



# Hampton Hargate Primary School

## Dyslexia Friendly Policy

Date: SUMMER 2026  
Review date: SUMMER 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

## **Our Commitment**

At Hampton Hargate Primary, the child is at the centre of everything we do. We believe that dyslexia-friendly approaches benefit every learner, not only those with dyslexic tendencies, and that a child's confidence and self-esteem are inseparable from their success in learning. We celebrate dyslexia as a learning difference, share positive role models with our children, and respect each child's individual learning style in everything we teach.

This policy reflects our ongoing commitment, demonstrated by the award of the British Dyslexia Association (BDA) Dyslexia Friendly School Quality Mark in November 2024. This nationally recognised accreditation means that our school has been independently assessed against rigorous standards covering teaching practice, staff training, the learning environment, and our partnership with families. It is not a destination but a continuing commitment.

We have a qualified Teacher and Assessor of Dyslexia who leads on dyslexia provision across the school, providing regular training, conducting assessments, and delivering and overseeing targeted intervention from the Early Years Foundation Stage (EYFS) onwards.

## **What is Dyslexia?**

In 2024, the Specific Learning Difficulties (SpLD) Assessment Standards Committee (SASC) published an updated definition of dyslexia. Key points from that definition are:

- Dyslexia is primarily a set of processing difficulties that affect the acquisition of reading and spelling.
- Some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.
- Difficulties in reading and spelling fluency are a key marker of dyslexia across languages and age groups.
- Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity.
- Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension, or learning another language.
- The most commonly observed cognitive difficulty is in phonological processing, including phonological awareness, processing speed, and phonological memory. However, phonological difficulties alone do not fully explain the variability observed.
- Working memory, orthographic skills, and processing speed can also contribute significantly.
- Dyslexia frequently co-occurs with other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder (DCD/dyspraxia).
- The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

## Dyslexia Friendly Environment

Our classrooms are designed to support all learners, and in particular those with dyslexic tendencies. They:

- Are tidy, well-organised, and provide a calm working atmosphere
- Have resources clearly labelled and available to support different curriculum areas, including desktop aides and coloured overlays
- Feature interactive displays where key words and vocabulary are clearly visible
- Use dyslexia-friendly fonts at appropriate sizes (12-14 point) on coloured or off-white backgrounds to reduce visual stress
- Have seating and table arrangements to support individual learning needs
- Have IT equipment and software available, including Chromebooks, iPads, Clicker, and Lexia
- Display visual timetables so pupils can anticipate structure and transitions
- Are appropriately lit, well-ventilated, and as acoustically comfortable as possible to reduce barriers to phonological processing

## Teaching Strategies

No two children are alike, and learning preferences vary. Our teaching styles reflect children's differing needs. We use a range of evidence-based strategies that benefit all pupils, including:

- Structured Literacy and Phonics
  - We use *Little Wandle Letters and Sounds Revised* as a quality 'first teach'
  - *Little Wandle Catch Up and Keep Up programmes* are used to support children who need additional phonics intervention at any stage.
  - For children who require more intensive reading support, we offer a Reading Recovery-style programme delivered by our specialist Dyslexia teacher.
- Vocabulary Development
  - We use *Word Aware* to explicitly teach vocabulary to all children
  - *Word Aware* also supports the pre-teaching of vocabulary before new topics to help some pupils build the language frameworks they need to access and retain new learning.
- Oracy

We believe that talk is one of the most powerful tools for learning. Our school has developed its own oracy progression framework with two complementary aims:

- To develop pupils as **confident speakers**, creating rich opportunities to explore ideas, consolidate understanding, and support literacy development through structured spoken language activities.
  - **To use talk as a vehicle for learning itself.** Oracy supports dyslexic learners by reducing reliance on written output, allowing verbal rehearsal before writing, and building confidence in sharing ideas.
- Multisensory Learning
    - Activities where pupils say, see, and do simultaneously help develop strong neural pathways when learning new concepts and spelling patterns.
  - Memory and Processing Support
    - Resources to support working memory: number squares, word and phonics mats, task boards

- Short-term memory strategies for reading: building up words when blending, chunking information, use of highlighters, scaffolded reading including paired reading
- Writing support strategies: story mountains and maps, mind-maps for pre-planning, word banks and writing frames, breaking down tasks, and offering different ways of recording (diagrams, models, voice recordings)
- Verbal processing support: clear instructions given at a manageable pace, time to process before answering, repetition where needed, regular prompts, and targeting accuracy before fluency
- Assistive Technology
  - Tools such as spell checkers, word processors, Clicker, Lexia, and educational software are available to support learners across the curriculum.
- Visual Stress
  - We avoid black type on white paper where possible, use plain fonts, ensure paper is thick enough to prevent bleed-through, and offer coloured overlays to pupils who benefit from them.

### **Identification of Dyslexic Tendencies**

All teachers are trained to identifying dyslexic tendencies from the Early Years Foundation Stage (EYFS) onwards. This puts pupils on a pathway where our Dyslexia teacher monitors their progress, providing assessment, support and intervention from the earliest possible point. We employ a wide range of assessment and monitoring approaches, including:

- Observation and monitoring in EYFS, including attention to early phonological awareness, language development, and motor skills
- Phonic screening checks in Year 1 and Year 2
- Reading Running Records (PM Benchmark)
- Writing analysis
- Day-to-day class assessments: evidence from 1:1 reading, whole-class reading observations, spelling test scores
- Termly assessment data and analysis of progress over time
- Completion of an 'At risk of literacy difficulties' referral, including the Primary School Dyslexia Checklist (provided by the BDA), to refer for formal dyslexia screening with parental permission
- Evaluation of the effectiveness of interventions used previously
- Observation and assessment carried out by the SEND team
- Termly pupil progress meetings with senior leaders and the SEND team
- Transition meetings at the end of each academic year to ensure all relevant information is passed between year groups
- Discussion with parents to gather further information and agree next steps

Where co-occurring difficulties are identified or suspected, such as dyscalculia, ADHD, or developmental coordination disorder, these are referred to our SEND team. Our approach to screening is flexible and tailored to the individual child, drawing on a battery of assessments as appropriate rather than a single standardised tool. Concerns about a pupil can be raised at any time with the SEND team and do not need to wait for a formal review point.

## Intervention and Support

When dyslexic tendencies are identified, targeted support is put in place promptly. Interventions are chosen based on individual need, reviewed regularly, and adjusted in response to pupil progress. Programmes and approaches used include:

- *Little Wandle Rapid Catch Up and Keep Up* - structured phonics catch-up delivered in small groups or individually
- *Reading Recovery*-style intervention - intensive, individualised reading and writing support delivered by our specialist Dyslexia teacher
- *Lexia* - adaptive computer-based literacy programme
- *Word Aware* vocabulary intervention
- *Precision Teaching* - daily, timed practice of a small set of target items to build automaticity and track individual progress
- *Spelling Shed* - using a multisensory strategies with curriculum-aligned word lists, used both for whole-class teaching and targeted intervention

## Staff Training and CPD

All staff are dyslexia-aware. The Dyslexia teacher is the point of contact for staff who have concerns about a pupil or who need advice on adapting their teaching.

Training is provided by our qualified Teacher and Assessor of Dyslexia and includes:

- Induction training for all new staff
- Regular ongoing CPD delivered through staff meetings, covering identification, teaching strategies, and the use of intervention programmes
- Updates to reflect current research and guidance, including the 2024 SASC definition of dyslexia

## Pupil Voice

We believe that children should understand and have a say in their own learning. Our DC Club (Dyslexia Club) is a group for pupils who have a dyslexia diagnosis. In this space:

- Pupils develop awareness of dyslexia, including its challenges and its strengths
- Positive role models are shared and discussed
- Pupils reflect on what helps them learn and identify barriers, which is then shared with staff to ensure a genuinely responsive approach to individual needs.
- Pupils are encouraged to develop the language to advocate for themselves and to understand dyslexia as a learning difference, not a deficit.

Each dyslexic pupil has a **Pupil Passport** summarising their learning preferences and strategies, written with input from the child. This is available to all staff, including supply and visiting teachers, ensuring consistent support whoever is in the classroom.

**Transition stories** are created when a pupil moves to a new class, capturing who they are as a learner in their own words and helping new teachers understand their needs from day one.

## Marking and Feedback

Teaching staff are mindful of managing the self-esteem of dyslexic pupils in their marking and feedback. Staff will:

- Explain marking criteria clearly to pupils before tasks

- Give positive and constructive feedback, both verbal and written, marking with the child wherever possible
- Not penalise spelling in tasks where spelling is not the focus
- Mark spellings sensitively using positive marking: highlighting the correct part of an attempted word, and only addressing spelling when it is the explicit learning objective
- Track misspelled words and teach them strategically over several weeks using precision teaching
- Give time to practise high frequency words and overlearn them through repetition
- Offer verbal or alternative forms of feedback where written feedback would disadvantage a dyslexic learner

### **Access Arrangements**

Access arrangements may be available to support pupils during assessments at any stage. In the summer term of Year 6, formal access arrangements for KS2 SATs are considered for pupils who meet the criteria set by the Government. Further information is available at: <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Pupils may also be entitled to access arrangements for internal assessments throughout their time at school. Parents will be informed when their child is being considered for access arrangements, and the process will be explained clearly.

### **Partnership with Parents**

Parental support is key to helping a child thrive. Where appropriate, provision will be outlined in a pupil's coordinated plan, agreed with parents, who are given strategies to help their child at home. Parents are always welcome to raise concerns and do not need to wait for a scheduled review. We aim to work together to understand each child's learning needs and to promote dyslexia as a difference, not a barrier. Meetings take place termly as part of pupil progress reviews, and a transition meeting is held at the end of each year to support continuity. For further information and support, parents may find the following organisations helpful:

- British Dyslexia Association (BDA): [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
- Dyslexia Action: [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

### **Legal Framework**

This policy should be read alongside the school's SEND Policy, Inclusion Policy, and Assessment Policy. The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for pupils with dyslexia and to ensure they are not placed at a substantial disadvantage compared to their peers.

### **Monitoring and Review**

This policy is reviewed every two years. The Dyslexia teacher, in conjunction with the SEND team and senior leaders, is responsible for monitoring the effectiveness of provision and reporting to governors.

**Next review date: Summer 2028**