



Dyslexia Scotland

## Identification and Assessment of Dyslexia at Secondary School



No 1.1 in the series of  
**Supporting Dyslexic Pupils in the Secondary Curriculum**  
By Moira Thomson

# Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

## IDENTIFICATION AND ASSESSMENT OF DYSLEXIA AT SECONDARY SCHOOL

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Dyslexia Scotland in 2007

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# Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

**Complete set comprises 18 booklets and a CD of downloadable material**

*(see inside back cover for full details of CD contents)*

**Foreword by Dr. Gavin Reid**, a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh. An experienced teacher, educational psychologist, university lecturer, researcher and author, he has made over 600 conference and seminar presentations in more than 35 countries and has authored, co-authored and edited fifteen books for teachers and parents.

## **1.0 Dyslexia: Secondary Teachers' Guides**

- 1.1. Identification and Assessment of Dyslexia at Secondary School
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- 1.3. Classroom Management of Dyslexia at Secondary School
- 1.4. Information for the Secondary Support for Learning Team
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## **2.0 Subject Teachers' Guides**

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- 2.11. Dyslexia and Social subjects (Geography, History, Modern Studies, Philosophy, Religious Studies)

ALL information contained in the booklets and the CD can be downloaded free of charge from the Dyslexia Scotland website – [www.supportingdyslexicpupils.org.uk](http://www.supportingdyslexicpupils.org.uk)

**Extra copies of individual booklets or complete sets are available from**

**Dyslexia Scotland**, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ

**Email:** [info@supportingdyslexicpupils.org.uk](mailto:info@supportingdyslexicpupils.org.uk)

*To all my dyslexic pupils, who taught me what dyslexia really is*

# Acknowledgements

Dyslexia Scotland would like to thank the following for making possible the publication of this important series of books. Every secondary school in Scotland has been supplied with a copy. All material contained in the booklets and CD is downloadable free from the Dyslexia Scotland website - [www.supportingdyslexicpupils.org.uk](http://www.supportingdyslexicpupils.org.uk).

Special thanks to **M & A Thomson Litho Ltd**, East Kilbride, Scotland who printed the booklets at below cost – [www.thomsonlitho.com](http://www.thomsonlitho.com).

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**Dyslexia Scotland is the voluntary organisation representing the needs and interests of dyslexic people in Scotland.**

## **Mission Statement**

To encourage and enable dyslexic people, regardless of their age and abilities, to reach their potential in education, employment and life.

Dyslexia Helpline: 0844 800 84 84 - Monday to Friday from 10am until 4pm.

**Dyslexia Scotland**, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ  
[www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)

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## FOREWORD

It is a privilege to be asked to write a foreword for this series of guides on dyslexia in the secondary school. Moira Thomson ought to be congratulated in putting together these informative and up to date guides that will both heighten the awareness of dyslexia in secondary schools and develop the knowledge and skills of teachers through the implementation of the suggestions made in the guides. Too often books and materials on dyslexia are cornered by a few, usually those who have a prior interest in the subject. Many feel it is not their concern, or they do not have the specialised experience to intervene. These guides will challenge and change that assumption. The guides are for all teachers – they contain information that will be directly relevant and directly impact on the practice of every teacher in every secondary school in the country. Not only that, the guides are up to date containing advice stemming from the most recent legislation (Education (Scotland) Act 2004: Additional Support for Learning). This makes the guides an essential resource in every school in the country.

Above all the guides provide a positive message. Dyslexia is couched in terminology that expresses what learners with dyslexia **can do** not what they 'can't do'. Any difficulties experienced by learners with dyslexia are seen as 'barriers to learning' which means that the onus is on supporting learners overcome these barriers and this places the responsibility firmly on the professionals working in schools. This reiterates the view that dealing with dyslexia is a whole school responsibility.

The breadth of coverage in these guides is colossal. It is highly commendable that Moira Thomson has met this immense task with true professionalism in providing clearly written and relevant guides incorporating the breadth of the curriculum. As well as including all secondary school subjects the guides also provide information on the crucial aspects of supporting students preparing for examinations, the use of information and communication technology, information for parents, details of the assessment process and the skills that underpin learning. It is important to consider the view that learners with dyslexia are first and foremost learners and therefore it is important that their learning skills are developed fully. It is too easy to place the emphasis on developing literacy skills at the expense other important aspects of learning. The guides will reinforce this crucial point that the learning skills of all students with dyslexia can be developed to a high level. I am particularly impressed with the inclusion of a section on classroom management. This again reinforces the point that managing dyslexia is a classroom concern and a learning and curriculum-focused perspective needs to be adopted. A focus on curriculum planning and acknowledging learning styles is essential if learners are to reach their potential in secondary schools.

The guides do more than provide information on dyslexia; rather they are a staff development resource and one that can enlighten and educate all teachers in secondary schools. I feel certain they will be warmly appreciated and used for that purpose. The guides will benefit school management as well as teachers and parents, but the real winners will be the students with dyslexia. It is they who will ultimately benefit and the guides will help them fulfil their potential and make learning a positive and successful school experience for all.

Dr. Gavin Reid,  
Edinburgh, UK  
July 2007

## **IDENTIFICATION OF DYSLEXIA AT SECONDARY SCHOOL**

Many secondary teachers assume that dyslexia will have been identified and fully assessed at the primary school stage, and, in many instances, this is correct. Support for Learning (SfL) staff will usually alert subject colleagues to any additional support required by individual dyslexic pupils prior to their arrival in the subject classroom for the first time.

**But** - there are some characteristics of dyslexia that do not become apparent until pupils begin to experience difficulties in aspects of the secondary curriculum. It may be simply that the differences between the familiar primary classroom setting and the busy secondary school timetable cause dyslexic problems to emerge – or that the move to secondary school has eliminated many of the support strategies that ‘hidden’ dyslexic pupils developed at primary school to mask that they were having problems. There are some higher order dyslexic difficulties that may not appear until the demands of the secondary subject curriculum outweigh a pupil’s coping strategies. The time aspect of the secondary timetable often creates problems for dyslexic pupils accustomed to having all the time they need in the primary classroom or a mismatch between a pupil’s apparent ability and the quality (and quantity) of written work may be observed in some subjects.

Sometimes, pupils may have overcome their dyslexic difficulties to such an extent that the reading demands of certain subjects do not appear to pose particular problems and occasional lapses in spelling or slowness in completing assignments may be the only indications of dyslexia in their written work. As a result, subject teachers may assume that the dyslexia is in some way “cured” and that a pupil’s dyslexic profile no longer applies. In fact, there is no ‘cure’ for dyslexia although some pupils do develop very efficient strategies for compensating for their dyslexic difficulties. Teachers should remain aware that dyslexic difficulties may re-appear at any time as the pupil progresses through the secondary curriculum.

Secondary subject teachers are likely to be the first to recognise that pupils are experiencing difficulties, and they must not assume that these are known to pupil support staff, parents – or even the pupils themselves. Effective liaison between subject teachers and the SfL team is of crucial importance for the identification of dyslexia at the secondary stage because:

- Dyslexia is often masked – not only by distracting behaviours but also by high ability, so in some subjects dyslexic pupils perform very well, and their additional needs may not be observed by the teacher for some time
- Dyslexia is often confusing, for both the pupil and the teacher. The discrepancy between different aspects of performance is often very wide, and pupils may experience unforeseen difficulties and become discouraged, giving up quickly causing the teacher to assume that the pupil is inattentive or lazy
- The pattern of dyslexic difficulties may vary enormously from one pupil to another as well as being specific to one or two aspects of performance and, as a result, be overlooked

## *Identification and Assessment of Dyslexia at Secondary School*

Subject teachers should make use of the Dyslexia Indicators Checklist - if several indicators are ticked, referral should be made to the Support for Learning (SfL) team for further investigation.

### ***Investigation of a possible dyslexic profile at secondary school***

The Supporting Children's Learning Code of Practice (2005) requires Education Authorities to publish information about policies and arrangements to identify additional support needs and to make provision for additional support for each pupil identified. There will be variations in these policies across the country, but there is an assumption that Support for Learning teachers will be trained to implement their authority's policy. It is important to note that a request for dyslexia to be investigated does not have to be initiated by a subject teacher – it could come from parents/carers or the pupil.

### ***Role of the secondary SfL team***

No matter who has identified a pupil for investigation, SfL teachers are usually the people asked to carry out an initial investigation of any likelihood of a dyslexic profile. While there are a number of possible approaches to investigation, it is unlikely that anyone would proceed directly to a formal assessment – even if referral to an educational psychologist has been requested. The early stages of any investigation will take place in school.

Step 1: Any investigation will start with a review of the pupil's educational history and the results of any standardised tests previously administered. This information will be considered alongside teachers' knowledge and experience of dyslexia, but they must remain aware that each pupil with dyslexia will have a very distinctive pattern of strengths and support needs and that comparison with other known dyslexic pupils may not be helpful at this stage.

Step 2: Subject teachers should be approached and asked for comments and perhaps to complete the Dyslexia Indicators checklist and to pass on examples of the pupil's written work (with details of time taken and context).

If dyslexia indicators are present in several subjects and the results of the preliminary investigation show inconsistencies and a pattern of strengths and/or difficulties, further investigation may be considered.

Step 3: Parents/carers should be contacted to inform them of the concerns and to ask for their support – and permission – to investigate a possible dyslexic profile. It is important to ask that the pupil concerned has an eye test by an optician to rule out any visual impairment that may be the cause of any reading difficulties. In some cases, a hearing test may also be requested. Parents/carers may also be asked to complete a questionnaire or checklist to explore possible dyslexia indicators not usually seen in school.



Step 4: Once parental permission is in place and any sensory testing is complete, SfL staff may arrange to observe the pupil concerned in a number of different subject situations in order to evaluate dyslexic behaviours, including those that often mask dyslexia. Dyslexic pupils may show some of the following strengths and difficulties:

**Strengths linked to dyslexia in secondary subjects:**

- Excellent oral skills
- A talent for mimicry
- Innovative thinking
- Intuitive problem solving
- Creative in many different ways
- Visual strengths in Art & Design
- Lateral thinking

**Difficulties linked to dyslexia in a subject area:**

- Slow reading rate
- Inability to locate information in a text source
- Tendency to misread, making understanding difficult
- Erratic spelling
- Pupils spend a lot of time on a task but produce little written work
- Word-finding problems
- Inability to remember instructions just given, or in order
- Difficulty with sequences, e.g. getting dates in order
- Poor organisation or time management
- Difficulty organising thoughts clearly

Step 5: Once the information has been collected, it is important that the SfL teacher arranges to talk to the pupil concerned, perhaps with parents/carers present to explain what dyslexia is and why it is being investigated in order to gain the co-operation of the pupil before proceeding to an assessment of dyslexia.

**ASSESSMENT OF A DYSLEXIA PROFILE**

Historically, assessment of dyslexia has been in the hands of the educational psychologist, and some education authorities still insist that this continues. In fact, this system developed over the years because only chartered psychologists were

## *Identification and Assessment of Dyslexia at Secondary School*

trained to use standardised testing instruments, so only they could obtain these. This is no longer the case. Many SfL teachers have trained in the administration and interpretation of standardised tests, and, with their up-to-date knowledge and experience of the secondary subject curriculum, they are in a much stronger position than an educational psychologist to investigate the probability of any particular pupil's dyslexia and relate this to the curriculum. The Supporting Children's Learning Code of Practice (2005) demands that assessment is carried out within strict time limits, and it is often impossible for these to be met if a pupil has to wait to see an educational psychologist who has a heavy case load and a long 'waiting list'. In some education authorities the SfL teacher may carry out the required investigation and testing of pupils who are being investigated for dyslexia and the educational psychologist will interpret the results, administer any further test required then make a diagnosis. Whatever system is in place in an education authority, the identification of a likely dyslexic profile will be best done in the school, and school-based staff will translate any diagnosis of dyslexia into additional support needs in each of the various areas of the secondary curriculum.

SfL staff can select from a range of assessment tools to investigate whether dyslexia is present both electronic and paper based (see assessment instruments list and/or CD). For many teachers, the advantages of using electronic assessments are very clear, especially since many of the statistical calculations are performed by the software. However, teachers should not use an electronic profile or other formal test results alone and interpretation of these should be considered together with other known information and close observation of the pupil while testing is done.

### ***Sharing results of assessment***

When the results of assessments indicate that a pupil fits a dyslexic profile, the SfL teacher should provide details of this in a report to the pupil and parents that includes possible remediation and suggestions for support in the secondary subject curriculum. Subject staff should be made aware of **how** a pupil's dyslexia is likely to affect learning their subject – and appropriate support strategies suggested. Dyslexia will affect pupils differently in different subjects, so additional support provision will vary considerably across the curriculum.

### ***Monitoring and review***

Identifying dyslexic profiles and suggesting support strategies for use in the subject curriculum is only the beginning of providing dyslexic pupils with access to an appropriately challenging curriculum. Subject teachers may need help to put some strategies in place and CPD opportunities should be identified that offer training in meeting the additional support needs of dyslexic pupils in the secondary subject curriculum.

Pupil progress may be measured by target setting in the pupil's Individualised Educational Programme (IEP).

## **DYSLEXIA – ASSESSMENT INSTRUMENTS**

*Electronic Assessment Materials:*

**From: Lucid Research** <http://www.lucid-research.com/>

All tests come with instruction manuals and on-line support is available via the website.

### **1. Lucid Rapid Dyslexia Screening:**

**Purpose of software:** to help teachers to identify potential dyslexia in only 15 minutes.

**Features:** Quick screening for dyslexia consisting of short tests of:

- Phonological processing ability
- Working (Auditory sequential) memory
- Phonic decoding skills

### **2. Lucid Assessment System for Schools**

**LASS Secondary 11-15**

**Purpose of software:** Diagnosis and assessment of dyslexia

**Features tests of:**

**Cognitive measures:**

- The Cave: visual memory
- Mobile: auditory verbal memory
- Non words: phonic skills
- Segments: phonological skills

**Attainment measures:**

- Single word reading
- Sentence reading
- Spelling
- Reasoning

### **3. Lucid Research**

**LADS - Lucid Adult Dyslexia Screening:**

LADS (Lucid Adult Dyslexia Screening) - a computerised test designed to screen for dyslexia in persons 16 years and older. It must be emphasised that **LADS is not a diagnostic test** and does not purport to provide a definitive assessment of dyslexia. Nor does it assess reading and spelling abilities per se. Rather, LADS is designed to provide a quick screen of adults in order to indicate which of them is most likely to have dyslexia.

**Features:** LADS comprises of four assessment modules, which measure:

- Word Recognition (Lexical decoding involving speeded recognition of real word from non-words)

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- Word Construction (Speeded lexical encoding of non-words from syllables)
- Working Memory (Backwards digit span)
- Reasoning (Non-verbal matrix reasoning)

### **4. LADS Plus - Lucid Adult Dyslexia Screening (Plus Version)**

**LADS Plus** is a computerised screening test for identifying dyslexia in members of the general population aged 15+. **LADS Plus** was developed to provide improved screening accuracy in wider populations that may include individuals who have non-standard educational backgrounds, low general ability, and/or poor English language skills, such as:

- Young offenders
- Prisoners
- Persons who have had disadvantaged childhoods
- Persons who have had disrupted or non-standard schooling
- Immigrants
- Ethnic minorities

### **5. Lucid Ability - Verbal and Non-verbal Reasoning Suitable for non-readers**

Lucid Ability is a swift and effective adaptive computerised assessment of verbal and non-verbal skills. It has been validated against a range of conventional instruments for assessing verbal and non-verbal ability, including WISC-III and BAS II. Results are available immediately, allowing speedy decision-making. Scores are provided in three forms making it easy for teachers to use.

- Standard scores
- Centile scores
- Age equivalents

An overall measure of General Conceptual Ability (GCA) is also provided.

**6. Lucid ViSS** An objective test for the identification of visual stress that causes reading problems. It is easy to administer, delivered entirely by the computer requiring minimal supervision. It identifies visual stress (Meares-Irlen, scotopic sensitivity syndrome - dedicated website at [www.visual-stress.com](http://www.visual-stress.com)) and predicts those who should benefit from using coloured overlays or tinted lenses.

From **NFER Nelson** <http://shop.nfer-nelson.co.uk>

**7. Turner, Martin & Smith, Pauline (2004): Dyslexia Screener** London nfer Nelson & SEMERC.

**Purpose of software:** To diagnose dyslexia through evaluation of:

- Non-verbal reasoning
- Phonics

- Spelling
- Visual search
- Reading
- Verbal reasoning

8. Sacre, L & Masterson, J: **Single Word Spelling Test – nfer Nelson** Digital version  
The Single Word Spelling Test is a series of nine standardised tests designed to assess the spelling attainment of 6-14 year olds - the digital version provides an instant group report featuring:

- Spelling Ages
- Percentile Ranks
- Standard Scores
- Question by question analysis against national scores
- Analysis by word level against national scores

9. Weedon, C & Reid, G (2003): **SNAP (Special Needs Assessment Profile)**, Oxford, Hodder & Stoughton <http://www.snapassessment.com/INFphon.htm>  
A computer-aided diagnostic assessment and profiling tool for use with the 5-14 age group. It breaks down Specific Learning Difficulties into 15 different areas, aiding the teacher to identify clusters of weakness.

## **TESTS FOR IDENTIFICATION AND ASSESSMENT OF DYSLEXIA**

1. Fawcett, A & Nicolson, R (2004): **Dyslexia Screening Test - Secondary (DST-S)**, Oxford, Harcourt Assessment.

**Purpose of the test:** -

To identify children in secondary school (11 years 6 months to 16 years 5 months) who are at risk of dyslexia by:

- Providing a profile of strengths and weaknesses, which can be used to guide the development of in-school support for the child
- Identifying those pupils who are still experiencing difficulties at secondary school
- Providing data, which can be used in support of requesting alternative arrangements for assessments and timed exams

2. Fawcett, A & Nicolson, R (1998): **Dyslexia Adult Screening Test (DAST)**, Oxford, Harcourt Assessment

**Purpose of the test:** -

A screening instrument for those of 16 years 5 months plus providing a first step in deciding whether to carry out further testing. It provides a profile of individual strengths and weaknesses, which can be used to guide intervention strategies for an individual.

3. Neale, Marie D. (1997): **Neale Analysis of Reading Ability: Second Revised British Edition**, London, nfer Nelson

**Purpose of the test:-**

This is an individually administered test of oral reading for use with pupils from 6–13 to probe pupils' interest in reading and to diagnose their individual needs. Based on a series of short narratives, it provides summative measures of reading accuracy, comprehension and rate, as well as detailed diagnostic information about pupils' reading difficulties.

Teachers should note that, although the test has been standardised up to age 13 only, it could be used with older pupils diagnostically to compare an individual pupil's reading rate, accuracy and comprehension. In this case, standardised scores would not be valid.

4. Frederickson, N, Frith, U & Reason, R (1997): **Phonological Assessment Battery: Standardised Edition (PhAB)** 6 years – 14 years 11 months

**Purpose of the test:-**

To assess the phonological skills that are important for reading progress and evaluate the impact of intervention programmes, through six tests of phonological processing.

5. Guron, LM (2003): **Wordchains**, London, nfer Nelson

**Purpose of the test:-**

Designed for the early identification of word recognition difficulties, this group reading test screens for individual difficulties in word recognition. It can give an indicator of whole class performance and can also give a measure of individual pupils' progress over time.

**6. Single word Spelling test – nfer Nelson**

A series of nine standardised tests designed to assess the spelling attainment of 6-14 year olds. Single Word Spelling Test is fully photocopyable and provides:

- Spelling Ages
- Standard Scores
- Percentile Ranks
- Progress Scores
- Structured Analysis of Spelling Errors
- Supplementary Assessments
- Structured Spelling Lists

**7. Copyright free Tests and Assessment Procedures** for use by qualified individuals. Downloadable from the **Dyslexia Action** website.

<http://www.dyslexiaaction.org.uk/Page.aspx?Pageld=177>

- Sentence Completion Test
- One Minute Reading Test

## *Identification and Assessment of Dyslexia at Secondary School*

- Digit Memory Test
- Perin's Spoonerism Task
- Writing Speed Norms
- Scaled Scores and their Equivalents
- Peabody Picture Vocabulary Scale-III: Suggested Anglicisation
- WRAT-3 Supplementary Information
- Approximate Age Equivalent for WRAT Reading & Spelling Raw Scores - Blue Form
- Approximate Age Equivalent for WRAT Reading & Spelling Raw Scores - Tan Form
- Revised Adult Dyslexia Checklist
- Non-word Decoding Test

## **REFERENCES AND FURTHER READING**

**Ott, P** (1997): How to Detect and Manage Dyslexia. A reference and Resource Manual, Oxford, Heinemann Educational

**The Scottish Executive** (2005): Supporting Children's Learning Code of Practice, Edinburgh <http://www.scotland.gov.uk/Publications/2005/08/15105817/58187>

**Singleton, CH** (1996): Computerised Screening for Dyslexia IN Reid, G (ed) (1996): Dimensions of Dyslexia vol 1, Edinburgh, Moray House Publishers

## DYSLEXIA INDICATORS AT THE SECONDARY STAGE

Dyslexia is more than an isolated defect in reading or spelling. The problem may be perceptual, auditory receptive, memory-based or a processing deficit.

Subject teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in the classroom, please tick the relevant boxes and enter details of the pupil concerned and pass to the Support for Learning team for further investigation.

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

- Quality of written work does not adequately reflect the known ability of the pupil in the subject
- Good orally but very little written work is produced – many incomplete assignments
- Disappointing performance in timed tests and other assessments
- Poor presentation of work – e.g. illegibility, mixed upper and lower case, unequal spacing, copying errors, misaligned columns (especially in Maths)
- Poor organisational skills – pupil is unable to organise self or work efficiently; carries either all books or wrong ones; frequently forgets to hand in work
- Sequencing poor – pupil appears to jump from one theme to another, apparently for no reason
- Inability to memorise (especially in Maths and Modern Languages) even after repeated practice
- Inability to hold numbers in short-term memory while performing calculations
- Symbol and shape confusion (especially in Maths)
- Complains of headaches when reading; sometimes see patterns in printed text; says that words move around the page or that text is glaring at them
- Unable to carry out operations one day which were previously done adequately
- Unable to take in and carry out more than one instruction at a time
- Poor depth perception – e.g. clumsy and uncoordinated, bumps into things, difficulty judging distance, catching balls, etc.



- Poor self-image – lacking in confidence, fear of new situations – may erase large quantities of written work, which is acceptable to the teacher
- Tires quickly and work seems to be a disproportionate return for the effort involved in producing it
- Easily distracted – either hyperactive or daydreaming
- Other – please give details**

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

- Action requested:
- details of known additional needs
  - investigation of problem and advice re support
  - dyslexia assessment
  - profile of additional needs
  - suggest strategies for meeting additional needs
  - advice re assessment arrangements

**Dyslexia Scotland** has supplied every secondary school in Scotland with a free copy of this publication. **All information contained in the 18 booklets and CD, including extra copies of dyslexia identification checklists, is available free to download from their website.**

[www.supportingdyslexicpupils.org.uk](http://www.supportingdyslexicpupils.org.uk)

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### **Co-morbid conditions**

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### **Teaching & Learning**

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### **Study skills**

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Small and Portable Devices.

### **Examinations and assessments**

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Modern Foreign Languages Writing  
Glossary of Exam language  
Active Revision  
Stress reducing strategy

## **Resources**

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Learning & Teaching Scotland – downloadable resources  
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## **Information for parents of dyslexic pupils**

Enquire parent guide  
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ICT Starting Points  
Small and Portable Devices  
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Contributory factors dyslexia  
Homework Tips for Parents  
Meeting the teacher - parent's guide  
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## **Downloadable leaflets & information**

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DfES Being Dyslexic  
DfES Tips for Secondary School  
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A framework for understanding Dyslexia – DfES  
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Help for Dyslexic student  
Dyslexia Indications for Adults Checklist for Adults  
Dyslexic adults assessments  
Guide for Teachers  
Help At Home.  
Help with Reading and Spelling  
How Can Parents Help  
Help with Maths  
Hints for Homework

***Supporting Dyslexic Pupils in the Secondary Curriculum*** is a series of booklets for secondary school teachers throughout Scotland. They are intended to help them remove the barriers to learning that are often experienced by dyslexic pupils.

**The pack of 18 booklets:**

- Is an authoritative resource to help teachers meet the additional needs of dyslexic pupils as described in the Scottish Executive's ***Supporting Children's Learning Code of Practice (2005)***
- Provides subject teachers with advice and suggests strategies to enable them to minimise barriers to learning that dyslexic pupils might experience in the secondary curriculum and provide appropriate support
- Offers guidance for Support for Learning staff on the identification and support of dyslexia in the secondary curriculum and on advising subject colleagues
- Addresses the continuing professional development needs arising from national, local and school initiatives
- Is packed with practical information and tips for teachers on how to give dyslexic pupils the best chance of academic success
- Is supplemented with a CD crammed with practical and helpful downloadable material

**Moira Thomson** recently retired as Principal Teacher of Support for Learning at Broughton High School, Edinburgh, after 30+ years. She was also Development Officer for City of Edinburgh Dept of Children & Families; in-house CPD provider for City of Edinburgh Dept of Children & Families; Associate Tutor for SNAP; Associate Assessor for HMIE. Moira is an independent adjudicator for the Additional Support for Learning dispute resolution; educational consultant, providing CPD for secondary teachers; secretary of the Scottish Parliament's Cross Party Group on Dyslexia; member of Scottish Qualifications Authority focus groups and a committee member of Dyslexia Scotland South East.

*"I truly hope that all teachers will embrace this publication. If they can put into practice the guidance offered it will make a fundamental difference to the way dyslexic children are taught in school today. Young people in Scotland deserve this chance."*

**Sir Jackie Stewart OBE, President of Dyslexia Scotland.**



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