



Supporting the Dyslexic Learner at Cheadle Catholic Infant School.

All children who have a diagnosis of Dyslexia, or have been seen to require Dyslexic strategies and adaptations will have access to;

- Our Universal Offer, Adaptive teaching and First Quality Teaching as a minimum
- Additional support with reading, spelling and writing.
- Access to outside agencies/professionals if required.

Teachers and Teaching assistants will ensure:

- Clear learning objectives are stated at the start of the lesson.
- Links to previous learning will be made during lessons using 'Can you still... boxes' and 'History Mystery boxes'
- Priority points and/or new/key vocabulary will be given, explained and recorded clearly, such as through bullet points, working walls, etc.
- Multi-sensory approaches across the curriculum for all learning points throughout the lesson, taking into account all learning styles.
- Activities will be broken down into smaller tasks. Instructions will be clear and deliberate –time is given to process.
- Neutral working walls with visuals to support key vocabulary
- Colour coded resources and working walls for English and Maths.
- Visual timetables and now and next boards
- Buff colour paper is used throughout the school
- Children have access to ICT to aid recording of work or to embed concepts taught.
- Children will be encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.
- All children will be actively encouraged to make verbal contributions and take part in discussions.
- Dyslexic children will not be made to read or write in front of the class.
- Resources will be adapted to meet the needs of dyslexic children.
- Collaborative working will be encouraged including, group work, and talk partners, etc.
- The pace of the session will take into account the needs of learners with time built in for thinking time.

- Frequent and effective questioning of both open and closed questions will be used to check for understanding.
- Lessons will follow a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit.
- Additional time will be allowed within sessions for dyslexic children to process information and for reading and writing.
- Key points will be reinforced and highlighted both orally and visually.
- Effective use of colour, visual aids, etc. within presented information will be used to highlight key points.
- Instructions and information will be broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks for understanding are made after each stage.
- Worksheets will conform to dyslexia friendly guidelines.
- Positive and constructive feedback will be given to children at appropriate intervals.

As families we welcome you to;

- Discuss with us your child's needs.
- Discuss with us any concerns you may have.
- Follow advice given to support your child at home.
- Share formal assessments and advice received from outside agencies/ professionals.