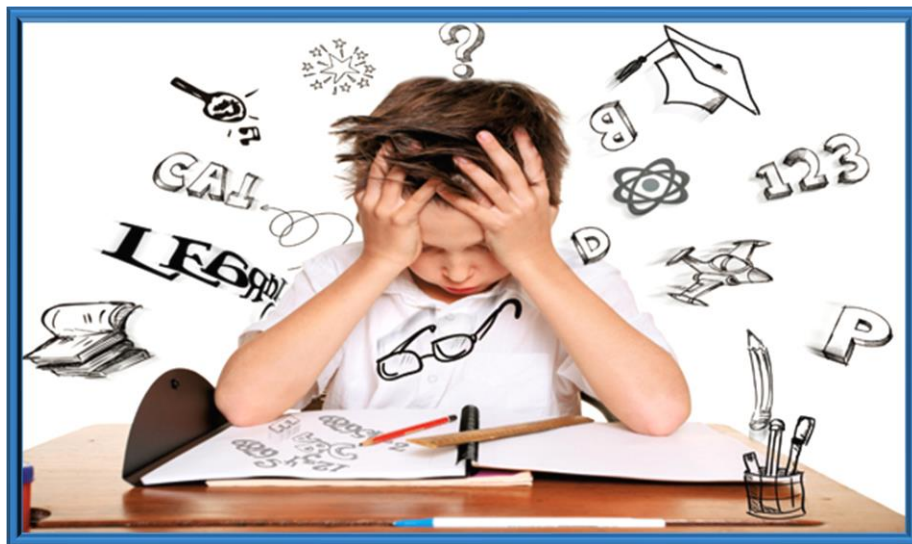


St Just Primary School



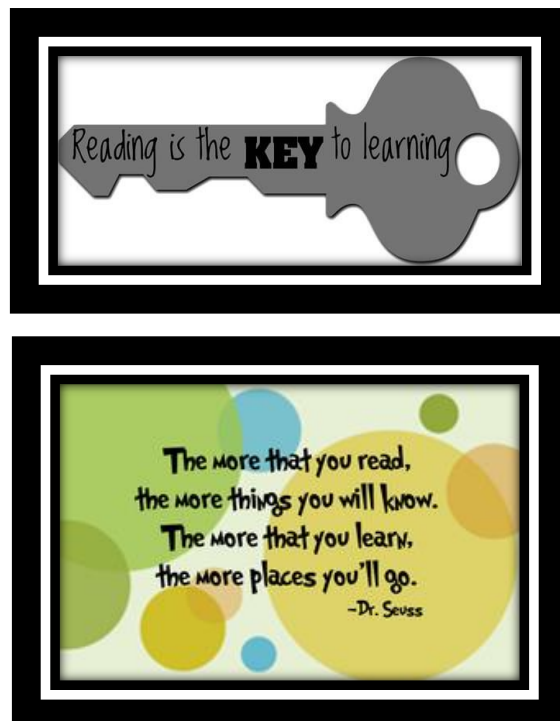
What we can do together
to support your child if
they're struggling with
reading.



Dear Parents,

The purpose of this guide is to provide a brief summary of the different ways we identify pupils that are struggling with phonics and reading at school and the additional and different support they receive at school to try and address their individual needs. It will include information on the vocabulary that you may encounter along the way, including a definition of Dyslexia and a description of the Dyslexia Screening Test diagnostic tool. It will also give you advice on supporting your child at home as well as links to useful websites and recommendations for appropriate apps and online resources. Please also read it in conjunction with Mrs Burlton's publication 'Supporting your Child's Early Reading Skills at Home' which includes key information including explanations of the specific vocabulary that is routinely used to talk about reading and phonics in school. Parents working in partnership with school can have a huge impact on the potential progress children can make in their learning and we really appreciate your continued support.

Miss Downing



Identifying pupils that need extra support

We identify pupils in a variety of ways:

Listening to individual readers regularly teachers and teaching assistants notice when children have gaps in their

phonic knowledge or are struggling to apply their phonic knowledge when sounding out and blending words.

Observation of individual pupils' performance in the smaller streamed phonics groups.

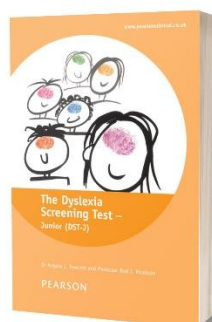
Utilising our Phonics Tracker assessment tool, which tracks individual pupils' phonic knowledge and progress in acquiring new sounds.

By using other assessments that check pupils' knowledge of the Common Exception Words, those words that appear regularly in their age appropriate reading books.

Carrying out more formal assessments such as the Year 1 Phonics Screening check.

Using our Dyslexia Screening Test to provide a detailed profile of the areas of relative strength and weakness for individual children. The test doesn't give us a diagnosis but it does give us an ARQ (At Risk Quotient) score that tells us the likelihood that the individual child is at risk of dyslexia (from mild to strong evidence). More importantly the information gathered is used to inform an appropriate teaching strategy for any child whether they are at risk of dyslexia or not.

At St Just Primary School we use the Pearson Junior Dyslexia Screening Test (DST-J)



This Dyslexia Screening test has an age range of 6.6 to 11.5 and is essentially designed for early identification of children who are at risk of reading failure so that they can be given extra support at school. The test includes the following:

Rapid Naming – measures the speed that an individual can name objects in rows on sight. There is strong evidence to suggest that dyslexic pupils are slower than normal to name pictures, especially when a series of stimuli is presented.

Bead Threading – measures how many beads an individual can thread in a set time. The test assesses coordination of hand and eye as motor skills deficits are often associated with dyslexia.

One Minute Reading - measures speed and accuracy – unless both are measured, a conventional reading test may over estimate a dyslexic pupil's reading performance.

Phonemic Segmentation - assesses the ability of an individual to break down words and manipulate their constituent sounds. Phonological difficulties are an established problem in dyslexia.

Two Minute Spelling - this is an index of spelling fluency. It has the same rationale as the One Minute Reading Test in that it measures speed and accuracy.

Backwards Digit Span - this test requires the repeating backwards of a string of single numbers from working memory. This is a test on which many dyslexics are known to perform poorly.

Nonsense Passage Reading - specific difficulties reading nonsense words indicate difficulties in orthographic analysis skills (breaking the written word into chunks, which can be articulated).

One Minute Writing – this is an index of speed of copying and indicates a 'pure' writing speed.

Verbal and Semantic Fluency - research suggests that poor verbal fluency (How many words beginning with S can you say in a minute?) combined with good semantic fluency ("How many animals can you say in a minute?") is likely to be a characteristic of dyslexia.

Vocabulary - this is a simple measure of receptive vocabulary and reasoning ability/skills.

What is Dyslexia?

"Dyslexia is a learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.”

Definition taken from the British Dyslexia Association website.

Ways in which we support struggling readers at **St Just Primary School**

All of these interventions are potentially available in school however they do not run continuously and are only employed where there is a need identified.

Targeted / group Interventions

Streamed Phonics groups – children are placed in groups according to their need and level of knowledge and expertise. The children that are struggling the most tend to be in smaller, more focused groups where the content can be more closely linked to their needs and they can receive more individual attention. Much needed repetition and reinforcement is provided in order to secure the children’s phonic knowledge and give them more confidence to apply this knowledge

Integrated Group Reading (IGR) – this is a programme that has been adopted by the school as an early intervention for groups of 4 children in Years 2 and 3 who are delayed in reading. IGR integrates diverse current professional knowledge about literacy teaching using specially developed high quality materials (reading books and story-specific games). It is taught with all pupils being in groups receiving teacher attention over a period of a week, supported by a teaching assistant.

Read, Write Inc. Comprehension - this is a 14-week programme that develops children's fluency and comprehension, intended for children in year 3 and 4. It comprises 14 weekly Modules. Each Module has specially written texts (one fiction and one non-fiction) that develop children's ability to summarise, infer and retrieve information quickly, as well improving their writing through cumulative vocabulary, grammar and spelling activities.



Read, Write Inc. Fresh Start - this is a catch-up and intervention programme with proven results, for 9 to 13-year-olds still learning to read. It offers a simple but powerful solution to accelerate reading progress in just 25 minutes a day. It teaches children at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities. The resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate progress.

Individual Interventions

Nessy – this is designed to rapidly improve children's literacy. Accessed through the Internet Nessy has a different approach to learning – using memory strategies and phonic rules combined with motivating games. It is based on the Science of Reading and uses Structured Literacy to help pupils with dyslexia, or those that have fallen behind, to catch up and gain confidence.



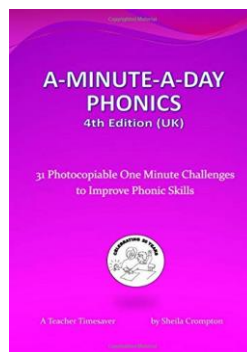
Toe by Toe – this is a highly structured phonics-based reading manual intended to help anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexia or dyslexic difficulties. It is used as a daily intervention building in lots of repetition and reinforcement of knowledge and opportunities for practising skills.



Five minute literacy box – this programme of teaching has been designed to cover the basic skills for the acquisition of literacy and can be used from the age of school entry. It is designed for use by Teaching Assistants on a daily basis and requires nothing more than time. It is designed to supplement the teaching of the basic skills that are taught in all Reception classes by giving as much time as each child needs to acquire them. The skills are separated into different areas, so that a child can make progress in one area, while still being allowed time to completely master another area at a slower pace. Motivation, organisation and self-help strategies are also built in to the programme.



Minute a Day Phonics / Precision teaching – Minute a Day Phonics is a precision teaching tool that covers letter recognition, blends, CVC words and digraphs. This approach has at its roots, a method known as *precision- teaching, which, since its inception in 1964, has been adopted by an ever increasing number of teachers, and its proven success in both mainstream and special needs education is indisputable. The value of precision- teaching lies in identifying a specific area of need for a particular child, followed by a daily period of teaching, testing and evaluating progress.



Precision teaching – Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading and spelling (it can also be used for maths). The main goal of precision teaching is to help ensure that pupils become fluent and accurate in using their words. It aims to develop pupils' reading and spelling skills naturally by using

language more in their everyday learning. Precision teaching is usually carried out on a one-to-one basis between a teacher or teaching assistant and a learner. These interactions are normally quite short, for around 10 minutes, and ideally should happen 3 times a week. Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive - children will learn to read or spell words until they become fluent and confident. They will only ever move on to a new skill once they've mastered the skill they are currently working on.

Stile - Stile is a motivating, self-checking teaching aid for pupils, with activities intended to be worked through independently. Progressive sets of books have exercises intended to reinforce Phonic knowledge and develop other essential skills for reading and spelling. The tiles of the Stile Tray, along with the books, enable pupils to practise skills and self-check their knowledge. Pupils answer the questions by placing each of the 12 numbered tiles on the appropriate square on the base of the tray. When all the tiles have been placed, they close the tray, turn it over and re-open it to reveal a geometric pattern. If the answers are all correct, the pattern will match the one printed at the top of the exercise.



Resources

Barrington Stoke books – we have a large selection of Barrington Stoke books in the library for children to choose from. These are books especially designed to help children with dyslexia enjoy reading. They are accessible, enjoyable and unpatronising short books and are for children who are dyslexic, struggling to read, or simply reluctant to sit down with a book. They cover fictional and factual books and they're fun and interesting meaning children are keener to read them. Due to the tinted paper that the books are printed on they also benefit children with **Visual Stress**.



(**Visual Stress** is a relatively common condition of the visual cortex which is often experienced by people with dyslexia and other specific learning difficulties, but is now generally accepted can also be a separate and distinct condition. Apparent movement and distortion of text, headaches and sore eyes are common symptoms. For examples of what

an individual may experience see <https://www.crossboweducation.com/visual-stress-symptoms-and-solutions>)

Coloured overlays - (or dyslexia overlays as they are sometimes known) can be used by individuals that experience visual stress to increase reading speed, help comprehension, and reduce headaches and migraines. Reading through the right colour can help reduce the visual stress that is often connected with dyslexia.

Reading Rulers - The Eye Level Reading Ruler is also a coloured overlay filter and text highlighter about the size of an eight-inch ruler. The benefits are that they can; increase reading speed by 30% or more, improve reading accuracy, enhance, reading comprehension and improve attention span. The *Duo* reading rulers that we have in school are made of a combination of opaque and transparent plastic that both underline the text and highlight it in a coloured tint so that you simply read the text through either of the tinted plastic strips of your selected colour, and track down the page.



Books outside the reading scheme – as well as a very well-stocked and varied reading scheme we also have some sets of additional books at appropriate levels of difficulty for pupils to read if they have already progressed through the reading scheme but still need some further practice and reinforcement. We have acquired these so that the children do not feel disenchanted having to revisit prior learning and to ensure that their interest and motivation to read is maintained and encouraged.



What you can do at home if your child is struggling with phonics and reading.

- Engage with **school** to ensure that we can work in **partnership** to meet your child's individual needs. We are always happy to share what works and to send home resources to support practice at home.

- Make **time** to practice phonics and read **daily** – make it part of your usual **routine**. Nothing will work better than engaging regularly with phonics and reading. The key to securing knowledge and skills is **repetition, reinforcement and practice**.
- Be **patient** – listening to your child read can be frustrating, especially when they struggle with reading the same word that they have just encountered on every other page.
- Demonstrate the **purpose** of reading – support your child to see the purpose of reading by getting them to read things with a real-life application, for example instructions, recipes etc.
- Model a **love of reading** and make sure that you make time to demonstrate reading for pleasure, for example reading a bedtime story to your child every night.
- Have a **variety** of reading materials available to encourage interest and motivation, fiction and non-fiction, comic books, guide books and leaflets and so on.

Online advice and resources

Information

<https://www.readingrockets.org/blogs/shanahan-literacy/11-ways-parents-can-help-their-children-read>

<https://home.oxfordowl.co.uk/reading/common-reading-issues/struggling-readers/>

<https://www.bdadyslexia.org.uk/>

Dyslexia retailers

<https://www.thedyslexiashop.co.uk/>

<https://www.crossboweducation.com/>

Online resources

<https://www.phonicsplay.co.uk/>

<https://www.teachyourmonster.org/>

Apps

<https://www.nessy.com/en-gb/shop/apps>

https://play.google.com/store/apps/details?id=uk.co.fonics&hl=en_GB&gl=US **(Read with Phonics – Phonics games)**