

How do we support pupils who find Literacy difficult through first quality teaching?

Mrs Ali, SENDCO

Hamsey Green Primary School

Reading requires two skills

▶ Phonics and Word Recognition

- ▶ The ability to recognise words presented in and out of context.
- ▶ The ability to blend letter sounds (phonemes) together to read words.

▶ Understanding

- ▶ The ability to understand the meaning of the words and sentences in a text.
- ▶ The ability to understand the ideas, information and themes in a text.
- ▶ If a child understands what they hear, they will understand the same information when they read.

Writing requires you to be able to read

- ▶ **Phonics and Word Recognition**
- ▶ The ability to sound out and segment the sounds that you hear
- ▶ The ability to recognise different letters
- ▶ The ability to recall the corresponding letter
- ▶ The ability to form letters

Phonological awareness

The ability to be aware of sounds within words and break down words in to syllables and phonemes (sounds)

▶ Auditory Processing

- ▶ To hear differences and similarities between sounds



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▶ Visual Processing



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- ▶ To see the characteristics and features among similar objects & forms - letters and words



Reception & KS1- activities to develop phonological awareness

- ▶ Experiences of listening carefully to the difference between everyday sounds (*auditory discrimination*)

ENVIRONMENTAL SOUNDS

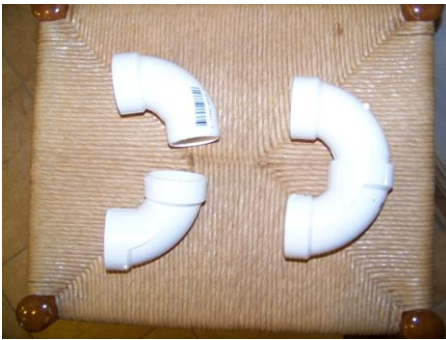
- ▶ Picture Loto (*When you hear the sound of the object, cover the square*)
- ▶ Who am I? (*Children close their eyes & guess who is speaking*)
- ▶ Silence is Golden & Sound walk (*listen to sounds for 1 minute & then recall*)
- ▶ Explore sounds that can be made with the voice other than language

PHONEME DISCRIMINATION *(to tell the difference between similar sounding phonemes)*

WORD DISCRIMINATION *(to tell the difference between similar sounding words)*

- ▶ I Spy *(Using initial sounds/ start of a word)*
- ▶ Sit Down, Stand Up *(children to sit if same phoneme/ hear a different word)*
- ▶ Use of a mirror (see what shape their mouths make)
- ▶ Bingo (Matching initial sounds to pictures)
- ▶ Syllable Count (Place palm on chin)

Resources you might see in the classroom



Quality First Teaching

How teachers support in the classroom

- ▶ Visual Cues
- ▶ Font size
- ▶ Colour Coding / shape coding
- ▶ Developing independence
- ▶ Signal words
- ▶ Simplify language
- ▶ Word mats / mind maps
- ▶ Multisensory learning
- ▶ Praise

Strategies & Resources to develop skills

- Reading

- ▶ High interest / low level reading books
- ▶ Teach children skimming to locate information
- ▶ Teach scanning to search for specific information and words
- ▶ Highlight key words in a text

Strategies & Resources to develop skills - Writing

- Make key words / vocabulary available on individual word mats, white boards or post it notes
- Writing frames
- Use different ways of recording (typed, drawing, photos, notes)

Dyslexia is a specific learning difficulty that primarily affects the ability to learn to read and spell. It often runs in families and stems from a difficulty in processing the sounds in words.

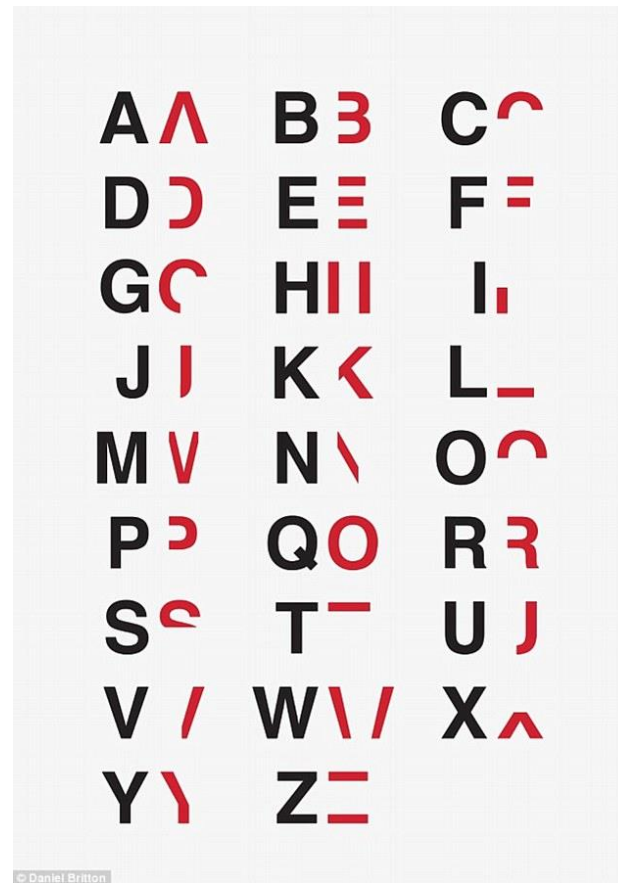
Sir Jim Rose - Rose Review DFE 2009

Difficulty or difference?

Other difficulties may include:

- Poor organisational skills
- Word finding problems
- Difficulties with number; recall of multiplication tables, number bonds
- Speed of processing e.g. in mental arithmetic
- Confusion with direction and left/right
- Difficulties with tracking across a page
- Poor motor coordination
- But these are not, by themselves, markers of dyslexia

This is how letters could look like if you are dyslexic



This is what reading could look like if you are dyslexic

THE ORTHOGRAPHY
IS NOT DESCRIBED
IN RECREATIVE WRITING
IT WOULD BE LIKE TO
READ TO READ, YOU
WERE DYSLEXIC IT IS
DESCRIBED IN SIMILAR
THE FEELING OF READING
WITH DYSLEXIA BY
EXPLAIN THE READING
THE OF THE HEAVEN
CAN BE A FEELING OF
WHICH SOUNDS LIKE
THE DYSLEXIA WOULD
READ

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What teachers can do in the classroom to support children

- ▶ Praise
- ▶ Awareness that may not want to read out loud
- ▶ Expect less written work and offer alternative ways of recording
- ▶ Preparing a printout of the lesson rather than copying from board
- ▶ Writing frames
- ▶ Task boards
- ▶ Visual cues
- ▶ Colour overlay / reading ruler
- ▶ Discuss an activity to make sure it is understood
- ▶ Give the opportunity to answer questions orally

Useful Websites

www.nessy.com/uk

www.dyslexichelp.co.uk

www.topmarks.co.uk

www.oxfordowl.co.uk/for-home

What should I do if I am concerned?

- ▶ Make an appointment to see the teacher
- ▶ You don't need to wait until Parent Consultation but it is a good opportunity if you are unable to make another time
- ▶ Procedures in place that allow for teachers to raise concerns with SENCO and or through our rigorous monitoring
- ▶ Surrey schools have access to Speech and Language, Learning and Language Support & the Education Psychology serviced through referral process.



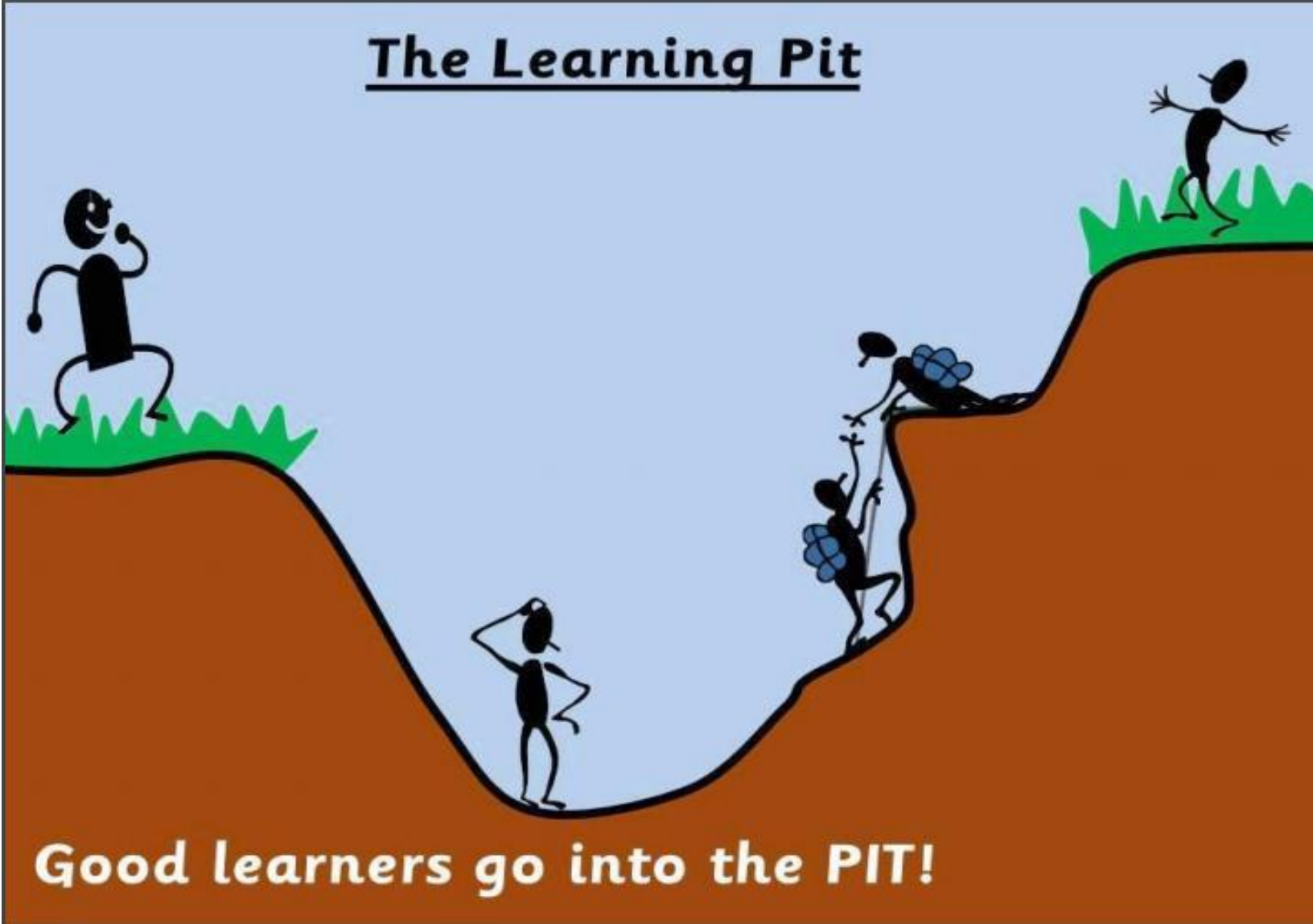
Growth Mindset

With a fixed mindset we are obsessed with being clever and talented, so when we fail we give up, we stop taking risks, we stop improving....

With the growth mindset we see obstacles as challenges to be overcome, we will identify mistakes and correct them, we continue to improve...



The Learning Pit



Good learners go into the PIT!

The power of yet

- ▶ I‘m not good at my times tables.....YET.’
- ▶ I can’t read....YET!
- ▶ I tried, but I can’t do it..... YET.’
- ▶ I don’t understand how to multiply
...YET!

What Can I Say To Myself?

Instead of:

Try thinking:

I'm not that good at this.

What am I missing?

I'm awesome at this.

I'm on the right track.

I give up.

I'll use some of the strategies we've learned.

This is too hard.

This may take some time and effort.

I can't make this any better.

I can always improve, so I'll keep on trying.

I just can't do maths.

I'm going to train my brain in maths.

I made a mistake.

Mistakes help me learn better.

She's so smart. I'll never be that smart.

I'm going to figure out how she does it so I can try it.

Plan A didn't work.

Good thing the alphabet has 25 more letters.

It's good enough.

Is it really my best work?