

REVIEWING A LEARNER WITH LITERACY DIFFICULTIES:

Exploring for a possible dyslexic profile



This paperwork can be used as the basis for discussion between SENCO, class teacher and parents.

Pupil Name:

Year:

Date:

I. Reviewing for possible dyslexic difficulties

Is it dyslexia or another issue?

If pupils have not had opportunities to practise and consolidate their basic literacy skills they may appear to have dyslexic difficulties.

Factors which might affect this are:

- a history of frequent absences from school
- sight / hearing problems
- language difficulties
- more frequent changes of school than would be expected
- not accessing high quality teaching

Comments / further action

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Reviewing the pupil's profile

Dyslexic pupils may present with good language skills, vocabulary and a good general knowledge. However, this will not be reflected in their level of literacy and /or numeracy.

The level of severity of any of the areas of need listed below will range from mild (which the pupil may overcome without additional support) to severe (which will be a significant barrier for the pupil).

- phonological awareness
- phonics
- word reading (including sight words), spelling and comprehension skills
- processing information / following instructions
- short term memory / organisational skills

- sequencing information
- directional understanding for example, b/d, p/q, n/u
- understanding of time

A further more detailed checklist from the Inclusion Development Programme (IDP) can be found at www.plymouth.gov.uk/sendsas in the Resources section under 'Support information for pupils with general and specific learning difficulties'.

Comments / further action

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Additionally dyslexic pupils might:

- have poor concentration and attention skills
- be reliant on adult support
- be reluctant to attempt work and / or work very slowly
- have low self-esteem
- have a family history of literacy / dyslexic difficulties

Comments / further action

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2. Reviewing the pupil's progress

Observation is a good strategy for understanding a pupil's strengths, difficulties and learning strategies. It can be used in conjunction with progress information including:

- Pupil's rate of progress, over time, referring to previous assessment information; data from the school tracking system; information from pupil progress meetings and the appropriate prior attainment group.

- Pupil's areas of strength and weakness with consideration of:
- general knowledge
 - verbal ability
 - abilities and talents e.g. artistic, sporting, construction
 - motor skills
 - social skills

Comments / further action

3. Reviewing provision

Ensuring that the pupil receives high quality teaching that includes consistent differentiation strategies.

Whole class:

- Planning and differentiation
- TA support

Individual / group intervention:

Quality assure interventions to check that:

- at least good progress is being made
- clear entry and exit criteria are in place
- learning is linked to class work
- targets are SMART

Comments / further action

Outcomes of discussions / review

1

2

3

Actions

1

2

3