



Kings Meadow Primary School

Provision Map for Dyslexia

Cognition and Learning: Ways to Support Children with Dyslexia/a Dyslexic-Type Profile

Level of Need	Assessment	Intervention/Provision (including resources)
Stage 1: Ordinarily Available Provision (Universal)	• Reception Baseline Assessment (RBA) • Early Years Foundation Stage Profile (EYFSP) • Year 1 Phonics screening • Teacher formative assessments • Accelerated Reader assessments • SPAG/Grammar Hammer assessments • Big Writing • RWI diagnostic assessments • ORT assessments • Guided Reading • Individual Reading • Spelling Marks • Spelling Shed test marks • Writing assessments • Development Matters Tracker	• Clear communication strategies e.g.: visuals, chunking information, processing time and individual check-ins. • Daily reading • Recording of ideas supported using e.g. drafts, writing frames, mind-maps, • Assistive technology, teaching assistants, able scribes. • Word banks/letter formation cards available at the table and used by those who need them • Systematic Phonics scheme, Read, Write Inc. in Early Years and KS1 • Buff Dyslexia-friendly backgrounds on PowerPoints/IWB • Comic Sans font (12-14) on worksheets, where possible • Pencil grips available • Handwriting lessons/Fine Motor Skills approaches, e.g. Funky Fingers, Dough Disco, foam letters, etc. • Mark positively and build from that point, with positive individual feedback • Inclusive Homework • Design worksheets so that the layout is 'uncluttered'. Signpost sections with key words, symbols and pictures. Put important information in bold or colour. • Provide opportunities to learn in rote by helping pupils to recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall • Lack of visual stimuli around IWB/board areas • Planning time for writing • Golden Quill rewards for writing to promote achievement and value

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Stage 1: Ordinarily Available Provision (Universal) Cont.	• Big Write teacher assessment • Dictation assessments • Ed Shed Baseline assessment • Year Group On-Entry September assessments, e.g. Spelling, writing, reading • Past SATs Papers (Y6)	• Access to Dictionaries, Thesauri, Google Spell Check • Visual prompts, instructions and resources • Minimise distractions • Sound mats • Practical resources • Songs/rhymes to support memory • Modelling of handwriting/spelling • Reading collaboratively • Reading Ambassadors • Reading Rocketeers • ZPD/Book Levels • Working Wall • Adjustable classroom lighting • Consideration of Classroom environment to reduce sensory overload

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Stage 2: Targeted Provision	• RWI diagnostic assessments • Fresh Start Phonics diagnostic assessments • Lexia Baseline assessment • BDA Primary School Dyslexia Checklist - https://cdn.bdadyslexia.org.uk/uploads/documents/Primary-Checklist.pdf?v=1705333948 • Memory Fix pre and post intervention assessments • Parent and Pupil Voice - is there a family history of Dyslexia • Small Steps EY assessments • Birmingham Toolkit assessments • Termly review of targets on SEND Support Plans shared with parents • Child and Parent Views on SEND paperwork	• Reading rulers • Coloured overlays • Coloured dry-wipe board • 'Single word' ruler • Provide the pupil with their own pack of useful resources, <i>e.g. spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, index cards for subject vocabulary with visuals on, dictionary, sheet of high frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to correct or conceal, etc.</i> • Seat where the pupil can see clearly • Avoid asking the pupil to copy from the board - use a photocopied transcript/date and LO • Encourage pupil to jot information down, <i>e.g. with post-its, coloured dry-wipe board</i> • Brain breaks to avoid cognitive overload • Chunking information • Oracy approaches, <i>e.g. Dyslexia profile pupil who has good ideas but difficulty with spelling and handwriting, with a pupil who is good at writing, but not so strong on ideas</i> • No pressure to read out loud to the whole class, unless they want to. • Highlighted lines in books • Consideration to spelling test requirements, <i>e.g. amount of spellings, words given to learn</i> • Whole word learning • Precision teaching of High Frequency words for spelling and reading • Colourful Semantics • Recording instructions, <i>e.g. on iPad, recording software</i> • Use of Technology, <i>e.g. Speech to text</i> <i>You can use Google Docs to convert voice to text in real-time. To do so, open a document on Google Docs, then follow the steps below: Click 'Tools,' select 'Voice Typing,' and select the language. Click the microphone icon and start speaking.</i> • Dyslexia Friendly Books that promote high interest

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Stage 2: Targeted Provision (Cont.)		• Word mats • Visual aids - task management boards to chunk tasks to support working memory • Manipulatives, e.g. rainbow letters, flashcards, pencil grips • Toe by Toe for precision teaching letter sound correspondences • Lexia online programme for reading and spelling • Read, Write Inc. and Fresh Start Phonics in KS2 at an appropriate level to secure knowledge and allow catch-up • Reciprocal Reading (Y5 & Y6) • Buff paper, Comic Sans font (12-14) and 1.5 spacing. • Visual Prompts/task planners to aid executive function and organisation and knowing where to find help. • Alternative means of recording including laptops. • Spelling Intervention and support • Handwriting Intervention and support • One Page Profile devised on Edukey, highlighting strengths, barriers and support in place • 'Memory Fix' intervention to improve children's memory skills • Writing slopes • Mark for content, rather than presentation. • Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the effort they have to put in to learning. • Teach pupil strategies to improve organisation, such as diaries, checklists of equipment they may have to bring to school each day • Scaffold writing: - Provide writing frames and templates to help structure thinking - Provide prompt sheets@ questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings

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Stage 2: Targeted Provision (Cont.)		- Provide clue cards - Use cloze procedure (where the pupil fills in missing words in text) - Print off an IWB page used in whole-class session and have pupils add to it/annotate. • See Sefton Provision Map for C&L - https://sefton.gov.uk/media/kd1parc1/cl-provision-grid-with-links.pdf • SEND Support Plan if appropriate • Support from SENIS if and when required • Follow recommendations given by outside agencies and other professionals • Individual work stations if appropriate • Use of quiet intervention areas/rooms/calm table • Now/Next Visual Boards • Sensory resources if needed, e.g. ear defenders, fidget toy, weighted blanket, distraction barrier, etc. -

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Stage 3: Specialist Provision	• Referrals if appropriate	• Adapt SEND Support Plan to include advice from specialists • Implement advice from any specialist reports, e.g. EP advice • Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP • Additional time in tests if appropriate, and a Dyslexia diagnosis has been confirmed