

# Dyslexia, Inclusive Practice & Literacy

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Dyslexia and Inclusive Practice

gtc  
SCOTLAND

## My Professional Learning Journey

### Career-Long Professional Learning:

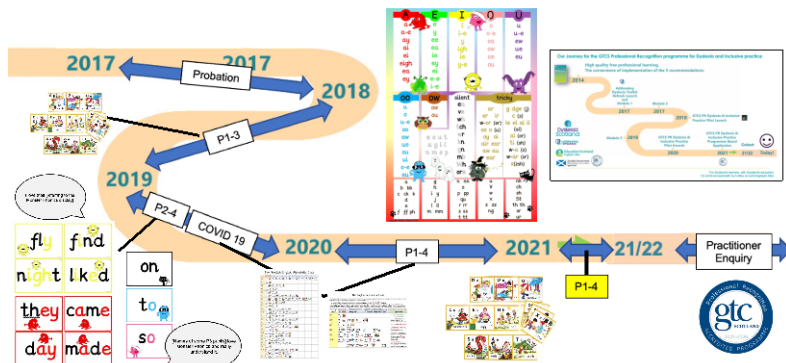
#### Literacy:

- Literacy (2019-2021)
- Phonics & Reading (2022)

#### Dyslexia & Inclusive Practice:

- Inclusive Education (2020-2021)
- Inclusive Practice (2021-2022)
- **Dyslexia and Inclusive Practice Professional Recognition Programme (2022-2023)**

### My Journey: Dyslexia, Inclusive Practice & Literacy



**“What can we learn about the use of visual cues integrated into graphemes to support learners with dyslexia\* during whole class teaching?”**

## Enquiry Overview and Aims

### Trial embedded picture mnemonics:

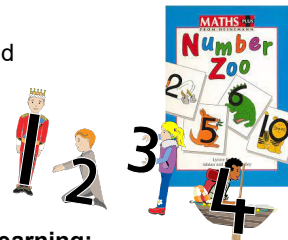
- Review resources embedded picture mnemonics that are currently available.
- To evaluate the effectiveness of using to embedded picture mnemonics to learners who have previously struggled with learning GPCs; with a particular focus on those with dyslexia.
- Conduct research on the use of embedded picture mnemonics in Scotland.



## Next Steps

### Classroom/Learners:

- P1 (2023-2024), embedded picture mnemonics.
- Trial similar resources for learning numbers.



### Career-Long Professional Learning:

- Longitudinal study (collaboration within cluster)

### Colleagues/Cluster:

- \*Dyslexia Identification (cluster working party)

## Collaboration and Impact

### Practitioner Enquiry data:

- Positive impact on attainment.
- Reduced gap between peers.
- Findings **suggest** that a simple change of resource could reduce this gap.

### Action Research

P2 Pupil	Concerns Raised About Dyslexia	2021-2022 (P1) Phonics Resource	Assessment 1 26/08/22	2022-2023 (P2) Phonics Resources	Assessment 2 11/01/23	Assessment 3 18/05/23
A	No (SLT)	Jolly Phonics	21/23 (91%)	Letterland Spelfabet Monster Phonics	23/23 (100%)	35/37 (95%)
B	Yes		14/23 (61%)		22/23 (96%)	35/37 (95%)
C	Yes		6/23 (26%)		19/23 (83%)	34/37 (92%)

All images used are NOT my own, a full reference list is available on request.