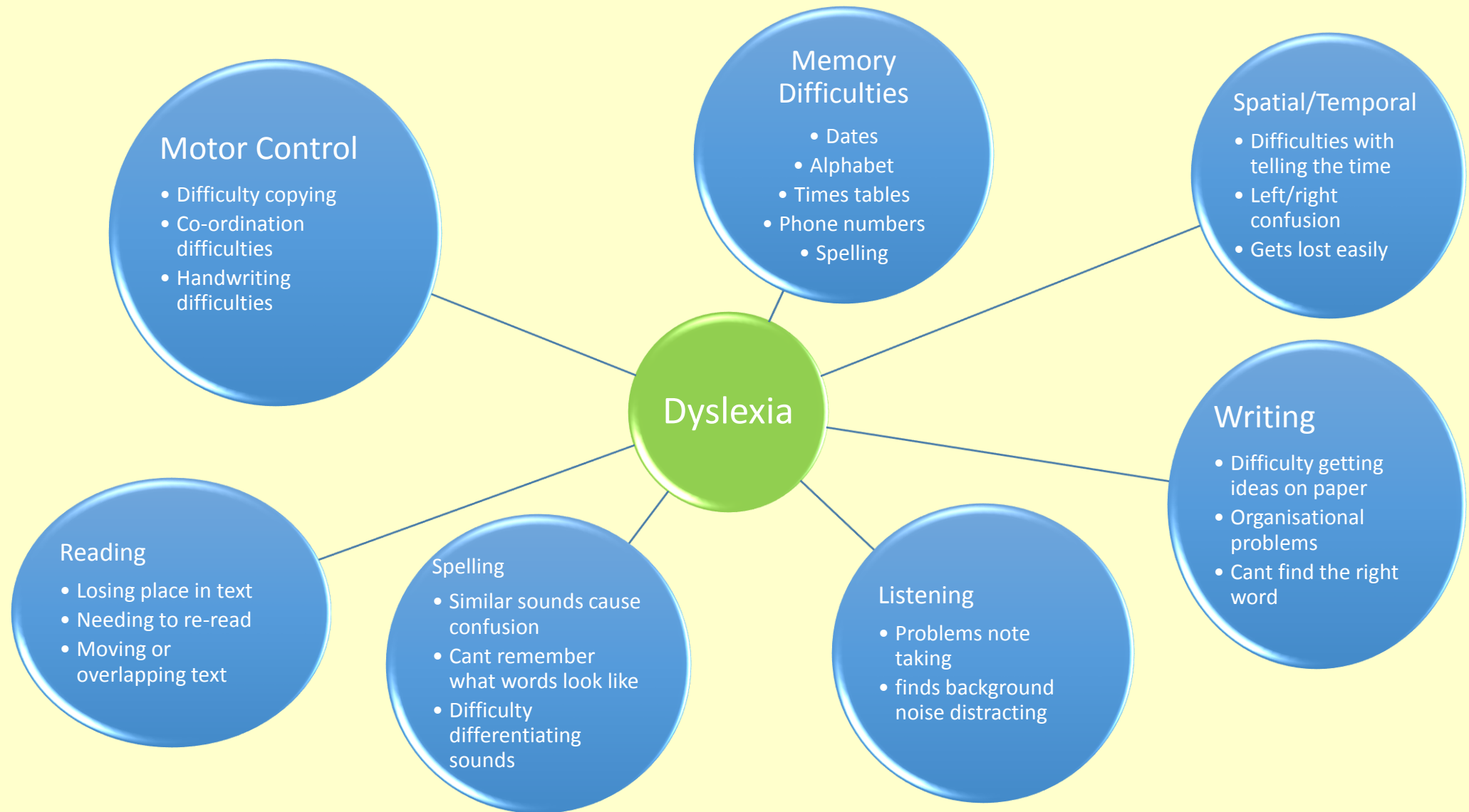


How can I help my dyslexic child?

Tips for supporting dyslexic children at home.



How does Dyslexia impact on my child's learning?



What can I do to help my child?

- Work closely with your child's school
- Support your child at home with their learning

Help with a Junior School Pupil

Here are some questions you could ask your child's teacher.

How does my child's reading, spelling, writing or phonics compare with the average child at their age?

Does the school use a checklist or screener to try and identify children with literacy difficulties such as dyslexia?

Where can I find a copy of the school's Special Educational Needs Information Report?

What support is available to support my child's literacy needs?

Is my child considered to have Special Educational Needs?

Help with a Senior School Pupil

Confirm with the school that all teachers know that your child is dyslexic. This can be done through your child's Head of Year, Form Tutor or the Special Educational Needs Coordinator.

Ask the school for an overview of topics to be studied each term this will be a great help for you when supporting homework.

It is reasonable, and advisable, to request a meeting after a few weeks to review progress and identify any difficulties your child may be experiencing.

Help with a Senior School Pupil at home

Place a large copy of her/his timetable somewhere it can be seen easily to remind you both what is needed each day.

Ask to see her/his planner everyday to check on homework set. If there is any confusion over homework (this is a common experience) contact the subject teacher for clarification.

If possible have access to technology. Ideally have a laptop with spellchecker, predictive software and access to a printer. This develops independent recording and research skills.

Support your child at home with their learning

- **Remember that your child will have had a long, hard day at school.**
- **It will have been :**
 - **Tiring-** they are working much harder just to keep up in lessons and around the school
 - **Confusing** – they are often worrying about what is needed for each lesson? Where to go next? What is happening next? (unlike a lot of their peers)
 - **Frustrating** – they can see that they are not able to do what everyone else seems to be doing without difficulty.
 - **Demoralising** – they can experience a sense of failure as they are often getting things wrong, making lots of mistakes and receiving negative feedback from teachers.

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Keep it simple

- **Unravel the day -**

- Help you child 're-set' themselves after their day at school. Make sure they have some playtime, quiet time, down time, and that they have calories and water to boost energy and rehydrate

- **Manage homework**

- Help them organise the work into short bursts; using a timer can help, and so can meaningful rewards.
- Have resources like a mini whiteboard, lists of tricky spellings, coloured overlays available
- Encourage them to cover up the rest of the worksheet so they can focus on the question they are answering
- Read through texts with them

Help with reading and spelling

- Barrington Stoke Books
- Audio books
- Reading rulers, coloured overlays
- Make the words – pipe cleaners, plastacine, magnetic letters
- Jigsaw puzzles
- Reinforcing the learning – computers, apps, games

We Learn

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we talk through with others
- 80% what we use in real life
- 90% of what we teach to someone else



What kind of learner?

It can be helpful to know how your child learns do they prefer learning **Visually, Kinaesthetically, Auditorally**

- visual - do they prefer to be seeing information on a board or illustration?
 - auditory - are they good at absorbing inf. from spoken words?
 - kinaesthetic - do they prefer to be active while studying?
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- They may well be a combination of all three, but you may find there is a predominant learning preference and it is worth investigating so that they can help themselves learn effectively.
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- You can take a test on line www.brainboxx.co.uk/a3_aspects/pages/vak_quest.htm or download a questionnaire from www.vark-learn.com.

Auditory Learner - good at absorbing inf. from spoken words

- Talking to themselves or others about what they are learning
- Reciting imp information out loud – recording it and replaying it
- Reading and listening to a book at the same time see Barrington Stoke - [.http://www.barringtonstoke.co.uk/Audio-Books/](http://www.barringtonstoke.co.uk/Audio-Books/)
- Using word associations see Think A Link
- Setting information to a tune
- Keeping distracting noises to a minimum – although some learners like /have to have background noise to concentrate.
- Word Shark and Number Shark computer games www.wordshark.co.uk
- Toe by Toe Reading Programme www.toe-by-toe.co.uk

Kinaesthetic – prefer to be active while studying

- Reading aloud and tracking words on a page with a finger
- Writing things down multiple times
- Highlighting and underlining
- Playing with a stress ball/toy
- Moving around / taking frequent movement breaks
- Hands on activities – build models, play games – SWAPZ or Trugs
www.readsuccessfully.com, www.happypuzzle.co.uk
- Magnetic letters, pipe cleaners, modelling clay
- Word Shark and Number Shark computer games www.wordshark.co.uk
- Toe by Toe Reading Programme www.toe-by-toe.co.uk
- Jigsaw puzzles

Visual learners– prefer to be seeing information. May get impatient listening for long periods of time

- Using flash cards – for younger children try I See, I Spell, I Learn® (amazon)
- Mind Maps www.mindmapsforkids.com
- Drawing illustrations see www.magicwhiteboard.co.uk
- Making posters
- Highlighting and underlining
- Colour coding information
- Small whiteboard for notes
- Word Shark and Number Shark computer games www.wordshark.co.uk
- Toe by Toe Reading Programme www.toe-by-toe.co.uk

Learning for YOU

- Research on dyslexia moves at a pace, so it is helpful to keep up to date. There is lots of information out there – web sites, talks, workshops etc.
- Work closely with your child's school. If you are unhappy with the support you are receiving then seek advice from a local support group (such as [SEND Family Voices](#), [IPSEA](#), [SOS SEN](#) or the [RDA](#))
- Communicate with other parents – coffee mornings, forums contact the [Richmond Dyslexia Association](#) for dates and events
- You may well be dyslexic yourself (40% children have a dyslexic parent)
- Contact info@richmonddyslexia.org.uk if you would like further information

Build up your child's self esteem

- Boost confidence and self-esteem by allowing your children to pursue activities they enjoy. Although these may not help with literacy other skills can be improved, like team work in sports or social skills in clubs and societies, and it will give your child a sense of achievement which they might otherwise lack.
- Find a hero with dyslexia for your child – Bill Gates, Richard Branson, Nigel Kennedy, Sally Gardner, Stephen Spielberg, Kiera Knightley there are thousands of them.
- Read Margaret Rooke's recently published '[Creative, Successful, Dyslexic](#)'.

Useful Websites

trawl around and 'like' lots of pages through Facebook/Pinterest and it will give you a useful collection of regularly updated information feeds. The websites listed below have been mentioned in the slides

- www.brainboxx.co.uk/a3_aspects/pages/vak_quest.htm - the test to see what kind of learner you are
- www.dystalk.co.uk lots of videos of talks from professionals in the field of dyslexia and specific learning difficulties
- www.senjungle.co.uk good general up to date advice about all aspects of SEN
- www.dyslexiagames.com lots of games to help spelling etc
- www.nessy.com helpful website with games and advice
- www.driveforliteracy.co.uk lots of excellent advice for home and school
- www.barringtonstoke.co.uk/Audio-Books books designed specifically for dyslexic readers
- www.mindmapsforkids.com/ good advice for learning to use mind maps
- www.happypuzzle.co.uk/ lots of excellent puzzles
- www.magicwhiteboard.co.uk sheets that can be stuck on the wall as temporary whiteboards
- www.sensory-processing-disorder.com/sensory-diet.html support and advice for children with sensory processing issues
- www.zonesofregulation.com method of helping your child manage their own emotional state
- www.calmerparenting.co.uk Parenting classes
- www.york.ac.uk/res/wml/ working memory research
- www.wordshark.co.uk software designed for learners with dyslexia
- www.thinkalink.co.uk