



Dyslexia Scotland

Identification of Dyslexia at Primary School



SUPPORTING PUPILS WITH DYSLEXIA AT PRIMARY SCHOOL

IDENTIFICATION OF DYSLEXIA AT PRIMARY SCHOOL

Adapted by Dyslexia Scotland, South East from
Dyslexia: Primary Handbook by Meg Houston

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Supporting Pupils with Dyslexia at Primary School

Every primary school in Scotland has been supplied with a free copy of this important publication. All material in these titles is downloadable free from the Dyslexia Scotland website – www.dyslexiascotland.org.uk.

Dyslexia Scotland would like to thank Meg Houston and the committee members of Dyslexia Scotland South East for producing these important resources for primary teachers in Scotland.

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Dyslexia Scotland is the voluntary organisation representing the needs and interests of dyslexic people in Scotland.

Mission statement

To encourage and enable dyslexic people, regardless of their age and abilities to reach their potential in education, employment and life.

Dyslexia Helpline: 0844 800 8484 – Monday to Friday from 10am-4pm.

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling FK8 2DZ
www.dyslexiascotland.org.uk

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Supporting Pupils with Dyslexia at Primary School

Complete set comprises of 8 booklets

- 1 The Early Years
- 2 The Middle Primary
- 3 The Upper Primary
- 4 Identification of Dyslexia in Primary School
- 5 The Role of Support for Learning
- 6 The Role of School Management
- 7 Working with Parents
- 8 Resources and Assessment Instruments

Foreword by Dr. Gavin Reid, formerly senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh. An experienced teacher, educational psychologist, university lecturer, researcher and author, he has made over 600 conference and seminar presentations in more than 35 countries and has authored, co-authored and edited fifteen books for teachers and parents.

ALL information contained in the booklets can be downloaded free of charge from the Dyslexia Scotland website – www.dyslexiascotland.org.uk

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Foreword by Dr. Gavin Reid

It is a pleasure to be asked to write a foreword for this new pack of booklets on 'Supporting Pupils with Dyslexia at Primary School'. One of the striking features of the booklets is the detail and comprehensiveness which Meg Houston and her colleagues have included in this excellent pack.

They leave no stone unturned. They cover the full range of stages in the primary school from nursery to the upper primary and provide guidance for parents and school management. They also comment on the crucial area of transition between primary and secondary school. I am heartened that they have provided a working definition for dyslexia as defining dyslexia is often an area of confusion, and teachers can be uncertain as to what dyslexia actually means. Teachers need this type of guidance on dyslexia. There are many aspects relating to dyslexia that can be misunderstood unless a clear set of materials, such as this pack, are available. These booklets are therefore timely and essential.

I am impressed with the detail included in providing advice for all stages of primary school from pre-school to upper primary and also on the role of parents and particularly the issues relating to homework. It is heartening to read comments such as "it is very easy for teachers to create the optimum conditions at school that will avoid the 'homework' problem. An aware senior manager can take the lead by setting the tone and creating the ethos, developing a dyslexia friendly homework policy that will make a huge difference to many children's – and their parents' – lives". I have found from my experience that this is one issue that can cause a great deal of consternation for both students and families, and of course teachers.

The booklets also focus on the emotional aspect of dyslexia in addition to the cognitive and learning issues. This is important as students who are emotionally ready for learning, will make more progress than those who are not. Often children with dyslexia can have problems in this area because they have experienced too much failure, too often, for too long. It is important that this ceases to be an issue and this set of booklets will go a long way to making the educational experience a more comfortable and successful one for many children with dyslexia.

The booklet on the role of management states that management should have a "recognition of, and sensitivity to the range and diversity of the learning preferences and styles of all children". This is crucially important. There are also excellent sections summarizing support strategies for students with dyslexia and a section with a comprehensive annotated description of key resources that can be accessed by teachers. The booklets also indicate, quite rightly, that the key to success is effective learning and this means effective teaching. This does not cost money, does not necessarily require vast expenditure on expensive resources, but rather needs management consideration to ensure that teachers have adequate preparation time, appropriate training, opportunities to develop differentiated materials and are able to recognize individual learning styles and importantly are able to, and have the opportunity, to use this information to develop good practice in classroom teaching and student learning. The role of teacher education is also a key area: this has not gone

unnoticed and the reference to the 'Framework for Inclusion: Assessing Dyslexia – Toolkit for Teachers' will be helpful to all teachers assessing this resource.

The section on dyslexia in the early years will also be warmly welcomed by many as there is clear evidence that early identification can lead to successful intervention. But often there is uncertainty about what to look for, how to identify high risk students and how to take this further in terms of intervention. This section will provide early years teachers with the confidence, strategies and the framework to pursue the identification of children at risk of dyslexia with some confidence and with the support of management.

We are fortunate in having dedicated professionals, such as Meg Houston and Moira Thomson, available to write these booklets. It never ceases to amaze me when I travel to other countries and continents to speak about dyslexia how far advanced we are in Scotland. This is often due to relatively few dedicated and insightful professionals and parents who have achieved a great deal in terms of acquiring government support and securing government initiatives. It is very pleasing to consider the number of significant initiatives in dyslexia that have taken place in Scotland in recent years. This has without doubt made Scotland a key player on the world stage in good practice on dyslexia. Booklets such as these developed by Meg Houston and her colleagues in Dyslexia Scotland and Dyslexia South East go a long way in confirming that view and with full backing and appropriate support these booklets will make a difference – a difference to children, families, schools and to the quality of education for all in Scotland.

Gavin Reid, Vancouver, British Columbia, Canada
October 2010

Working Definition of Dyslexia (Scottish Government, January 2009)

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/dyslexia>

The following working definition of dyslexia has been developed by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament. This is one of many definitions available. The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for educational practitioners, pupils, parents/carers and others. This definition does not have any statutory basis.

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- *auditory and /or visual processing of language-based information*
- *phonological awareness*
- *oral language skills and reading fluency*
- *short-term and working memory*
- *sequencing and directionality*
- *number skills*
- *organisational ability*

Motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neuro-developmental condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.¹

¹ Learning & Teaching Scotland

<http://www.ltscotland.org.uk/inclusionandequality/sharingpractice/organisations/dyslexiadefinition/index.asp>

This book examines the identification and support of children with dyslexia in primary school. It is part of a series of eight titles and it is recommended that this book is read in conjunction with:

- The appropriate core title covering early, middle or upper primary
- Supporting Pupils with Dyslexia at Primary School: Supporting and Working with Parents
- Supporting Pupils with Dyslexia at Primary School: Resources and Assessment Instruments

All titles in this series are free to download from Dyslexia Scotland's website – www.dyslexiascotland.org.uk.

It is recommended that readers also refer to the online 'Assessing Dyslexia' toolkit which can be found at the following link:

<http://www.frameworkforinclusion.org/assessingdyslexia>

IDENTIFICATION OF DYSLEXIA AT PRIMARY SCHOOL

Supporting Children's Learning Code of Practice (chapter 3) identifies assessment as an ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances.

The purpose of assessment ultimately is to help identify the actions required to maximise development and learning.

Under the 2004 Education Act and its subsequent amended version (2009), an education authority must take account of any relevant advice and information provided to them by parents on behalf of their child, eg if the parents have privately commissioned an assessment or report on the child then the authority must take that report or advice into consideration if asked to do so. Also, the authority must seek and take account of the views of parents and, where appropriate, of children themselves.

Many parents and teachers believe that there is an optimum age and stage for dyslexia to be identified in the primary school, but - like most teaching and learning - the identification of dyslexia is not as tidy or as straightforward as this. The characteristics of dyslexia, the severity of their impact on learning and their interaction with the ability, the personality, and the family of each individual child means that different children will develop different coping strategies at different times. In addition, the interaction of dyslexia with the uniqueness of each school, each classroom, each stage of the curriculum and each individual teacher's delivery of the curriculum make for such a degree of individuality that 'general' barriers to learning cannot be assumed for all children with dyslexia.

Manifestations of dyslexia can become apparent at any time from nursery to adulthood with identification of the dyslexic learning characteristics taking place at any time from

the early years to the final year of a University degree course or at a career change at any point in adult life. There are some higher order dyslexic difficulties that may not appear until the demands of the curriculum, course or job outweigh a person's coping strategies. Often, some time constraints are involved or the sheer volume of work has escalated.

EARLY IDENTIFICATION

All class teachers from P1 to secondary must be able to recognise the characteristics of dyslexia. Parents and education authorities want to achieve the earliest possible identification for each individual dyslexic learner.

The ideal scenario in primary school is that class teachers identify characteristics of dyslexia as soon as they appear at whatever stage in the school. They then refer to the Support for Learning teacher (or authority specialist) who will arrange for an in-depth investigation of the dyslexia, build up a profile of strengths and support needs, create an individualised programme to address literacy skills, supervise the delivery of, or deliver, this programme, and support the class teacher in ensuring curricular access for the pupil. It is also necessary to determine the level of any emotional support that is needed. These three types of support,

- LITERACY
- CURRICULAR
- EMOTIONAL

will continue to be needed in varying proportions throughout the child's primary school career.

Nursery

Assessing children for dyslexia at the nursery stage was regarded as premature by HMIE in their 2008 Review *Education for Learners with Dyslexia*. Nevertheless, they note that "*. . . all younger children, including those who display early indicators of language, motor, and sequential difficulties, are likely to benefit from early intervention to develop such skills. It is important that education authorities ensure that staff at the pre-school stage have appropriate knowledge of early indicators of dyslexia and the kinds of early intervention approaches which may help to lessen the impact for vulnerable children in later years.*" (page 27)

Nursery staff routinely work with parents and carers on an observation process that builds a profile of a child's strengths and support needs. The importance of early development and the staff awareness that any 'glitches' will have an impact on later learning means that nursery records are detailed in areas such as listening skills, concentration, motor skills, life skills, peer group interaction, self esteem, language skills, and attention deficit. The assessment is informally combined with fun and play opportunities.

This process varies in detail and presentation but Gavin Reid summarises it well as follows:

<u>CRITERIA</u>	<u>ASSESSMENT STRATEGY</u>
Speech and language	Parental discussion and observation
Co-ordination	Observation
Letter knowledge	Screening
Problem solving skills	Screening
Interest in activities	Consultation with parents and staff
Attention/concentration	Observation
Social skills	Observation

From Dyslexia: A Practitioner's Handbook (Fourth edition) Gavin Reid, Chichester Wiley-Blackwell, 2009.

Nursery teachers could use the observation checklist (Indicators at the Nursery Stage – see photocopyable appendices) and other information gathering techniques to identify individual children's needs and follow up by creating and implementing individual learning programmes that include exercises and strategies that minimise barriers to learning. Nursery staff quickly identify any children who do not respond or who are slow to respond to intervention.

While it may not be appropriate to 'label' a child as dyslexic at the nursery stage, it is sensible to use the checklist to identify a child who may be 'at risk' of failing to acquire literacy and numeracy skills in the normal way. This will ensure that appropriate transition arrangements are organised and that monitoring and support systems are on high alert for the child's entry to primary school.

The regular, planned, ongoing screening and assessment procedures that are in place at all stages of the primary school will usually lead to the identification of a child's dyslexia, but teachers at all stages should remain aware of behavioural manifestations that may mask the underlying barriers to learning.

SCREENING

Screening tests are often part of the whole school curriculum planning procedure and may involve whole class tests. In some authorities, Primary One Baseline and Progress Tests are the first of a series of screening tests to be administered. (These tests may be specific to education authorities and not be generally available.) Often, education authorities have set policies about testing children and all teachers should implement this. School managers may plan screening at particular stages, often P3 and P5, to support their role in monitoring progress and raising attainment. Many primary schools have an annual programme of screening procedures in reading and spelling in place for every class.

Screening is very useful in identifying a pupil for further investigation as a result of an unexpected result or lack of progress.

For further information on screening please refer to:

<http://www.frameworkforinclusion.org/AssessingDyslexia/>

In Class Assessment

Class teachers constantly use a range of observations and informal assessments during day to day classroom activities to check children's understanding of the curriculum and to monitor progress. In order to build a profile of individual strengths and support needs, class teachers look closely at the following areas:

- following instructions
- picture interpretation
- sequencing
- gross and fine motor skills
- orientation
- laterality and directionality
- hand/eye dominance and coordination
- body and spatial awareness
- auditory discrimination
- visual discrimination
- visual memory
- phonological awareness
- phonic knowledge
- comprehension
- prediction

More pupils are now being identified as having dyslexia by the end of P1 due to the widespread and effective initial teaching of literacy using programmes based on synthetic phonics. Children who are taught that reading is a code to be learned using a programme based on a 'phonics first, fast, functional and fun' approach not only seem to learn faster but appear much more secure in their learning. Within this regime some dyslexic pupils are easy to spot by the end of P1. This has been a great step forward from the psycholinguistic guessing games of the past. This 'language experience model' of teaching reading encouraged young readers to 'guess' individual words from the context of the whole sentence.

Other indicators of dyslexia

Class teachers will also be aware of emotional and behavioural issues that are often indicative of dyslexia and will always look at them holistically. It would be advisable for any child labelled as having a behaviour problem to be tested for dyslexia.

Parents may be the first to notice that their child is having difficulty and the school and teacher will have made it clear in policy statements and in their interactions at parents-teacher meetings how they will respond to parental concerns and requests for investigation.

Class teachers should be able to recognise and respond to dyslexia by providing:

- extra time for key activities
- differentiation of materials, by activity
- multi-sensory teaching
- positive esteem building

Class teachers are in a position to engage with individual children and can boost their confidence as learners. If they feel more information/support is needed, they may seek help from colleagues in Support for Learning. All primary schools will have access to either a Support for Learning (SfL) teacher or an Additional Support Needs teacher – or even a dyslexia specialist - deployed by the authority.

FORMAL DIAGNOSTIC ASSESSMENT

The *Supporting Children's Learning Code of Practice (2010)*² requires education authorities to publish information about policies and arrangements to identify additional support needs and to make provision for the additional support for each child identified. There will be variations in these policies across the country, but there is an assumption that Support for Learning or Additional Support Needs teachers will be trained to implement their authority's policy. It is important to note that a request for dyslexia to be investigated does not have to be initiated by a teacher – it could come from parents/carers, another professional or directly from the child.

While it is recognised that some authorities issue clear and detailed guidance about the procedures to be followed by staff, the example outlined below assumes the initial involvement of a school's Support for Learning teacher in the process.

Step 1: On referral the Support for Learning teacher will discuss the child's educational history with the class teacher, collect samples of work and go over the checklist of indicators. They must remain aware that each child will have a very distinctive pattern of strengths and support needs and that comparison of one dyslexic learner with another is unlikely to be helpful.

It is often helpful to ask parents/carers to complete a checklist to explore possible dyslexia indicators not usually seen in school (see Indicators). Eyesight and hearing tests should be requested prior to any programme of testing.

Step 2: At this stage, some authorities require an educational psychologist or specialist dyslexia teacher to become involved.

The Support for Learning teacher or designated professional will then undertake a full investigation of dyslexia. This may include:

1. Abilities – verbal and performance tests
2. Perception – tests in perception skills
3. Memory – auditory, visual and visual-motor
4. Motor skills – fine and gross
5. Laterality – self and others
6. Dominance – hand, eye, foot
7. Speech – receptive and expressive language
– auditory perceptual skills

2 <http://www.scotland.gov.uk/Publications/2010/08/11140218/0>

8. Reading – single words
– contextual for speed, accuracy and comprehension
9. Spelling – in standard test form in free writing
10. Writing – timed writing – looking for spelling, punctuation, handwriting, grammar, speed of production, sentence construction and organisation and expression of ideas
11. Mathematics – oral and written calculations
12. Personality, self esteem, emotional status.

Assessors may choose from a range of commercially available tests, both electronic and paper based (see page 17 in the Resources booklet) - their choices will be informed by the profile of the child built up by the screening, the range of in-class assessment already available and the invaluable information gleaned from parents at parental interviews.

For many assessors, the advantage of using electronic assessments is very clear, especially since many of the statistical calculations are performed by the software. However, an electronic profile or other formal test results should not be used alone and interpretation of these should be considered together with other information gathered and close observation of the pupil while testing is done.

Some parents and teachers believe that assessment of dyslexia must be carried out by an Educational Psychologist. Historically, this was the case but it is no longer necessary as some teachers have undertaken specialist training in the administration and interpretation of standardised tests. With their up to date knowledge and experience of the curriculum, these teachers are in a strong position to investigate the probability of any particular child's dyslexia and related barriers to learning to the demands of the curriculum, within a reasonable timescale on the school premises.

Fine Tuning

In order to meet children's needs most effectively once dyslexia has been identified further investigations may be necessary. These may include:

- in-depth phonic check
- referral to Optometrist
- referral to Occupational Therapist
- referral to Speech and Language Therapist

Many children with dyslexia need to work in a multidisciplinary context. Others require teachers to take account of their individual learning preferences and to accommodate their coping strategies in the classroom.

As children progress through the Curriculum for Excellence, they will meet different challenges and their coping strategies will either adapt or fail – so 'fine tuning' of strategies designed to meet individual needs must continue till the best provision is made for each child with dyslexia.

In the course of the assessment process teachers must never lose sight of the fact that vulnerable people, their relationships and their futures are at stake. For the child with dyslexia and the family the period of assessment can be a very traumatic time and how it is handled can impact on the child and the family for a long time to come.

MONITORING AND REVIEW

Once the child has been identified as being dyslexic and the appropriate literacy support programmes, curricular access strategies, and emotional supports are in place then discussions should take place regarding regular monitoring and review procedures.

- Is the pupil working with a group or individually?
- Will the pupil have group targets or an I.E.P.?
- What help, if any, will the teacher need?
- Will CPD opportunities be arranged to help class teachers understand the impact of dyslexia on learning?
- What support can be given to the parents? Now? In the future?
- How frequently should the school hold review meetings? Every term? Every 6 months?
- Do any outside agencies or other colleagues need to be involved? eg IT support team, dyslexia support team, Occupational Therapist, Speech & Language Therapist

READING LIST

Assessing Dyslexia toolkit link (2010)

<http://www.frameworkforinclusion.org/AssessingDyslexia/>

Backhouse G & Morris K (eds) *Dyslexia? Assessing and Reporting* (2005, Hodder-Murray in association with PATOSS)

Henderson, A *Maths for the Dyslexic: A Practical Guide* (ISBN 9781853465345)

Mackay, N *Removing Dyslexia as a Barrier to Achievement* (SEN Marketing Dyslexia Friendly Schools Toolkit, 2005, ISBN 9781903842058)

Packiam Alloway, T *Improving Working Memory, Supporting Students' Learning* (2011, Sage, ISBN 9781849207485)

Plummer, D M, *Helping Children to Build Self-Esteem* (2nd Edition, ISBN 9781843104889)

Reid, G *Dyslexia: A Complete Guide for Parents* (2004, Wiley)

Reid, G *Dyslexia: A Practitioner's Handbook* (4th Edition, 2009, Wiley-Blackwell)

Reid, G *Learning Styles and Inclusion* (ISBN 97814112910644)

Reid, G & Green S, *100 Ideas for Supporting Pupils with Dyslexia* (ISBN 9780826493989)

Riddick, B *Living with Dyslexia* (David Fulton publishers, ISBN 9780415477581)

Ryden, M *Dyslexia How Would I Cope?* (ISBN 9781853023859)

Saunders, Dr K & White, A *How Dyslexics Learn –Grasping the Nettle* (ISBN 9780953931514)

Wilkins, A *Reading Through Colour* (ISBN 9780470851166)

Winter, M *Asperger Syndrome, What Teachers Need to Know* (Jessica Kingsley Publishers, ISBN 978843101437)

PHOTOCOPIABLE

Dyslexia Indicators at the Nursery Stage (May Indicate Early Manifestations of Dyslexia)

Nursery teachers and nursery nurses are well placed to identify these general indicators. If several of the indicators listed are present the team will wish to discuss if the severity merits referral for further investigation and support. Possible colleagues to contact would be an Educational Psychologist, Occupational Therapist, Speech Therapist or Support for Learning Teacher.

Pupil Name: _____ Class: _____ Date: _____

- Poor language and pronunciation
- Poor rhyming
- Immature speech pattern and communication
- Poor phonological awareness
- Poor concept of time
- Poor organisation
- Poor listening skills
- Poor memory for rhymes, stories, events, instructions
- Cannot clap a rhythm or keep a musical beat
- Is clumsy, wriggly and accident prone
- Is hard to engage, shows little interest in activities
- Can be easily distracted
- Has poor posture
- Poor fine motor skills, including drawing, copying and letter formation
- Poor eye tracking and inability to converge from far to near
- Poor spatial concepts
- Poor body image
- Has not established hand dominance
- Has poor ball skills
- Has poor balance and co-ordination
- Poor letter knowledge
- Social skills are very limited or unsuccessful
- Other – please give details

Teacher/Nursery Nurse: _____

Action requested:

- investigation and advice regarding support
- profile of additional needs
- advice regarding assessment arrangements
- any further referrals recommended

PHOTOCOPIABLE

Dyslexia Indicators at the Lower Primary Stage (Pupils ages 5 – 8)

Dyslexia is not only a problem with reading and spelling. The problem may be perceptual, auditory receptive, memory based or a processing deficit. Class teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in class please tick the relevant boxes, enter details and any additional information and pass to Support for Learning and Management for further investigation.

Pupil Name: _____ Class: _____ Date: _____

- Find it hard to learn letter/sound relationships
- Confuse letters or words with similar shapes or sounds
- Find it hard to sound out simple words
- Reverse, insert or omit words, letters and numbers
- Have difficulty with spelling very simple regular words
- Muddle the order of letters and words
- Keep losing the place when reading
- Read and do written work very slowly
- Have difficulty pronouncing longer common words
- Have difficulty hearing rhymes and sounds within words
- Have poorly spaced, poorly formed, large faint or small heavily indented writing
- Have difficulty memorising (especially in number work) despite adequate supported in-school practice
- Be slow to learn to tell the time
- Be slow to learn to tie shoe laces
- Confuse left/right and up/down
- Have difficulty learning the alphabet, months and days in order
- Have delayed or idiosyncratic speech and language development
- Have difficulty carrying out an oral instruction or, more commonly, multiple oral instructions
- Have poor organising ability – losing and forgetting things
- Have poor coordination and depth perception – tripping and bumping into things
- Have word finding difficulties
- Behaviour difficulties, frustration, poor self image.
- Easily distracted – either hyperactive or daydreaming
- Other – please give details

Teacher: _____

Action requested:

- investigation and advice regarding support
- dyslexia assessment
- profile of additional needs

PHOTOCOPIABLE

Dyslexia Indicators at the Upper Primary Stage (Pupils ages 8 – 12)

Dyslexia is not only a problem with reading and spelling. The problem may be perceptual, auditory receptive, memory based or a processing deficit. Class teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in class please tick the relevant boxes, enter details and any additional information and pass to Support for Learning and Management for further investigation.

Pupil Name: _____ Class: _____ Date: _____

- Still have difficulty with reading
- Read adequately but slowly, making careless errors, and tiring in extended reading situations
- Have considerable spelling difficulties
- Have difficulty copying accurately from the blackboard or a book
- Have failed to accumulate a core of common key words
- Still confuse b/d or was/saw in reading and writing
- Still have difficulty pronouncing longer common words
- Do written work very slowly
- Miss out sounds or syllables in words, spoken and/or written
- Have difficulty memorising number bonds and tables
- Reverse numbers, eg 36 or 63
- Still confuse left/right and up/down
- Still have difficulty with the sequence of days, months and the alphabet
- Have poorly formed, poorly spaced immature handwriting
- Have difficulty remembering oral instructions
- Frequently appear confused and process only parts of the lesson
- Have word finding difficulties
- Good orally but written work disappointing
- Poor organisation and presentation; forgets books and homework
- Behaviour difficulties, frustration, poor self-image
- Easily distracted – either hyperactive or daydreaming
- Clumsy, unpopular in team games, dislikes P.E.
- Other – please give details

Teacher: _____

Action requested:

- investigation and advice regarding support
- dyslexia assessment
- profile of additional need

PHOTOCOPIABLE

DYSLEXIA - SELF-ESTEEM ISSUES

The child with dyslexia needs a great deal of support and encouragement to help face up to, talk about and analyse those confusing and conflicting emotions and behaviours that can result from what is often called the 'hidden' disability.

Dyslexic pupils, unless demonstrating a particular talent, may go through the school system never knowing the experience of success.

Pupil Name: _____ Class: _____ Date: _____

Please indicate any of the following that you suspect this pupil may be experiencing:

- lack of self-confidence
- poor self image
- a fear of new situations
- fatigue from the huge effort needed to complete an ordinary task that others can tackle automatically
- disappointment at the disproportionate return for their effort
- confusion regarding their place in the 'pecking order' of the class, which often leads to isolation or identity problems
- humiliation as their difficulties lead to embarrassing situations
- despair and exhaustion from the level of alertness and forward planning needed to sustain intricate coping strategies
- Please note any other difficulties you have observed in this pupil and return to Support for Learning

Signed: _____

PHOTOCOPIABLE

WRITING/RECORDING ASSESSMENT RECORD

Pupil: _____ Date of Assessment: _____

Background information:

--

Reading Standard Score _____ (RA) _____

Test used: _____ Date: _____

Spelling Standard Score _____ (SpA) _____

Test used: _____ Date: _____

From samples of work:

Score with very poor, poor, satisfactory, good, very good

	Legibility	Length	Spelling	Vocabulary	Ideas
Handwritten					
Typed					
Dictated					

Assessment observations

Handwriting	
Handwriting speed Seating & positioning Handwriting technique Pencil grip Comments & observations	
Keyboarding	
Typing speed Keyboard familiarity Typing skills Comments & Observations	
Spelling - Can the pupil:	
identify errors copy accurately self-correct errors found Comments	

PHOTOCOPIABLE

Observation of Dyslexia Manifestations³

Pupil: _____ Date: _____

Subject: _____ Time of day: _____

Description of main lesson activity: (circle) Practical, Reading/writing, Teacher talk, Copying.

Notes on content, teaching strategies used, differentiation, resources etc.

Pupil's learning behaviour should be scanned at approximately 30 second Intervals and learning behaviour recorded under the following headings:

Dyslexia indicator	Frequency observed
Poor auditory discrimination	_____
Asks what was said (page number etc)	_____
Can't remember spoken instructions	_____
Appears not to hear teacher's talk	_____
Poor visual discrimination	_____
Complains can't see (eg the board)	_____
Squints at text, moves book a lot	_____
Difficulties copying	_____
Asks others what text says	_____
Difficulty organising work & desk	_____
Appears not to try to start work	_____
Does not write continuously	_____
Writes very little	_____
Often asks how to spell words	_____
Avoidance strategies (eg ill, no pencil)	_____
Tires quickly, takes rests/breaks	_____
Does not volunteer answers	_____
Refuses to read aloud	_____
Gets angry when struggling with task	_____

Comment on:

Settling down to work: _____

Following instructions: Written _____ Spoken _____

Asking for help: _____

Nature of teacher interventions: _____

Co-operation with others: _____

Completion of set tasks: _____

PHOTOCOPIABLE

CHECKLIST OF UNDERACHIEVING BEHAVIOURS³

Pupil details: _____

Learning characteristics

- Is orally good but written work is poor – gap between expected and actual performance – may be reluctant to write at length because s/he cannot write as fast as s/he thinks
- Is apparently bored, may appear to be absorbed in a private world
- Often abandons set work before finishing, having mastered content/process
- Can follow complex instructions easily, but may prefer to do things differently
- Works independently, but finds many reference sources superficial
- Good problem finding skills, but reluctant to solve these once identified
- Inventive in response to open ended questions, able to form but not test hypotheses
- At ease in dealing with abstract ideas
- Shows a vivid imagination with unusual ideas
- Is very observant, perhaps argumentative, able to ask provocative questions

Behavioural characteristics

- Has a poor concentration span but is creative and persevering when motivated
- May be emotionally unstable – feelings of inferiority but outwardly self-sufficient
- Often restless and inattentive, lacks task commitment
- Prefers to work alone, rarely co-operates in group work
- Shows originality and creativity but quickly gets bored with repetitive tasks
- Has a narrow range of interests and hobbies with extraordinarily knowledge of obscure facts
- Appears to have little in common with classmates, being tactless and impatient with slower minds
- Has a quirky, sometimes adult, sense of humour

Supporting Pupils with Dyslexia at Primary School is a series of titles for primary school teachers throughout Scotland. They are intended to inform parents and teachers about how dyslexia might affect a child in order to enable them to remove the barriers to learning that they often experience.

The pack of 8 titles:

- Is an authoritative resource to help teachers when making provision to meet the additional needs of pupils with dyslexia as described in the Scottish Government's Supporting Children's Learning: Code of Practice 2010 (chapter 2)
- Provides class teachers with practical information and helpful tips on how to support pupils with dyslexia achieve academic success in the Curriculum for Excellence (literacy and numeracy)
- Offers specific guidance for Support for Learning teachers and school managers on their roles in supporting pupils with dyslexia
- Explores the need for direct and open communication with parents of children with dyslexia
- Includes handy photocopiable material in each of the eight titles
- Can be viewed online at www.supportingdyslexicpupils.org and downloaded free of charge from www.dyslexiascotland.org.uk

Supporting Pupils with Dyslexia at Primary School is an adaptation by the committee members of Dyslexia Scotland South East of an *original work by Meg Houston*

'There are many aspects relating to dyslexia that can be misunderstood unless a clear set of materials, such as this pack, are available. These booklets are therefore timely and essential'

Dr Gavin Reid

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