

# Dyslexia

(Cognition and Learning)



# Cognition and Learning



**True/False**

Dyslexia is a sign of low intelligence.

Dyslexia can be outgrown with time.

Dyslexia only affects reading.

# Cognition and Learning

## Dyslexia

Dyslexia is a sign of low intelligence.



Dyslexia is a neurological condition unrelated to intelligence. Many individuals with dyslexia have average or above average intelligence.

# Cognition and Learning

Dyslexia

Dyslexia can be outgrown with time.



Dyslexia is a lifelong condition, but with appropriate support and interventions, individuals with dyslexia can develop effective coping strategies and achieve success in academics and beyond.

# Cognition and Learning

Dyslexia only affects reading.



Dyslexia can impact various language related skills, including spelling and writing. It may affect math and other academic areas.

# New Dyslexia Definition

Dyslexia is primarily a set of **processing difficulties** that affect the acquisition of **reading and spelling**.

In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.

Across languages and age groups, **difficulties in reading and spelling fluency** are a key marker of dyslexia.

The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

Dyslexic difficulties **exist on a continuum** and can be experienced to various degrees of severity.

# New Dyslexia Definition

Dyslexia can **affect the acquisition of other skills**, such as mathematics, reading comprehension or learning another language.

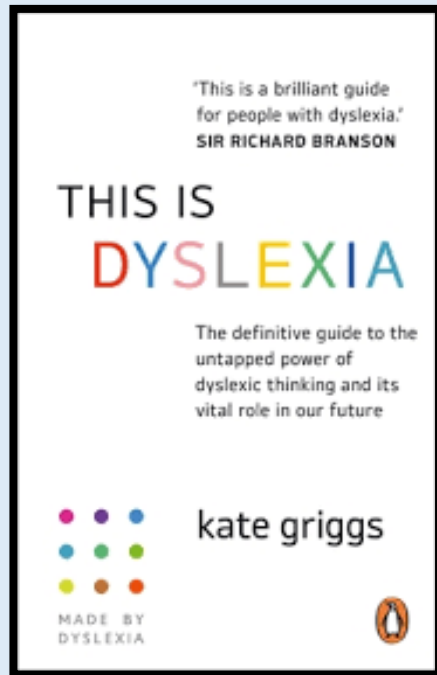
The most commonly observed cognitive impairment in dyslexia is a **difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory)**. However, phonological difficulties do not fully explain the variability that is observed.

**Working memory, orthographic skills and processing speed problems** can contribute to the impact of dyslexia and therefore should be assessed.

Dyslexia frequently **co-occurs** with one or more other developmental difficulty, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

# Dyslexia

- <https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>



## Behaviour we may see

Struggling to follow instructions within in class.

Unable to copy the date.

Emotional

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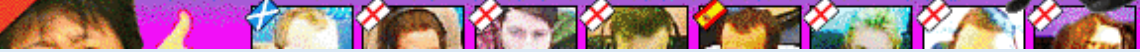


Richard Farleigh - "I wanted to invest; I was amazed by Ling's complete lack of nerves, and also by her business sense."

Duncan Bannatyne - "I wanted to invest... but ye turnd me doon!"

Deborah Me...

MEET MY STAFF





# Arithmetic

## 17<sup>th</sup> March 2023

$$62 + 9 = 71$$

$$26 + 16 = 44$$

$$2200 + 500 = 2700$$

$$9000 - 500 = 8500$$

$$9 \times 4 = 36$$

276 rounded to the  
nearest 10 280

$$150x =$$

$$3 \frac{2}{3} \times 4 =$$

# **Chapter 1**

## **A Monster Calls**

**The monster showed up just after midnight they do.**

**Conor was awake when it came.**

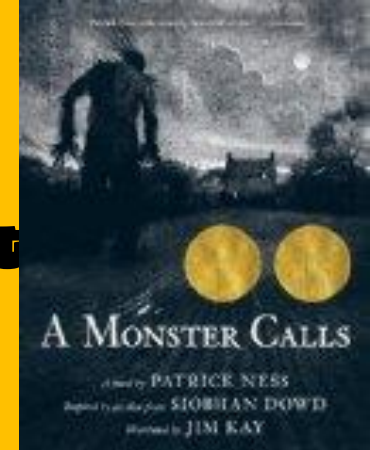
**He'd had a nightmare. Well, not a nightmare. The nightmare.**

**The one he'd been having a lot lately. The one with the darkness and the wind and the screaming. The one with the hands slipping from his grasp, no matter how hard he tried to hold on.**

**The one that always ended with -**

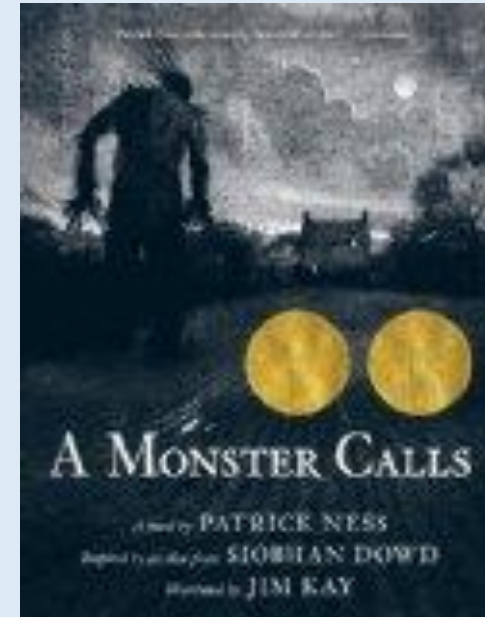
**"Go away," Conor whispered into the darkness of his bedroom, trying to push the nightmare back, not let it follow him into the world of waking. "Go away now."**

**He glanced over at the clock his mum had put on his bedside table. 12:07. Seven minutes past midnight. Which was late for a school night, late for a Sunday, certainly.**



# Chapter 1

## A Monster Calls



# Chapter 1

## A Monster Calls

The monster showed up just after **midnight**. As they do.

Conor was awake when it came.



He'd had a nightmare. Well, not a nightmare.  
The nightmare.

The one he'd been having a lot lately. The one with the darkness and the wind and the screaming.

The one with the **hands slipping from his grasp**, no matter how hard he tried to hold on.

The one that always ended with -

# Aldersbrook's Dyslexia Friendly Adaptations

- Resources- Font size should be 12-14 point or equivalent
- Use Century Gothic font
- Use single coloured backgrounds
- Use dark coloured text on light (not white) coloured backgrounds
- Avoid green and red/pink backgrounds
- Resources- Inter-letter spacing should 3.5 points

## Flips

- Use Century Gothic font
- Use single coloured backgrounds
- Use dark coloured text on light (not white) coloured backgrounds
- Avoid green and red/pink backgrounds
- If 'snipping tool' is being used, be careful to check your able to read the text.

## Resources

- Use Century Gothic font
- Use single coloured backgrounds
- Use dark coloured text on light (not white) coloured backgrounds
- Avoid green and red/pink backgrounds
- All children with cognition and learning needs to use 'buff' coloured paper
- Resources- Font size should be 12-14 point or equivalent

# Some other strategies:



- Keep children in your direct eye line so that you can identify if they start to panic or get tired.
- Use colour to separate key information written on the board. Use blue, brown, green or purple coloured pens to write on the board.
- Break down work into manageable steps so as not to overload. Split the work up. Can the work be cut up and one question given at a time?

- Try to engage more than one sense simultaneously – when giving instructions use visuals at the same time.
- Provide a model nearby the child for them to refer to so they are not copying from the board or an OHP. If it can't be printed and given to them then could they take a picture on an iPad and use it at their desk?
- They still need to access the whole curriculum so are they able to show what they know in alternative ways - through concept maps, a poster, drama or ICT? Or could they use a scribe buddy?

# 1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

# 2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

# 3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

# 4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

# 5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

# Quality First Teaching for pupils with SEND.

3

Ensure all pupils have access to high quality teaching



- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.

- flexible grouping;

- cognitive and metacognitive strategies;

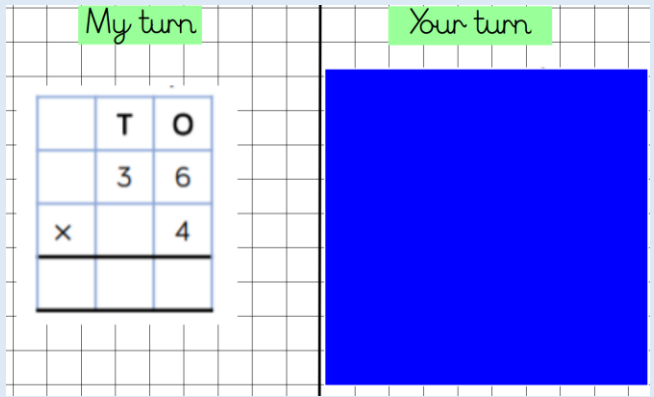
- explicit instruction;

- using technology to support pupils with SEND; and

- scaffolding.

# Cognitive and metacognitive strategies

- Hiding examples on interactive resources
- Chunking text for reading
- Ensuring tables are clear for each lesson (necessary equipment only)
- Simplifying an LO to make it child friendly
- Considering how much text is on a flip - flips are for children, not adults.

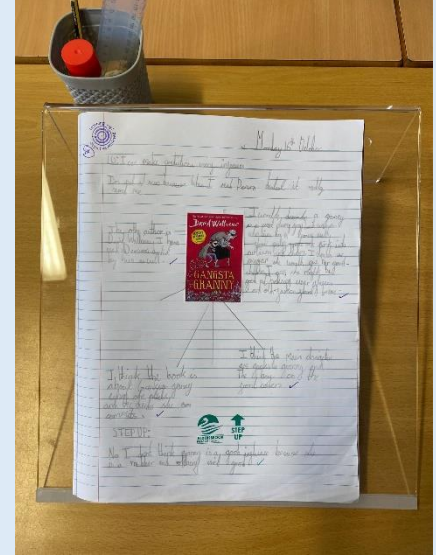


Which room is Granny's calendar in? How do you know this?

Granny and Ben were playing scrabble. "Well, it's nearly eight o'clock, young man," announced Granny, looking at her little gold watch. "Time for your beddy-byes". Ben didn't want to go to bed and argued that he could stay up late, but Granny sent him to bed. The next morning Granny was looking at her calendar which was pinned to the wall by the oven.

**Monday:** Make cabbage soup. Play scrabble against yourself. Read a book.

**Tuesday:** Make cabbage pie. Read another book.




# Using technology to support pupils with SEND

Monday 20th November 2023

LO: To evaluate a fictional text

Ben might be feeling excited, but he could be feeling really, really angry because Granny has this massive fortune and well. She hasn't shared it with the family. I don't know why she would have it. I think then would be thinking because. It wouldn't be because she's a Thief. She's only a granny. That's my bigger through friends mind, but he could be feeling happy. Because he has a massive fortune now. Quite a big discovery, finding out that you granny has one of the most biggest fortunes in the world.

What would Ben wouldn't do with all that money and diamonds and choose unranked what his? A few friends he might. Number one, he might want to buy a million plumbing plumbing gadgets because he absolutely loves plumbing. Number two, maybe he'll fix Grannys on his own sink and make it better. Number three, he might become a billionaire and spent all his life on Plumbing. #4 He might pay to see one of his Favourite plumbers. #5 He might pay the money to join this massive plumbing company and become the best plumber ever.



Ben, full Granny was a normal granny who didn't have millions of diamonds. We didn't have millions of jams who didn't have gold. He was just old Granny. Normal one like you may have in that. Of course your Granny is. Gangsta Granny. But now he thinks Granny is a thief. Granny is rich. Maybe not the face, but all of that stuff. He thinks Granny is amazing. He sees grannys YP things. Granny is cool if expression is nice. But maybe She's a thief. Is she? Is she not? That's what they might be feeling. How did she get? He doesn't know How Does she have millions of German's leader? No, he doesn't know. All he knows is Grammy is rich and \* \* \* \* \* Doesn't spend any of that money. That's all he knows and that's all hymns meant to know now. He's just looking with a biscuit. Stupid feeling hungry. I mean, I would be hungry if I find a massive fortune. Oh, be hungry for gold. I know it's a long little paragraph, but he's so hungry. Still hungry. So, so, so, so, so, so, so, so, so a million more so hungry. And oh, no. He left his egroup on the window. It wasn't open. And he had granny quacking and...


He could, if he wanted to, celebrate his joy. Boy having a crazy party with all his friends that like plummet and they all get. A faulty sink in Granny's house or something that doesn't work and groaning says fix it with their plumbing skills. Or he could just jump for joy. Before Granny comes quacking into the room. Obviously, Ben has so many ways of expressing how he would celebrate. Maybe he would. Maybe he doesn't know that Granny's a thief, but from the title of the book we do so he could steal the juice that. Granny stole from Granny. And he could buy millions of plumbing weekly without half having to borrow money from his parents.

Monday 20th November

LO: To evaluate a fictional text



He could be feeling a little bit suspicious on how she got the diamonds. Maybe stealing. But at the same time sad because she hid her wealth from him. Also happy that it could worth around \$1m because they're rich.

Ben might want to stay at Granny's house all the time because he wants to find out what/ why she has the diamonds and how she got it. Ben might also take some diamonds.

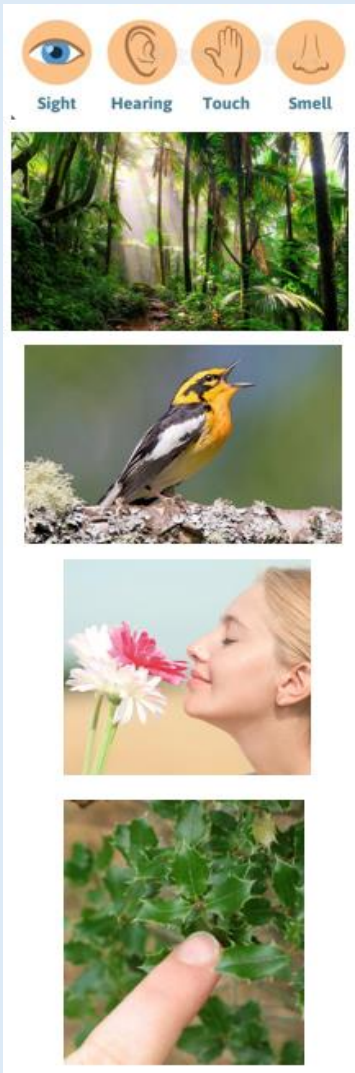


A little bit less hate and less love because she hid something valuable but they're going to be rich he could buy a plumbing kit. Ben might want to see Granny way more now.

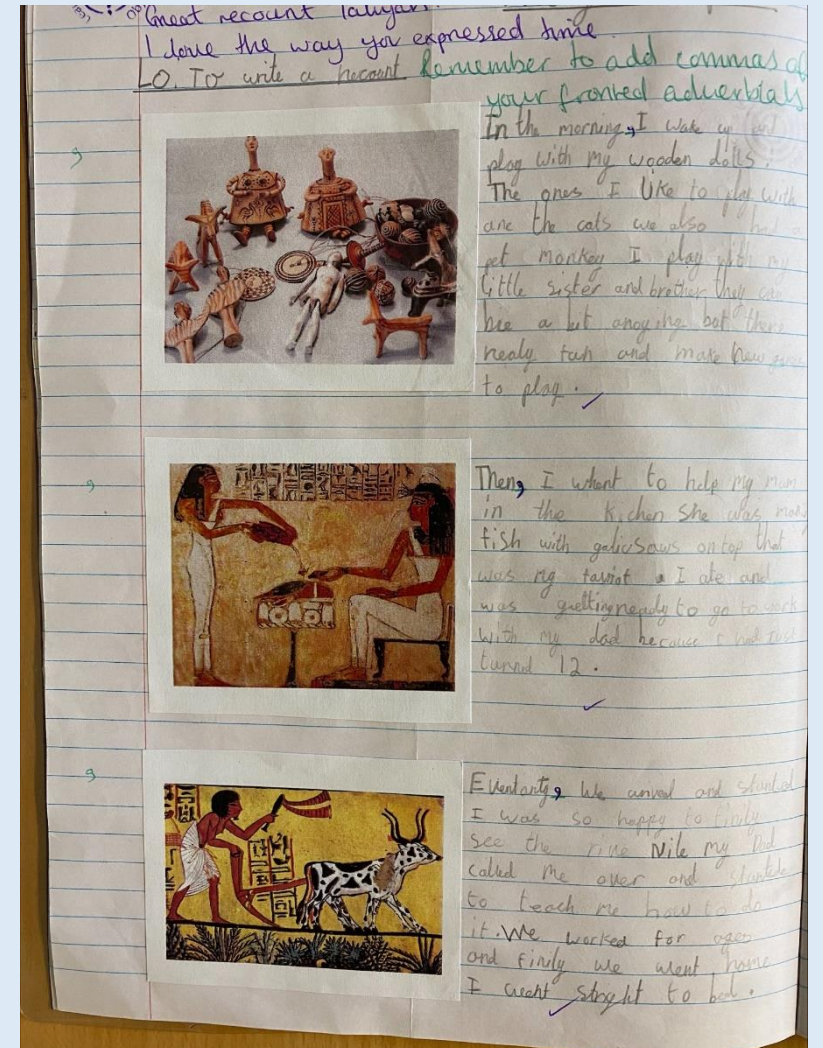
Ben might have to stay quiet or Granny would know that Ben was trying steal some chocolate biscuits and he took some every week. And Granny would get really mad at Ben.



# Scaffolds



- Margin guides
- Picture prompts
- Visuals
- Modelled examples
- Achieving learning objectives through other means



# Assessments we complete at Aldersbrook

YARC

HAST

Phonological Awareness- Sound linkage

Morph Mastery

Memory Magic

Phonics assessment

Pupil voice

Assessments to be completed;





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Pathways to successful learning

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