

## General Resources About Dyslexia

### **Dyslexia Scotland: Our Leaflets-**

<https://www.dyslexiascotland.org.uk/our-leaflets>

**CALL Scotland-** Communication, Access, Literacy and Learning. Website with information and support to overcome barriers to learning

<https://www.callscotland.org.uk/information/dyslexia/>

**Dyslexia: A Parent's Survival Guide** by Christine Ostler

ISBN: 9781869866136

**Overcoming Dyslexia** by Beve Hornsby

ISBN: 9780091813208

**How to Help your Dyslexic and Dyspraxic Child: A Practical Guide for Parents** by Sally McKeown

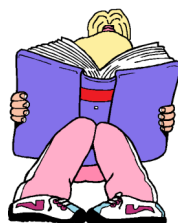
ISBN: 9781905410965

**The Everything Parent's Guide to Children with Dyslexia: All you need to ensure your child's success** by Jody Swarbrick

ISBN: 9781593371357

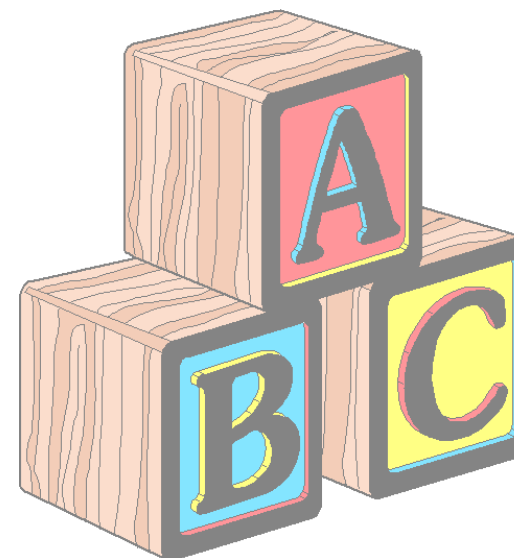
**Dyslexia and Us: A collection of personal stories** by Dyslexia Scotland

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



*Updated June 2020*

# Dyslexia



Information for Parents/Carers

# What is Dyslexia?

(Adapted from Dyslexia Scotland "What is Dyslexia")

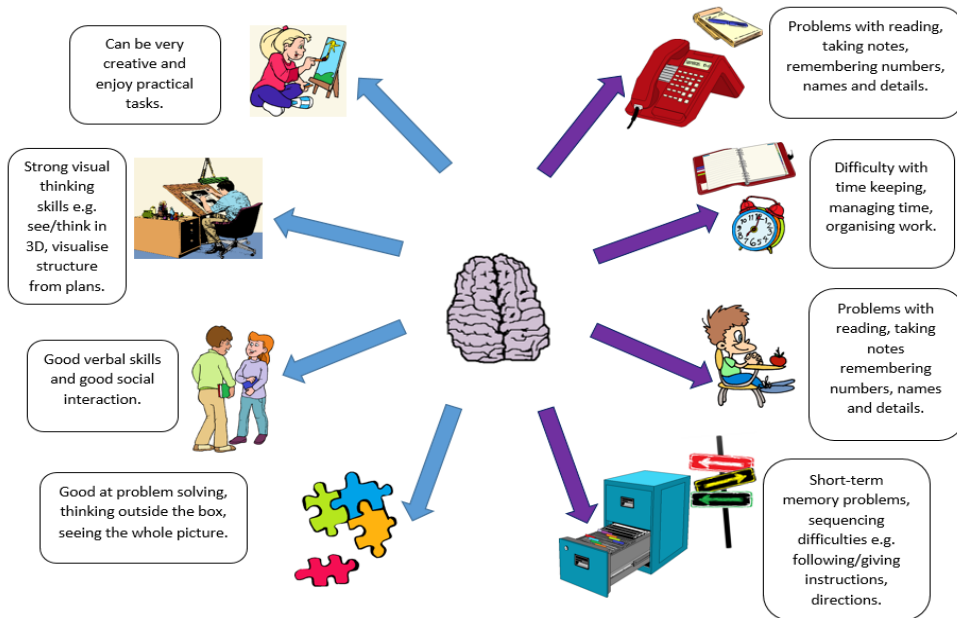
In 2009, the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament agreed a working definition of dyslexia:

*"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"*

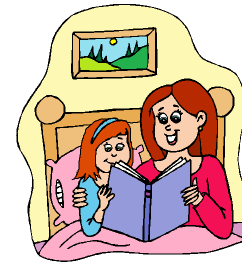
## Possible Strengths

It is not unusual for younger children to have these difficulties.

## Possible Areas of Development



Concerns should only be raised if the difficulties continue and/or do not change when supported.



- Use paired reading where you and your child can read words out loud together in a relaxed way
- Use rewarding activities to praise good attempts

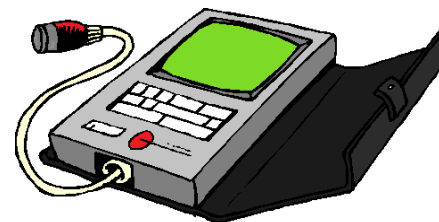
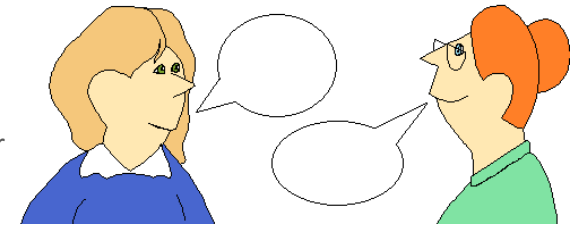
## Be understanding

- If homework is becoming a battle try to find out why in a calm way or leave until later on in the evening
- However, if you are unable to get your child to engage leave it and discuss with the school

## Keep talking to the school

- Discuss progress you have noted as well as any concerns with the class teacher and ASN co-ordinator

- Agree what is an appropriate method of recording information for homework e.g. mind maps, Dictaphone, bullet points



- Discuss supports which have been put in place and how you can support these at home

## Homework Tips

### Be patient

- Keep calm. Dealing with homework after a day at school can be tricky. Allow time to relax before starting any homework



### Be organised

- Identify a quiet clutter free place to do homework
- Set a routine with room for flexibility around after-school activities
- Use a visual planner of tasks to be done and tick off when completed
- Chunk homework into manageable bits and set a time limit with a break in between



- Collect useful materials like paper, pens, pencils, ruler, calculator, number square, text books and keep them together in a 'homework box/ folder'

### Be encouraging

- Encourage/praise him/her for what he/she does well
- Remember, mistakes are OK

## Identification and Support

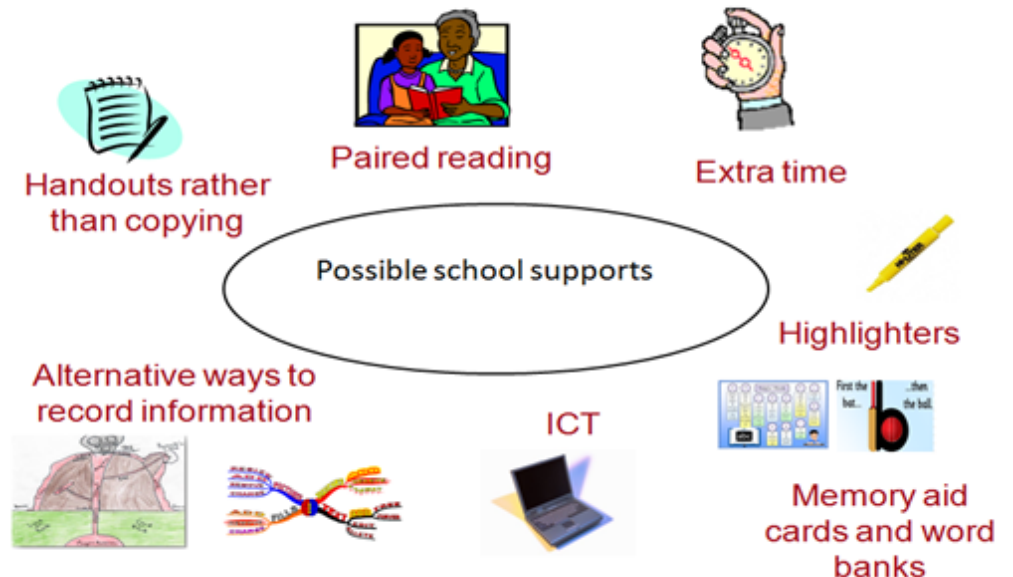
Identifying and assessing dyslexia is an ongoing process.

Information is gathered over a period of time through classroom observations, looking at the child's/young person's work and class based assessments rather than a single test.

Discussion and working together is a key part of the assessment process and participants may include School ASN Co-ordinator, Class Teacher, Parents, East Ayrshire Support Team and the Education Psychologist.

Gathered evidence is discussed and appropriate supports are put in place.

Progress is reviewed regularly.



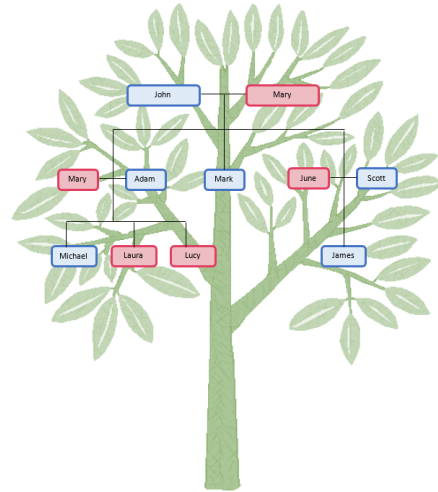
## Talking to your child about dyslexia

It can be helpful for children/young people to understand that dyslexia is a **learning difference**, it is not that he/she has something wrong with them but they learn in a different way.

Being told that you are dyslexic can be a relief and help children/ young people understand why they find certain things more difficult.

It can be helpful to explain that dyslexia:

- is common and other people in school, and maybe even others in their class, or in the family are dyslexic
- does **NOT** mean they are 'stupid'. Everyone learns differently and have things they find tricky and things which are easier for them
- is something that people are born with **however there are support strategies that may help you cope better**
- should **not hold them back**. It can be helpful to research and talk about famous people who are dyslexic and have gone on to have very successful careers despite their difficulties e.g. Jamie Oliver



Reassure them that **everyone is different and without our individual differences the world would be a very boring place.**

## Explaining Dyslexia: Useful Links/Resources

- **Information and support for children/young people with dyslexia:**  
<https://unwrapped.dyslexiascotland.org.uk/>
- **Information to encourage and enable people with dyslexia, regardless of their age and abilities, to reach their potential.**  
<https://www.dyslexiascotland.org.uk/>
- **What is Dyslexia?**  
(Alan Hultquist, 2008)  
Explains dyslexia, for children and adults to use together  
ISBN: 9781843108825
- **Dyslexia – Talking it Through**  
(Althea Braithwaite, 2003)  
Stylized cartoon storybook for younger children  
ISBN: 9781903285558

