Before the DAS process began...

1.2 The standard of attainment of students with DTLN is closing the gap between ability and achievement as shown by trends in standardised or nationally recognised testing.

Now....

A DAQM school “before”

The same school “after”

Impact from long-running schemes In England

- Performance Reporting
- Standards
- Principles of Improvement and Effectiveness
- Self Review
- Intervention and Support
- Improvement Planning
- Compiling the Evidence File for accreditation
- Dyslexia Aware Schools Standards
- The Second Audit (Measuring impact)
- The First Audit (How are we doing?)
- Fine tuning for achievement
- The Action Plan (Establishing policy to improve practice)

Students not exhausted by routine
Dramatic decrease in numbers needing support
We don’t think ‘DFS’ - it’s just the way it is

OFSTED澤
Students much more engaged - addressing a weakness from an earlier inspection
Assessing more via alternative evidence
Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.

Universal (Level 0)

- High quality learning and teaching
- Learning environment and approaches
- Dyslexia friendly environment
- Autism friendly approaches
- Whole school approach to positive behaviour (including restorative practice)
- Differentiated curricula
- Personal learning planning using GIRFEC wellbeing indicators
- Robust assessment arrangements linked to tracking, monitoring and reporting
- Nurturing Environment/Positive Relationships
- Citizenship Focus
- SFL advice and consultation and online SFL Manual
Addressing dyslexia toolkit

- Toolkit and definition developed by Scottish Government, Dyslexia Scotland and the Cross Party in Dyslexia in the Parliament
- Change the perception of dyslexia from disability or difficulty to a preferred way of learning

Learning Toolkits

- Boxes should be adapted according to age/stages and should have a list of content stuck to the inside of the lid.
  - Alphabet strip (upper and lower case letters)
  - ‘Help’ cards
  - VCOP Sheet
  - VCOP Vocabulary Pyramid
  - VCOP Openers Pyramid
  - VCOP Punctuation Pyramid
  - VCOP Connectives Pyramid

The following checklist is designed to support schools in assessing their dyslexia friendly status. This can be used alongside Education Scotland’s Learning Trail.

A. Whole-school policy & practice
1. All teaching staff are familiar with and know how to access the Addressing Dyslexia Toolkit
   - Yes No Unsure
2. All teaching staff are familiar with the Aberdeenshire guidelines, “Working Together to Support Literacy”
   - Yes No Unsure
3. SLT demonstrate a firm commitment to supporting children / young people with dyslexia across the curriculum
   - Yes No Unsure
4. The school improvement plan includes targets for focusing, developing, establishing, and enhancing the dyslexia friendly status of the school
   - Yes No Unsure
Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

Marked differences in terms of competencies in certain areas, especially with regard to oral versus text based skills.
Differentiation
Personalisation
Flexibility

"Flip Side Thinking"
Compensating for poor procedural learning by innovating and experimenting with routine to "find a better way"

Dyslexia Time
Twice as long to do half as much
So we all need a bit more

Dyslexics and Creativity Tests
Word thinking v. picture thinking

Difficulties arise when the picture thinker encounters the world of words
Marked differences in terms of competencies in certain areas, especially with regard to oral versus text based skills”  
HMIE 2008

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Time for a paradigm shift to:

Dyslexia as a “Spectrum Condition?”

Dyslexia as a Spectrum Condition?
"Marked differences in terms of competencies in certain areas, especially with regard to oral versus text based skills"  
HMIE 2008
Addressing dyslexia toolkit

- Toolkit and definition developed by Scottish Government, Dyslexia Scotland and the Cross Party in Dyslexia in the Parliament
- **Change the perception of dyslexia from disability or difficulty to a preferred way of learning**

Looking for “hidden DLTN”

- Who do you teach who:
  - Doesn’t have a label
  - Is a native English speaker
  - And…... s/he would get more marks in a comprehension if you:
  1. Read the passage out loud
  2. Read the questions out loud
  3. Write down the answers

LASS Profile (From LUCID)

Who can’t do this, by Age 6?

In terms of phonics specifically children are expected to:
- ‘blend phonemes in order to read words’
- ‘read phonically decodable one-syllable and two-syllable words.’
### Who can’t, by Age 6:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Names</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply phonics knowledge and skill as the prime approach to reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read unfamiliar words that are not completely decodable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read many frequently encountered words automatically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read phonically decodable three-syllable words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate understanding of age-appropriate texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give the sound when shown any grapheme that has been taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blend phonemes in order to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>know most of the common grapheme-phoneme correspondences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Consider using a Phonic Screener

Teachers and senior staff should find the check helpful in:
- identifying children who may be struggling with phonics decoding early on (alphabetic code and/or blending) and who need speedy intervention to catch up
- pinpointing particular aspects of phonics (e.g., vowel digraphs) that a whole class or year group found difficult and where teaching needs to be improved
- moderating their own teacher assessment against the screening check results following up any discrepancies

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### In Support of “Non words”

- Obviously, instant recognition (‘automaticity’) rather than conscious blending is the goal – and underpins fluent reading.
- Non-words are useful in identifying children who may know the alphabetic code (or at least parts of it) but are struggling with the skills of blending sounds together to make whole words.

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### Most can learn most things given enough time and appropriate teaching

1. Almost all can learn most things to mastery
2. Some need more time than others
3. Some need more help than others

- Three assumptions
- 1. Build on previous mastery
- 2. Begin with short (5-8 min) review of previous learning
- 3. Demonstration of mastery at the end of each lesson

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- Getting it right for Dyslexia
- Getting it right for all
OFSTED Grading
Learning Gains
Lesson structure
Focuses On
Satisfactory (RI)
Loose
Tight
The activities
Good
Tight
Tight
The lesson plan
Outstanding
Tight
Loose
The learner

"Outstanding" is very Dyslexia Aware and very Curriculum for Excellence

AUTOMATICITY

Processing Task
Processing Task
Working Memory

Less Fluent Reader
More Fluent Reader

neurotypical

The average child needs to see a word 4-14 times to automatically recognize it. May dyslexic students need to see it 40+ times.

Teach a bit less a bit more effectively

Teach the students, not the lesson, not the curriculum

Permission to be Dyslexic

1. Neurodiversity

2. Great teaching is great for Dyslexia

3. Much, much more kinesthetic

4. Personalise and differentiate for Dyslexia

5. Go for mastery

Messages from today

Quality First Teaching?

Think "episodic buffer"