



THE FEDERATION OF GUILLEMONT JUNIOR SCHOOL
AND PINWOOD INFANT SCHOOL



Dyslexia



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What is dyslexia?



- 1 in 10 people have dyslexia & it is hereditary
- It is neurological - how the brain deals with written and spoken information
- Not just reading & spelling, but memory, sequencing, organisation

Video link: <https://www.youtube.com/watch?v=zafiGBrFkRM>



Dyslexia affects different people in different ways – e.g one may have mild needs in one area, whereas others may have profound needs in many areas.

- Auditory Processing Disorder
- Phonemic Awareness Deficit
- Specific Language Disability
- Visual Memory Deficit
- Written Language Disorder
- Specific Learning Disability
- Reading Disability
- Word Retrieval Deficit
- Phonological Deficit



dyslexia is a general term – all the difficulties listed above are specific problems which fit into the category of ‘dyslexia’.



Screening

At Pinewood:

- DEST (Dyslexia Early Screening Test)
- COPs (Cognitive Profiling System)

At Guillemont:

- LASS (Dyslexia indicator) current
- GL Dyslexia screener



How we help...



- Encouragement/praise
- Small steps
- Systematic phonics to work out words that they can't remember
- Multi-sensory – see, say, draw, write
- Pre-teach new learning
- Over learning- stay on the same topic for longer
- Strategies-alternative approaches to spelling. Linking pictures will help most people with dyslexia
- Individual needs for different gaps
- Work at their own pace
- Use what they do well to help achieve what they find harder
- Rhyming words to help spelling strategies (phonological dyslexia may not succeed here)

How we help...



- Mnemonics 'was' - **was a** sausage – helps those with a visual difficulty, doesn't work for auditory processing difficulty
- Over pronouncing, e.g Wed – nes – day / bus-y (looking for words in words)
- Syllables – how to split them
- Chunking – use finger to cover parts of the word to aid memory, e.g ST-OP rather than S-T-O-P
- Know prefixes and suffixes
- Linking pictures to words will make them easier to learn – may help with number sequences too, link them into a story if you can
- Makaton signing
- Task planners – aid memory of instructions
- Linguistic concepts as pictures too – e.g prefixes/ suffixes could be heads and tails instead.
- Support for KS2 SATs