St Paul's
C of E Primary School

A place to belong

Dyslexia Friendly Policy

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Member of Staff Responsible:	**Emma Hartley**
Reviewing Committee:	**Curriculum**
Effective Date of Use:	**6th October 2025**
Date of Review:	**Autumn Term 2026**
Statutory / Non Statutory:	**Non Statutory**

Review Date	Reason for Change
September 2025	Updated in line with technology used in school and adaptive teaching strategies.

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St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Statement of Intent

At St Paul's CE Primary, we are proud to be a Dyslexia Friendly school. Being a Dyslexia Friendly school not only helps us to meet the needs of dyslexic pupils, but also the needs of many other pupils. Evidence suggests that more children are able to benefit when dyslexia friendly methods are adopted throughout the school. We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning.

What is Dyslexia?

At St Paul's we use the definition of dyslexia from The Rose Report (2009) 'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention. Children with dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine Motor Skills

In addition to these characteristics:

'The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.' BDA (2010)

Teaching Strategies

We recognise that it is important to understand that no two dyslexic children are alike and the difficulties they experience will vary greatly. Therefore our teaching styles must reflect children's differing needs.

These can include:

- Exploring a wide range of recording styles for children
- Use of ICT to aid recording, such as talking tins, talking postcards, dictation onto iPads or Chromebooks
- Use of ICT to help develop phonic and reading knowledge, such as ebooks and specific dyslexia centred software
- Use of pictorial cues – primarily from Widgit
- Use of visual timetables
- Use of a dyslexia friendly font – Comic Sans
- Font size of 12 -14 as standard
- Reduction of visual clutter on the page.

In order to increase the confidence and enjoyment of learning for a dyslexic child, we employ a whole range of methods.

These include:

- Use of reading books that are at an age appropriate interest level, whilst being at the correct reading level for the individual child.
- Reading buddies
- Printing off information for the dyslexic child, rather than expecting them to copy/search for information from the whiteboard
- Use of precision teaching to help improve sound and word recognition
- Use of speed reading techniques to improve reading fluency and word recognition

Learning Styles

Many children (and adults) have a preferred learning style (i.e. way of learning) that they rely more strongly upon.

Learning styles are divided into:

- Auditory ... where the learner relies more heavily on what they hear.
- Visual ... where the learner relies more heavily on what they see.
- Kinaesthetic ... where the learner relies more heavily on what they do practically.

In school, we strive to ensure that children are provided with multisensory ways of learning, so that they can draw on their strengths and develop capability in areas of weakness.

Dyslexia Friendly Classrooms

It is our aim that our school building is dyslexia friendly. This includes not just our classrooms, but also our entire school building, including our school halls, staircases and corridors.

At St Paul's our classrooms:

- are arranged so that during lessons dyslexic children sit in an appropriate place, near the front of the classroom for teaching sessions facing towards the board
- have clearly labelled resources, which use pictures and symbols as well as words
- have water readily available throughout the day
- use colour tinted backgrounds on the interactive whiteboards
- use coloured/tinted paper for information bearing signs and table top resources
- have a range of dyslexia friendly resources ready at hand.
- Working walls and display boards are consistent colours for subjects throughout school
- Classrooms are decluttered to reduce stress on the learners
- have interactive displays, which can include talking postcards, word lists and topic vocabulary, photographs and pictures
- are appropriately lit and well-ventilated to provide a comfortable learning environment
- are tidy and well-organised

Each classroom has a range of Literacy resources available which are easily accessible to the children who need them.

These will contain (variable according to the age group of the class):

- phonological awareness games and listening activities
- phonic games
- Children's dictionaries
- Word Mats
- Sound Mats
- ICT (talking tins, talking postcards, chromebooks, ipads)
- coloured overlays (though we know these may have limited effect)
- Pencil grips
- Phoneme boards and counters
- Highlighter pens
- Post it notes

Identification of Dyslexic Tendencies

All teachers are responsible for identifying children with dyslexic tendencies. We recognise that up to 10% of the school population will have aspects of dyslexia, and that the majority of children will have their needs met through quality first teaching, and dyslexia friendly classroom practice. Teachers and Teaching Assistants have been trained to understand the needs of a dyslexic learner; to spot signs of a child having difficulties; and to know ways of meeting the needs within the classroom.

At St Paul's we also employ a wide range of assessment methods, and have a number of pupil tracking and monitoring procedures in place.

If a teacher is concerned they can:

- Refer to the BDA booklet 'The Dyslexia Friendly Schools Good Practice Guide'
- Complete the school dyslexia checklist
- Speak with the SENCo
- Consult with parents

Depending on the child's age, a light touch or fuller assessment may be appropriate, and this will be decided in conjunction with parents, class teacher and SENCo. This may result in further suggestions of how to target the child's individual needs and, if the child has one, could be included in the child's 'All About Me', My Agreed Outcomes, MSP or EHCP.

Marking

Teachers and staff are mindful of managing the needs and self-esteem of dyslexic children in their marking and feedback. Where a child has known difficulties or dyslexic tendencies, then teachers will exercise sensitivity in their marking of spellings especially. Feedback will initially always be on content, appropriate style, and vocabulary choices. Correction of spellings will be focused upon high frequency words primarily, or spelling patterns that have recently been taught.

Partnership with Parents

Of course, parental support is key to helping a child overcome any dyslexic barriers. Parents are given strategies to help their child at home, and parents are always welcome in school to discuss any concerns they may have.

Dyslexia Action also offers an excellent support service to parents. Dyslexia Action produces a variety of information leaflets on Dyslexia and is free to parents.
http://www.dyslexiaaction.org.uk/

The school lead for Dyslexia is Emma Hartley, the SENCo, who can address any questions or concerns parents may have.

The school SEN Governors, Tom Mitchell and Karin Bunting, are responsible for overseeing the strategic development of SEN and Dyslexia Friendly practice and work in close partnership with the SENCo and the SLT.