



Williamwood

High School

Mighty oaks from little acorns grow

Respect * Ambition * Kindness



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Help! I've got a teenager! – 04/11/25

Supporting young people with dyslexia

Respect * Ambition * Kindness

Articolo 28

1. Ogni individuo ha diritto all'istruzione. L'istruzione deve essere gratuita almeno per quanto riguarda le classi elementari e fondamentali. L'istruzione elementare deve essere obbligatoria. L'istruzione tecnica e professionale deve essere messa alla portata di tutti e l'istruzione superiore deve essere egualmente accessibile a tutti sulla base del merito.

Article 28

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Starter

Eevn touhgh tsehe lteerts rae toltaly mxied up you can siltl raed tehm busceae they aer gropued. Hwoveer, it sowls dwon raeding seped by 11% and yuo hvae to cnocetrante mroe. Dsyleicxs otefn mix up the sueneqce of leertts in a wrod. Imingae rediang this way all teh tmie. Dsliyexcs otefn get very tierd busceae fo tihs.

Starter

Even though these letters are totally mixed up you can still read them because they are grouped. However, it slows down reading speed by 11% and you have to concentrate more. Dyslexics often mix up the sequence of letters in a word. Imagine reading this way all the time. Dyslexics often get very tired because of this.

What is dyslexia?

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Scottish Working Definition of Dyslexia

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities.

These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment.

What is dyslexia?

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Dyslexia exists in all cultures, across a range of abilities and socio-economic backgrounds. It is a life-long, neurodevelopmental condition.

Generally, learners with dyslexia benefit from early identification, appropriate intervention and targeted, effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

What is dyslexia?

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Common difficulties

- reading, writing and spelling
- auditory and/or visual processing of language-based information
- phonological awareness
- oral language skills
- reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability
- motor skills and co-ordination may also be affected

What we do



Where to start?!

The role of the Support for Learning department is to work to remove the barriers to a young person's learning.

To do this we strive to provide tailored additional support, working collaboratively with our young people, teaching staff and parents/carers.

The aim of this is to enable pupils to achieve their potential regardless of any difficulties, or barriers, that may be present.

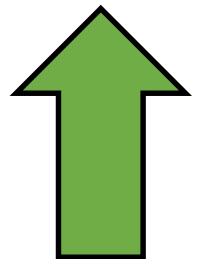
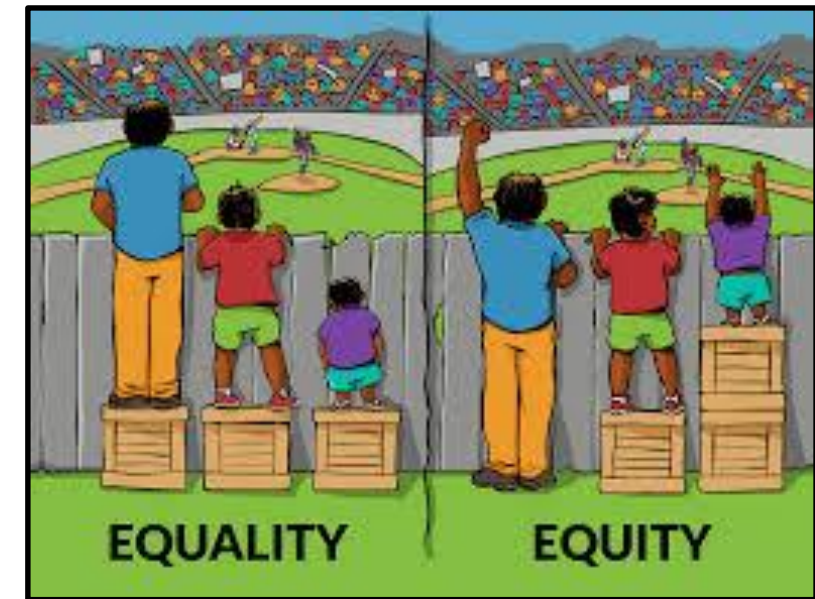
How do we support?

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We have the ability to support our dyslexic pupils in a variety of ways.

As much as possible, we aim to help our pupils cope independently with the challenges they may face in their learning, providing additional support where required.

Each person is an individual. And each individual has their own potential.



Information to staff

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Our foremost support is our learner profiles, that are provided to our staff. These include any additional information that staff may need to know, in order to fully support our learners.

These are updated throughout the year to take into account any changes or updates to a pupil's situation.



ICT Support



At Williamwood we have access to a range of Chromebooks and laptops for pupils to use at anytime during the school day.



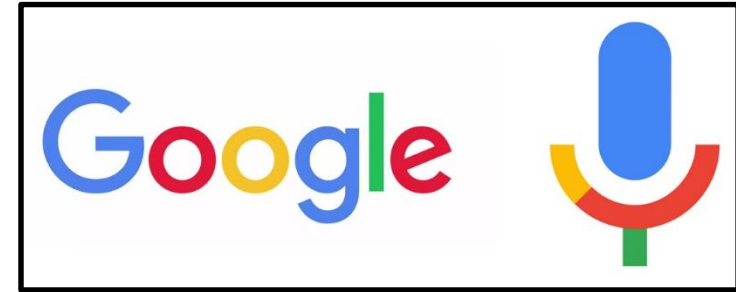
These play a major role in supporting pupils, experiencing difficulties, with extended writing and/or spelling.

Assistive Technology

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We also have access to a wide array of assistive technology that can be utilised by our dyslexic learners.

Some examples are :



Intervention Programmes

Our dyslexic learners may take part in an intervention programme whilst they are at Williamwood. Some examples of these are :

- Fresh Start reading programme
- Touch typing training
- Assistive technology training
- Reading Wise



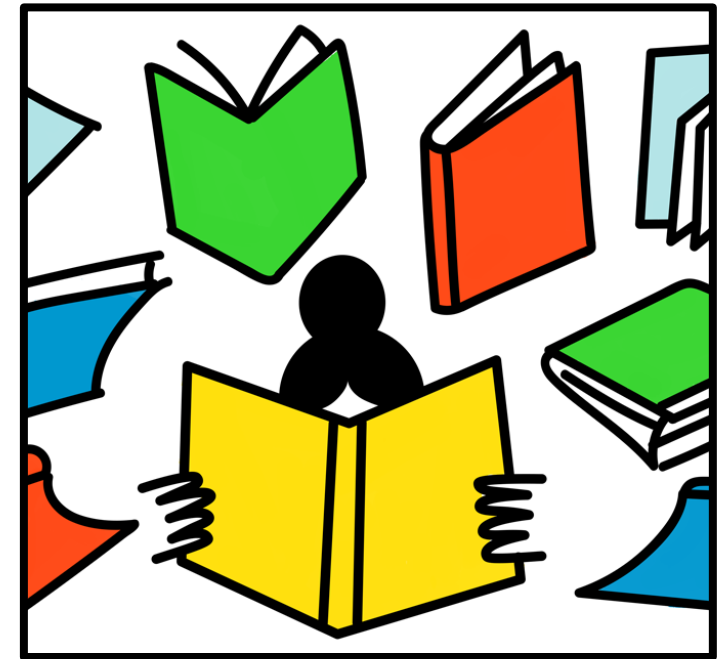
General Planning



- Pre-teach key vocabulary with word banks.
- Chunk information into steps.
- Use consistent routines.
- Multi-sensory teaching: visuals, sound, movement.
- Colour-code grammar (e.g., verb endings).
- Use technology: ICT, spellcheck, text-to-speech, speech to text...
- Give extra processing time.

Reading

- Use dyslexia-friendly fonts/backgrounds.
- Simplify texts with visuals and bullet points.
- Provide scaffolded tasks (gap-fills, matching).
- Pair reading with teacher modelling.
- Highlight key vocabulary in bold/colour.



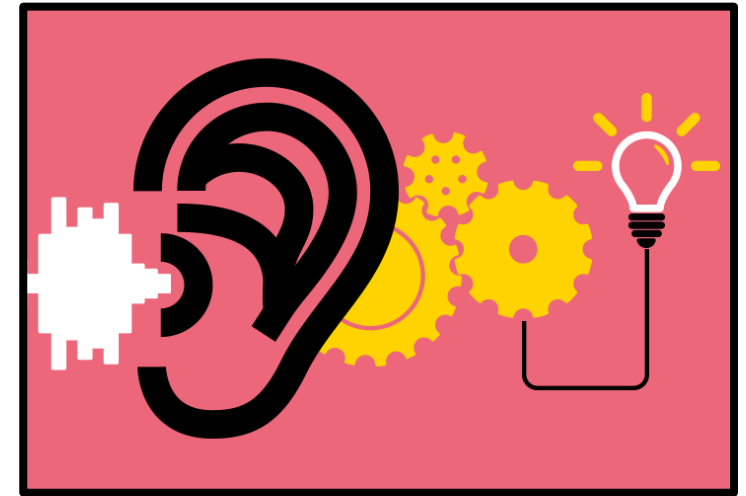
Writing



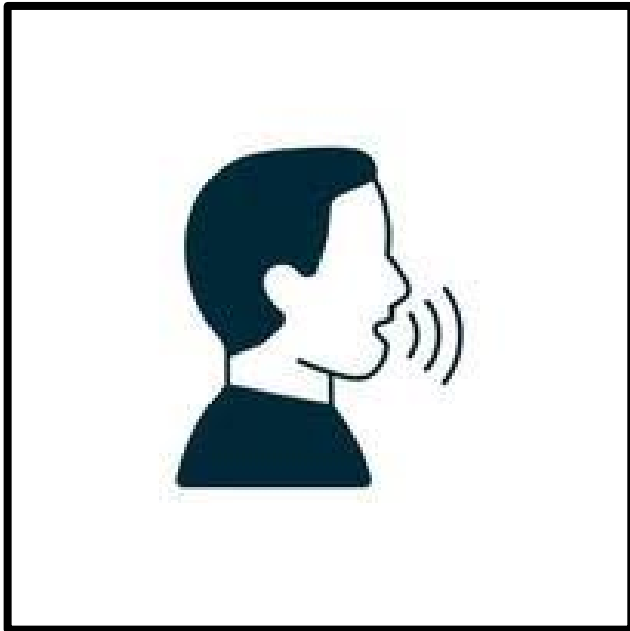
- Sentence frames and starters (Je m'appelle _____).
- Word mats with visuals.
- Break words into syllables; colour tricky parts.
- Allow copying from models.
- Accept bullet points, mind maps.
- Typed work with spellcheck or prediction.

Listening

- Shorter audio clips with pauses.
- Pre-teach vocabulary before listening.
- Provide transcripts or keywords.
- Visual cues: picture matching.
- Use word banks/tick boxes instead of long writing.



Speaking



- Model answers to adapt.
- Rehearse dialogues in pairs.
- Role cards with prompts.
- Gestures to link meaning.
- Record answers before sharing aloud.

Assessment Arrangements

If a pupil requires support in assessments, class tests and exams we start by outlining what supports our pupils are eligible for.

Known As	Surname	Stage	Sex	House	ASN	Support Strategies	AA Eligibility
Jonty	Bloggs	S1	M	Pine	Dyslexia	Jonty may benefit from : • Digital technology to support Jonty's literacy work, if appropriate. Opportunities for Jonty to help build confidence with typing and using programmes such as Read&Write. • Regular check ins with Jonty to ensure he is comfortable in using laptops at appropriate times. Reminders that for extended writing laptops are used across the class. • Continue to develop and build on Jonty's confidence when completing literacy tasks. • Positive encouragement throughout tasks. Frequent check-ins with Jonty to ensure he understands what is being asked of him. • Allow additional time for completion of tasks, breaking tasks down into manageable 'chunks'. Offer Jonty time prompts when completing a task. • Progress discussed frequently and monitored closely. • Plenty of opportunities for Jonty to continue to challenge himself in numeracy and build confidence in his ability across the curriculum.	• Typing • Digital Paper • Digital Reader • ET 25% (15mins/hr) **ONCE OTHER OPTIONS HAVE BEEN EXPLORED** • Voice Typing • Reader/Scribe

Following this we adopt an evidence based approach to best support pupil in their assessments.

Williamwood High School
Dyslexia Assessment Checklist



Name: _____

Initial concerns raised by? (circle all that apply)
Pupil / Parent / Teacher

Document	✓	Completed by	Date	Notes
Support for learning interview form				
Pupil Checklist				
Parent checklist				
GL ASSESSMENT REQUIRED? YES / NO				
GL Screener completed				
GL Scored				
WIAT REQUIRED? YES / NO				
WIAT Completed				
WIAT Scored				
Evidence of written work gathered				
Evidence Scanned and sent to Ed Psych				
Decision provided by Ed Psych				
Dyslexia report completed				
All documentation filed into PPR				



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Our Dyslexia Assessment Process

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Helpful Information

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www.dyslexiascotland.org.uk

www.addressingdyslexia.org

www.callscotland.org.uk

[Williamwood Support for Learning](#)

Thanks for listening 😊

Any questions?

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Evaluation

