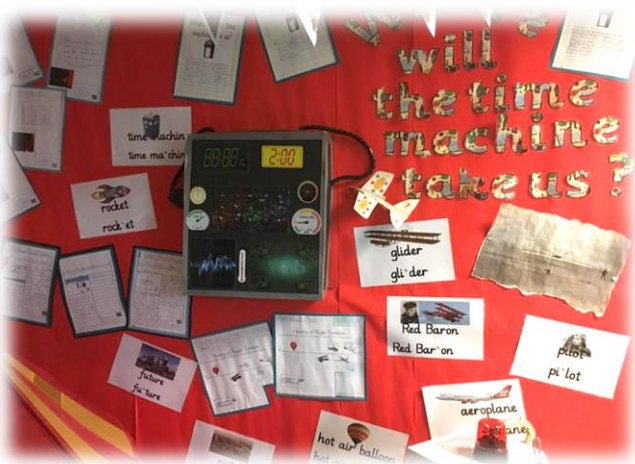




Dyslexia Strategies and Approaches

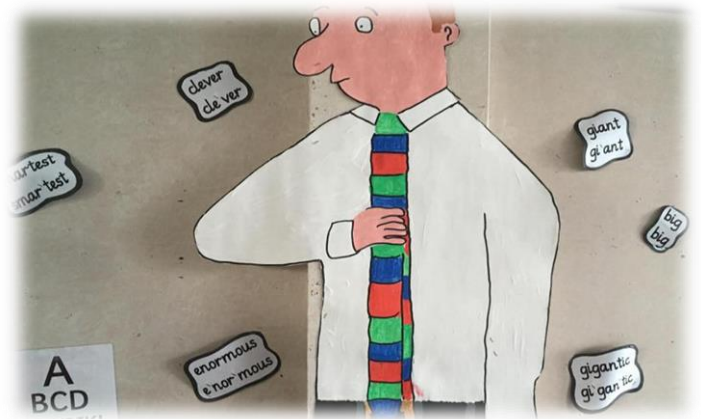
At Fordley Primary School we place at the heart of our teaching and learning, and classroom organisation, strategies and approaches which enable children with dyslexic traits and dyslexia to flourish and succeed. The whole school systems have also enabled all children to become more independent with their reading, writing and spelling across all subjects. Within your planning teams, and through reading various policies (feedback on learning, display, SEND etc), you will be supported as a new member of the team to implement these strategies successfully in your classroom and for the benefit of the children you will be teaching. This document will give you a flavour of the strategies we use in school. If you would like to discuss any of these in more depth, speak to Julie Watson (SENCO).

Vocabulary on Display



When displaying children's learning, or creating topic displays, key vocabulary must be displayed with a picture, the word and then the word again with the syllables marked (as seen in the picture). This supports children to make connections with the word and break it down so it is easier to read.

All classrooms and shared areas must display key vocabulary in this way. Children are used to seeing it and it supports their independence as well as their confidence with more tricky words.



Mnemonics



These are displayed in all areas of school, both within classrooms and shared areas. They are specifically to support the spelling of common words and the mnemonic rhyme has been created by the children.

Phonic Sounds

Sound cards are displayed in all areas of school, right through to the end of Y6. They are also accessible to children in smaller versions on their tables, adapted to suit the age and stage of the children using them. Children are encouraged to use the correct sound, following their RWI pattern, to spelling unknown or tricky words. Adults working with children must make sure they use the correct sound, remembering whether it is a stretchy or bouncy sound, as this makes an impact on children's understanding.



Word Mats

Word mats are available in all classrooms to support language extension and spelling. Common exception words are grouped into bronze, silver, gold and platinum levels so they can be accessed by children when they need them. Children using them can achieve extra house points.

Learning Resources

On worksheets and word mats which are used for a specific task, phonic sounds are identified in blue (e.g. **ay** in **ways**) to remind children of the pattern and support with their reading and spelling. Common exception words are identified in red (e.g. **you**). Again this helps children to focus on their reading and spelling with more support, enabling them to be independent and more confident.

Other Strategies

- displays should be large and easy to see
- interactive whiteboards should use a colour as a background which makes reading for children easier (yellow is often used but a colour can be chosen which helps all children in the class)
- Clapping syllables and syllabification of key words is essential, alongside supporting children to identify sound buttons in words

