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| **Identification** of possible dyslexia |
| **Name:** | **School:** | **D.o.B.:** |
| Photo | **Useful Information** (diagnoses, relevant medical, etc)**:** |

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| **Tracking Dates** |
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**The LA employs the following definition of dyslexia:**

“Dyslexia is evident when accurate and 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.”

(A working definition of Dyslexia, British Psychological Society, 1999, page 18)

Consistent with the recommendations from Rose (2009), Kent’s policy is that persistent difficulties with reading and spelling are best thought of as a continuum, not a distinct category. Identifying dyslexia does not rely on identifying a particular profile of cognitive skills. Indicators that a child is at risk of finding reading and spelling particularly difficult could include:

* + - difficulty in processing the sounds in speech
		- difficulty in linking sounds to written letters
		- difficulty in short term or working memory
		- difficulty in processing information about letters and sounds quickly

Failure to grasp these underlying ‘phonological processing’ skills is almost universally agreed as being the underlying difficulty for children who find learning to read and spell particularly hard. Some children may also have additional difficulty with visual memory, visual discrimination or sequencing and with fine motor skills.

**THIS IS NOT A DIAGNOSTIC TOOL.**

**In line with Kent Policy, STLS do not diagnose dyslexia. This is a formative toolkit to identify whether a child meets the criteria for dyslexia.**

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| **Tracking Data** |
|  | **Year 1 or date** | **Year 2 or date** | **Year 3 or date** | **Year 4 or date** | **Year 5 or date** | **Year 6 or date** |
| **Attendance** |  |  |  |  |  |  |
| **Attainment** |  |  |  |  |  |  |
| **Progress** |  |  |  |  |  |  |
| **GPC knowledge** |  |  |  |  |  |  |
| **Blending** |  |  |  |  |  |  |
| **Segmenting** |  |  |  |  |  |  |
| **Auditory processing** |  |  |  |  |  |  |
| **Single Word Reading** |  |  |  |  |  |  |
| **Single Word Spelling** |  |  |  |  |  |  |
| **Digit Span -** ⇒**Short Term Auditory memory** ⇐**Working memory/processing** | ⇒ | ⇒ | ⇒ | ⇒ | ⇒ | ⇒ |
| ⇐ | ⇐ | ⇐ | ⇐ | ⇐ | ⇐ |
| **Visual Sequential Memory** |  |  |  |  |  |  |
| **Miscue Analysis Errors** |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |
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| **Interventions****What? Frequency? Impact?** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 1** |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |
| **Year 3** |  |  |  |  |  |  |
| **Year 4** |  |  |  |  |  |  |
| **Year 5** |  |  |  |  |  |  |
| **Year 6** |  |  |  |  |  |  |
| **Observations** (including date)**:** |

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| **Reasonable Adjustments - make use of the mainstream core standards** |
| **What strategies work well?** | **Impact:** |
|  |  |
| **What is less successful?** | **Why?** |
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| **Additional Information:** |