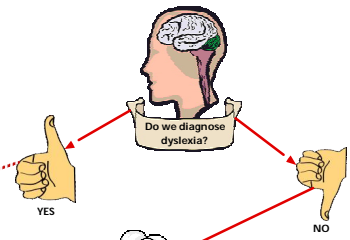


Dyslexia is evident when **accurate and fluent** reading and/or spelling develops very incompletely or with great difficulty.

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)



INITIAL INDICATIONS OF DIFFICULTY
 E.G. FAIL PHONIC SCREENING CONCERNS BY TEACHER FOLLOWED BY INTERNAL ASSESSMENT

FIRST TIER SUPPORT E.G. small group focused phonics intervention



6 - 8 WEEK REVIEW

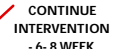
- 1. PROGRESS MADE (NOW AGE APPROPRIATE)
- 2. PROGRESS MADE (GAPS CLOSING)
- 3. PROGRESS MADE (GAP NOT CLOSING)
- 4. NO PROGRESS MADE



Tweak programme based on 'what's working' (External consultation if needed)

Focused wave 3 support (1:1 daily phonics intervention)

- 1. PROGRESS MADE (NOW AGE APPROPRIATE)
- 2. PROGRESS MADE (GAPS CLOSING)
- 3. PROGRESS MADE (GAP NOT CLOSING)
- 4. NO PROGRESS MADE



CONTINUE INTERVENTION - 6-8 WEEK REVIEW

- 1. PROGRESS MADE (NOW AGE APPROPRIATE)
- 2. PROGRESS MADE (GAPS CLOSING)
- 3. PROGRESS MADE (GAP NOT CLOSING)
- 4. NO PROGRESS MADE



CONSIDER INVOLVEMENT FROM EXTERNAL PROFESSIONALS TO DEVELOP BESPOKE INTERVENTION



DIFFICULTIES ARE MODERATE DESPITE APPROPRIATE LEARNING OPPORTUNITIES BUT SHOULD DEVELOP FUNCTIONAL LITERACY WITH ONGOING INPUT



DIFFICULTIES ARE SEVERE AND COMPLEX DESPITE APPROPRIATE LEARNING OPPORTUNITIES

WE KEEP TRYING!!

Success!!



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