

## A GRADUATED RESPONSE TO SPLD (LITERACY)

“Dyslexia is evident when accurate or fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.”

*British Psychological Society Report (1999)*

Schools identify pupils with literacy difficulties for School Action support. If pupils make appropriate progress, this level of support may no longer be necessary.

School and/or support service identify nature of pupil difficulties (GLD/SpLD?) taking account of the SpLD definition and other difficulties associated with SpLD (see *Statutory Assessment Process and Absolute Criteria*).

Schools identify pupils currently receiving School Action support who may benefit from higher levels of support funded through SIS.

Taking account of the Statutory Assessment *Process Criteria* will assist in the development of Dyslexia Friendly Schools and effective planning for early intervention. At this stage the school be undertaking literacy assessments which will inform intervention programmes and it will be recognised that statutory assessment may not always be the most effective way of addressing the pupil's needs.

Where concerns remain the pupil's progress will be evaluated and the school will modify the existing intervention or devise new interventions. Ongoing assessment for learning will inform this process.

If the pupil does not make adequate progress despite the planned provision over time, the school may consider a referral for statutory assessment. Before doing so, schools would evaluate the extent to which they are meeting the process (Dyslexia Friendly Schools) criteria, which focuses upon the learning environment (class and whole school), the nature of the pupil's difficulties, and the appropriateness of previous intervention strategies. The school should also consider what difference a statement of SEN would make in terms of the pupil's learning outcomes.

If all Process Criteria are securely in place, the school and support service staff will consider whether the pupil's literacy attainments meet the LA absolute criteria for statutory assessment.

The Absolute Criteria will be based on:

- Reading and spelling performance
- The presence of related difficulties associated with SpLD (e.g. phonological skills, automaticity, working memory etc.)
- Standardised reading and spelling scores

If the pupil does meet the criteria for statutory assessment, consultation between all interested parties will take place in order to ensure the production of an appropriately written statement of SEN, which fully addresses the pupil's needs.

**PHONOLOGICAL PROCESSING AND RELATED SKILLS**

<p>Understands concept of beginning, middle and end using picture stimulus <i>(e.g. a queue of people at a bus stop)</i></p>	<p>Understands concept of beginning, middle and end aurally <i>(e.g. can say which word is at beginning, middle or end of a 3 word list)</i></p>	<p>Able to identify three words in a phrase or sentence <i>(e.g. "It is big") by clapping (3 claps in this example)</i></p>	<p>Able to clap 2 syllable rhythm to familiar words such as own name <i>(Pe / ter, Les / ley, Mar / tin)</i></p>	<p>Able to identify two separate words in a compound word <i>(e.g. pupil says the word - "cowboy". Q Can you hear two words there? What are they? "cow – boy")</i></p>	<p>No difficulties noted in producing phonemes accurately in speech</p>	<p>Can blend together three simple sounds <i>(e.g. teacher says "can you tell me what word the sounds c – a – t make?")</i></p>
<p>Can segment simple three sound words into the component phonemes <i>(e.g. teacher says "can you tell which sounds you can hear in the word dog?")</i></p>	<p>Able to clap syllable rhythm to familiar 1, 2 and 3 syllable words</p>	<p>Able to blend 2 and 3 syllables to make a word <i>(e.g. What word do win.....dow make?)</i></p>	<p>Can say whether two words rhyme or not</p>	<p>Can blend together three simple sounds to make a nonsense word <i>(e.g. teacher says "can you tell me what word the sounds d – e – g make?")</i></p>	<p>Can blend together four sounds <i>(e.g. teacher says "can you tell me what word the sounds c – a – m – p make?")</i></p>	<p>Can segment simple four sound words into the component phonemes <i>(e.g. teacher says "can you tell which sounds you can hear in the word drip?")</i></p>
<p>Able to segment words into 2 and 3 syllables using a picture stimulus <i>(e.g. names picture then says or claps the number of syllables)</i></p>	<p>Able to identify words that rhyme <i>(e.g. show 3 pictures – man, pan, ship– pupil says words and then points to pictures that rhyme)</i></p>	<p>Can identify 2 words beginning with the same sound <i>(e.g. show 3 pictures – bus, bed, man – pupil says words and then points to pictures beginning with same sound)</i></p>	<p>Can identify beginning sound of a word <i>(e.g. Does pig begin with p? Does dog begin with g? Does hat begin with a? Does cap begin with c?)</i></p>	<p>Can blend together Four sounds to make a nonsense word <i>(e.g. teacher says "can you tell me what word the sounds p – l – i – d make?")</i></p>	<p>Able to segment words into 4 syllables using a picture stimulus <i>(e.g. names picture then says or claps the number of syllables)</i></p>	<p>Able to identify syllables in a 2 or 3 syllable spoken word</p>

Able to delete a syllable from a word (e.g. say football..... now say it without foot)	Able to supply rhyming word in a two line rhyme (e.g. He went to bed And bumped his ____)	Can identify beginning sound of a word (e.g. What sound does cap begin with?)	Can blend together five sounds (e.g. teacher says "can you tell me what word the sounds s - p - e - n - t make?")	Can segment simple five sound words into the component phonemes (e.g. teacher says "can you tell which sounds you can hear in the word <i>cramp</i> ?")	Can identify final sound in a word (e.g. Can you hear g at the end of dog? Can you hear g at the end of sun?)	Can identify medial vowel sound in a word (e.g. show 3 pictures – bus, mug, rat – pupil says words and then points to pictures with same medial vowel sound)
Can blend two sounds using plastic letters	Can supply a word that rhymes with a given word	Can identify the number of sounds in words with two phonemes (e.g. pupil listens to word, repeats the word and then says how many sounds)	Can identify final sound in a word (e.g. What sound can you hear at the end of pan?)	Can blend three sounds using plastic letters and oral cues	Can identify the number of sounds in words with three phonemes (e.g. pupil listens to word, repeats the word and then says how many sounds)	Can identify missing initial sound in a word (e.g. teacher says "What sound can you hear in ball that is missing in all?")

Can select a rhyming word from a choice of three words	Can identify missing final sound in a word (e.g. teacher says "What sound can you hear in bark that is missing from the end of bar?")	Can produce a word by deleting the initial sound of another word (e.g. say the word rat without the "r" sound at the beginning)	Can change the initial sound of a word to make a new word (e.g. say the word meat but change the "m" to a "t" sound)	Can identify missing sound within a word (e.g. teacher says "What sound can you hear in drive that is missing from dive?")	Can produce a word by deleting the final sound of another word (e.g. say the word past without the "t" sound at the end)	Can change the final sound of a word to make a new word (e.g. say the word hop but change the "p" to a "t" sound)
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Assessment tools relating to these skills can be obtained from the Learning Support Team.

## SPELLING

Letters of own name are evident in own "writing"	Recognises letters of own name in writing	Spells first name correctly most of the time	Attempts to write words unaided (other than name)	Able to sort words, letters and numbers into groups	Displays evidence of some letter sound knowledge in writing	Some recognisable words are apparent in writing
Able to say letter sounds in own name	Writes all letters in own name to random dictation	Frequently uses correct initial letter of word	No capital letters in name except for initial letter	Spells second name correctly most of the time	Writes all lower case letters in recognisable form	Writes initial single letter sounds of words correctly
Writes final single letter sound in words correctly	Matches upper and lower case letters	Writes phonic based CVC words accurately	Writes some words from YR – Y2 high frequency list	Uses classroom word lists to aide spelling	Writes some CVC rhyming words independently ie <i>cat, mat, sat</i>	Makes word bank linked to topic
Feels confident to try different spelling choices						
Spells common, non-regular three letter words in high frequency list	Uses <ul style="list-style-type: none"> <li>▪ ch</li> <li>▪ sh</li> <li>▪ th</li> </ul> Correctly in writing	Attempts to use a sound in one word to assist with spelling of another word	Uses phonic knowledge to attempt to spell unknown words	Uses the letter S to denote plural	Writes common consonant clusters consistently	Understands use of common prefixes
Understands use of common suffixes	Aware that not all plurals are created by adding "S"	Spells simple CCVC words	Spells simple CVCC words	Spells some words containing common vowel digraphs correctly	Breaks down compound words for spelling	Does not spell the same word differently in the same piece of writing
Longer words show plausible, recognisable phonic patterns	Uses syllables to aid spelling	Is aware of different spelling choices and willing to try alternatives				