This document is informed by the [City of Edinburgh Council guidance on dyslexia](#)

## Aims

- To raise awareness of dyslexia among staff, students, and parents.
- To identify students with literacy difficulties as early as possible and provide appropriate support.
- To offer tailored strategies and interventions that support learners with literacy difficulties.
- To promote a culture of inclusion, where students with learning differences are valued members of the school community.

## Definition of dyslexia

City of Edinburgh Council have adopted the operational definition of dyslexia developed by the British Psychological Society: *'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.'*

A visual representation from the "Addressing Dyslexia Toolkit, developed by The Scottish Government, Dyslexia Scotland and wide range of stakeholders is in **annex 1**<sup>[P1]</sup>

## Identification and Assessment

At Towerbank, we follow the City of Edinburgh Council Dyslexia Identification process. This is a process that takes time, involving observation, assessment, implementation of appropriate learning opportunities, and collaboration between teachers, parents, and specialists.

**Appropriate support and strategies will be put in place for all children who have literacy difficulties – this is not dependent on children having a formal identification of dyslexia.**

The following procedures will be followed for identifying students with these learning difficulties. This information is also set out in the flowchart in : **Annex 2**

## Initial Concerns and Observations

Teachers will observe students' literacy and numeracy skills, identifying early signs of

dyslexia (e.g., difficulties with reading, spelling, and writing)

Parents and carers may also raise concerns about their child's difficulties with language/literacy with their child's class teacher.

## Monitoring and Assessment

Once a potential difficulty is noted, students' progress will be monitored and assessed by their class teacher, as part of the ongoing work within the classroom.

Assessment is an integral part of what teachers do daily. Teachers use a range of observations and formative and summative assessments.

This information is interpreted, and support and strategies are considered and implemented in relation to the relevant tasks, activities and resources that will support the next steps in each pupil's learning.

For some students', no further action is required at this point, and the class teacher will communicate with parent(s)/carer(s). The class teacher will continue to monitor the student's progress.

## Universal ( Previously Pathway One) Support

For some learners, personalised support in the classroom (also known as 'universal' or 'pathway 1' support, see [How is additional support for learning provided?](#)) will be implemented. This may include adaptations, scaffolding or different work and resources planned by the class teacher.

At this point, the class teacher will communicate with parent(s)/carer(s) to let them know what support and strategies have been put in place, and will continue to monitor the learner's progress.

## Targeted (Previously Pathway Two)

If concerns are not alleviated and limited progress has been made at the point of review, further assessment may be required. At this point, class teachers will discuss the student's learning and share samples of work with the Support for Learning (SfL) teacher.

An initial 'Primary Checklist' is created by the class teacher, along with the SfL teacher, to build a profile of individual strengths and support needs. This Checklist covers a range of areas, including memory, motor skills, speech, reading, spelling, literacy, mathematics and personality. A template Primary Checklist is included in Annex 3.

Each child will have a distinctive pattern of strengths and support needs, and at this point, the child's teacher may ask parent(s)/carer(s) to add relevant information to the complete the Primary Checklist too, to explore possible dyslexia indicators not usually seen in school. They may also ask parent(s)/carer(s) to complete a feedback form about their child and any concerns they have, and sometimes to take their child for an eye test.

The SfL teacher may also carry out additional assessments at this point, such as the Single Word Reading Test SWRT, Single Word Spelling Test YARC and a Literacy Profile. All children who score 85 (standardised score) or less in the SWRT are monitored and assessment results recorded and reviewed annually by the SfL team.

The SfL teacher may also use the 'Pupil Voice Toolkit', to engage with the views of the child or young person about issues that affect their learning during lessons, and to discuss

current supports and strategies. Following on from the assessments the SfL teacher will review the findings, along with comments from parent(s)/carer(s), the child, teachers and school records and reports.

The SfL teacher will provide additional advice to the class teacher on relevant tasks, activities and resources that can be used to support the next steps in the student's learning. For some learners, direct support from the SfL teacher outside the classroom may also be suggested, through individual or group work, or co-operative or team teaching with the class teacher (also known as 'targeted' or 'pathway 2' support, see [How is additional support for learning provided?](#)).

At this point, the class teacher and/or the SfL teacher will communicate with parent(s)/carer(s) to let them know the findings from the assessments and what support and strategies have been put in place. The class teacher will continue to monitor the student's progress.

## Intervention (Previously Pathway 3) Support

*If required*, the SfL teacher or class teacher will also request parent(s)/carer(s) permission for Partner Services/ External Agency involvement (also known as 'intervention' or 'Pathway 3' support, see [How is additional support for learning provided?](#)).

## Further Diagnostic Assessments and Formal Identification of Dyslexia Confirmed or Not Confirmed

As part of the process, a 'Summary and Conclusion Framework' document is created with all the relevant information included. For some learners, where little progress has been made, further diagnostic assessments may be required. Where these are carried out, findings will also be included in the 'Summary and Conclusion Framework'. At this point, another SfL teacher reviews the assessment information, and they hold a meeting to review the findings and decide whether a formal identification of dyslexia or dyscalculia is confirmed or not confirmed.

This process can take 5-7 weeks to complete each child's report. The time available for SfL staff is limited. The priority for formally identifying children as dyslexic learners will be the Primary 7 children, to ensure they have an identification before beginning high school.

At this point, your child's teacher and the SfL teacher will invite you to a meeting to discuss what has been set out in the 'Summary and Conclusion Framework' document, whether or not a formal identification has been confirmed, or whether more information or further assessment may be needed, including liaison with other agencies such as Speech and Language Therapy, Educational Psychologist etc. They will also set out what support and strategies have been put in place. The class teacher will continue to monitor the student's progress.

A copy of the 'Summary and Conclusion Framework' document will be shared with the parent(s)/carer(s) and learner, and a written record of meeting with agreed actions will be produced by the SfL teacher. The outcome of whether or not a formal identification of dyslexia has been confirmed will be recorded in the learners file in school.

## How is Additional Support for Learning Provided?

SfL teachers have five main roles in supporting staff, parents and pupils regarding additional

support needs, set out in Annex 4. The City of Edinburgh Council uses a staged intervention approach to SfL to enable learners to reach their full potential:

- **Universal Support (Pathway One) – Needs met within class by the class or subject teacher.** This is personalised support in the classroom, and can be the provision of tools to support independent learning, adjusting teaching to better match pupil need, or through a range of appropriate strategies.
- **Targeted Support (Pathway Two) – Needs met within school with the involvement of Support for Learning staff.** If difficulties persist after Pathway One intervention, class teachers will discuss with parent(s)/carer(s) and refer the student to the SfL team. Support from the SfL team in school can include individual or group work, or team teaching with the class teacher. If further individualised support is required, then a higher level of planning and recording may be required, such as Child's Planning Meeting (CPM), Co-ordinated Support Plan (CSP) and Individualised Educational Programme (IEP) (see Glossary).
- **Intervention Support (Pathway Three) – Needs met within school with the support of partner services and agencies.** As a result of further assessment at Pathway Two, where necessary, further support may be requested from partner agencies or services. Referrals are made by the SfL team, through the GIRFEC ([Getting It Right For Every Child](#)) process, following a Child Planning Meeting (CPM) (see [Glossary](#)).
- **Specialist Support (Pathway Four) – Needs met and managed through placement in a specialist setting.** This is accessed through the Educational Placement Group (EPG) in consultation with the Educational Psychologist, school, parents and, where appropriate, the child.

## Support for Learning Team

Towerbank Primary has a SfL team which includes:

- Head Teacher: Mr Alasdair Friend – Lead for P3 and 4
- Depute Head Teacher: Mrs. K Evans – Lead for Nursery, P1 and P2
- Depute Head Teacher: Ms K Innes – Lead for P5,6 and 7
- Class Teachers
- SfL teachers for Literacy: Mrs. Tocher – P5, 6 and 7 and Mrs. Hughes – P1, 2, 3, and 4

## Training and Professional Development

The school will provide ongoing training for all staff to enhance their understanding of dyslexia and effective strategies for supporting students. This may include:

- Workshops on dyslexia awareness and intervention techniques.
- Collaboration with external specialists, such as educational psychologists or speech and language therapists.

# Parent and Carer Involvement

We recognise that parents and carers play a vital role in the educational journey of students with dyslexia. The school will:

- Maintain open communication with parents and carers, keeping them informed about their child's progress and the support they are receiving.
- Offer guidance and strategies for parents to support their child's learning at home.
- Encourage parental involvement in review meetings and decision-making processes.

If your child receives support from the SfL team, you can book an separate appointment with the appropriate SfL teacher at parent consultation events.

Towerbank also hold termly information sessions for parents and carers who have children with literacy and numeracy difficulties. These provide parents and carers with an overview of approaches and supports used in the classroom and/or in direct support from the SfL team. They also provide a forum for the SfL team to share tips and resources on how to support children at home. Details about these are communicated via the School Newsletter and from the Towerbank Parent Group via the Class Reps.

Useful resources for children and young people and parents and carers are included in Annex 5.

## Transitions: Class to Class, Year to Year, P7-S1

All teachers and support staff working with children who have additional support needs need to be aware of individual child support needs and profile. This also includes supply staff. Records are kept up to date and shared as part of the transition process between teachers each year.

### ***Primary 7 – Secondary School (S1)***

Transition from Primary to Secondary school is a critical time for all children. Transitions to S1 are planned for from the beginning of P6. The priority for formally identifying children as dyslexic learners are Primary 7 children, to ensure they have an identification before beginning Secondary school.

Towerbank SfL teachers liaise with all relevant teachers at receiving Secondary schools, to ensure that information is accurate and shared and ensure that strategies and approaches available in primary school are discussed and supported in secondary school as appropriate.

SfL teachers at Towerbank will also arrange a transition meeting with the parent(s)/carer(s), schools and child. Where a child's dyslexic difficulties are very severe and/or complex it may be necessary to have a number of joint planning meetings, to gather the views of parent(s)/carer(s) and the child.

## Glossary

**Child's Planning Meeting (CPM).** A CPM is where key members of the 'team around the child' are invited to discuss and agree a plan to improve the wellbeing of a child or young person. It offers opportunities for everyone involved to develop increased knowledge and

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understanding of the child or young person, by learning more about their wellbeing. It encourages the child and young person, parents, professionals to develop shared and agreed aims and targets.

**Co-ordinated Support Plan (CSP).** A CSP is a statutory plan used to identify, and ensure provision of, services for children and young people with long-term, complex or multiple additional support needs.

**Individualised Educational Programme (IEP).** An IEP is a written document that outlines the steps to be taken to help a child or young person with additional support needs to achieve specified learning outcomes.

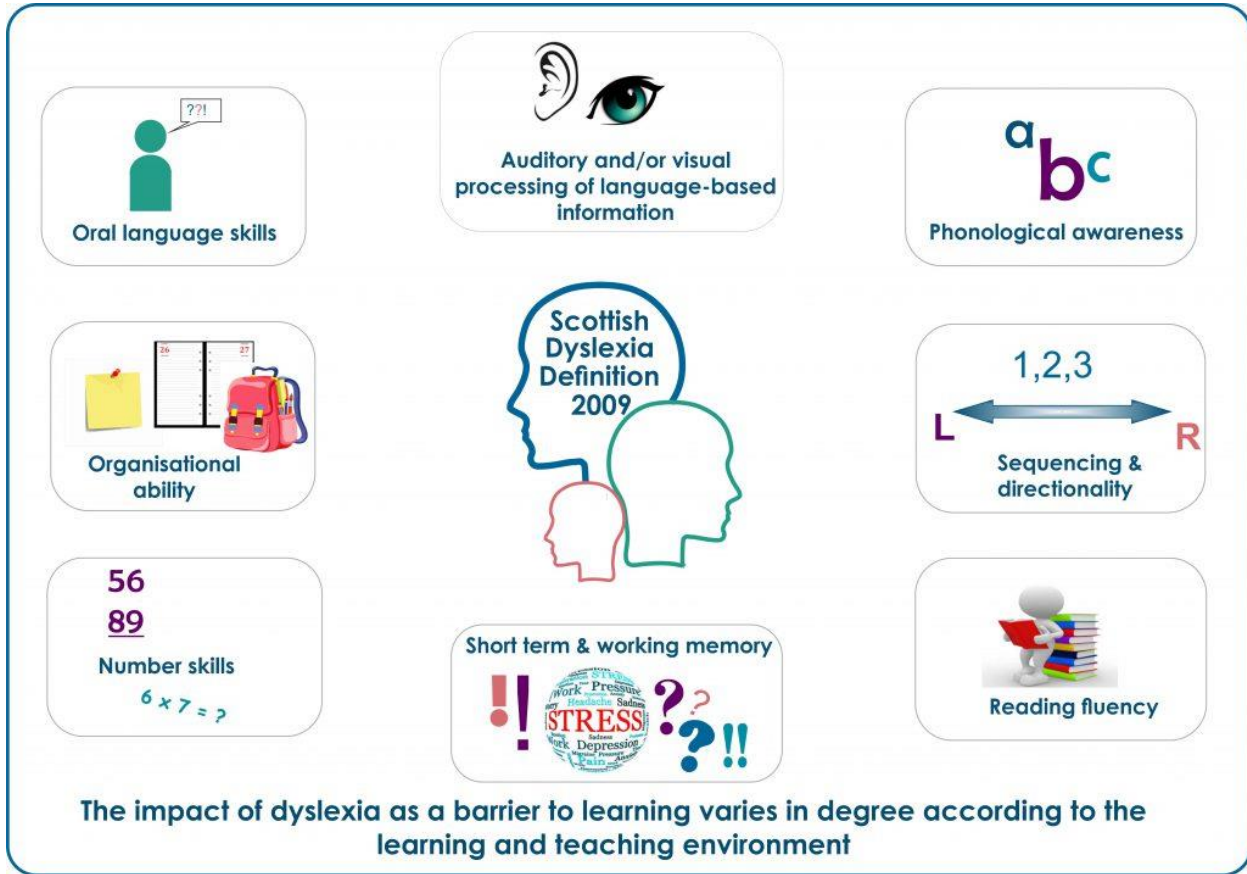
**Primary Checklist.** A Checklist that covers a range of dyslexia indicators, including memory, motor skills, speech, reading, spelling, literacy, mathematics and personality, and is used to build a profile of individual strengths and support needs.

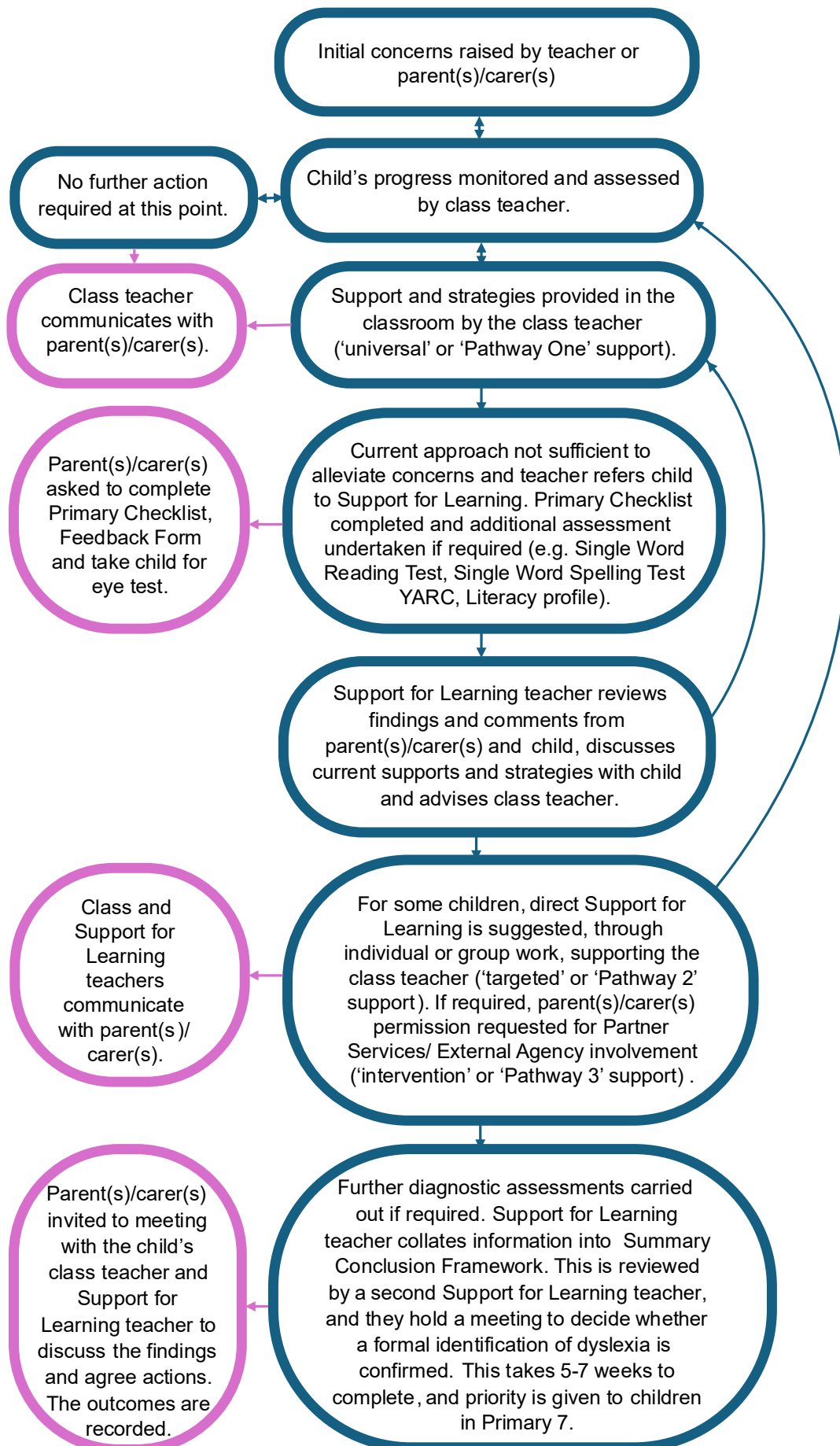
**Pupil Voice Toolkit.** An approach used by the Support for Learning team to engage with the views of the child or young person about issues that affect their learning during lessons, and to discuss current supports and strategies.

Formative assessment is a process of evaluating student understanding and adapting teaching to respond to this. It includes information collected through a variety of methods such as questioning, monitoring completed tasks and through observing how learners carry out the tasks we give them, as well as more structured or formal forms of assessment, such as marking work. It also includes summative assessments, done at the end of a specified period of time, to assess a learner's understanding or attainment.

**Summary and Conclusion Framework document.** A written document that collates information from assessment that is prepared by the Support for Learning teacher, and reviewed by another Support for Learning teacher to inform decision-making on whether a formal identification of dyslexia is confirmed or not.

Below is a visual representation from the Addressing Dyslexia Toolkit of the difficulties associated with dyslexia. How they impact on individuals will vary.





# Primary Checklist

## Checklist for identifying needs, with supports and strategies

In order to identify and target the best support strategies it is necessary to consider the following areas:

- What can the learner do (strengths)?
- What is it the learner cannot do (areas of difficulty)?
- What is the impact of the learner's literacy difficulties on access to, and engagement with, the curriculum?
- What supports have been tried already?
- What other supports should be considered?

1. **Highlight** the difficulties experienced by the learner. **Star** difficulties of **significant concern**.
2. **Highlight** strategies **currently in use** that are **particular to the learner**.
3. In a **different colour**, highlight new **strategies to be tried**.

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| <b>Name:</b>                                                                                                                                                                                                                                                   | <b>Class/stage:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Date of birth:</b>                                                                                                                                                                                                                                          | <b>Teacher:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Pupil strengths</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Possible area of difficulty (highlight)</b>                                                                                                                                                                                                                 | <b>Support strategies (highlight)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Listening and talking</b> <ul style="list-style-type: none"> <li>• Does not participate well in classroom talking/listening activities</li> <li>• Difficulty understanding information given orally</li> <li>• Difficulty following instructions</li> </ul> | <ul style="list-style-type: none"> <li>- Consider the classroom environment (See CIRCLE resource)</li> <li>- Activate/provide background knowledge</li> <li>- Use talking partners with a supportive peer role model</li> <li>- Give a role in group work</li> <li>- Use a talking stick</li> <li>- Choose topics to interest and motivate learner</li> <li>- Minimise background noise</li> <li>- Use visuals</li> <li>- Use appropriate gestures</li> <li>- Record instructions</li> <li>- Chunk information and check for understanding</li> <li>- Specify a listening target, eg listen for the main idea</li> <li>- Ask to repeat back instructions</li> <li>- Ask to explain in their own words</li> </ul> |
| <ul style="list-style-type: none"> <li>• Immature/inaccurate pronunciation</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Model clear speech with correct sentence structure</li> <li>- Counting and clapping sounds and syllables</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <ul style="list-style-type: none"> <li>• Difficulty saying and repeating complex words</li> <li>• Expression of ideas, feelings and thoughts disorganised/poorly sequenced</li> <li>• Difficulty in getting the correct word out, or delay in responding</li> <li>• Limited use of vocabulary</li> <li>• Immature sentence structure or persistent errors in grammar</li> <li>• Difficulty in recounting events</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Sequencing activities</li> <li>- Model and encourage retelling of stories</li> <li>- Scaffold language and up-level vocabulary</li> <li>- Focus attention on definition of more complex vocabulary</li> <li>- 'Word of the Week' – say, define, use orally in as many contexts as possible, revisit</li> <li>- Support oral sequencing, eg first, next, finally</li> <li>- Use of ICT, eg video presentations</li> <li>- Thinking time</li> <li>- Consider referral to Speech and Language Therapy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Reading</p> <ul style="list-style-type: none"> <li>• Lack of interest and enjoyment in reading</li> <li>• Reluctant to read aloud. Gives up easily/loses interest</li> <li>• Concepts of print: doesn't know where a book begins or ends, or the difference between letters, words, numbers etc</li> <li>• Knowledge of letter–sound correspondences is incomplete</li> <li>• Difficulty identifying sounds within words</li> <li>• Problems in blending sounds or decoding words</li> <li>• Difficulty identifying syllables</li> <li>• Inconsistent recognition of sight words</li> <li>• Confuses visually similar letters or symbols, eg b/d, t/f, m/n, p/q, 3/5</li> <li>• Misreads or reverses words which are visually similar, eg for/from, was/saw, on/no</li> <li>• Omission/confusion over small words</li> <li>• Guesses words</li> <li>• Substitutes/inserts/omits words when reading</li> <li>• Slow pace</li> <li>• Lacks fluency – reading is hesitant/reads word-by-word</li> <li>• Sounds out each word aloud</li> <li>• Reads without expression</li> <li>• Ignores phrasing and punctuation</li> <li>• Relies on context/picture cues</li> <li>• Does not select books at an appropriate reading level</li> </ul> | <ul style="list-style-type: none"> <li>- Create opportunities to read to learners</li> <li>- Use a wide variety of books at an appropriate reading text level</li> <li>- Check current book for appropriate text level (see <i>Teaching approaches</i>)</li> <li>- Use non-fiction texts, graphic novels, comics, magazines and newspapers</li> <li>- Link reading texts to interests</li> <li>- Use dyslexic friendly books, eg buff paper, sans-serif font, font size 12, clear layout, left justified only</li> <li>- Do not ask to read aloud, unless previously agreed</li> <li>- Create opportunities to practise before reading aloud</li> <li>- Use audio books to allow participation in discussion groups at the correct ability level</li> <li>- Use Paired Reading (see <i>Teaching approaches</i>)</li> <li>- Reading buddy/peer support/small group setting</li> <li>- Train older pupils to use text-to-speech software</li> <li>- Encourage reading for enjoyment at EASY text level</li> <li>- Model how to handle and access books/texts</li> <li>- Talk about features of the book</li> <li>- Daily phonological awareness activities, eg produce rhyming words, or identify the odd word – hot, pot, bat</li> <li>- Teach visual association for letters, eg b – bat and ball, show how to make 'bed' using hand actions</li> <li>- Sort words into groups beginning with same letter</li> <li>- Daily phonic training using structured sequential phonics programme</li> <li>- Rote learning of alphabet sounds – use pure sounds</li> <li>- Link sounds to actions</li> <li>- 'Crash' sounds together, eg with plastic letters c-a-t = cat</li> <li>- Work with real words and non-words</li> <li>- Letter/word/number sorting and matching activities</li> <li>- Phonic games, eg blend dominoes</li> <li>- Daily flash cards – common words</li> <li>- Limit number of words taught each week</li> <li>- Create personal word lists</li> <li>- Precision teaching (see <i>Teaching approaches</i>)</li> <li>- Action songs, rhymes and games</li> <li>- Teach how to divide words into syllables</li> <li>- Syllable clapping activities</li> <li>- Use ICT/apps, eg 'Clicker Phonics' or 'Hairy Letters'</li> <li>- Support development of self-correction</li> <li>- Encourage/model use of finger to track text</li> <li>- Use a line guide/reading ruler</li> <li>- Use coloured overlays/reading rulers if required</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Model use of punctuation to guide reading</li> <li>- Read song lyrics aloud while watching a music video with subtitles</li> <li>- Timed reading activities, eg Time Targets (see <i>Teaching approaches</i>)</li> <li>- Allow extra time to read and respond</li> <li>- Use the Three Read Strategy (see <i>Teaching approaches</i>)</li> <li>- Support the learner to choose their own book at the appropriate level. Teach use of the 'five finger test' (see <i>Teaching approaches</i>)</li> <li>- Show parents how to support and encourage reading at home</li> </ul> <p>For further information see Dyslexia Scotland Reading Circle <a href="http://www.addressingdyslexia.org/reading-circle/">http://www.addressingdyslexia.org/reading-circle/</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Limited knowledge of vocabulary and figures of speech</li> <li>• Difficulty making inferences</li> <li>• Difficulty with summarising events</li> <li>• Difficulty in identifying the main point</li> <li>• Needs to reread several times to aid comprehension</li> <li>• Difficulty answering lower-order questions</li> <li>• Lack of understanding that words in text refer to other words already mentioned, eg 'dolphin' later referred to as 'creature'</li> <li>• Reduced ability to support comprehension by, for example, re-reading, questioning or predicting</li> </ul> | <ul style="list-style-type: none"> <li>- Teach subject terminology and relevant vocabulary</li> <li>- Repeat and revisit new vocabulary frequently</li> <li>- Discuss definition of key words before reading</li> <li>- Use word banks</li> <li>- Use Collins Cobuild Dictionary for 'user-friendly' definitions <a href="http://www.collinsdictionary.com/dictionary">www.collinsdictionary.com/dictionary</a></li> <li>- Model and support to use written vocabulary in oral sentences</li> <li>- Explain figures of speech, eg frog in my throat</li> <li>- Pause after each full stop and consider the main point</li> <li>- Provide/activate prior knowledge before reading</li> <li>- Encourage active reading – 'Stop – does this make sense?'</li> <li>- Break reading into small sections and discuss</li> <li>- Encourage use of context clues</li> <li>- Use mind-mapping, visual flow charts etc</li> <li>- Use the Three Read Strategy (see <i>Teaching approaches</i>)</li> <li>- Allow to listen to an audio version while following text</li> <li>- Provide and discuss questions before reading text</li> <li>- Model how to refer back to text for answers</li> <li>- Allow thinking time</li> <li>- Pair and share – talk to partner about content</li> <li>- Relate reading to their own experience</li> <li>- Support to visualise and then talk about text</li> <li>- Encourage the learner to generate their own questions on the reading passage</li> </ul><br><ul style="list-style-type: none"> <li>- Provide a copy of the text to highlight key words or clues</li> <li>- Teach re-reading technique and skimming and scanning</li> <li>- Model comprehension skills including prediction, clarification, etc aloud. See Reciprocal Reading in <i>Teaching approaches</i></li> <li>- Talking partners</li> </ul> |
| <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Confuses letters similar in shape – b/d n/u p/q j/i</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Phonological awareness activities, eg rhyme and alliteration, songs and rhythms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <ul style="list-style-type: none"> <li>• Reverses letters, eg s z</li> <li>• Transposes letters, eg form/from</li> <li>• Bizarre spelling – may be phonetic but inaccurate</li> <li>• Over-reliance on phonetic spelling, eg ‘dun’ for ‘done’.</li> <li>• Inconsistency in spelling of same word, even with familiar words</li> <li>• Omits letters/vowels, eg ‘hom’ for ‘home’.</li> <li>• Confuses the order of letters in words, eg ‘fier’ for ‘fire’</li> <li>• Misspells or reverses words which are visually similar, eg was/saw</li> <li>• Misses out syllables in words</li> <li>• Incorrect use of spelling rules</li> <li>• Misspells common/irregular words</li> </ul> | <ul style="list-style-type: none"> <li>- Link letter shapes to visuals/songs/actions</li> <li>- Display and refer to the Edinburgh Sound Chart (stretchy/bouncy sounds)</li> <li>- Ensure you use pure sounds, ie ‘vvv’ not ‘vu’</li> <li>- Word building using magnetic letters</li> <li>- Develop segmenting skills – say and segment orally</li> <li>- ICT/phonics apps</li> <li>- Reinforce letters/phonics using cursive handwriting</li> <li>- Teach the learner to fill gaps in phonic knowledge</li> <li>- Teach spelling rules while teaching phonics</li> <li>- Use a multi-sensory approach and frequent practice</li> <li>- Give opportunities for overlearning</li> <li>- Develop use of tallying (see <i>Teaching approaches</i>)</li> <li>- Finger spelling, finger writing and grapheme marking (see <i>Teaching approaches</i>)</li> <li>- Use current phonic focus words and common words in dictation</li> <li>- Teach to chunk longer words into syllables</li> <li>- Syllable stretching, clapping, robot voices etc</li> <li>- Focus spelling corrections in writing on the words the pupil uses most often</li> <li>- Point out the parts of the word misspelled and the parts correctly spelled, eg <u>chea</u>r</li> <li>- Train the learner to proofread/correct their own spelling using the above technique</li> <li>- Actively teach spelling strategies to reinforce learning, eg ‘Have a go’ (see <i>Teaching approaches</i>)</li> <li>- Use dictionaries/personal word book/spell checker</li> <li>- Software with predictive text, eg Co-Writer, Read Write Gold, Clicker</li> <li>- Use an individual common word spelling programme</li> <li>- Teach common words using SOS (Simultaneous Oral Spelling – see <i>Teaching approaches</i>)</li> <li>- Mnemonics</li> <li>- Spelling games to consolidate learning</li> <li>- Selective and positive marking of errors</li> </ul> |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Reluctant to write</li> <li>• Slow to complete written tasks</li> <li>• Work not completed</li> <li>• Writing does not reflect oral ability</li> <li>• Writing limited to words they can spell</li> <li>• Difficulty sequencing/organising ideas</li> <li>• Words/phrases omitted</li> <li>• Punctuation – incorrect or missing</li> <li>• Copying slow and inaccurate</li> <li>• Difficulty writing at speed</li> <li>• Poor handwriting</li> <li>• Poor letter formation</li> <li>• Poor layout/word spacing</li> <li>• Unable to read their work back</li> <li>• Poor proofreading/editing skills</li> </ul>    | <ul style="list-style-type: none"> <li>- Oral/pictorial recording of ideas/planning</li> <li>- Speech-to-text software, eg Siri, Dragon Dictation</li> <li>- Offer alternative means of recording, eg Clicker, Co-writer, audio recording</li> <li>- Reduce amount of writing expected</li> <li>- Stress importance of content rather than spelling on first draft</li> <li>- Use cloze procedure activities</li> <li>- Story starters</li> <li>- Use picture stories for sequencing</li> <li>- Mind-mapping to plan and organise work</li> <li>- Coloured post-it notes for planning which can be moved around</li> <li>- Talk, draw (5 minutes) and then write</li> <li>- Story boards/cartoons/pictures for sequencing</li> <li>- Word banks of useful words</li> <li>- Eliminate copying/provide paper copy/allow to sit close to source</li> <li>- Number the lines on the board/change the colour of each line</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Writing frames</li> <li>- Spell checker</li> <li>- Spacing aid, eg laminated pictorial finger/post-it tabs</li> <li>- Allow additional time to complete task</li> <li>- Focus on one section of writing at a time</li> <li>- Positive marking linked to learning outcomes</li> <li>- Time limit, if appropriate</li> <li>- Teach keyboarding skills</li> <li>- Teach cursive handwriting</li> <li>- Try pencil grips and different pens, eg Yoropen</li> <li>- Try lined paper – use alternate lines</li> <li>- Provide a scribe</li> <li>- Buddy checker/note taker</li> <li>- Visual aids to prompt and focus editing</li> <li>- Teach to proofread/edit, eg read out loud, check for one thing at a time, underline words they are unsure of</li> </ul> <p>For further information see Dyslexia Scotland Writing Circle<br/> <a href="http://www.addressingdyslexia.org/writing-circle/index.php">http://www.addressingdyslexia.org/writing-circle/index.php</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Numeracy and Maths</b></p> <ul style="list-style-type: none"> <li>• Difficulty reading and understanding the language of maths</li> <li>• Difficulty remembering number bonds/tables</li> <li>• Difficulty with mental maths</li> <li>• Difficulty with layout of sums/written work</li> <li>• Reversal of visually similar numbers, eg 51 for 15</li> <li>• Makes errors distinguishing between symbols, eg + and x</li> <li>• Difficulty understanding place value, eg 101 for 1001</li> <li>• Sequencing difficulties, eg number order, following shape patterns, counting in 3s</li> <li>• New concepts/strategies not easily retained</li> <li>• Difficulty with written calculations due to direction or sequencing of procedures</li> <li>• Difficulty using steps in the correct order to solve a problem</li> <li>• Difficulty telling the time</li> <li>• Difficulty with concepts of time, eg yesterday/tomorrow</li> <li>• Confuses positional language and directions, eg left/right, before/after</li> </ul> | <ul style="list-style-type: none"> <li>- Pair with a good reader</li> <li>- Discuss and display the different terms/symbols used, eg x can be 'times', 'multiply' or 'groups of'</li> <li>- Display subject-specific mathematical language</li> <li>- Highlight and explain maths language in text</li> <li>- Colour code types of language/important terms, eg 'less than', 'add'</li> <li>- Use maths vocabulary in reading/spelling lessons</li> <li>- Link pictures, colours or images to numbers</li> <li>- Count when going up stairs, scoring goals etc</li> <li>- Use games and songs to work on numbers</li> <li>- Avoid only listening to numbers – write them down</li> <li>- Multi-sensory saying/tracing of numbers, eg on sandpaper</li> <li>- Symbol games, eg pairs</li> <li>- Re-teach early concepts and skills if necessary</li> <li>- Give thinking time</li> <li>- Use concrete examples to illustrate ideas, eg cut a cake to help with fractions</li> <li>- Use concrete materials, eg coins, unifix, bundles of 10</li> <li>- Use visual supports, eg number line, 10 frame, tables square</li> <li>- Use squared-paper jotters for layout</li> <li>- Help set out work, eg use 'spacers', colours, arrows, headings, bold lines</li> <li>- Mark the starting point and direction of work</li> <li>- Use of calculators/talking calculator (see iPad apps)</li> <li>- ICT, eg Number Shark</li> <li>- Allow extra time for practice, consolidation and revision</li> <li>- Voice out loud the problem-solving process</li> <li>- Ask how the learner carries out the process – this may work better for them</li> <li>- Allow their preferred method and layout</li> <li>- Use rhyme, rote or songs to learn day/months</li> <li>- Encourage wearing a watch and using clocks at home</li> <li>- Visual clues, eg colour one side of a clock</li> <li>- Discuss real-time/life examples for concept of time</li> <li>- Point out directions, eg add from left to right</li> <li>- SEAL strategies/resources</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | For further information see 'Supporting Learners with Additional Support Needs in Numeracy' (Inclusion Hub)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Visual and visual perceptual</b></p> <ul style="list-style-type: none"> <li>• Difficulty reproducing a seen sequence of letters, words, numbers, symbols</li> <li>• Inaccurate reading of all of the words or lines on a page</li> <li>• Inaccurate copying from board, book or worksheet</li> <li>• Loses the place, omits words, skips lines</li> <li>• Difficulty tracking text along a line from left to right</li> <li>• Difficulty reading accurately at speed</li> <li>• Tires easily when reading and writing</li> <li>• Rubs eyes and blinks excessively</li> <li>• Moves closer to or away from the page</li> <li>• Poor concentration/becomes restless</li> <li>• Poor layout of writing</li> <li>• Headaches</li> </ul> | <ul style="list-style-type: none"> <li>- Ensure annual vision check with optician/optometrist</li> <li>- Consider environmental factors eg lighting, seating</li> <li>- Use tactile letters to reinforce letter shape</li> <li>- Multi-sensory approaches, eg draw in sand</li> <li>- Provide a copy of text on board, eg take photo</li> <li>- Use of font/colour/size/spacing that suits the individual</li> <li>- Coloured overlay/coloured ruler</li> <li>- Print worksheets on pastel coloured paper</li> <li>- Use background colours for IWB and computer screen</li> <li>- Number the lines on the board or change the text colour for each line</li> <li>- Use place keeping tools, eg line window</li> <li>- Highlight text when reading, to keep place</li> <li>- Writing guides, visual cues, coloured lines/stickers on margins/raised margin</li> <li>- Highlight lines to be written on</li> <li>- Vary activities and pace over the lesson</li> <li>- Limit reading time and/or build in movement breaks</li> <li>- Use graph paper to help with layout/spacing</li> <li>- One task per page</li> <li>- Avoid unnecessary visuals on the page or clutter at the work station</li> </ul>                                                                                                                                                                                      |
| <p><b>Organisational and motor skills</b></p> <ul style="list-style-type: none"> <li>• Poor organisation of tools for learning, eg no pencil</li> <li>• Disorganised work space</li> <li>• Forgets to take things home/hand things in</li> <li>• Loses items</li> <li>• Confusion with directions</li> <li>• Uncertainty over which hand to use for writing</li> <li>• Poor fine motor skills</li> <li>• Poor gross motor skills</li> <li>• Poor spatial awareness, eg tripping over and banging into things</li> <li>• Difficulty with planning, eg motor planning/planning for writing</li> <li>• Difficulty dressing independently</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>- Social story to reinforce required items</li> <li>- Structure day to encourage predictability</li> <li>- Resources clearly labelled with words/pictures, and consistently positioned</li> <li>- Picture clues for work tools required/work space layout</li> <li>- Bag packing/emptying buddy</li> <li>- Personal checklists, eg tick lists for completion of steps in a task</li> <li>- Bracelet/watch/badge to mark which side is left</li> <li>- Provide opportunities to build up/practise motor skills through crafts and projects</li> <li>- Theraputty/strengthening exercises and activities to build up fine motor muscles (Therapy Inclusion Project – TIP)</li> <li>- Provide opportunities for movement experiences which may have been missing during developmental stages (TIP)</li> <li>- Ensure routine use of recommended specialist equipment, eg sit-and-move cushion, writing slope, pencil grips/specialised pencils</li> <li>- Minimise distractions and ensure a good support situation, eg seated on correct size of chair</li> <li>- Provide a flow-chart, eg order of getting dressed for PE</li> <li>- Hand-over-hand support, eg guide the learner's hands while they fasten their jackets</li> </ul> <p>For further information see the relevant 'Skills, Supports and Strategies' sections in the CIRCLE document</p> |

## Working memory and processing

- Difficulty with focus/easily distracted
  - Remembers only part of a lengthy sequence of instructions
  - Misses out chunks of a task
  - Task abandonment
  - Difficulty explaining what they should be doing in an activity
  - Difficulty holding sufficient information in mind to complete a task, eg uses tables to solve sums
  - Starts a sequence of actions and forgets where got to in the sequence, eg getting ready to go home
  - Loses track of place in complicated mental tasks
  - Difficulty writing down information given orally
  - Place keeping errors, eg skips letters/words in sentence writing
  - Difficulty retaining information, eg unable to recall previously learned facts
  - Difficulty recalling common sequences – alphabet, number, days, months
  - Processing information is slow
  - Takes more time to:
    - recognize simple visual patterns
    - complete visual scanning tasks
    - make simple decisions
    - perform reasoning tasks, particularly under time pressure
    - read silently for comprehension
    - copy words or sentences correctly
    - formulate and write passages
    - perform basic arithmetic calculations
    - manipulate numbers
- Ensure tasks that are demanding of mental processing are broken down into small steps
  - Break down multi-step tasks
  - Reduce overall amount of material to be stored, eg shorten sentences
  - Allow extra time to complete an activity
  - Minimise distractions
  - Review prior knowledge for use in current activity
  - Relate new learning to experience
  - Clarify one main learning focus in activity
  - Display and clarify key concepts/information/ vocabulary
  - Frequent use and repetition of task-specific vocabulary and key words
  - Provide visual supports
  - Support basic skills, eg word reading, so they don't hinder learning during the activity
  - Model learning activities
  - Break task instructions down into key steps
  - Check they can remember instructions – ask them to explain task their in own words
  - Regularly repeat instructions during ongoing activity
  - Guided peer questioning/partner work
  - Frequent use and repetition of task-specific information
  - Review work completed
  - Mind-mapping strategies
  - Provide memory aids, eg useful spelling cards, number line, printed notes, dictaphone
  - Practise use of memory aids during tasks with minimal working memory demands
  - Give visual planning guidance to mark progress during complex tasks, eg tick lists, sequence cards
  - Develop use of memory-relieving strategies that work with their learning style:
    - rehearsal
    - organisational strategies, eg break their own task down
    - asking for help when information has been forgotten
    - requesting repetition of information
    - visual imagery
  - Use memory tools, eg mnemonics, visualising and verbalising, singing sequences (eg days of the week or tables)
  - Overlearning opportunities, eg through songs and rhymes
  - Ensure thinking time is appropriate to the learner's needs
  - Allow more time to answer questions
  - Allow extra time for assessments/tests
  - Give longer to make decisions when offered a choice
  - Reduce amount of work required to do
  - Provide reading speed/fluency instruction
  - Use text-to-speech software

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Use voice-to-text software to record answers</li> </ul> <p>For further information see the relevant 'Skills, Supports and Strategies' sections in the CIRCLE document</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Emotional and behavioural difficulties (attitude towards learning)</b></p> <ul style="list-style-type: none"> <li>• Low confidence and self-esteem</li> <li>• Behaviour withdrawn/disruptive</li> <li>• Embarrassed by learning level</li> <li>• Demotivated</li> <li>• Perfectionism</li> <li>• Difficulty focusing on a task for a reasonable period of time</li> <li>• Task avoidance</li> <li>• Inconsistent learning – some days making good progress while other days regressing in their learning</li> <li>• Underachievement</li> <li>• Slow work rate</li> <li>• Tires easily</li> <li>• Restless</li> <li>• Shows frustration</li> <li>• Quick to anger</li> <li>• Anxious</li> <li>• Stressed</li> </ul> | <ul style="list-style-type: none"> <li>- Use the <i>Pupil Voice Tool</i> to find out the learner's point of view and strategies they feel work for them</li> <li>- Develop/enable supportive, nurturing, understanding relationships</li> <li>- Recognise and use strengths</li> <li>- Give an appropriate and real, responsible role</li> <li>- Seat learner where you can make eye contact and provide support quickly</li> <li>- Group learners according to each activity, not by literacy level, unless specifically teaching literacy skills</li> <li>- Develop a positive marking system, eg link correction to a specific learning outcome</li> <li>- Try to explain errors with the learner present</li> <li>- Appropriate, specific and frequent praise and encouragement</li> <li>- Praise effort as well as attainment</li> <li>- Use the pupil's strengths, skills, interests, achievements when planning activities</li> <li>- Regularly involve the learner in setting and reviewing learning targets and progress</li> <li>- Agree a strategy for the learner to indicate when they require support</li> <li>- Regularly check how the learner is getting on</li> <li>- Use opportunities for partner working</li> <li>- Break tasks into small achievable steps</li> <li>- Establish clear expectations and boundaries</li> <li>- Provide other ways for the child to show their learning and achievement</li> <li>- Use scaffolding</li> <li>- Use timers to help chunk activities, and incorporate movement breaks</li> <li>- Personalised task charts linked to motivating rewards</li> <li>- Use the CEC resource 'Emotion Talks'</li> <li>- Involve parents – send positive achievement postcards or make positive phone calls home</li> <li>- Ensure tasks are at the appropriate level</li> <li>- Allow movement breaks</li> <li>- Use a pupil choice 'time out' card</li> </ul> <p>For further information see the relevant 'Skills, Supports and Strategies' sections in the CIRCLE document</p> |
| <p><b>Any other comments/observations</b> (include both strengths and needs)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Pupil views</b> (strengths/areas of need/helpful strategies and resources)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Next steps</b> (underline/highlight as appropriate)</p> <ul style="list-style-type: none"> <li>• In the list above, highlight further strategies to try in class, and note date</li> <li>• Discuss pupil with the SfL teacher (Pathway 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

- Complete Wellbeing Concern Form: **Safe Healthy Achieving Nurtured Active Respected Responsible Included**
- Assessment of Need
- Other action:

|                      |                                                       |
|----------------------|-------------------------------------------------------|
| <b>Completed by:</b> | <b>Date:</b><br><br><b>Date of checklist revisit:</b> |
|----------------------|-------------------------------------------------------|

## Annex 4 The Five Roles of Support for Learning

**Consultancy:** Advising and supporting class teachers on inclusive teaching strategies. Collaborate with Stakeholders; work with parents, social workers, and external agencies to coordinate support. Attend CPM and multi-agency meetings to review pupil progress and adjust support as needed. Ensure staff understand dyslexia and inclusive strategies and promote a supportive classroom environment where differences are respected.

**Cooperative Teaching:** Sharing responsibility for planning, teaching, assessing, reporting, monitoring, evaluating and differentiation, to meet literacy needs in the classroom.

**Direct Teaching:** Deliver one-on-one or small-group lessons to reinforce literacy, numeracy, or social skills. Use multi-sensory strategies to develop understanding of concepts and cater to diverse learning styles. Support individuals and groups within the classroom, including modelling and demonstrating teaching approaches and resources.

**Staff Development:** Support and enhance the professional development of school staff. This can be achieved by the sharing of knowledge, resources, processes and experiences during in-service days, twilight sessions or arranged meetings/consultations. This approach to staff development for class teachers and support staff ensures all staff members are equipped with the current skills, knowledge and resources required to effectively meet the diverse learning needs of all learners at Towerbank Primary.

**Specialist Services:** Including testing, Assessment Arrangements, transition, curriculum development. Managing information about learners, for example gathering and updating information, and ensuring that parents, staff and partner services are kept informed and updated. Along with class teachers, create Individualised Education Programs (IEPs) or Child's Plans tailored to students' needs. Set achievable learning goals and recommend adjustments (e.g., extra time, modified tasks).

# Annex 5 Useful Resources for Children and Young People and Parents and Carers

British Dyslexia Association: <https://www.bdadyslexia.org.uk/advice/children> advice, resources and training for parents and carers of children and young people with dyslexia.

CALL Scotland, The University of Edinburgh:

<https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-dyslexia/> iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties, Version 2, April 2023.

CALL Scotland, The University of Edinburgh:

<https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-dyscalculianumeracy-difficulties/> iPad Apps for Learners with Dyscalculia/ Numeracy Difficulties, Version 1.2, January 2020.

CALL Scotland, The University of Edinburgh:

<https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-learners-with-dyslexia/> Android Apps for Learners with Dyslexia/ Reading and Writing Difficulties, Version 1.4, October 2019.

CALL Scotland, The University of Edinburgh:

<https://www.callscotland.org.uk/downloads/posters-and-leaflets/ict-to-support-learners-with-dyslexia/> ICT to Support Learners with Dyslexia, Version 1, January 2017.

Dyslexia Scotland: <https://dyslexiascotland.org.uk/parent/> online hub for parents and carers of children and young people with dyslexia.

Dyslexia Scotland: <https://dyslexiascotland.org.uk/unwrapped/> online hub for young people with dyslexia.

Edinburgh Disability and Neurodiversity Hub, EDAN: <https://theyardscotland.org.uk/edan-hub/edan-hub-services/>. Offers a range of services designed to support families with children and young people with disabilities or who are neurodivergent. Services are available to families living in Edinburgh (EH postcodes).

Made by Dyslexia: <https://www.madebydyslexia.org/kids/> information and resources for children and young people with dyslexia.

Made by Dyslexia: <https://www.madebydyslexia.org/parents/> advice and guidance for parents and carers of children and young people with dyslexia.

Portobello High School: <https://portobellohighschool.org.uk/literacy-difficulties-including-dyslexia/> information and resources on dyslexia at Portobello High School.