

f you would like to find out more about dyslexia, you might like to visit the school website, which outlines what we do as a school for pupils with dyslexic tendencies and has some useful links to websites containing information about dyslexia.



# The Gattons Infant School

## *Information Leaflet*



## **Dyslexia Awareness At The Gattons**

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Over the past 3 years, the school has been working towards achieving the West Sussex Dyslexia Aware School Award. We are focused on raising whole school awareness of barriers to learning and meeting the needs of dyslexic learners, by ensuring all staff have received additional training. Research supports the view that good teaching and learning for dyslexic pupils is good practice for all learners. We recognise that while dyslexia affects the skills involved in accurate and fluent word reading and spelling, pupils with dyslexic tendencies may have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

### **So, what are we doing to help pupils with dyslexic tendencies?**

At The Gattons we aim to be as dyslexia friendly as we can. Here are just a few things we try to do to ensure we are meeting the needs of pupils with dyslexic tendencies.

Within class we use whiteboard screens and fonts which are suitable for pupils with dyslexic tendencies.

Handwriting pens and special pencils are provided for left and right handed children who need help with their pencil grip.

Word mats are provided for writing activities to help the children with key words that they might need and to reduce the amount of copying they need to do from whiteboards.

We offer a range of options for writing and maths and allow children to choose how they would like to present their work, for example, producing mind maps, starting with a picture or a model, offering sentence openers, working on computers, working with a study buddy and having open-ended activities.

We value talking and plan in opportunities for children to talk with each other. We believe that if you can't verbalise it, you can't write it down. We try to provide a language rich environment and use Talk For Writing to help children to retell

a story, using pictures and actions to help them remember it and to embed story language in their writing.

We take part in No Pens Wednesday, an event run by The Communication Trust, which encourages schools to put down their pens and to run a day of speaking and listening activities.

Phonics is taught on a daily basis at an appropriate level for each pupil.

For children who are finding reading high frequency words difficult, we use precision teaching, in which children try to read 2-5 words they are unsure of on a very regular basis, until they can read them.

We teach spelling using multisensory approaches. Children practise spellings by making words using plastic letters, writing in chalk on the playground, cutting out letters from magazines, by learning mnemonics (for example, Big Elephants Can Always Understand Small Elephants to learn because) and using play dough etc.

For children with dyslexic tendencies, we aim to keep the number of instructions to be followed to a minimum and allow thinking time.

When the teachers plan, we think about what we can do to help our dyslexic pupils and plan it into our lessons, ensuring appropriate resources are available.

When children start in Reception, we have a meeting with parents and carers to check how they are settling in to school and we ask if there is a family history of dyslexia.

Each half term we consider which children may have dyslexic tendencies using checklists which outline possible indicators of dyslexia. If we feel children do have dyslexic tendencies, we talk to their parents and discuss whether any intervention is necessary. We talk about their needs and strengths with the pupil and their parents. The Inclusion Manager, Miss Bennett, can carry out further assessments to find areas of strength and to target intervention if needed.