

Dyslexia Outreach:

Supporting your child at home

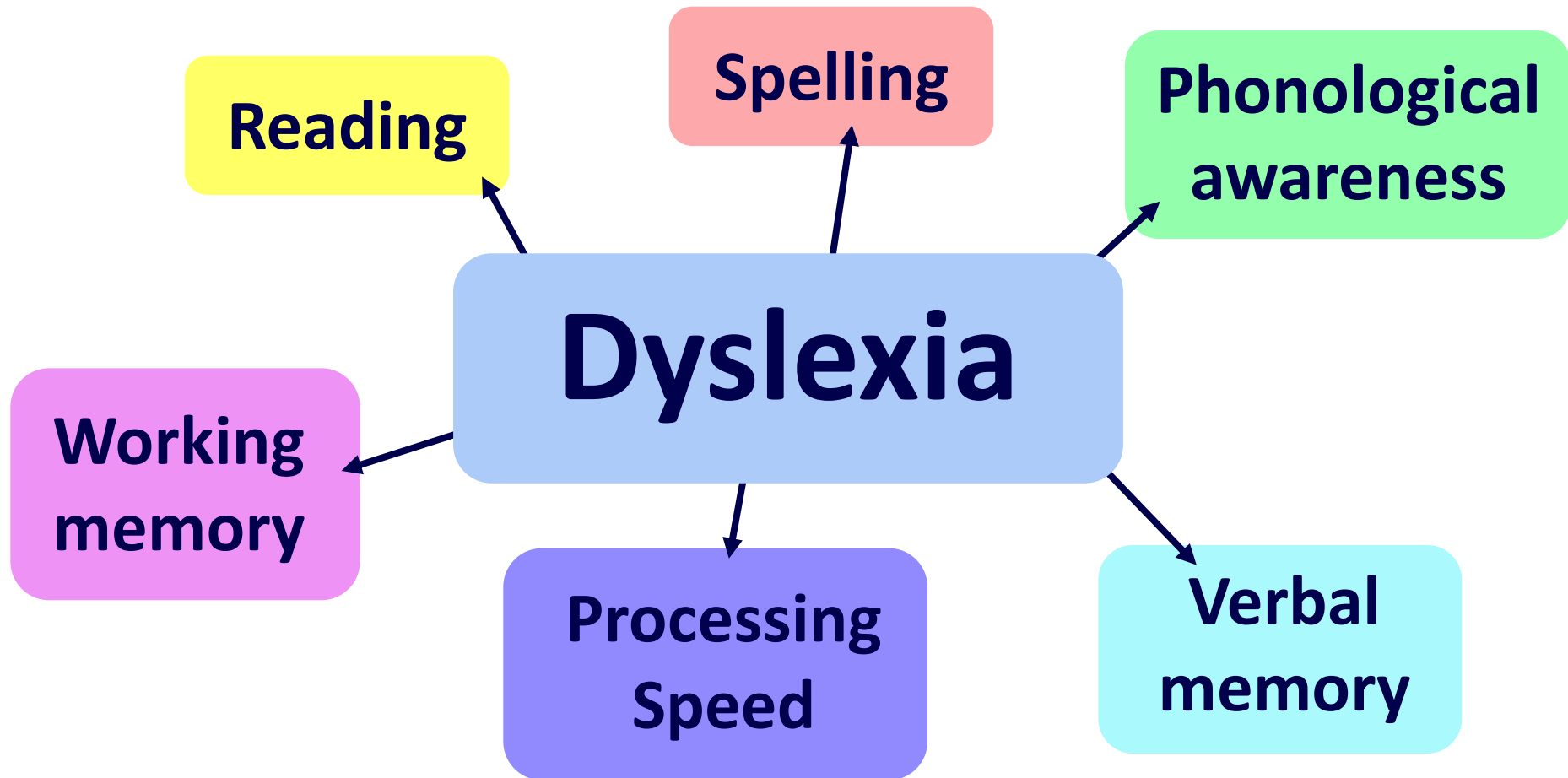
North: Odette Read: Odette.Read@lincolnshire.gov.uk

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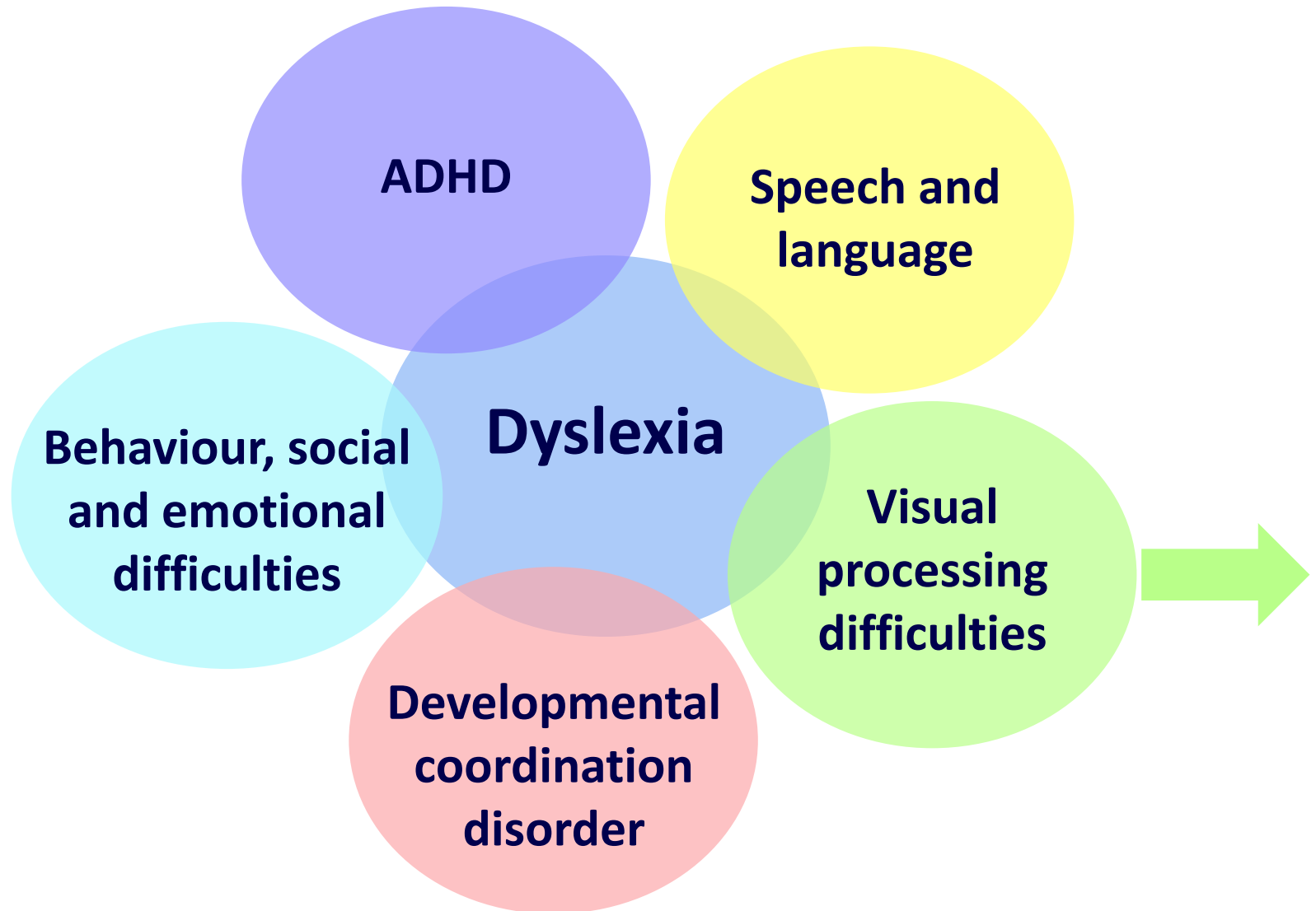
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What is dyslexia?



Co-occurring difficulties



Visual processing difficulties

How does this print look?

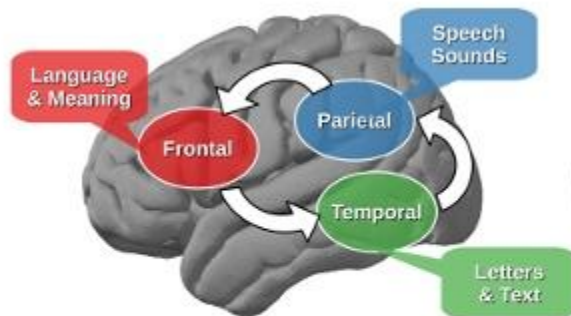
How does this print look?

The words are not spaced correctly.

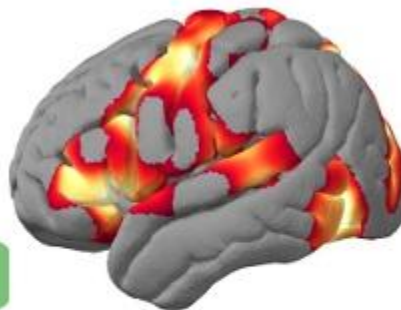
We spell words exactly as they sound to us.

Sometimes all the letters are pushed together

What causes dyslexia?



The Reading Brain



Typical Readers



Readers with Dyslexia

What influences dyslexia?

Environment



Home



**School and
curriculum**



**English
spelling**



**Regular
reading**

How best to support

Patience

**Praise, praise,
praise**

**Support
reading**

**Hands-on
learning
activities**

**Use real-life
opportunities
for learning**

**Time-limit
homework**

Focus on strengths

View dyslexia as a learning difference



**Imaginative,
creative,
practical**

**Sees the 'big
picture'**

**Makes
unexpected
connections**

**Good verbal
skills – enjoys
drama and
sports**

**Problem-
solving skills**

**Good general
knowledge**

Entrepreneurs are 5x more likely to be dyslexic

“If you have kids who are struggling with dyslexia, the greatest gift you can give them is the **sense that nothing is unattainable.”**

Orlando Bloom

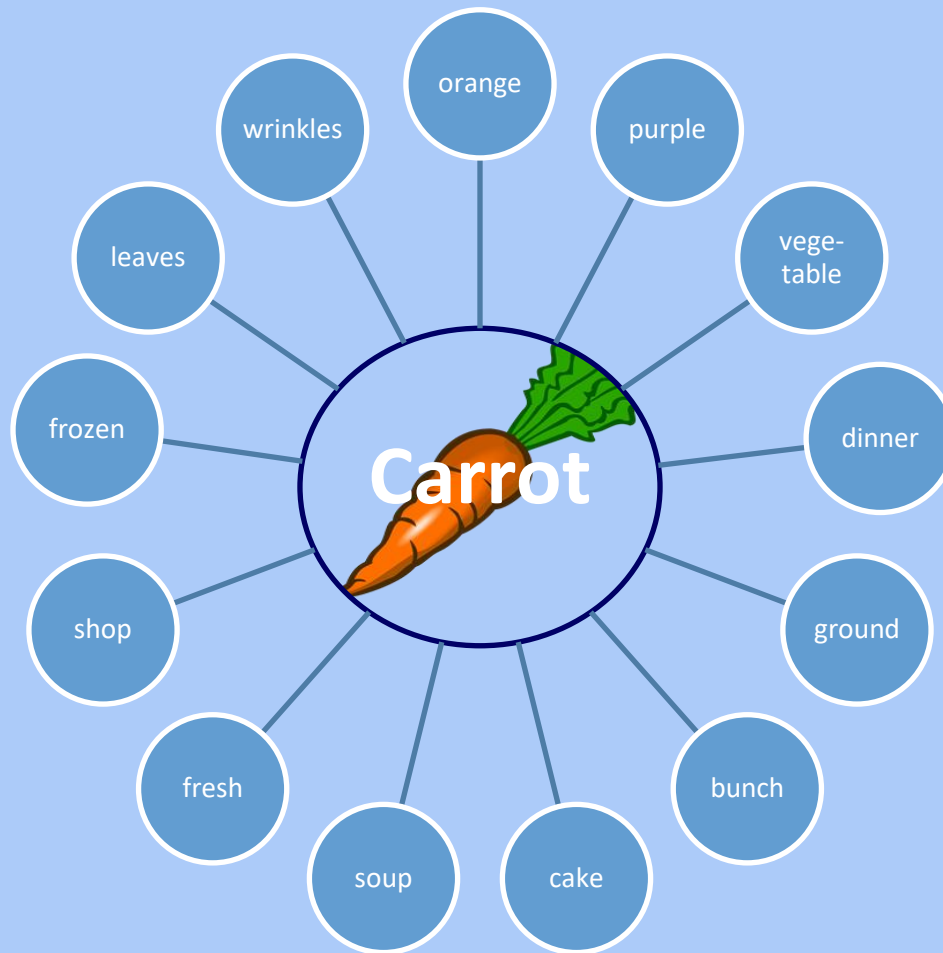


Supporting Vocabulary Development

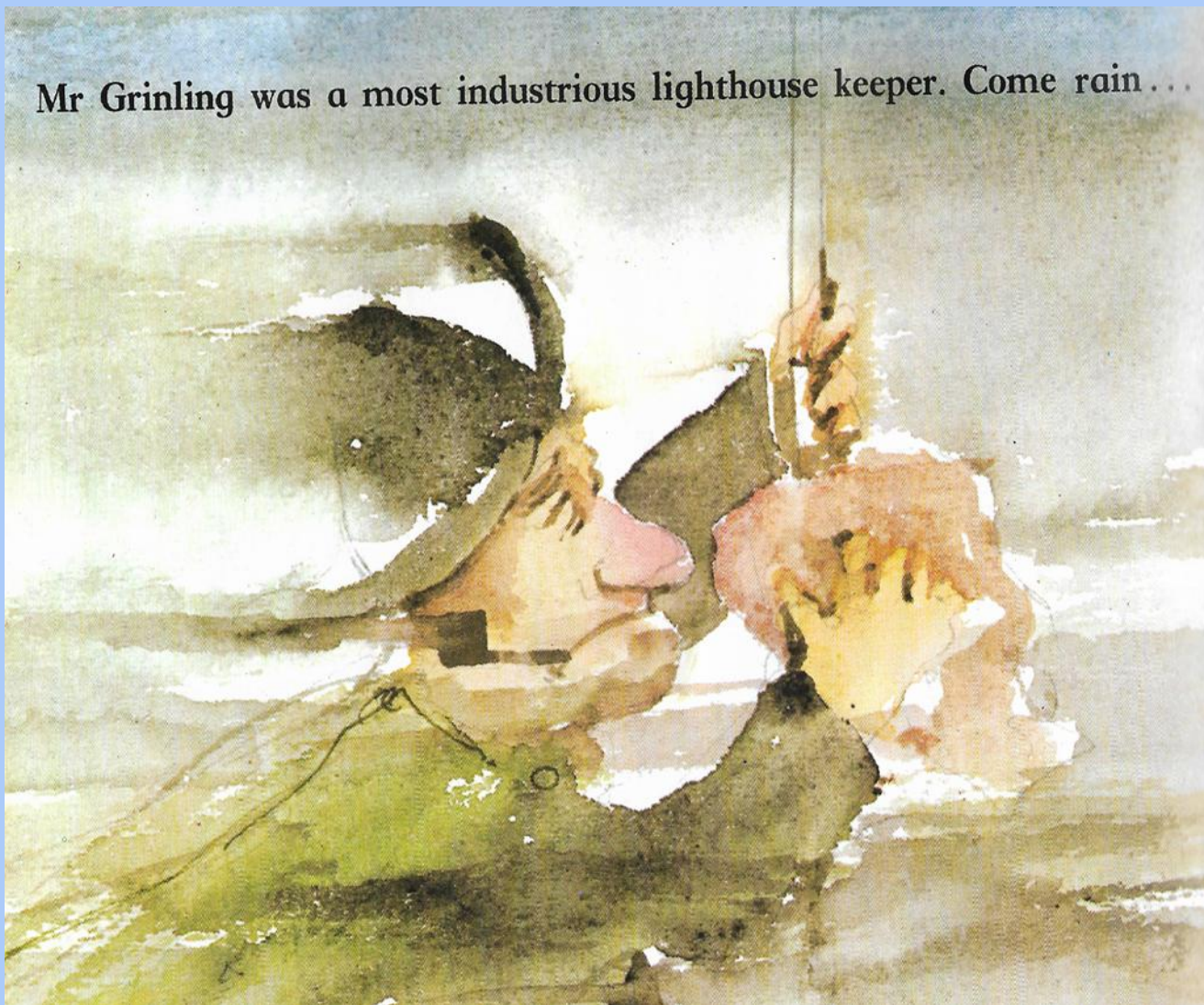
Vocabulary and reading go together

- Vary conversational language
- Introduce 'Goldilocks' words
- Demonstrate correct pronunciation/word
- Show them how the word looks
- Word mind-map
- Songs and rhymes
- Repetition games, activities and books
- Word games – oral and board games
- Share a wide range of books
- Audio books

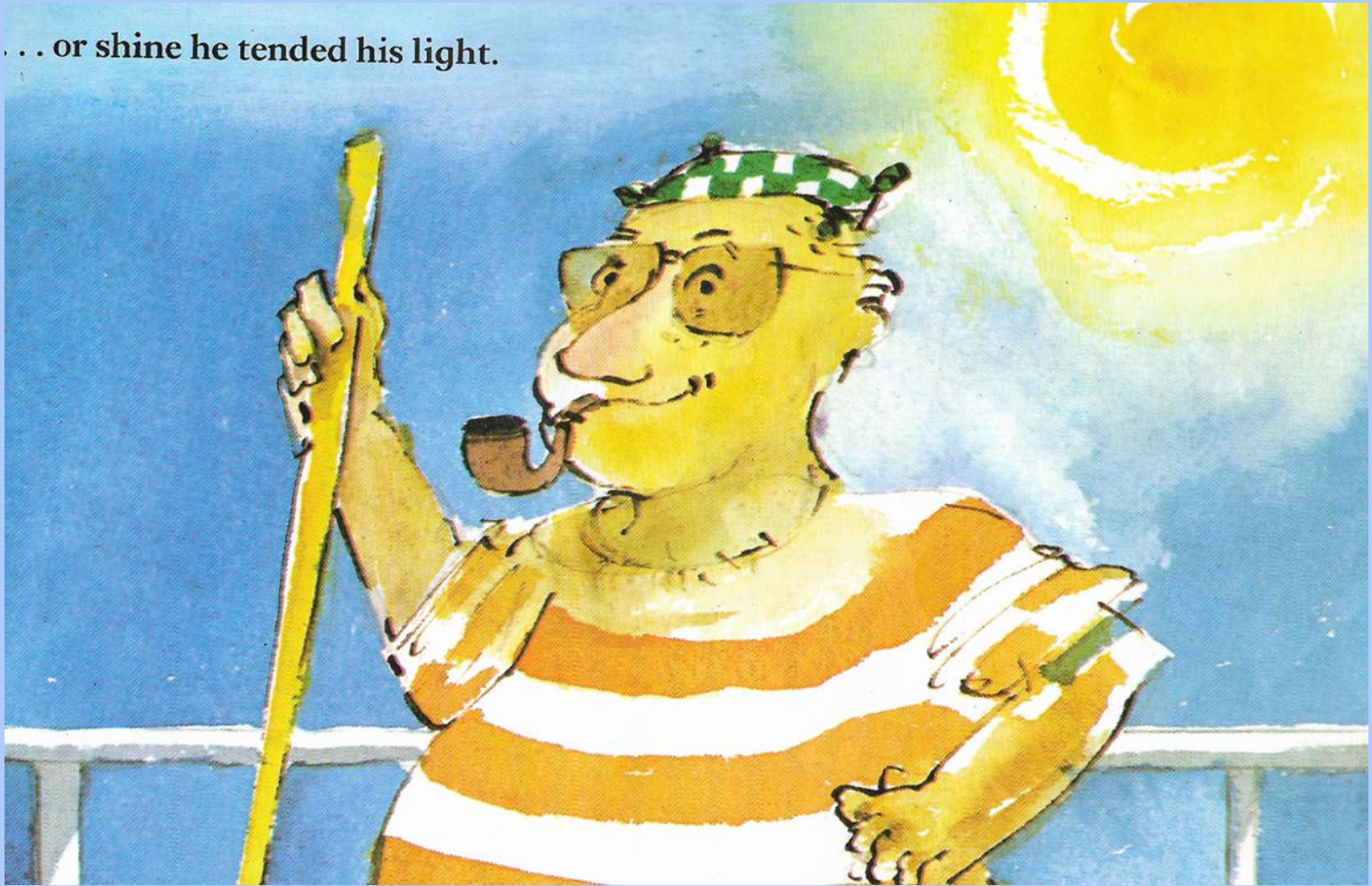
Word Mind-map



Mr Grinling was a most industrious lighthouse keeper. Come rain...



... or shine he tended his light.



industrious

tended

appetising

mused

concocting

accomplished

delicious

scavenging

ingenious

consoling

brazen

baffle

devour

Exploring new words

Word:

What does it do? What do you do with it?



Where do you find it?



What category does it belong to?



What does it look like?



What does it feel like?



What parts does it have?



How many syllables has it got? Clap out the word and find out!



What sound does the word start with? Say the word and find out!

cat

What does the word rhyme with? You can use sensible words or silly made-up words!

cat
mat
rat

Develop Letter Knowledge

- Work on just 2/3 sounds/letters at a time
- Hide and seek – objects beginning with
- Place lots of examples around the house
- Tactile letters (including feely bag activities)
- Letter tiles (from Scrabble etc)
- Tracing onto different surfaces
- Picking out and/or highlighting in different texts and in the environment

Develop Phonological Awareness

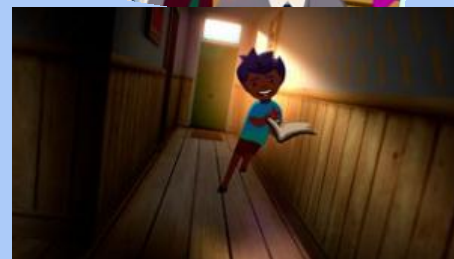
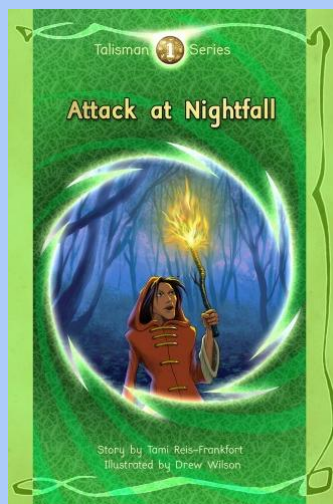
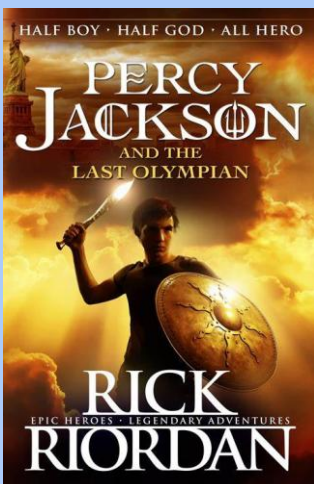
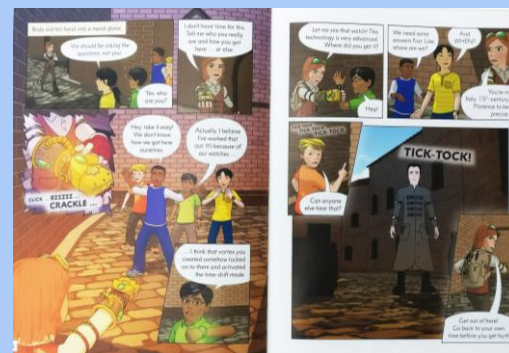
- Rhyming
- Clapping/tapping out syllables
- Beginning, middle, end sound activities
- I spy
- Treasure Hunt
- Robot talk (both ways)
- Older children – deleting and swapping sounds

Supporting Reading

- Hear your child read often as possible
- Talk about your child's reading books
- Make reading an enjoyable, relaxing 1:1 experience
- Use Paired Reading to develop your child's reading, boost their reading confidence and allow them access to a wider range of books
- Make use of pictures and other clues to develop reading skills and understanding

- Help your child to track along the lines (note any difficulties with this)
- Consider layout – space; arrangement; font & size
- Discuss any new words (if possible, at the start or beforehand)
- Read to your child
- Be a good role model!
- Provide audio books

Encouraging reading



Links for encouraging reading

- Love Reading website:
<http://www.lovereadings4kids.co.uk/>
<https://www.lovereadings4schools.co.uk/>
- BBC 500 Words:
<https://www.bbc.co.uk/programmes/articles/KNWsKPrg7stQ54tTbcf6P7/500-words-the-stories>
- Barrington Stokes: <http://www.barringtonstoke.co.uk/>
- Phonics Books - Dandelion Readers/Talisman Series:
<http://www.phonicbooks.co.uk/>
- Percy Jackson – including graphic novels:
<http://www.rickriordan.co.uk/books/percy-jackson>
- Calibre Audio Library: <https://www.calibreaudio.org.uk/>

Spelling

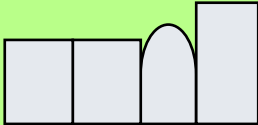
- Keep it fun!
- Use a variety of ways to reinforce spellings
- Tactile letters
- Little and often
- Help to make learning transferable by encouraging your child to write new words in sentences/silly sentences

Spelling strategies

Multisensory strategies

see, hear, do

Explore word shapes

said = 

Find words within words

what: hat, at

Highlight the tricky parts

pollution, orchid

Highlight the vowels

independent

Mnemonics

busy bus
Friend until the end
Does Oliver eat slugs?

Spelling strategies

**Say it as you
spell it**

i-**r**on
b-e-a-utiful

**Use tactile
letters**



**Squeezy bottle
spelling**



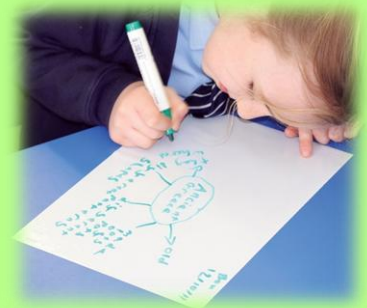
Feel the word

Trace onto
surface or
partner's back

Mucky fingers

Trace words in
'slime', foam,
trays of
rice/couscous

Whiteboard



Maths

- Involve your child in maths activities in everyday life – cooking and baking; shopping; areas of play in the garden, time
- Use objects to support learning, including counters, buttons, beads, cubes, marbles, money, etc
- Use games to reinforce basic maths skills
- If your child is struggling with time, make two clocks – one for hours only + one for minutes

Memory

- Discover together what helps your child to remember
- Play games such as Kim's Game and talk about different ways of memorising
- Play listening games- *I went to market and bought...*



Personal Organisation

- Prompt chart – visual timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Geography	English	French	Maths	English
10:00	Maths	Spanish	PSHE	Science	Spanish
11:00	Break				
11:20	PE	History	English	RE	Technology
12:20	Lunch				
1:20	English	Science	Technology	French	Geography
2:20	Science	Maths	PE	History	RE
Clubs	Football		Orchestra		

Get Dressed 	Eat Breakfast 
Clean Up 	Brush Teeth 
Screen Time 	Baking 
School 	Play Outside 
Color 	Play Dough 
Walk 	Play Time 

- Establish and encourage set places for things
- Give instructions and requests in small chunks
- Provide support where necessary and gradually reduce, to encourage independence

Access Arrangements

- Common access arrangements include:
 - reader
 - additional time
 - scribe
- You do not need an identification of Dyslexia or any other learning difference for Access Arrangements
- At KS2 all evidence is school-based
- For GCSE, an assessment from Year 9 is required

Thank you for joining us!

Dyslexia is a

Superpower!