

Verification Report – West View Primary School

Date of Verification: 16.7.24

Verifier: Claudia Cotton

Initial Comments:

All members of the team involved in the Dyslexia Friendly Quality Mark should be congratulated on their hard work in developing dyslexia provision within the school. The commitment and passion that has been given to this initiative has been demonstrated within the evidence supplied and during the verification visit itself.

The verifier would also like to convey her thanks to all of those involved in the verification process particularly the parents, governors, teachers and pupils.

Criteria Sampled	Comments	Achieved/Not Achieved
1.1	<p>Criteria:</p> <p>The school conducts a self-audit of their provision for dyslexic pupils and uses this to inform the School Development Plan and SEN Action Plan.</p> <p>Evidence:</p> <p>The school has already achieved the IQM and has centre of excellence status. It plans to work with a cluster of COE and flagship schools. The SEN Action Plan outlines one of its priorities as working to achieve the DFQM which included a programme of CPD. Another priority is to develop the curriculum in order to assist learners in transferring knowledge into their long-term memory. The school is also working towards Schema and curiosity accreditation.</p> <p>The school values reading for pleasure and as part of its strategic improvement plan has engaged with the Transforming School Reading Culture programme through its work with the Westgarth English Hub.</p> <p>On verification day, the headteacher discussed how the school is situated in an area of significant deprivation with 73% children on FSM. The school and many families recognised that children were displaying characteristics of dyslexia but were unsure of what strategies to employ to support them. The SLT felt the Dyslexia Friendly Quality Mark (DFQM) was the vehicle that could lead to better understanding of dyslexia and help the school to reflect on its practice and therefore improve provision for those either suspected of having dyslexia or had a diagnosis.</p>	<p>Achieved</p>

<p>1.2</p>	<p>Criteria: Whole school policies show how the school meets the needs of pupils with dyslexia. The key principles of the SEND Policy are known to all staff.</p> <p>Evidence: The SEND Policy conforms to the requirements of the SEND Code of Practice and outlines the protocols for identification of learners with SEND and subsequent actions and support provided. The EEFs 'foundations for effective feedback' are central to the feedback and marking policy. This is a researched based approach. The school's assessment policy identifies the importance of formative assessment, and their approach is built on Rosenshine's 10 principles of instruction. The policy states: "Throughout lessons, formative assessment is ongoing, guided by Rosenshine's Principles of 'checking for understanding' and 'questioning'. The primary focus is to ensure that all children actively participate in the learning process, allowing teaching staff to assess whether everyone has grasped the key teaching points".</p>	<p>Achieved</p>

<p>1.3</p>	<p>Criteria: The governor with responsibility for SEND has enhanced knowledge and understanding of dyslexia and meets SENCO regularly to review dyslexia friendly provision and monitor progress.</p> <p>Evidence: The SEND governor is a headteacher and detailed the consistent approach the school has in relation to SEND provision and specifically dyslexia friendly practice. Termly monitoring visits with the SENDCo and the SEND governor include identifying the primary then secondary priorities for SEND provision and then the related training and resources required. Their forensic analysis of data also feeds into setting priorities and planning provision. The SEND governor talks to learners asking what the school does to support them and how could it improve what it offers. The SENDCo will also present case studies referring to learners with either an IEP or and EHCP. The SEND governor participates in learning walks where she uses the BDA checklists to monitor the learning environment and teaching strategies used. She was able describe exactly the supports and adaptations she observed in classrooms. The SENDCo produces termly SEND report to governors. These reports show the numbers of learners on the SEND register and gives details of the training implemented and support provided.</p>	<p>Achieved</p>
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<p>1.4</p>	<p>Criteria: Quantitative and qualitative data indicates the impact of dyslexia friendly practice.</p> <p>Evidence: Data showing the progress of SEND learners is reported to governors termly. Termly visits/meetings by the Trust SEND Specialist offers external challenge to the school to ensure continual improvements are made to provision. Attendance figures for SEND learners is closely monitored. A 'SEND self-evaluation' has been completed by school as part of the Local Authority requirement for this academic year. Follow up meetings to challenge provision/decisions have been made by a Senior Advisor for Inclusive Learning & SEND for Hartlepool LA. The school has achieved a well-being award which has involved monitoring the engagement of learners in all aspects of school life.</p>	<p>Achieved</p>
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Criteria Sampled	Comments	Achieved /Not Yet Achieved
2.1	<p>Criteria: A plan of on-going INSET is in place</p> <p>Evidence: BDA 3-hour workshop for whole staff on 'Dyslexia Friendly Classrooms' was completed in September 2023. A programme of CPD including dyslexia friendly guidance is ongoing. Assistant SENDCo offers on-going support to staff in delivering appropriate provision for SEND learners. Dyslexia checklists are used and adaptations made/equipment used to assist e.g.-coloured overlays, reading rulers. Dyslexia awareness week in school which included sharing information/videos/inspirational quotes with staff, parents/carers and learners. The Phonics and Early Reading Lead and has been successful in becoming a Little Wandle Phonics Accredited Trainer. The school also works with a local English Hub where they have appointed a Literacy Specialist to work as a Wave 4 partner school. Staff have also attended Little Wandle Champion School 'live' events. The Trust SEND Lead stated that a trust-wide programme of CPD with a focus on dyslexia awareness is planned for all staff in the next academic year. In addition, there will be training on executive function and memory, processing and retrieval. The school SENDCo will lead on sharing best practice including the benefits of the DFQM with trust schools. It is planned that a set of resources will be made available centrally to all schools. On verification day, staff could identify indicators of dyslexia and discussed how they would initially talk to parents/carers to ascertain if there was a family history of dyslexia, complete a signs of dyslexia checklist and assess or monitor phonological awareness. Learners described how they were aware of dyslexia through an awareness day.</p>	Achieved
2.2	<p>Staff with specific responsibilities (e.g., SENCO) have dyslexia expertise gained through appropriate training</p> <p>Evidence: LA Educational Psychology team provides cognitive assessments for identified learners. Actions then follow which are shared with relevant staff to ensure a consistent approach. The academy trust is in the process of appointing a specialist teacher with dyslexia expertise. The school will fund the specialist teacher to work with a learner 1 day a week.</p>	Achieved

<p>2.3</p>	<p>Criteria: Systems of assessment are in place to identify pupils with literacy difficulties. Information is shared to all staff, including supply teachers, through Pupil Profiles, or similar.</p> <p>Evidence: The school uses the BDAs Primary School Signs of Dyslexia Checklist as an initial teacher referral process. Pupil progress meetings take place termly with the Headteacher and class teachers. Interventions and referrals to appropriate agencies made following PPM discussions to ensure there is an appropriate package of support for every learner. The graduated response adopted by the school leads to the creation of a portfolio of information (observations are noted on C-Poms). This can be put forward as evidence as part of an application for an EHCP. This will include dialogues with families as well as evidence of the impact of the strategy plan put in place for the learner. The SENDCo tracks all learners that have been identified as needing access to external assessments for SpLDs or have secured a diagnosis. Data is captured and reports are produced by 'The School Data Company'. This is shared with all staff so they have a clear understanding of needs of the learners in their care. IEP and EHCP examples show that learners have bespoke programmes of support in place where both learners and their families are involved in reviewing targets. IEPs are quality assured by the SENDCo. All IEPs and relevant information on specific learners are held electronically including a list of resources used to support learning and learner voice is recorded. This information is transferred at the end of every phase.</p>	<p>Achieved</p>
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2.4
2.5
2.6

Criteria:

Classrooms conform to the BDA Dyslexia Friendly Classroom Checklist. There are opportunities for collaborative learning and peer support. Teachers and TAs across all curriculum subjects use multi-sensory teaching approaches. Pupils are taught a range of planning methods.

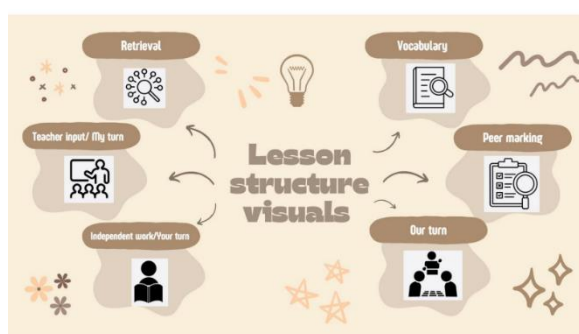
Evidence:

All staff follow the BDA Dyslexia Friendly Environment checklist

Classrooms have been audited by the SENDCo and Assistant SENDCo. The SEF identifies the need for calm learning spaces. It states:

"Rooted in clear research, we have made changes to our learning environment, reducing the cognitive and sensory load for our pupils by using muted tones, softer lighting and less 'busy' displays – this starts in EYFS and moves throughout school. Safe, cosy 'break out' spaces and reading 'nooks' have been created in corridors and cloakroom areas to provide children with time and space (if needed) to self-regulate before they successfully reintegrate back into the classroom".

The Assessment and Marking and Feedback policies are centred around an approach where teaching and learning is hands on, collaborative and includes peer support. The school has adopted dual coding to enhance their lesson resources and support learners who have memory or executive function difficulties including those with dyslexia:



The Deputy Head discussed how the school is reviewing and enhancing its curriculum design. There will be a review of lesson structure and a requirement that certain aspects are seen consistently across the school and across all subjects:

- Presentation of information including visuals
- Terminology consistent across the school – simple templates created for all subjects
- Opportunities for retrieval practice

Achieved

- Developing vocabulary
- Using – ‘my turn your turn our turn’
- Consistent use of same visuals and symbols for teaching Little Wandle Phonics

Lots of opportunities are given for learners to record using technology such as ‘See-Saw’. Other methods include mind mapping and adults acting as scribes. During the learning walk on verification day, many dyslexia friendly strategies were observed:

- Learning partners/buddies
- Talk partners
- Open questioning
- Collaborative group work using large paper to record bullet points
- Chunked learning through a series of short sharp activities
- Peer support to ease cognitive load and aid working memory
- Working walls with hand written models
- Use of whiteboards to record/rehearse ideas
- Colour coded information
- TAs scribing/keeping place in text
- 5 from before
- Video stimuli and images
- Coloured overlays
- Reading rulers
- All communal areas were calm and walls covered in muted, tonal paper, with greenery to soften the look
- Breakout/reading spaces in classrooms were inviting and safe

The 2 yr.old provision demonstrated the curiosity approach:

- Cosy dens
- Sandpits in suitcases
- Crates and palettes to stimulate imagination
- Real sized snack table and kitchen equipment
- Floor books
- Outdoor area encourages gross moto skills through wooden climbing frame/assault course and tyres. This develops explorative confidence via adult modelling.

Staff talked confidently about the adaptations they make to support learners including the use of story mapping, visual timetables and manipulatives in Maths. They described how they dissect good examples, define key vocabulary and encourage drafting on whiteboards.

Learners mentioned the resources and supports they're

	<p>given and ppts contain visuals key vocabulary with definitions and instructions, which learning partners will repeat/reinforce if necessary.</p> <p>The Trust SEND Lead discussed how the trust has used the DFE reading fluency project to set out a set of reading principles for trust schools to follow including what a successful reading lesson needs to look like. Oracy will be further enhanced by the consistent use of sentence stems alongside hand signals. NCTEM and White Rose materials for developing the mastery approach to number will be further developed in KS1.</p>	
<p>2.7</p>	<p>Criteria:</p> <p>The marking policy ensures pupils are assessed on the basis on their knowledge (rather than spelling). Marking should be for success and for identifying development and improvement points.</p> <p>Evidence:</p> <p>The feedback and marking policy states: Teachers will use one of the following three methods to suggest improvements when offering feedback:</p> <ul style="list-style-type: none"> • Reminder: instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question that they are currently struggling with. • Scaffold: by asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they have achieved it for themselves. • Example: by giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. <p>Marking codes:</p>	<p>Achieved</p>

WEST VIEW MARKING AND FEEDBACK CODES	
Code/Symbols	Meaning
✓ ✓ ✓	Correct/Very Good
.	Incorrect
^	Missing Word or Punctuation
=	Incorrect/Missing Capital Letter
_____	Spelling Error
_____	Response Needed
_____	Strengths
VF	Verbal Feedback
TS/TAS	Supported Work
1:1 WC	Writing Conference

This approach complements a Dyslexia Friendly ethos and enables dyslexic learners to make links in their learning and help them to transfer knowledge/skills to the long-term memory.


The assessment policy identifies a series of activities that support learners to recall previous learning such as, mini quizzes, recap and review questions and 'fluent in 5'. It also identifies other formative assessment approaches such as the effective use of white boards, hands up, cold calling, partner talk/group talk and whole class 'shout out'. There is also a summative cycle of assessment planned. Data is captured via the SIMS system. It is analysed and this is fed into the school's strategic plan. There is 3 data capture points throughout the year. Internal moderation occurs in order to ensure consistency of judgements across all year groups. For those working below National Curriculum Levels, PIVATS is used to track progress. Learners talked about how they can ask for help from a teacher, TA or a friend. They carry out peer marking with a purple pen. "They (peers) tell us if we're on the right track then tell us what to work on next". Some described writing conferences and how they used 'what a good one looks like -WAGOLL'.













The Deputy Head discussed how the school has plans to further enhance their feedback and marking policy through adopting a consistent approach by giving learners in the moment verbal feedback with a modelled example of their next step. Conferencing will also be developed for older learners and will focus on what can be improved/what do you need further practice with? The school is developing a series of assessment tasks for all

	<p>foundation subjects. An assessment menu will be created – e.g. in History using diamond 9 and green screen tasks. This will reduce the need for writing.</p>	
2.8	<p>Criteria: There is provision for one to one and small group teaching and specialist support using multisensory teaching methods. Appropriate, evidence-based intervention programmes are implemented and their success evaluated.</p> <p>Evidence: Educational Psychology, Occupational Therapy, Speech and Language, ABC therapy, Alliance are examples of external agencies actively supporting learners. In certain circumstances, learners will have their own workstation within the classroom. This enables them to be supported within a mainstream classroom. Some learners receive 1-1 support to enable them to experience success throughout the school day. Other learners receive targeted intervention in groups or 1-1. These interventions include 'Lexia', 'Beat Dyslexia', 'Little Wandle SEND programme', 'Little Wandle Keep Up' and the ELKLAN programme for EYFS learners.</p>	Achieved
2.9	<p>Criteria: Homework is provided on separate sheets, scribed into homework diaries or recorded on a phone. Pupils are offered a choice of recording method.</p> <p>Evidence: Homework is set on digital platforms such as 'Times Table Rockstars' and 'See Saw'. iPads are loaned to pupils to use at home where needed. Coloured overlays and reading rulers will be sent home if needed.</p>	Achieved
2.10	<p>Criteria: Appropriate systems are in place to make reasonable adjustments in examinations and school tests.</p> <p>Evidence: Reasonable adjustments are made for examinations and tests. Arrangements include, sitting in smaller groups, extra time, use of scribes and readers.</p>	Achieved

Criteria Sampled	Comments	Achieved /Not Yet Achieved
3.1	<p>Criteria: The school works in partnership with pupils to develop awareness of their dyslexia, work with them to identify learning styles and targets and support with emotional needs</p> <p>Evidence: The school has disseminated information relating to dyslexia awareness to learners and their families. Information sheets and useful posters (indicators and top tips) have been shared. They have participated in Dyslexia Awareness Week. The inclusion team consists of 3 members of staff (Inclusion Manager and 2 Inclusion Assistants) who support learners and their families daily. Significant effort is invested in nurturing strong relationships with families in order to support learners with emotional issues and therefore enabling them to engage in lessons successfully, with minimal stress or anxiety. School has invested in acquiring several awards supporting both academic and pastoral needs of learners and their families:</p> <ul style="list-style-type: none"> • SMSC 'Silver' award achieved – May 24 • Well Being award achieved – March 24 • 3rd consecutive year being recognised as being a 'Centre of Excellence' for inclusion – IQM award • My Happy Mind' initiative and 'Happiness Heroes' • OPAL play times introduced – OPAL play leaders (children as leaders) collaborate with the Inclusion assistants. This enhances play experiences, provides equal opportunities, develops gross motor skills, confidence resilience and communication skills. 	Achieved
3.2	<p>Criteria: Pupils' self-esteem is promoted through having high expectations of pupils with dyslexia, praising achievement rather than effort and developing resilience and resourcefulness.</p> <p>Evidence: School funds a 5-day (5 sessions a week) package from ABC Therapy. They work 1-1 with identified pupils</p>	Achieved

	<p>supporting their SEMH needs. Further awards relating to SEMH include:</p> <ul style="list-style-type: none"> • National College Mental Health and Wellbeing Accreditation (March 2023 – achieved again March 2024) • The Rainbow Flag Award (March 2024) <p>Trained staff deliver ELSA 2 sessions timetabled daily. Staff trained as Mental Health First Aiders and also Mental Health Responders</p> <p>The SEF states that: “...breakout spaces now incorporate My Happymind resources to link to our curriculum provision for mental health and wellbeing. All staff are Team Teach trained at level 1, where the focus is on developing and using strategies to aid de-escalation. All SLT/MLT are level 2 trained and we continue to work on upskilling staff by retraining them at level 2.”</p> <p>Forest School and Beach schools offer has been extended. The school also provides an extensive extra-curricular offer.</p> <p>The SEF states: “All children access meaningful and varied experiences which they may not ordinarily get: these experiences show children more of the world beyond the area in which they live” it goes on to say “. We also work with parents, carers and other agencies to remove any barriers for children with SEND. We pride ourselves on being a fully inclusive school and this extends to every element of our practise”</p> <p>The school is working hard to improve attendance and punctuality through working closely with families and supporting learners with anxiety.</p> <p>Transition into KS3 is supported by the Inclusion Team through organising enhanced transition days for those with SEND. They meet key adults, their needs are shared and anxiety is reduced. Transition will begin from Y4 and is progressive.</p>	
<p>3.3</p>	<p>Criteria: Effective measures are in place to deal with harassment or bullying related to SEND. The school actively raises awareness of dyslexia and SEND amongst peers and promotes positive attitudes towards diversity.</p> <p>Evidence: Behaviour policy details a consistent approach to dealing with incidents in school. Practice is also referenced in the SEND policy. Assembly and follow up information sharing videos have raised awareness of neurodiversity.</p>	<p>Achieved</p>

Criteria Sampled	Comments	Achieved/ Not Yet Achieved
4.1	<p>Criteria: Governors and Senior Leadership Team seek meaningful involvement from stakeholders, including learners with SEND and their families and carers, and use this to reflect critically on progress and outcomes.</p> <p>Evidence: The school achieved the Leading Parent Partnerships award in 2022. SLT meet and greet daily, before and after school and therefore are a visible presence to parents/carers. They are there to offer support if asked. Parent voice is sought regularly with 'Google Forms' to gather feedback. Responses are analysed and actions taken where necessary. Parent voice is captured within IEP review cycle (3 meetings per year). Parents talked about how they were consulted at every stage and are given opportunities to air their views with regards to targets and outcomes for their children. They feel school does listen and acknowledge what they say. There is a sense of openness and honesty. One parent said the school makes time for its families. Staff are always visible communicate well and are very proactive.</p>	Achieved
4.2	<p>Criteria: Parents are aware of how the school meets the special educational needs of their children. They are aware of the ways in which they can contact the school and are aware of complaints procedures.</p> <p>Evidence: The SEND Information Report is clear. It explains the Graduated Response:</p> <p>How does the school identify children with Special Educational Needs?</p>  <p>It outlines its processes of early identification of need. It informs parents/carers of how their child is supported including the adaptations made in lessons:</p>	Achieved

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

Widget
are
throughout the document to aid understanding. It's
accessible via the school website.

Dyslexia Friendly Action Plan mentioned creating 5min
videos promoting positive attitudes towards inclusion to
be shown in classrooms.

symbols
used

<p>4.3</p>	<p>Criteria: The school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents. The school actively involves parents in planning provision for their child which is regularly reviewed with parents.</p> <p>Evidence: Staff liaise with parents and start conversations at the earliest opportunity. This helps develop a shared understanding and ensures the parent feels listened to. Staff are always observing the emotional presentation of the children and will record observations on CPoms if action is felt necessary. The Inclusion Team (Inclusion Manager and 2 Inclusion Assistants) form the outset reach out to families through making home visits. The ethos cultivated is one of partnership where high expectations around conduct and attendance are stipulated. There is a first day response system whereby the team actively work to improved daily attendance. The team are on hand via school phones so are easily contactable by families. The school has a referral system which starts through liaising with the SENDCo. SEND information report accessible via the website. Parents were able to describe the difficulties their children had and how the school was supporting them. They both mentioned how quickly the school responded to need. Provision/support is discreet so that their children do not feel singled out. One parent mentioned how school has provided them with a pack of resources linked to letter formation and memory games to work on at home. They are continually kept informed through phone calls and meetings including parent's meetings. Both parents mentioned how much progress and confidence their children were gaining and how they enjoyed school.</p>	<p>Achieved</p>
<p>4.4</p>	<p>Criteria: The school runs Parents Workshops for parents to understand dyslexia and the way in which the school supports their child's learning and how they can support their child at home.</p> <p>Evidence: SEND/ Inclusion coffee morning held in February 2024. Inclusion team host termly drop-ins for parents. School has recently set up a 'walk and talk' for parents/carers to meet up with the inclusion assistant as an informal weekly event. Through forging trusting relationships with</p>	<p>Achieved</p>

	parents/carers, Inclusion assistants can discuss any support the parents/carers may need with their own literacy and numeracy skills sensitively, equally parents/carers feel comfortable in asking for support.	
4.5	<p>Criteria: The school makes parents aware of the community-based support available in the Local Offer.</p> <p>Evidence: School website directs parents to the Hartlepool Local Offer via the SEND information report.</p>	Achieved

Verification Outcome:

West View Primary School is a place where inclusion is the thread that is weaved throughout all that is offered there. This is further underpinned by a robust pastoral care programme. Their understanding of special needs and disability, specifically dyslexia, means that they have designed an equitable curriculum. There are plans in place to further enhance this offer. Learners themselves are confident in talking about the strategies and equipment that they use to support their learning. Parents emphasised how the school communicates well and includes them in making decisions about the support their children receive. They were able to list the dyslexia friendly adaptations that were put in place. The Headteacher and the Trust SEND Lead both echoed their belief that the Quality Mark has been the driving force enabling the school to enhance provision for dyslexic learners. This has been effectively and efficiently managed by the SENDCo resulting in a positive impact on the lives of learners and their families. This school is a place where learners at risk of dyslexia or have a diagnosis, can thrive.

In the light of the evidence presented as part of the verification process, **I am pleased to confirm that West View Primary School has achieved the Dyslexia Friendly Quality Mark.**

Actions:

These are suggested future targets. These would be considered when re-verification occurs in 3 years' time. Any in '**bold**' are suggested as a priority as part of the verification result.

- Investigate aspects of the 'walkthru' methodology [Teaching WalkThrus | Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars | Oliver Caviglioli - Tom Sherrington | UK and Teaching WalkThrus: Five-step guides to instructional coaching: Visual step-by-step guides to essential teaching techniques: Amazon.co.uk: Tom Sherrington, Oliver Caviglioli, Oliver Caviglioli, Oliver Caviglioli: 9781912906765: Books](#)
- Consistently share learning objective and success criteria for each lesson. Investigate the use of knowledge organisers for each unit of work (especially foundation subjects) to illustrate the 'bigger picture'.
- Further support for new staff and for classroom practitioners. [Teaching Dyslexic Students: Theory and Practice - Shop - British Dyslexia Association \(bdadyslexia.org.uk\)](#)
- Investigate teaching morphemes – this may be a useful guide [Amazon.co.uk : morph mastery louise selby](#)
- Investigate the simultaneous oral spelling technique for spelling either high frequency words or phonic words. Decide if any of the activities including SOS are useful/appropriate [Supporting Spelling \(bradford.gov.uk\)](#) and [SOS Format.pdf \(bradford.gov.uk\)](#)
- [spld-phonological-awareness-pack-pdf-6mb.pdf \(hertfordshire.gov.uk\)](#) Investigate if this pack would be useful for some learners.
- Investigate using the alphabet arc as a way of developing alphabetic knowledge, phonological skills, sequencing and memory (See Birmingham City Council's leaflet below). This is also explained in more

detail in the textbook [Teaching Literacy to Learners with Dyslexia: A Multisensory Approach](#) : Kelly, Kathleen, Phillips, Sylvia: Amazon.co.uk: Books. This book also has a multi-sensory programme for learners with dyslexia. The lesson format can be adapted to make it shorter.

- Investigate Talk for Writing by Pie Corbett
- Investigate using colourful semantics
- Investigate other programmes such as Toe by Toe and precision teaching for those with phonological awareness and spelling difficulties
- Investigate [Resources | D&A | Diversity and Ability](#) this includes dance mat touch typing intervention/support which could help learners to improve their word processing skills.
- Regularly check the BDA website for revised editions of the indicators of dyslexia [Signs of dyslexia - British Dyslexia Association \(bdadyslexia.org.uk\)](#)
- Check the BDA website for the new definition of dyslexia – (Currently there is a draft definition) [Findings from the Delphi Dyslexia Study - British Dyslexia Association \(bdadyslexia.org.uk\)](#)
- Assistive technology – investigate the use of Microsoft accessibility tools [Accessibility tools for neurodiversity - Microsoft Support](#)
- [ChromeBook Apps and Extensions for Learners with Dyslexia \(callscotland.org.uk\)](#) [Android Apps for Learners with Dyslexia \(callscotland.org.uk\)](#)

Date: 7.8.24

Here is an example of how you can implement the alphabet arc as an intervention

Supporting your child with reading and spelling

The Alphabet Arc

What is an Alphabet Arc?



An Alphabet

Arc is a multi-sensory tool that

involves setting out 3D wooden or plastic/magnetic letters in an arc. The curved layout and use of colours support visual memory. Multi-sensory learning is important for all learners but can be particularly useful for learners with dyslexia.

Activities carried out with these letters help to develop:

- Knowledge of letter sounds and names;
- Alphabetical order fluency;
- Sequencing skills;
- Blending and segmenting skills for reading and spelling.

abcdefghijklmnopqrstuvwxyz

How to get started

Your child should be sitting in the middle of the arc with MN directly in front of them. Think of your child sitting in the middle of the arc of a rainbow.

Teach the markers

a mn z

Setting out the Alphabet Arc

There are a number of ways of doing this:

- From a to z
- At random from a heap or keep the letters in a bag
- Use 'mn' as the starting point and then one to left, and one to the right
- Timed - aiming to beat previous best time
- Set out just the first half or second half to reduce the time.
- Reverse order - Set out in random order then change to alphabetical order.

Your child should name* each letter as they put the letters out.

Alphabet Arc Activities:

Touch and Name [Letter Sound or Letter Name – both should be supported over time]

Ask your child to touch and name each letter in alphabetical order. Use a timer to speed up responses but ensure that the letter is being touched as it is said – this is essential for multisensory input.

Increasing alphabet knowledge

- Touch and name* letters given as quickly as possible.
- Close eyes and point to where a given letter is.
- Trace a letter on your child's back – they name it and then find it in the arc
- Identify letter before/after a given letter
- Hide a letter, close the gap and ask which letter is missing

Vowels

- Ask your child to find the vowels (a,e,i,o,u) and take them out of the alphabet line.
- Ask your child to touch a consonant
- Say the vowels and consonants out loud to identify the difference between vowel and consonant sounds
- Teach that vowels can have a long and short sound.
- Ask your child to say the short sounds of the vowels ă ě ĭ ǒ ŭ
- Ask your child to say the long sounds of the vowels ā ē ī ō ū

Auditory sequential memory and/or visual sequential memory

- Give your child a sequence of letters to remove from the arc.
- Avoid sequences of letters where the letters sound similar or look similar – to reduce confusion until confident.
- The sequence of letters could either be presented visually on a card or by listening.
- Once finished the sequence (cover it if shown visually)
- Ask your child to copy the sequence and check back for accuracy.
- Discuss strategies with your child e.g. chunking, rehearsing, analogy, mnemonics to find strategies that help them to remember the 'odd sequence'.

This video clip below will support with the correct articulation of sounds:

<https://www.youtube.com/watch?v=wBuA589kfMg>

This clip with long and short vowel sounds

https://www.youtube.com/watch?v=4TjcT7Gto3U&list=PLPdL_UVXsU4dZrqAVbCX2saCaxAphjvv&index=26&app=desktop

Simultaneous Oral Spelling

This is an effective **multi-sensory technique** originally developed by Gillingham and Stillman in 1956. It is especially helpful for **dyslexic** learners or learners with **literacy difficulties**. Linking motor and tactile techniques with audio and visual techniques activates several neural pathways to the brain which improves the

likelihood of the learner remembering the spelling. **SOS** works best when used to support teaching of spelling as part of a spelling programme.

Cursive handwriting is recommended because the word becomes a unit rather than separate units and the spelling is more likely to be retained in motor-memory. The learner is also less likely to reverse letters (e.g. b/d, p/q).

Resources required: Paper and coloured pens or a mini-whiteboard and coloured whiteboard pens

There are several versions, but the following steps are commonly followed:

1. **Teacher models** the spelling by reading the word, writing it while saying the letter names (not sounds) and then reading the word again.
2. The learner writes over the word saying each letter name **simultaneously** in **cursive handwriting**. Then they say the whole word aloud.
3. The learner should repeat the process of writing over the word and saying the letter names **until they feel confident**. Many learners enjoy writing over the word in different colours (**rainbow writing**).
4. Cover the original or flip over the mini-whiteboard.
5. The learner must now write the word **from memory** saying the letter names and whole word aloud.
6. Allow the learner to check their spelling against the model. They should mark the spelling **letter by letter** so that they focus on the detail of the word and so that they are still rewarded for getting a spelling nearly correct.
7. If the learner does not spell the word correctly, continue to practise the spelling and repeat step 6.
8. Finally, get the learner to repeat the process with their **eyes closed**.
9. Again, allow the learner to check their spelling against the model and mark letter by letter.
10. **Celebrate success!**