

# Supporting Resources

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## DYSLEXIA FRIENDLY POLICY

Outlined below are examples of information which could be included in the school's Dyslexia Friendly Policy.

- Policy statement/ School's ethos
- Definition of dyslexia
- Teaching strategies
- Dyslexia friendly classrooms
- Identification and Assessment of pupils with a dyslexic type profile
- Provision
- The SENCO's role
- Partnership with parents
- Complaints procedure

Examples of policies are other schools are available on the DOS website at [www.dyslexiaoutreach.co.uk](http://www.dyslexiaoutreach.co.uk)

## HOMEWORK

**Each individual school will have their own policy but here are some ideals from Dyslexia Scotland on how to make homework dyslexia friendly.**

### General Homework

Homework should be set early in the lesson as pupils are likely to make mistakes if copying from the board quickly at the end of the lesson.

Consider providing a typed copy of homework instructions for the home/school diary or engage the assistance of a trusted 'buddy' to scribe for the pupil if needed.

Instructions might be put onto school intranet system if children have internet access at home.

Ensure a reasonable deadline is set for the task to be completed.

Inform pupils of the amount of time the homework task should take.

It can be a good idea for older pupils to have the phone number or email address of a few friends in their home/school diary so that they can contact them if they are concerned that they don't know what to do.

Homework tasks should be chunked into manageable parts, providing longer projects with more structure. Outline the order in which tasks need to be tackled and the length of time to be spent on each area.

### Completing and Submitting Homework

Pupils may need longer deadlines or shorter tasks.

Pupils may benefit from submitting homework in alternative ways, for example: bullet points, mind maps, power point presentation, story boards or pictures, oral presentation to the class.

Ensure that homework tasks are varied. Many dyslexic pupils love a design task, making something, collecting items, so try to offer a range of options for the pupils to choose from.

Homework may have to be differentiated so that it is within the child's capabilities, for example a pupil who has difficulties learning spelling should have less spellings to learn and the spellings should be tailored to their current ability level and not curriculum expectations. Ensure that pupils know what the words mean – even if they can spell them, they will not use them unless they know the meaning of the word and context in which to use it.

## DYSLEXIA FRIENDLY MARKING

Each individual establishment will have their own marking policy but below are some useful tips to support dyslexic pupils.

### General Marking

Keep the learning intention as the focus for the pupil when marking work. Specify what will be marked - content, spelling, technical skills or presentation and mark only that.

Mark positively and praise work that is done well either orally or through short, focused comments noting good points and points for improvement.

Praise effort as well as attainment.

Ensure that content is judged separately from presentation (unless presentation is the focus).

### Spelling

Don't overcorrect spelling. Be selective, encourage logical spelling and only focus on words which have been taught.

Minimise the number of errors you highlight – perhaps 3 per piece.

Encourage multisensory practice of a pupil's spelling errors before asking them to correct their work. (Please refer to Visual/ Auditory/ Kinaesthetic Spelling sheet in Section 5 Supporting Spelling for ideas).

### The Rose Report on Dyslexia, 2009

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.'

**Download a copy of the report from DOS website <http://www.dyslexiaoutreach.co.uk/wp-content/uploads/2017/09/The-Rose-Report-June-2009.pdf>**

