



Moorside Primary School & Nursery Whole School Provision Map Dyslexia - 2025-26

MUST HAVE

- Make learning multisensory (visual, auditory and kinaesthetic)
- Tasks are clearly explained or modelled - success criteria are clear as are outcomes.
- Use different coloured background on SMART boards.
- Worksheets uncluttered and in Comic Sans or Sassoon - size 14 font
- Use writing frames / word banks to support writing tasks

Individual or small group support strategies

- Little Wandle Phonics Interventions
- 3 Part Guided Read
- Reading Explorers

Universal provision - Quality First Teaching

- Additional guided reading sessions using texts which are age appropriate and with a suitable level of challenge
- Access to high interest/low reading age reading material.
- HFW reading grid
- Little Wandle Rapid Catch Up
- Reading Eggs/Reading Plus
- 3 Part Guided Read

Strategies to Support difficulties with Memory

- Chunk up classroom instructions and provide the appropriate prompts / AfL / apparatus. Refer to the **Working Memory Classroom Guide**.
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. 'Assessment for Learning' principles in place.
- Personalised and differentiated teaching, including questioning.
- Present learning in small chunks. Recap on previous learning at the start of each lesson.
- Opportunity to pre-teach new vocabulary.
- Teachers draw on a variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals.
- Make learning multisensory, (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.
- Symbols are used to support written information - including notices around school, menus in dining room, resources in cupboards etc.
- Allow plenty of time for recall. Pupils given time or support, before responses are required. Allow time to talk through ideas/concepts and discussion.
- Guided frameworks to support note-taking.
- Pupils are provided with relevant and accessible resources e.g. word lists, number lines and dictionaries.
- Use 'concrete' apparatus such as time table squares, calculators, magnetic letters/numbers.
- Displays in classrooms of keywords and information to support organisation - e.g. when to bring certain 'kit' to school, visual timetables. Use of differentiated learning walls to support learning and teaching.
- New or difficult vocabulary is clarified, written, displayed (with graphics where practical) and referred to.
- Provide concise notes with lots of visual rather than textual information - flow charts, diagrams and concept maps.
- Consideration of the use of peers to maximise opportunities for learning e.g. Talk Partners.
- Visually 'draw' concepts to support learning e.g. draw what a paragraph looks like.
- Use of post-its for planning.
- Have spare equipment such as pens, rulers, pencils etc.



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Strategies to Support difficulties with **Sequencing**

- Allow for frequent practise using rhyme, rhythm, games, songs etc.
- Displays of charts lists of essential vocabulary, diagrams.
- Sequencing strategies explicitly taught.
- Provide sequencing frames/writing frames/flow charts to aid the structure of the lesson.
- Sequencing games

Strategies to Support difficulties with **Speed of Processing**

- Tasks are clearly explained or modelled - success criteria are clear, as are outcomes.
- Repeat instructions and questions using the same language.

Strategies to Support difficulties with **Visual discrimination/perception**

- Organisation of the classroom environment is conducive for learning e.g. background noise is avoided; light source is in front of the teacher.
- Have coloured overlays (in particular coloured rulers) and coloured paper to write on available for those who require it
- Ensure IWBs have cream or coloured background.
- Try to ensure as much natural light available in the classroom.

Strategies to Support difficulties with **Auditory discrimination/perception**

- Provide text and sound together.
- Exaggerate new word vocabulary by separating sounds/syllables at first and then as it would be spoken normally.

Strategies to Support difficulties with **Phonological processing**

- Repeat new vocabulary and ensure similar sounding phonemes are clearly received - identify syllables.
- Make connections with already known words e.g. root words.
- Encourage and accept logical/plausible spellings if accuracy is not possible.
- Make reference to the phonic system to make connections between phonemes and reading/spelling.

Strategies to Support difficulties with **Reading**

- Never assume or presume that students know what style of reading is required for different tasks.
- Teach what type of reading is required for different things such as exam questions, reading for gleaning facts, for specific information, for general overviews, for pleasure.
- Only ask student to read aloud if they readily volunteer.
- Encourage use of line markers to help keep place.
- Ensure worksheets are dyslexia friendly - plenty of white space, larger font (Comic Sans or Arial)
- Pair up student with a 'good' reader whenever possible.

Strategies to Support difficulties with **Writing/Spelling**

- Alternatives to written recording are used including mind mapping.
- Daily spelling sessions.
- Spellings sent home weekly.
- Use of ICT/word-processing whenever possible, including homework.
- A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook - NYCC.
- Use of procedural facilitators e.g. writing frames with suggested openers and sentence starters accompanied by higher order questioning and teacher dialogue to extend learning.



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- Use cloze procedures,
- **Limit** times when asking student to copy.
- Ensure the student is **facing** the board/written source.
- Always allow student to write on lined paper, offer various line widths - student to choose which would suit them best.
- Use *Paired Writing* strategy when the object of the lesson is appropriate.
- Encourage personal dictionaries.
- Help students find ways to remember spellings such as mnemonics.
- Do not over correct a student's work with corrections. Mark spellings which the student is learning and are on their IPM.
- Use target word sheets for specific spelling/vocabulary with graphics if possible.
- Provide revision cards with rules for use as a reference in class and at home