



Identifying and Supporting Learners with Dyslexia in the Mainstream Classroom

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**Nottinghamshire
County Council**

What is dyslexia? The Rose Definition

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities.

It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.

Learning difficulty or learning difference?

Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes number and calculation.



Dyslexia traits/assessment visualised as a linear spectrum

Not helpful in understanding and communicating pupils' strengths and difficulties



Dyslexia traits/assessment visualised as a wheel

Helpful in highlighting pupils' relative strengths and difficulties in different areas so that appropriate interventions can be selected



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Dyslexia Facts



Dyslexia Facts

There is no "cure", it is a life long condition.

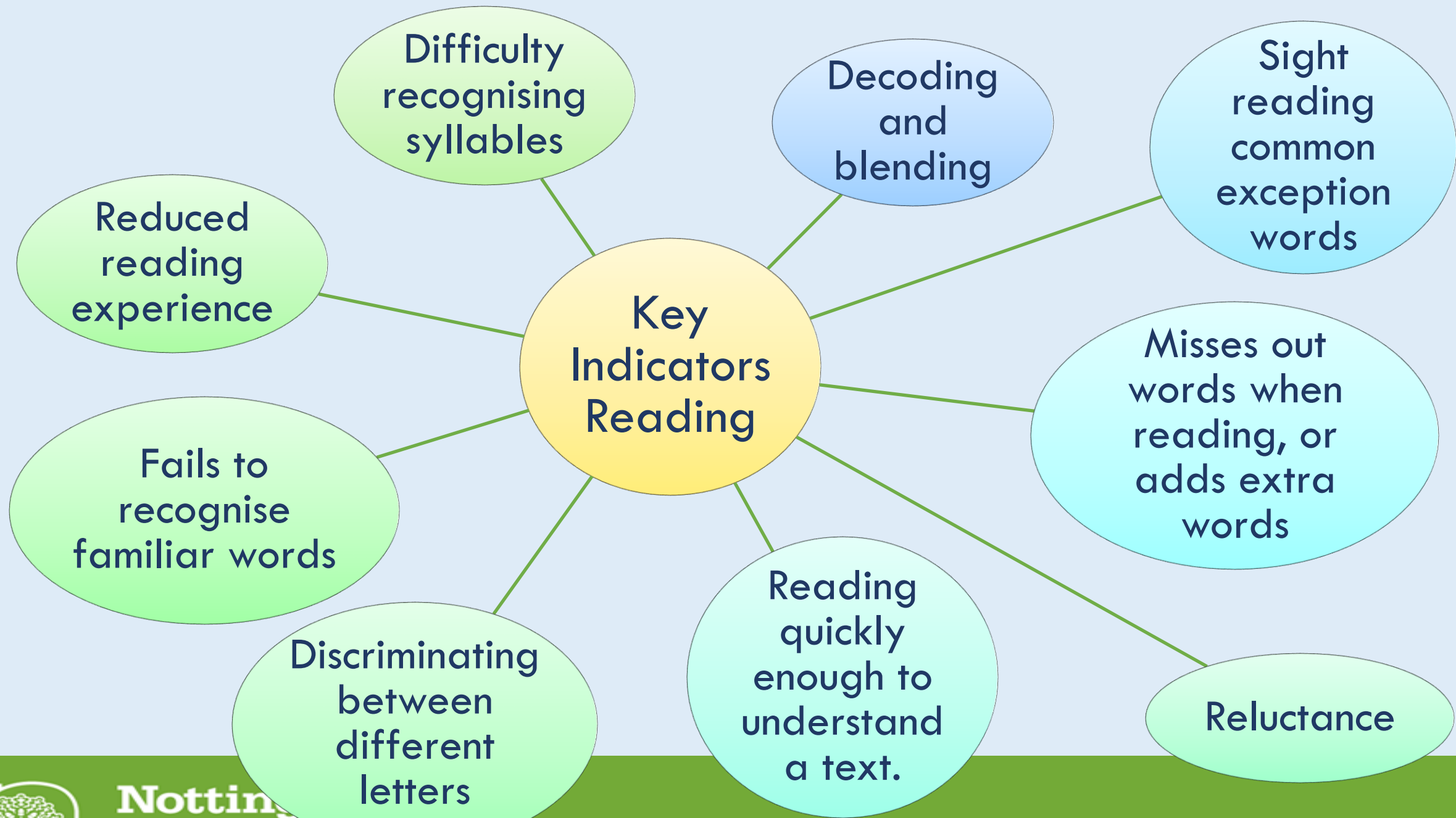


Dyslexia runs in **families**

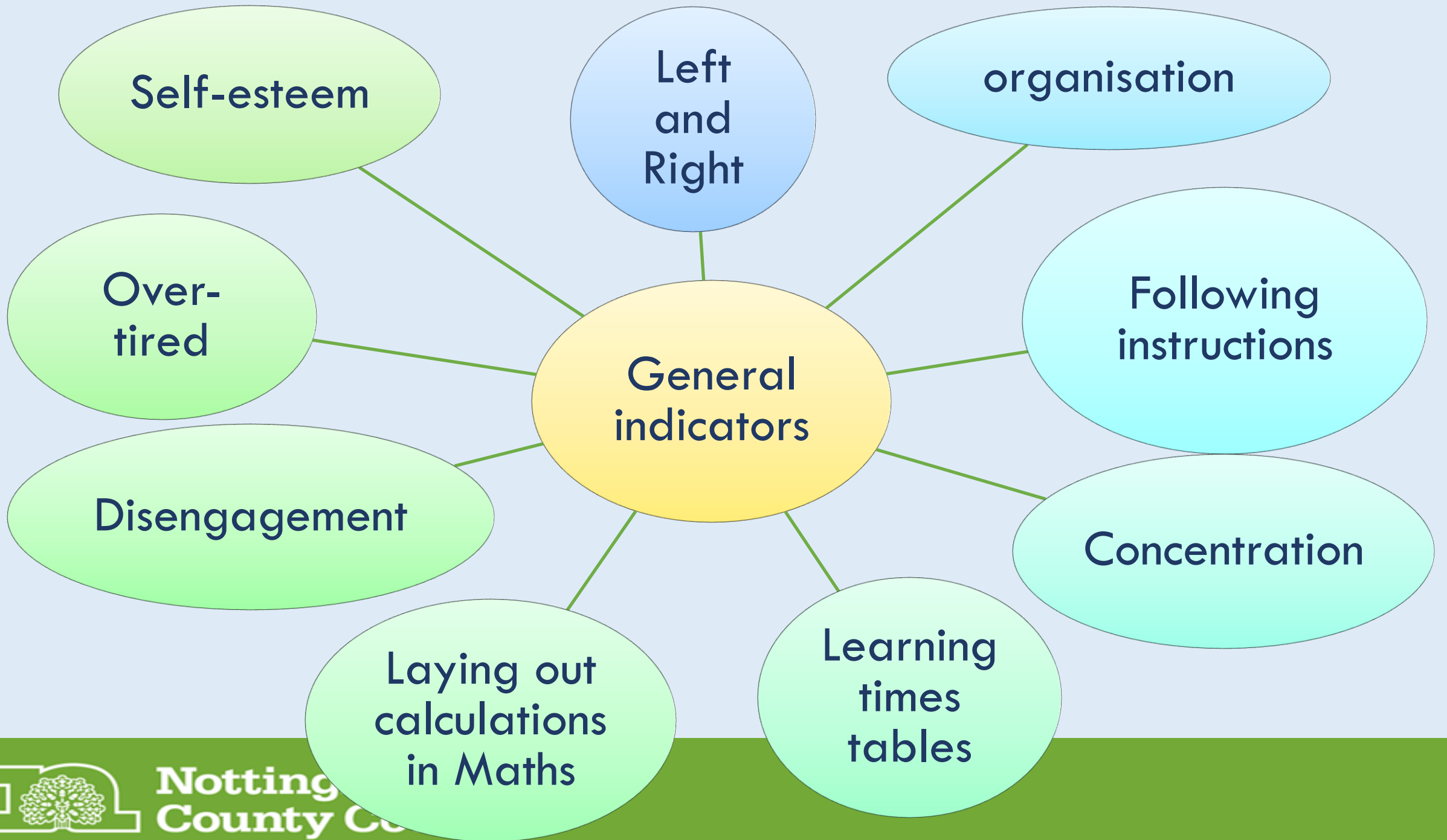


Discussion – what difficulties do you associate with dyslexia?

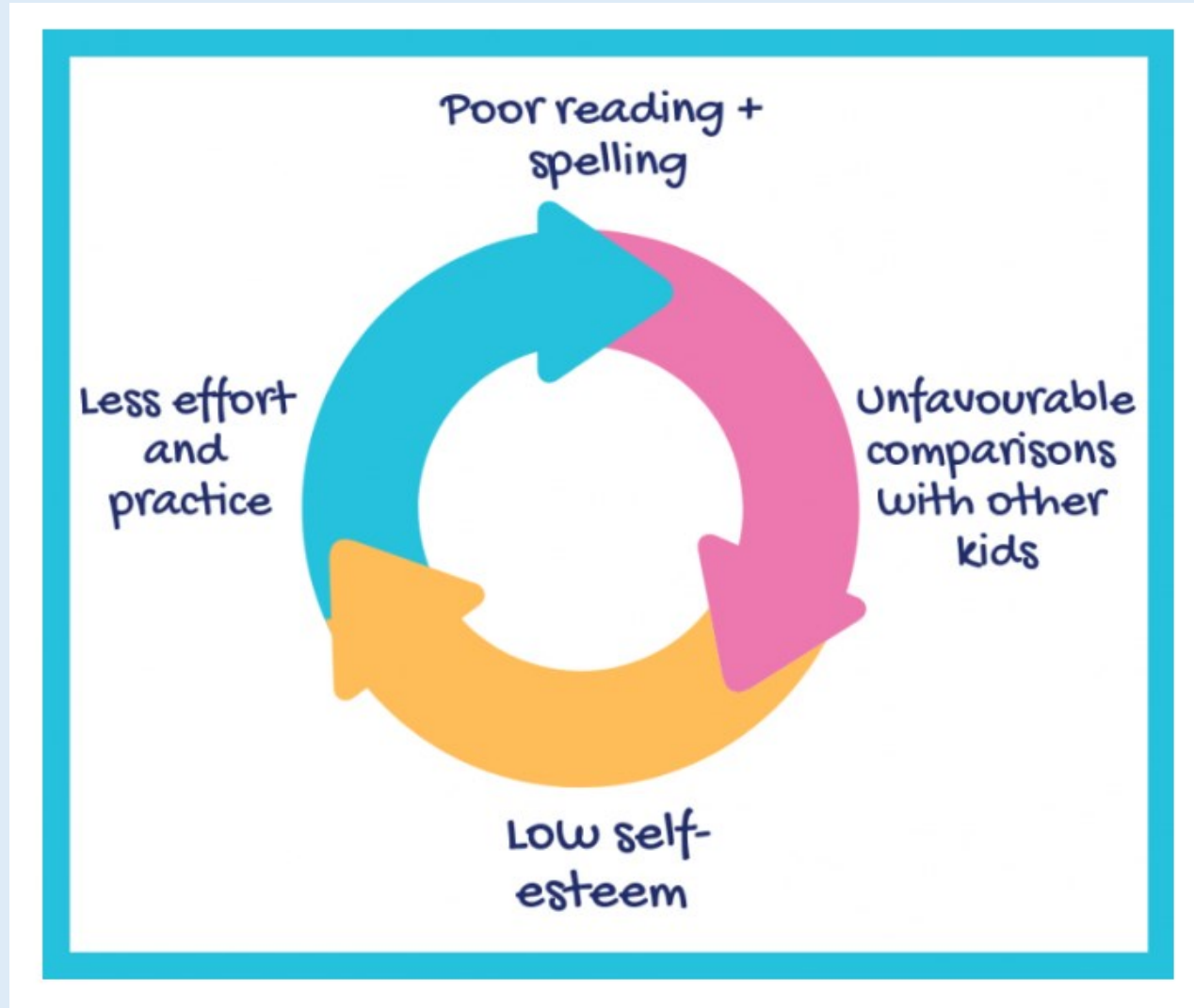


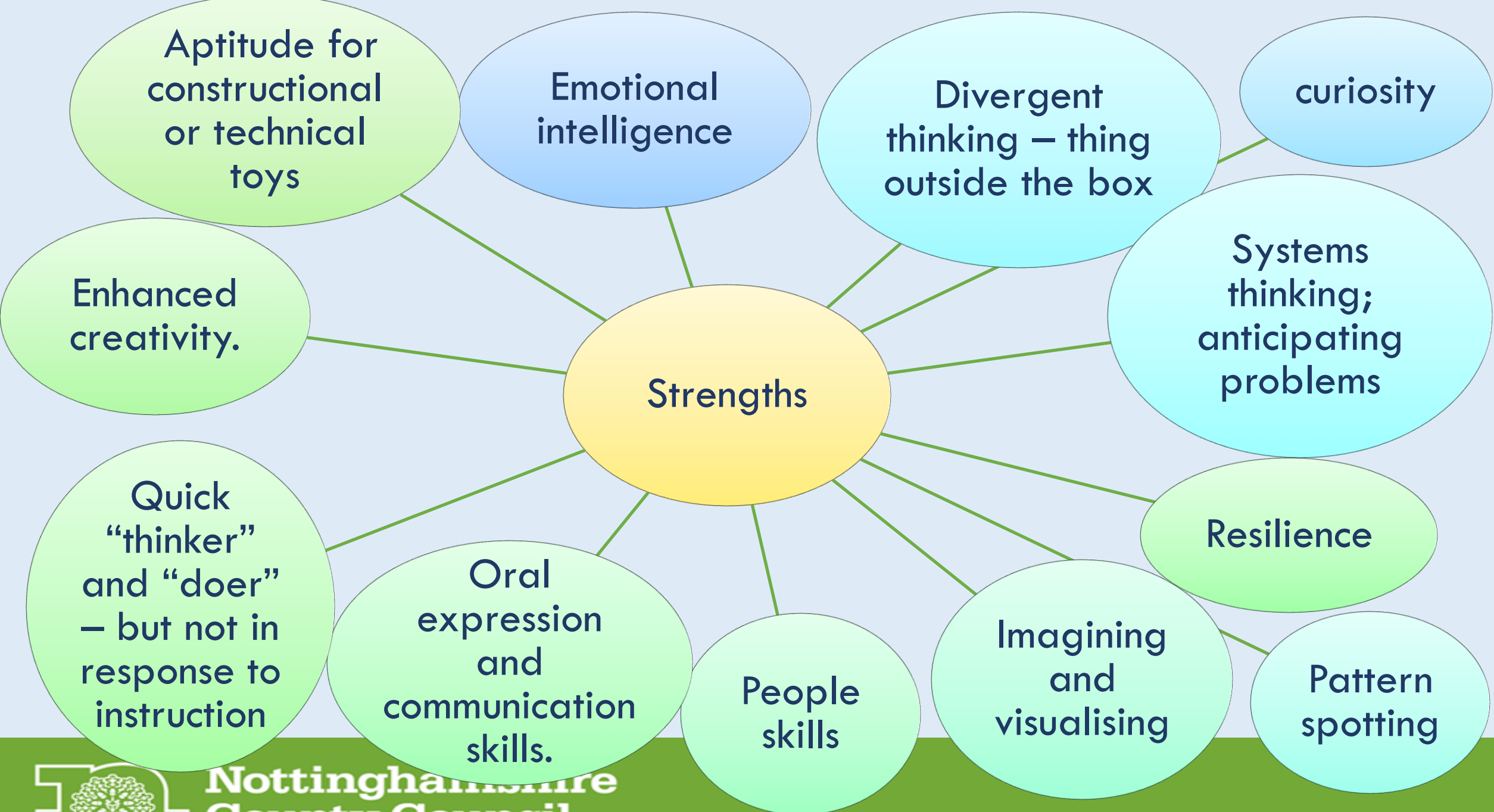






Self-esteem





“Sometimes the numbers just go into a dark place in my mind.”

“I love silent reading but we only do it for 10 minutes and I haven’t read much.”

“Dyslexia is bad in some ways but good in others because it makes you better at somethings, and for me it’s Maths.”

“I listen as hard as I can but sometimes my brain shuts off and I day dream and I think if I can move something of mine and I can get out of my daydream and listen again.”



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



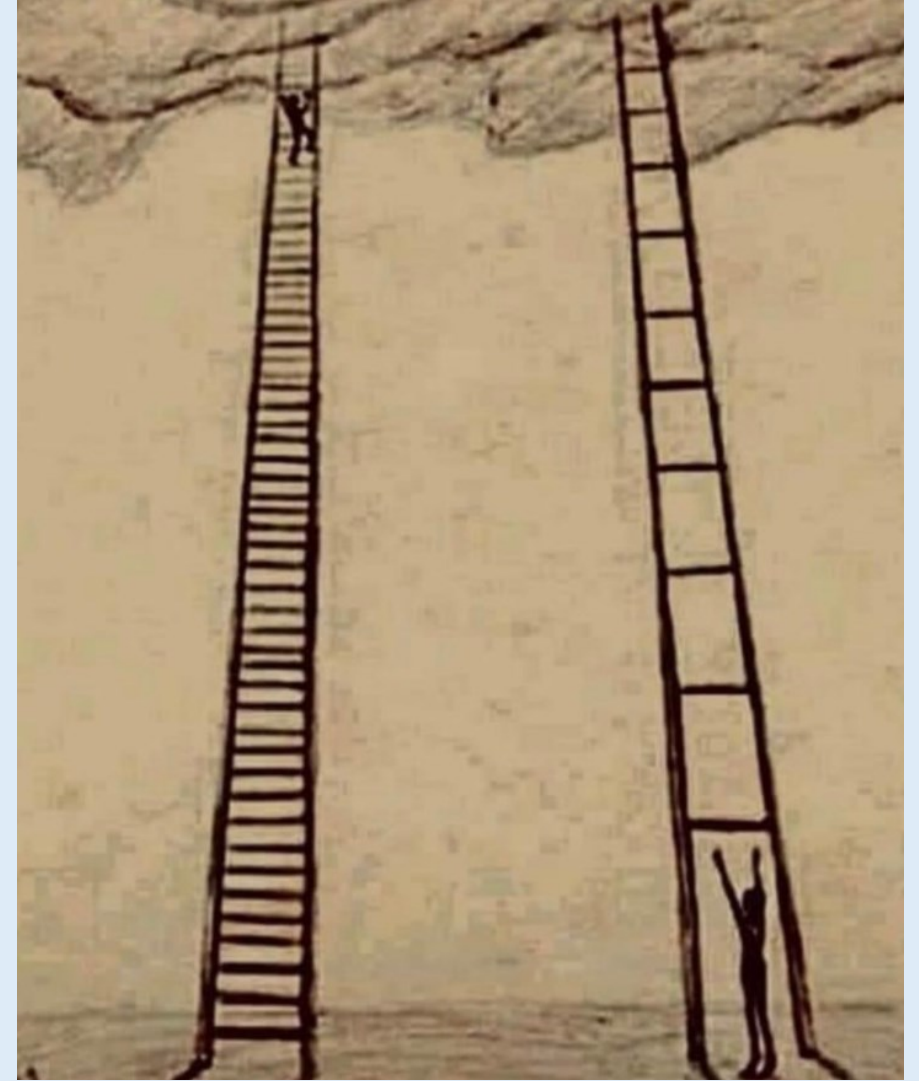
Explicit Instruction

High expectations for all learners.

I do, we do, you do

Small steps, carefully sequenced

Multisensory teaching – models, manipulatives, dual coding



Metacognitive and cognitive techniques

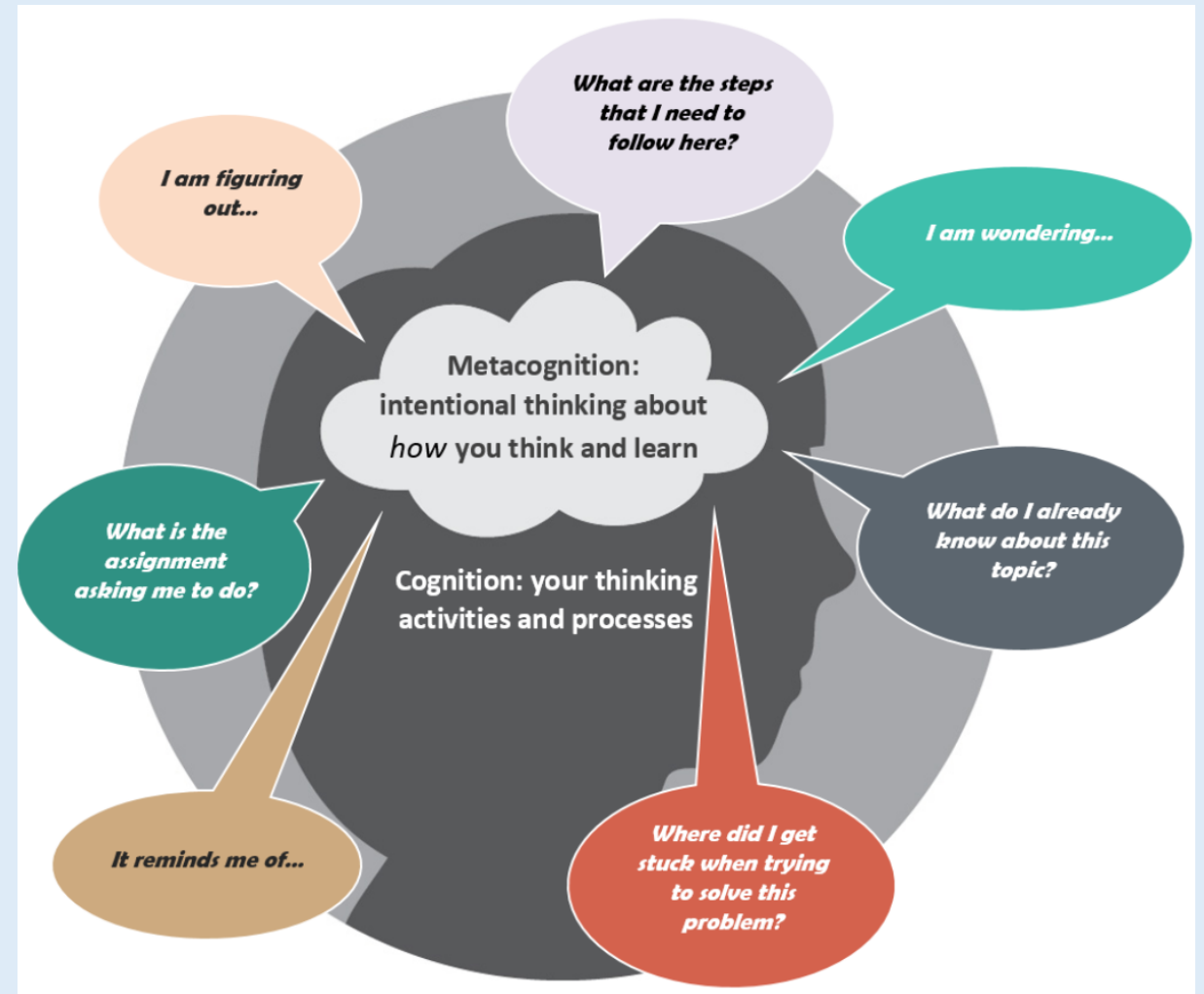
Activate prior learning – what do I already know about this?

Retrieval and spaced learning, opportunities for overlearning

Reduce cognitive load

Model thinking and problem solving

Teach transferable skills



Reducing cognitive load




Working memory – 7 items,
time limited



Long term memory – no fixed
capacity

Flexible grouping

Peer support – good role models, support with reading and spelling.




Improved behaviour in the classroom.



Higher ability learners are challenged to articulate and explain their ideas.



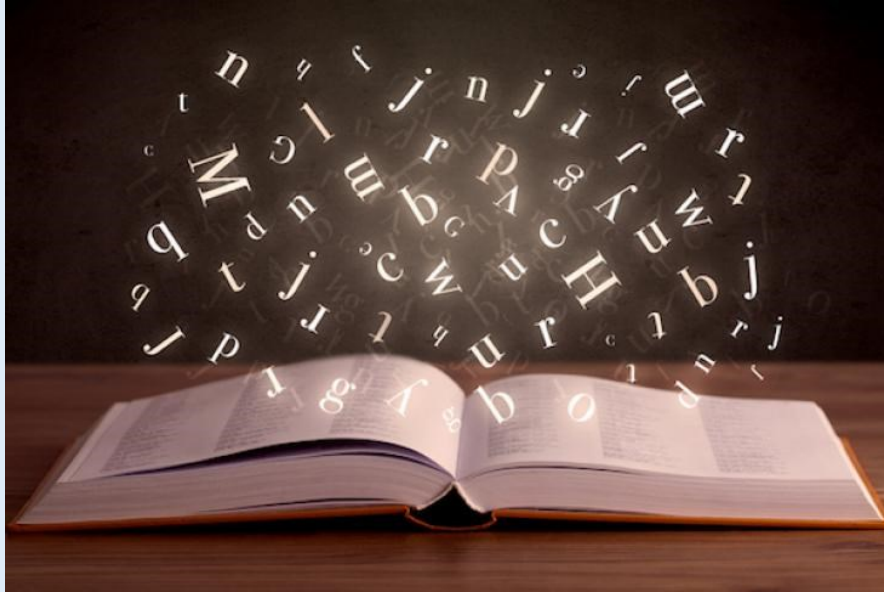
Learners with literacy difficulties can use their strengths.



Scaffolding and support rather than differentiation by task.



Scaffolding Reading



Lots of sound talk – hearing and paying attention to sounds

Teach how to chunk syllables – what is a syllable?

Morphological approaches for suffixes and prefixes – jumped/hunted/shared

Using a following finger

Reading rulers



Scaffolding Reading

Readability of resources – see style guide

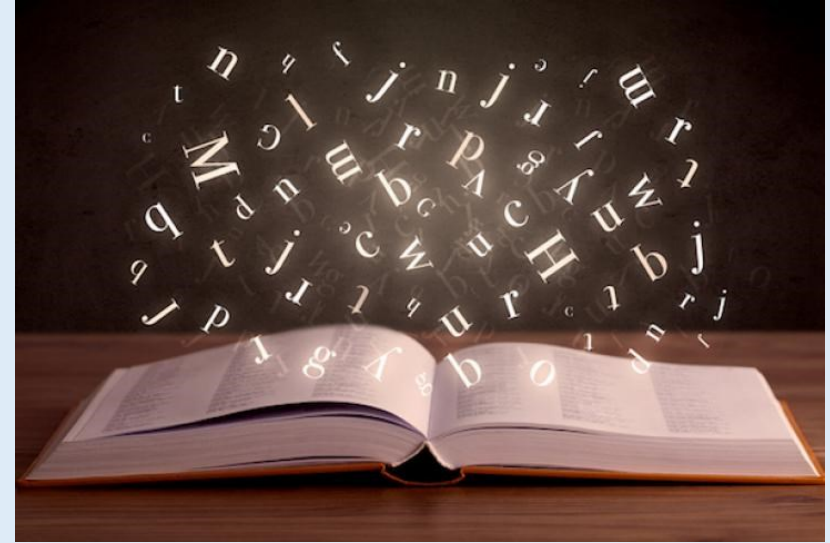
Pre-read of texts – before school or sent home.

Reading books – hi lo e.g Barrington Stoke

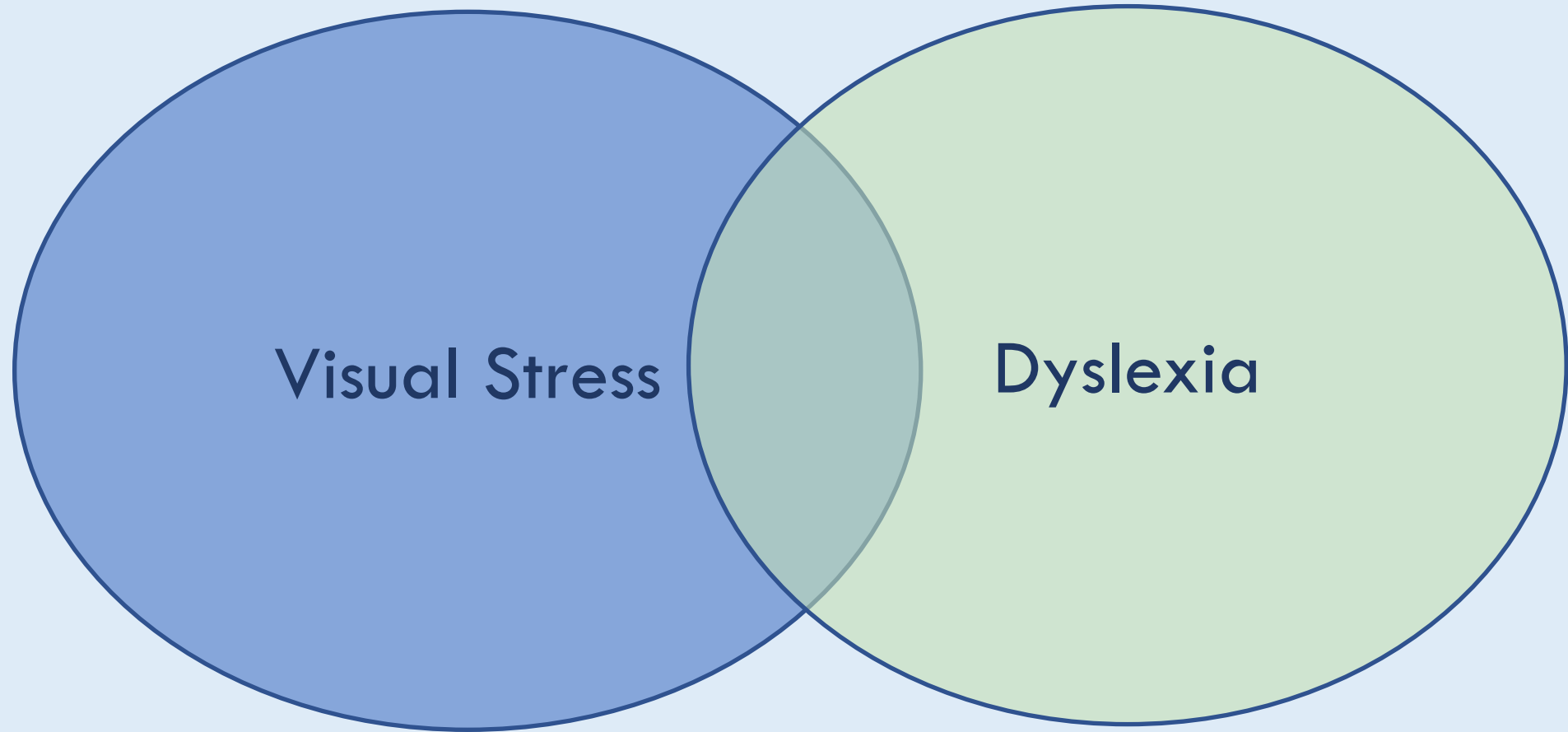
Use videos, captions, graphs, diagrams

Give own version of presentation

Vocab – explicit teaching of meaning.



Visual Stress and Dyslexia



Calibre audio

YouTube GB



Macbeth Act I Scenes 1, 2



Act I Scene 1

Thunder and lightning
Enter three WITCHES

1ST WITCH When shall we three meet again
In thunder, lightning, or in rain?

2ND WITCH When the hurlyburly's done,
When the battle's lost and won.

3RD WITCH That will be ere the set of sun.

1ST WITCH Where the place?

2ND WITCH Upon the heath.

3RD WITCH There to meet with Macbeth.

1ST WITCH I come Greymalkin!

2ND WITCH Paddock calls.

3RD WITCH Anon!

ALL Fair is foul, and foul is fair;
Hover through the fog and filthy air.

5
10

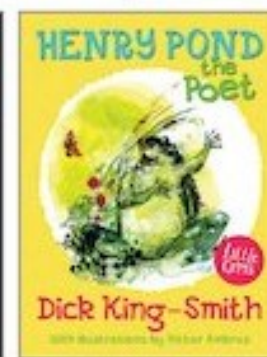
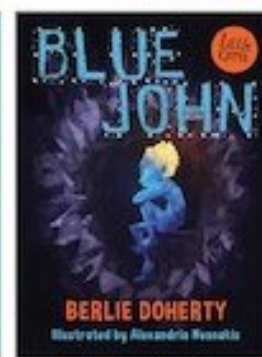
Exeunt



Act I Scene 2

Alarum within
Enter DUNCAN, MALCOLM, DONALBAIN, LENNOX, with attendants, meeting a bleeding CAPTAIN

DUNCAN What bloody man is that? He can report,
As seemeth by his plight, of the revolt



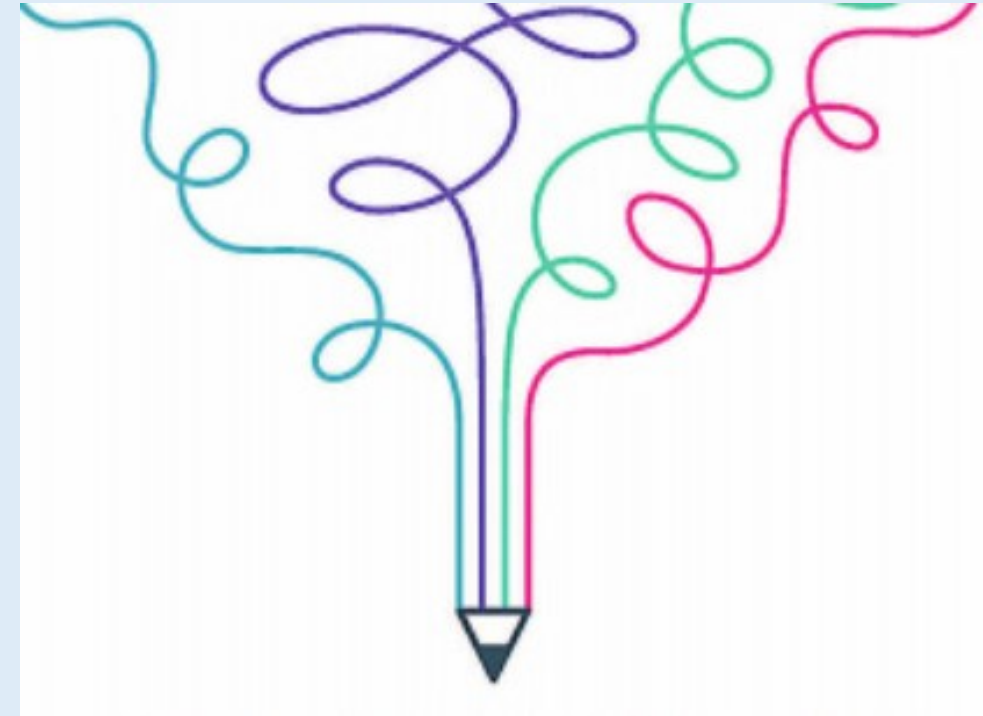
Scaffolding Writing

Talk for Writing

Reduce cognitive load wherever possible –
do you need to write the date first?

Writing frames, sentence starters, cloze
activities, paragraph planners

Draw first, not afterwards.



Mind mapping – plan the whole thing but just write up one paragraph.

Graphic organisers to make connections and organise ideas

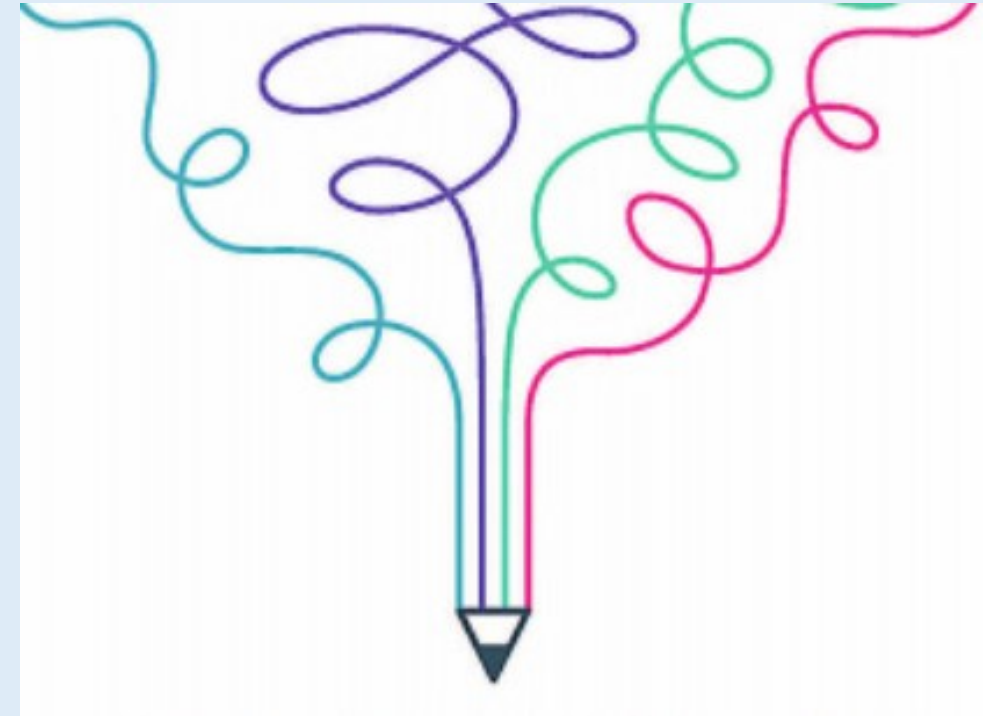
Scribing – but make them do some of the work

Alternative methods of recording: bullet points, diagrams, oral presentations, posters

Avoid copying from the board.

EXTRA TIME!

Scaffolding Writing



Scaffolding Writing

Friday 10th March 2022
WALT: write the main body of a newspaper article

Support given	Guided group	Self-assessment	Teacher
<p>Must use punctuation correctly (CLAPE) punctuation</p> <p>Must maintain formal tone and use a range of</p> <p>Should use direct speech and punctuate correctly</p> <p>Should use word bank for appropriate vocabulary and to check spelling</p> <p>Could use a range of fronted paragraphs including time, place and certainty</p>		<p>😊 😐 😞</p>	

Search
Who raised the alarm?
Dr Morticia Neighbour...

When did the search start?
Upon arrival at... As soon as...
More detail of what happened. E.g. Cleared crowds, Questioned family, Examined blood, Nothing stolen (Could include a quote from family about shock attack on Bobas.)

Chances of finding the suspect
What did the experts say about the case...
The likelihood of catching the killer...
Advice to locals
Stay alert...
Report anything suspicious...

Early yesterday morning the alarm was raised by the Evans family who had been a girl killing as well as dog Bobas.

Upon arrival, vigils were seen to find nothing had been taken. Jonathan (14) reported find a dice that must have belong to the suspect. Investigator in charge Marco Felix stated "This dreadful individual must be caught."

Thursday, 2nd March 2022
The Tunnel

Description	I crept into a dark tunnel in the dark I was terrified. Scared finally I reached the end I did not know what to do.
Danger	A terrible witch got me so she took me to a beach full of punching crabs. Firstly I fell so I ran out on to a sandy path.
Feelings	I felt really scared I was so worried I had a headache I felt very sick I did not know what to do.
Solution	Then my mum and dad came to pick me up we drove a very long way away. Convenient!
Resolution	Later on I reached home it was very kind of my mum to give me a lovely drink to wash my fear away.
Happy ending	So we finished our lovely day of with a lot of shopping and lives happily ever after. The End. A very interesting story.

relative clause
that where which who whose

old

They spend their days which are facing hiding in rhubarb patches

When the flower is pollinated the pollen grains stick to the stigma and produce a pollen tube which grows down through the style until it reaches the egg inside the ovule. This enables the male pollen cell and the female ovule to join together - this process is known as fertilisation.

Spelling

Common exception words need overlearning – make it fun

Multisensory spelling – magnetic letters, wooden letters.

LCWC doesn't work for everyone

Morphology for those over-reliant on phonics – health/heal

Mnemonics – multisensory, actions, funny voices, children to make up their own (use with caution)

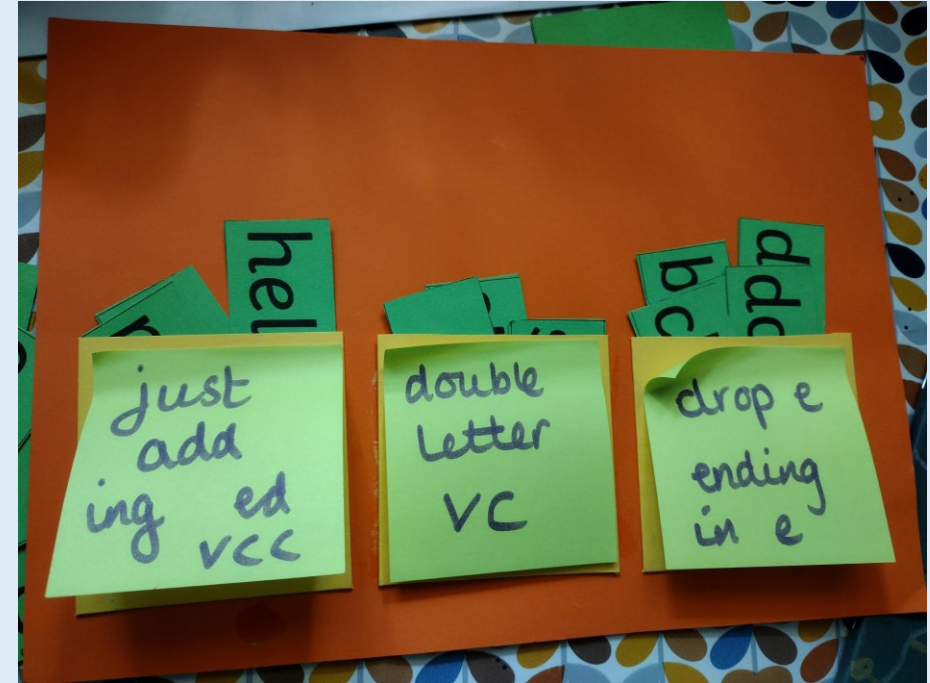
Marking – mark target words?

Subject specific, dual coded word lists

Spelling is
~~diffecolt~~
~~challengeng~~
hard.



Spelling



Using Technology

Speech to text tech

- Dragon
- Speechy
- Siri
- Google voice typing
- Texthelp –read&write toolbars

Spelling

- Electronic spell checkers
- Word processing tools
- Dictionary.com

Text to speech

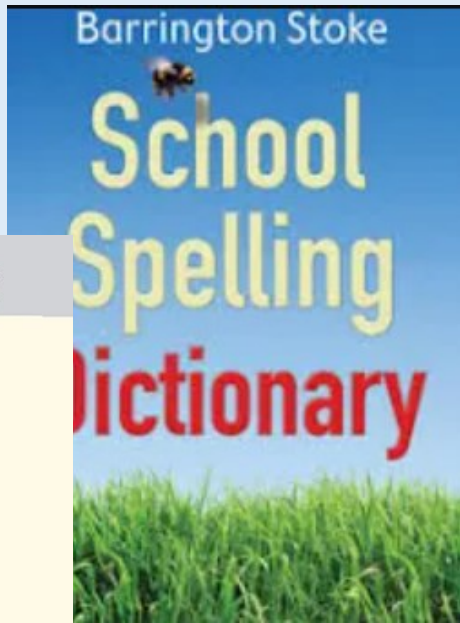
- Texthelp
- Immersive reader
- Scanning pens
- Google accessibility features

Writing

- Clicker 8
- Touch typing tutorials

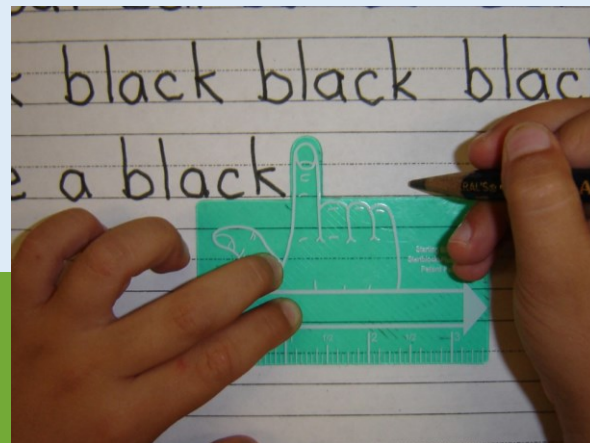
Essential Kit

Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	



A achieve — adjust
a b c d e f g h i j k l m n o p q r s t u v w x y z

achieve	achievement	actor	actress	actresses
	[achieving achieved]	actual	actually	
acid	acid rain	acurate	accurate	
		acuse	accuse	
	Check out acc as well	acute	acutely	
acident	accident	ad	*[advert]	add
acksel	axel *[jump]	Adam's	apple	
	axil *[leaf]	adapt	[adapting adapted]	
	axle *[wheel]	adaptable		
acne		add	*[sum]	ad
acorn			[adding added]	[advert]
acownt	account	addapt		adapt
acre	acreage	addenoyds		adenoids
acrobat	acrobatic	adder		
across		addict	[addicted]	addiction
acselerate	accelerate	addition	*[sum]	edition
		additional		*[copy]



Promoting Self esteem



Use the things they are good at to help with the things they find difficult.

Praise them for effort and don't always point out mistakes.

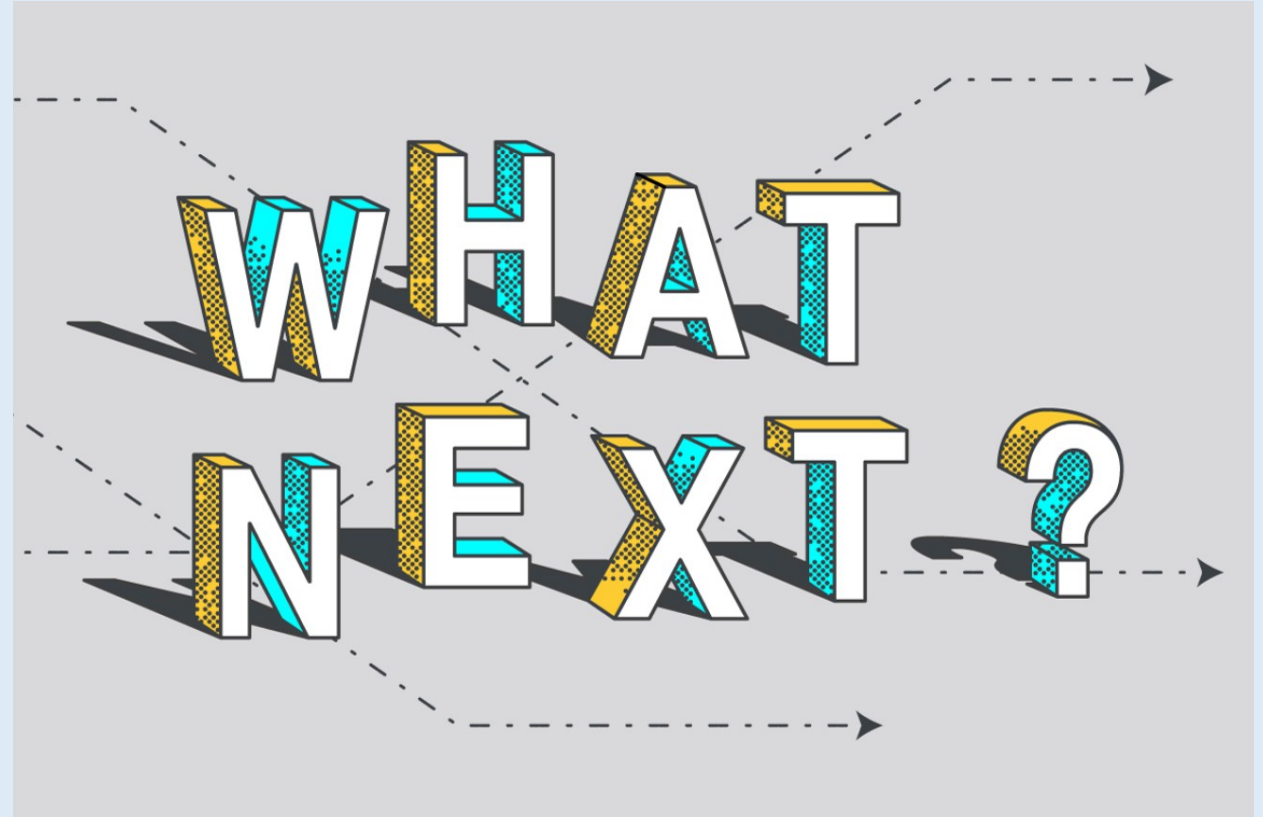
Encourage them to focus on something they are good at (such as a sport or another hobby).

Help them to understand their learning difference



Reflection

Can you think of 2 things you could change about your practice to make it more dyslexia friendly?



Evaluation Time!

