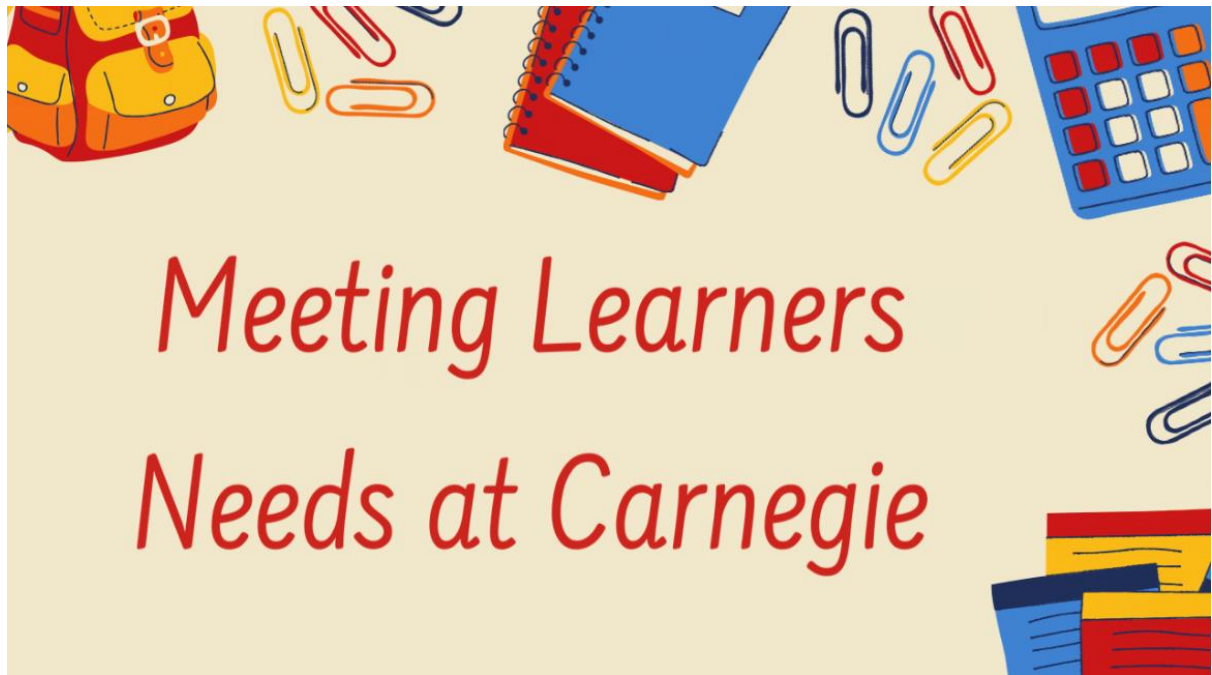
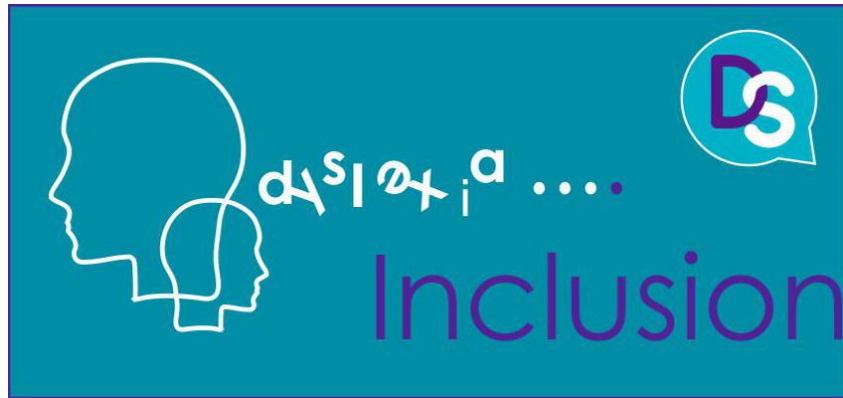


Carnegie Primary School



Supporting Dyslexia Home Learning Toolkit



Growing Together

Soaring to Success

What is in this toolkit?

This toolkit provides a range of suggested activities and supports to help children with literacy difficulties while learning at home. We would recommend accessing dyslexia Scotland's website which has a range of resources to support parents and pupils.

The toolkit is to be used for references and covers supporting Literacy (spelling, reading, and writing) and Numeracy. Sections are split into general strategies which may be helpful for all learners, supports for lower primary (P1-3) and supports for upper primary (P4-7)

If you have any further questions, please get in touch with the Carnegie Support for Learning Team.



Things to remember:

Keep it fun – don't put pressure on the child and don't expect too much too soon. Practise what they know first to improve confidence – this will help them feel good.

Praise what is done well and comment on how they have done it. For example: 'Well done – you broke that word down really well.'

Be ready to give help at the right time – don't let them panic and give hints to help, such as: 'That word rhymes with...' or 'Sound out the first letter.'

Stop when they have had enough.

Take regular planned breaks from learning activities.

Supporting Literacy and English



Things that might help (reading)

General strategies:

- ❖ Find a quiet time to look at books together. Talk about the text before you read it making predictions about what might have happened. Share the blurb, author, and title.
- ❖ Choose books that have a high interest level for the child.
- ❖ Encourage them to try to decode words (break them down).
- ❖ Praise them for attempting words, even if they are wrong. Always look for the things they can do, rather than the ones they cannot.
- ❖ Help the child when they get to a difficult word by reading the word with them. This will help them to focus on the story, and they won't forget what they have just read.
- ❖ Talk about how letters blend to make other sounds. Many children have difficulty with 'br' and 'bl' in words like brown and bring or black and blend. Some other blends to look out for are 'gr', 'gl', 'tr', 'sp', 'st' and also 'str', 'spr', and 'ch', 'sh' and 'th'.
- ❖ Don't advance the level of reading until the child is ready to do so.
- ❖ Try to key your child into words that may be in a text that will be difficult for them to read.

Lower Primary (P1-3):

- ❖ Take turns reading – like a line or sentence each. This can help your child become more aware of sentence structure and punctuation.
- ❖ Act out the story as you read by using different voices and encourage the child to do the same.
- ❖ Play 'knock-knock' when reading – your child can knock on the table when they find a difficult word. You can do it too when it's your turn to encourage them.
- ❖ Buy some lower case letters made from plastic or foam, or make some from playdoh. Play games with your child to help them match the letter symbol to the sound they hear. (can be done online <http://www.bigbrownbear.co.uk/magneticletters/>)
- ❖ Talk about letter sounds rather than letter names with your child. Use 'a' like the first sound in 'apple' and not 'ay' like the name of it in ABC.
- ❖ Make a cardboard fish, attach some magnets and 'fish' for the sound you call out.
- ❖ Make or buy lotto sound bingo where your child must cover the letter they hear.
- ❖ Buy or make pictures or so that your child can match a picture of an apple with the letter 'a', or an umbrella with the letter 'u'. Develop the task by matching pictures to full words or encourage the child to use individual letters to create the full word.

Upper Primary (P4-7):

- ❖ Make duplicate cards of difficult words and play snap or pairs to help with memory.
- ❖ Identify books with repetitive phrases where your child can build their confidence by being able to predict when the phrase will next come up.

- ❖ Bring reading into everyday activities by encouraging your child to read information on things like cereal packets, street signs, supermarkets, TV guides, recipes and so on.
- ❖ Allow your child to enjoy stories and books through audio books and eBooks where they can follow the words as they are being read aloud.
- ❖ Encourage your child to read for enjoyment this could be areas that interest them, blogs about games, comic books, reviews of films they like.
- ❖ Have your child keep a list of words that were tricky to read during reading. These can then be used to find the meaning or create your own reading dictionary.



Things that might help (spelling)

Lower Primary (P1-3):

- ❖ Write letters or words in large print in mud or chalk outside and wipe them out with water from a water pistol when he has read them. Or use the water pistol to create letters.
- ❖ Make cards with individual letters written on them. Write out the individual words that your child is finding challenging. Using the letters, match them to words. Encourage them to match the letters to the written word several times, before removing the written word, so they are arranging the word without the prompt of the full word. This may help your child with spelling, and in turn writing, and reading.
- ❖ Encourage your child to feel the letters, trace them with their hands. Do this with their eyes open and closed – this may help them retain this information in their memory.

Upper Primary (P4-7):

- ❖ Break words down into their different parts for example what are the consonants, vowels, syllables, tricky bits to remember and record these.
- ❖ Create mnemonics together for tricky spelling to help with memory.
- ❖ Use tricky words in a context and allow your child to create interesting sentences with words.



Things that might help (writing)

General strategies:

- ❖ Use a good story stimulus to support with imagination and idea generation. There are many on good images with the google search term Story Stimulus. Talk about the image and encourage your child to write down key words and phrases.
- ❖ Use graphic organisers to support with planning, this can be in the form of beginning middle and end or comic strips as examples.
- ❖ Focus on the story and content and give praise for these areas. Ask your child to tell you their story. This could be recorded.

- ❖ If possible, allow your child to use technology to support with writing. This could be using word or clicker 7 (home license available from the school).
- ❖ Have your child use technology to record a story, this can then be listened to as many times as needed during writing.

Supporting Numeracy:

General strategies:

- ❖ Help with the vocabulary. Sometimes there is more than one expression for the same thing which can be confusing – for example ‘subtract’, ‘take away’, ‘minus’.
- ❖ Give as much practical experience as you can. For example, with money, use real coins to increase practical understanding and experience.
- ❖ Use concrete materials where possible (Numicon is very effective at supporting number concepts, digital versions can be found at <https://mathsbot.com/manipulatives/numberFrames>) Other concrete materials can be found digitally at <https://mathsbot.com/> and <https://www.didax.com/math/virtual-manipulatives.html>.
- ❖ Use concrete examples to illustrate ideas. Building a tower of bricks helps with counting. Cutting a cake or pizza into portions helps with fractions.
- ❖ Help raise awareness of direction, for example, working from right to left for addition. Tables might have to read from both top to bottom and from left to right.
- ❖ Talk about numbers – TV Channels, dates, birthdays, house numbers, page numbers, phone numbers. • Count when skipping, scoring goals, climbing stairs (then try doing this two at a time).
- ❖ Use children’s games to work on numbers. For example, Connect 4, dominoes, board games such as Snakes and Ladders (great for counting forwards from different numbers, and not just from 1).
- ❖ Use terminology used in maths, including the same, more than, less than, how many, how many more.
- ❖ Make games such as ‘pairs’ with cards to help match symbols.
- ❖ Time – discuss the concepts of time in different ways, for example, day and night, early and late.
- ❖ Encourage them to help with things like cooking – using weighing and measuring. By putting these skills into practical ‘real life’ tasks, it can aid understanding.



Useful websites:

Maths website which allow concrete materials on screen such as cubes and Numicon

<https://mathsbot.com/>

<https://www.didax.com/math/virtual-manipulatives.html>

Support for writing

<https://www.cricksoft.com/uk/clicker>

Support for reading

<https://idlsgroup.com/>

<https://www.teachyourmonstertoread.com/>

Dyslexia Scotland

<https://www.dyslexiascotland.org.uk/>