

## Dyslexia Guide for Parents

If dyslexia is making learning more challenging for your child at school, or if they are losing confidence or avoiding school work, what can you do? The following tips might help.

**Be understanding, encouraging, supportive, positive and patient and above all do not get anxious yourself.** As your confidence in supporting your child grows so will theirs and as a result you will succeed together.



At school:

- We use interactive methods of teaching - talking and listening, digital technology and concrete (physical) resources.
- We challenge without being challenging.
- Praise independence and help or support individually where necessary.

At home you can do the same:

- Don't worry if you don't have cubes etc for numeracy. Use what you have eg dried peas, cocktail sticks or straws are great to bundle into tens.
- Share a book or listen to an audio book rather than expect your child to read themselves.
- Get them to follow written or verbal instructions to make something.
- Play and talk - draw words in the sand on your daily exercise.



Your child will benefit from chunking. What does this mean? Small 15-20minute tasks with no more than 3 tasks before a short break.

You may want to do 3 literacy tasks eg reading together, a spelling task - this should be creative if possible and a comprehension task either online or just by asking some questions about the book you are reading or a picture in a book. There are many other things you can do like structured writing, typing lessons, listening to an audio book or watching a video clip and talking about it afterwards - these are just a few suggestions.

In numeracy there are various subjects of importance but what is key is that your child can use concrete materials to support theory.

A number of supports have been created by Miss Nelson (our Additional Support for Learning Teacher) for use with all children. Class teachers have access to these through Teams so they can send you some of the supports and ideas if you want them.

**We understand that this is difficult for families. Remember to take your time, talk to them and ask what they are finding difficult. Don't push too hard - they will get there at their own pace.**



## Spelling - have fun, be creative

Create a multi-sensory approach to spelling - planning, making, seeing, doing, reading, hearing:

- Write words in large print in sand, mud or chalk outside and wipe them out with water from a water pistol when they read them.

- Make cards with individual letters or blends written on them (**available as a resource**).

Using the letters and sounds, match them to spelling words. Encourage them to match the letters to the written word several times, then take away the word so that they are arranging the word without the prompt of the full word.

- Encourage your child to feel the letters, trace them with their hands, finger write on different surfaces eg carpet, slabs. Do this with their eyes open and closed - this may help them retain this information in their memory.

- Some people find it hard to focus when there is a quiet room - so perhaps having music on as background noise may increase concentration.

**Other Ideas and Resources: Use lego, pebbles, dough, sticks, cereal or sweets to make and break words. How about a dot to dot challenge.**



## Reading - have fun, be creative, use online resources and don't expect too much too soon.

- Find a quiet time to look at books together.

- Choose books that have a high interest level for your child.

- Encourage them to try to decode words (break them down).

- Praise them for attempting words, even if they are wrong.

- Help your child when they get to a difficult word by reading the word with them.

- Take turns reading - like a line or sentence each.

- Act out the story as you read by using different voices and encourage your 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 read.

- 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.

- Talk about how letters blend together 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'. (**available as a resource**)

- Bring reading into everyday activities by encouraging your child to read information on things like cereal packets, street signs, supermarkets, TV guides, recipes etc.

- 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. (**VOOKS, EPIC and the Local Online Library are free**)

There will be practical sentence building resources available by the end of April and various other activities and tasks developed throughout May. We can email you other resources we use in school like our alphabet rainbow.



**Numeracy - have fun, use what you have in the house or download some resources to help. There will be more available throughout May.**

- 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 examples to illustrate ideas. Building a tower of bricks helps with counting. Cutting a cake or pizza into portions helps with fractions.
  - 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 or backwards).
  - 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).
  - 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.
- (Task sheets to make resources for: counting/manipulation of number, tables, fractions, place value and time have been developed and more will be available throughout May)