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SECTION 1

DYSLEXIA: How Parents Can Help

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



PARENTS' PACK

Parents can make a real difference in helping their dyslexic child to make progress with reading and spelling.

This pack contains ideas and suggestions for you to use at home.

These have been especially selected to support your children with dyslexia

'Parents are a child's first and enduring teachers. They play a crucial role in helping their child learn. We want to encourage more effective involvement of family learning in early years and primary education.'

Excellence in Schools

THE DYSPLEXIC CHILD - HOW PARENTS CAN HELP

1. Be POSITIVE

- Acknowledge and praise strengths - build on these to keep child motivated - boost confidence and self esteem
- Never compare to brothers and sisters
- Encourage leisure activities
- Praise even minor improvements - and not just reading and spelling, e.g. being able to lay a table correctly
- "I'm dyslexic - I can't do it"
"Yes, you're dyslexic and it will take you longer but you can do it".



2. Be PATIENT

- With child - allow plenty of time; allow them to help themselves
- With teachers and school - talk and work together; progress may be slow but it needs to be at a rate a child can cope with



3. Be AWARE

- Look for symptoms and signs of difficulty -
stress/frustration/tiredness

- Avoid failure situations at home - try to prevent your child from feeling inadequate; try to avoid asking questions with a younger child present who may know the answer.
- Recognise areas in which they may fail and help them to avoid them - don't turn them into problems
- Keep them motivated - praise any spellings which are nearly correct and praise them for making an attempt at reading. Help with the tricky bits.

4. THINGS TO DO WHEN READING

- Read to your child - let them choose the book
- Take turns reading a few sentences or a paragraph
- Don't make them read to you - only if they want to
- Which book? Do the 5 finger trick - tell your child to put a finger up on every word on the page they think they may need help with. If more than one hand is needed, the book is too difficult
- How long? Only read for short periods. 5 - 10 minutes
- Making sense of an unknown word

Give thinking time

Praise a "nearly" right try

Blend the first 1 or 2 sounds in the word

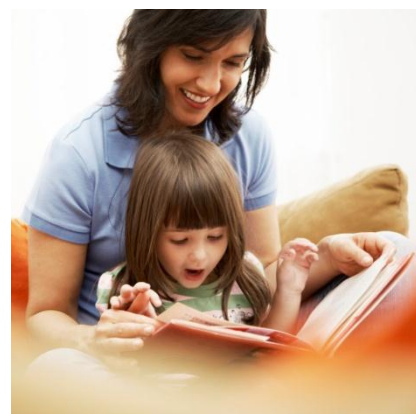
Look at the picture for clues

Read to the end of the sentences and go back if it doesn't make sense

Identify any other sounds in the word - give help with "tricky" sounds

Tell them the word if they still can not read it - do not make a fuss - just carry on with the book

- Recap on the story now and again to make sure they have not lost the plot of the story



5. THINGS TO DO FOR WRITING AND SPELLING

- Create reasons for writing:
 - Shopping lists
 - "My room - PRIVATE"
 - Birthday cards
 - Invitations
 - Thank you notes
 - Messages on post it notes
- Type up into "best" for them
- Help them to learn spellings for tests - use silly sentences like:
 - Said - Sam's apple is delicious
 - People - people eat oranges people like eggs
- Create a Spelling Dictionary
- Use the computer
- Helping with spelling of individual words

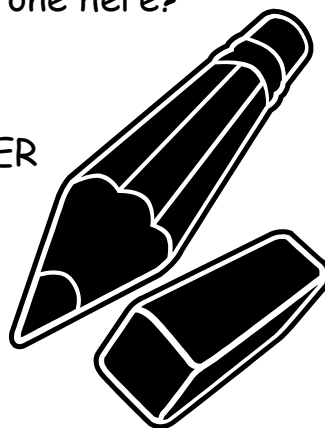
How many sounds can you hear? - draw dashes on scraps of paper

Write the first sound here? And the next one here?

Etc

Help with writing of unknown sounds

SAY THE SOUNDS AND NOT THE LETTER
NAMES



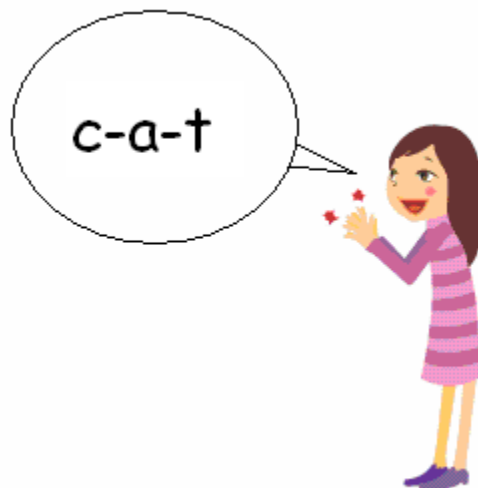
6. OTHER WAYS TO HELP



- Watch and talk about TV
- Play board and card games
- Play alphabet games - say the sound NOT the letter name
 - I-spy
 - Ten things/names beginning with given sound
 - Same letter pairs: angry ant, busy bee, cute car
- Teach independence - shoe laces, buttons, left from right, doing jobs etc.
- Let them put into words what they are doing
- Be positive about homework and help them to enjoy it
- Help them to get organised - make a timetable - e.g. Monday PE Kit Allow the child to take responsibility for remembering and getting the things for the day.
- "Right order" games/activities
 - Days of the week and months of the year
 - The day with times: "At 7 'o' clock we get up. I had breakfast at 7.30..." etc
 - Telling the time
 - Memory lists: "I'm going on holiday and I'm going to take..." List items.
 - Order the family, e.g. by: height/age/alphabetical order



- Doing things in order e.g. taking a bath/making a cup of tea, etc.
 - Placing in order by looking - cut up comics, muddle order and ask to put together again/order holiday pictures
- Sounds around
- Clapping and rhyming games
 - Nursery rhymes, silly poems, songs
 - Words that rhyme with names and objects



BOOKS FOR PARENTS



"This book doesn't make sens, cens, sns, scen, sense" - J. Auger
(Whurr Publishers Ltd)

"a really good read and tremendously heartening to know that someone else has been in the same boat. The author's three sons and their different problems and responses are really interesting. It provides helpful ideas for all parents. It is a book that could easily be given to other family member who may not understand the effects of dyslexia"
(Dyslexia Review)

"Dyslexia: A Parents' Survival Guide" - C. Ostler (Ammonite Books)

"An extremely practical book which offers not only useful advice but is a very realistic and humorous account of personal experiences of raising two children, one of whom is dyslexic"
(Dyslexia Review)

"The Reality of Dyslexia" - J. Osmond (Channel 4/Cassell)

"A can't put it down book. It touches every nerve a parent of a dyslexic feels. I've been there, got the T-shirt and it is relieving to know that others have too"
(Dyslexia Review)

"The secret life of the Dyslexic Child" - R. Frank (Rodde)

"...enables parents to take a walk in the child's shoes."

Make Learning Family Fun Time!!



Many valuable skills can be developed through playing games. It is a time when all the family can join together. The element of chance in many games helps the child who struggles at school. This is because there is the chance that they might win.

Don't rig the results of a game: It won't help in the long run.

- Make it a relaxed time, so don't start a game unless you have got time. You can always set a time limit for those games that drag on and on.
- Sometimes it is fun to make your own!
- Some of the commercial games you might try are:
 - Battleships
 - Boggle
 - Chess
 - Connect 4
 - Downfall
 - Draughts
 - Guess Who
 - Happy Families
 - Ludo
 - Monopoly
 - Pairs
 - Patience
 - Scrabble
 - Snakes and Ladders
 - Snap
 - Trivial Pursuit
 - Word Bingo



Through playing these games you are developing such skills as; logical thinking, memory, spelling and vocabulary skills, communication, counting, addition and subtraction and social skills such as turn taking and the idea of fairness.

Things to do at home

Why play games?

From the earliest days of childhood children love to play games. A great deal of learning takes place when children are playing games because they are in a play situation and not under any pressure. The child is often unaware of the learning taking place because of their enthusiasm for the game.

Games can provide an effective method of learning by:

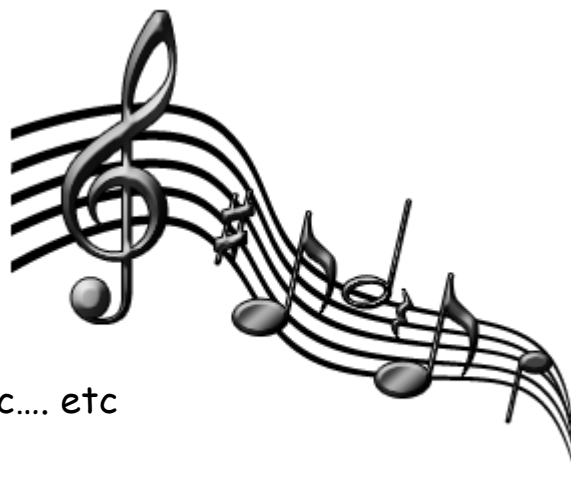
- Reinforcing
- Practising
- Improving

Games should:

- Test what the child needs to practice
- Not test too many ideas or skills
- Be fair, balancing skill and luck between players
- Be interesting
- Be short (under 10 minutes)
- Have lots to physically do
- Have clear rules (with potential for variants)
- BE FUN!

Alphabet Games

Learn to sing the alphabet
Teach child to sing to a tune,
that does not run l,m,n together.



Find ten things beginning with a, b, c.... etc



Play find a boys name, girls name, food, football team etc beginning with 'a' 'b' and so on. Make up your own list of things to find, up to five different categories.

Alliteration games. Make up "silly" lists, have an angry ant, bossy bee, cold cabbage etc.

You don't always have to start at 'a' with any of the games, but try to play in alphabetical order. Try to slip the games in at odd times during the day. A short fun session is more effective than something that becomes a chore for all of your.

Activities

For pencil control, I would suggest tracing and accurate colouring in. Start with fairly plain things and gradually get more intricate.

Handwriting patterns

Use handwriting patterns to make decorative borders to letters or cards. Handwriting books are available from W.H.Smith.

Cutting out shapes

Draw straight lines, wavy lines, circles, square and triangles to be cut along or around. Make sure that the paper or card is cut accurately

Make your own alphabet book

Draw around then cut out pictures from catalogues and stick them on a page. Write the letter in upper and lower case and the name of the object on the page

Jigsaw puzzles

Sequencing games

These are helpful for improving memory and spelling skills

Teach the days of the week and months of the year

Sequence the days with times

At 7 o'clock, I get up. At half past seven I have breakfast etc. This could be made into a book or just done verbally.

Teach how to tell the time. Use an analogue clock with all twelve numbers, not Roman numerals.

A listing game can help build short term memory skills

Example - This is a game that needs two or more players.

The first player says "I am going on my holidays and in my suitcase I will pack... a swimsuit"

The next player then says "I am going on holiday and in my suitcase I will pack a swimsuit and a towel".

Then each player adds an item to the list.

If a player cannot remember the items on the list, they are out of the game

Sequence the family

Put names into alphabetical order. Put everyone in age order. Put everyone in order of their height. Put people in order of how close they live to you

Cooking Sequences

Ask how you should make a sandwich, a drink, a burger, etc. Check that all stages have been included. This could also be made into a book.

Make a simple recipe together. Ask for the recipe and methods used to be retold while it is cooking. Repeat this when you are eating the results! Microwave sponge is an easy quick recipe to start with. You could make your own recipe book.

Comics

Cut up old "Beano" stories into individual pictures, muddle them up and ask for them to be put back into sequence.

Make up your own stories using pictures from comics. Put the pictures in order to tell the story.

Rhymes

An awareness of rhymes in words is important for recognising letter patterns in spelling.

Play clapping and rhyming games.

Teach nursery and rhyming games.

Teach nursery rhymes or short poems

Try to find words that rhyme with words, names or objects that come into conversations.

Reading

An easy way to see if a book is at a suitable level for your child is to ask them to put a finger on every word they have to have help with on the page. If they have to use more than one hand the book is too hard.

The local library should be able to advise you on suitable books for your child's reading age.

Reading for Parents

The Gift of Dyslexia – By Ronald D. Davis, published by Souvenir Press, ISBN 0-285-63412-7

A Parent's Survival Guide – By C. Ostler. This book is out of print. You should be able to borrow it from the local library; if they do not have it they should be able to order it for you. This is a helpful book to read. It gives the parents view of having a dyslexic child from a practical point of view rather than focussing on literacy skills.

Colour

- Add visual dimensions to activities, such as:

Coloured chalk
Paint
Thick felt tip pens
Write large shapes and letters



These methods will act as a "hook" in the brain on which other information can hang

- Encourage the child to use fluorescent pens to highlight the difficult part of words. This will enhance the child's learning experience of the word. The shape and the colours of the highlight will help the child to remember
- Use coloured paper instead of white. Many children prefer cream. Some children find this easier to look at. Black print on white paper can sometimes cause visual distortion.
- Green is a very powerful colour - try using green felt tip pens or highlighting in green



Useful Resources

Grasping the Nettle by Dr Kate Saunders published and available through PATOSS (Teachers and Parents).

Dyslexia: A parents' guide to dyslexia, dyspraxia and other learning difficulties by Valerie Muter and Helen Likierman, published by Vermilion (ISBN 978-0091923389).

Dyslexia: A Complete Guide for Parents by Gavin Reid, published by Wiley, (ISBN 0-470-86312-9).

Dyslexia: A Parent's Survival Guide, by Christine Ostler, published by Ammonite Books, (ISBN 9781903842072).

Firm Foundations: A Parent's Guide to the Skills Essential for Reading and Writing, by Clare Welsh and Lynn Fallaize, published by Barrington Stoke (ISBN: 9781842993002).

Seven Ways to Help your Child with Reading by Barbara Geere (ISBN 0-9512271-0-6).

Seven Ways to Help your Child with Maths by Barbara Geere (ISBN 0-9512271-1-4).

Take Time: Movement Exercises for Parents, Teachers and Therapists of Children with Difficulties in Speaking, Reading, Writing and Spelling by Mary Nash-Wortham and Jean Hunt, published by Robinswood Press, (ISBN 9781869981587).

101 Ways to Get your Child to Read (Quick Read) by Patience Thomson, published by Barrington Stoke (ISBN 1842996711).

Dyslexia: A Teenager's Guide, by Sylvia Moody published by Random House (ISBN: 9780091900014).

Explaining Dyslexia to Young Children

Brian Has Dyslexia (Suitable 5 yrs +) by Jenny Leigh, published by Healthy Books (ISBN 9781902463544).

Dyslexia: Talking it Through (Suitable for 8-11 yrs) by Althea Braithwaite, published by Happy Cat Books (ISBN 1903285550).

My name is Brian Brain by Jenny Betancourt, published by Scholastic Paperbacks (US) (ISBN 0590449222).

Sound Out Books and Ann Arbor tracking programmes, published by Ann Arbor Publishers Ltd. Suitable for 8-13 years. www.annarbor.co.uk

Barrington Stoke Series. Chapter books for reading age below 8, with interest level 8-13.

Reading reflex by Carmen and Geoffrey McGuines. ISBN 0-14-028038-3

Alpha to Omega by Bev Hornsby. www.LDAlearning.com

Toe by Toe by K.Cowling and H.Cowling. ISBN 0-9522564-0-1. [email-sales@toe-by-toe.co.uk](mailto:sales@toe-by-toe.co.uk) www.toe-by-toe.co.uk

Write from the Start by Teirdirescy and Addy. Tel: 01945 463 441

Limericks, Laughs and Vowel Digraphs by Bob Hext-Fremlin. Published by Crossbow Educational.

Dyslexia Stile. www.LDAlearning.com

The Ace Spelling Dictionary by D.Moseley. www.LDAlearning.com

Franklin Elementary Spellmaster (linked to Oxford children's Dictionary). Published by Franklin Electronic Publishers (Europe) Ltd.

Oxford Spell it Yourself by G T Hawker. Published by Oxford University Press. ISBN 0-19-970342-9

Helping Children with Reading and Spelling - A Special Needs Manual by Rea Reason and Rene Boote. Published by Routledge. ISBN 0-415-1107334

So You Think You've Got Problems by Rosalind Birkett. Published by Egon Publishers. ISBN 0-905858-85-0.

The Left-handers Book by Diane G. Paul. ISBN 1-869981-59-6. www.LDAlearning.com

Swap and Fix Cards. Published by Gamz.

Paper Chains Phonics. www.LDAlearning.com

Computer Software

Wordshark 4

Whitespace Ltd

41 Mall Road, London, W6 9DG

Tel: 020 8748 5926

Speaking Starspell

Tel: 01475 819 799

Clicker 4

Talking textease

Reads back exactly what has been typed in after each word

REM Included in some of the "Window Box" programmes

Scanit

Reading Improvement Software

Maia Learning Systems

Tel: 01626 200 121

Typing Instructor Deluxe

Tel: 01252 792 400

Type to Learn

Tel: 01474 357 350

An A-Z of Celebrities with Dyslexia

A

Kirsty Alsopp - TV presenter

Muhammad Ali - Former Boxer

Fred Astaire - Actor

B

Louis Barnett- Chocolatier and Entrepreneur

Marlon Brando - Actor

Richard Branson - Entrepreneur

Alexander Graham Bell - Inventor

Darcey Bussell - Ballet dancer

C

Cher - Singer

Agatha Christie - Writer

Brian Conley - Comedian and actor

Tom Cruise - Actor

D

Roald Dahl - Author

Leonardo da Vinci - Artist

Patrick Dempsey - Actor

Walt Disney - Film producer

Duchess of York

E

Thomas Edison - Inventor

Albert Einstein - Scientist

Ben Elton - Comedian

F

Harrison Ford - Actor

Michael Faraday - Chemist and Physicist

Dustin Hoffman - Actor

G

Noel Gallagher - Singer

Whoopi Goldberg - Actor

Bill Gates - Microsoft Chairman

Duncan Goodhew - Former Olympic Swimmer

Danny Glover - Actor

H

Jerry Hall - Model

Lord Philip Harris - Entrepreneur and millionaire

Tommy Hilfiger - Designer

Anthony Hopkins - Actor

Bob Hoskins - Actor

I

John Irving - Author

Eddie Izzard - Comedian

J

Steve Jobs - Founder of Apple

Magic Johnson - Basketball player

K

Felicity Kendall - Actor

Nigel Kennedy - Violinist

Jodie Kidd - Supermodel

Keira Knightley - Actor

L

Jay Leno - TV presenter

Kenny Logan - Rugby Player

Lynda La Plante - TV writer

John Lennon - Musician

Carl Lewis - Olympian

K

Ingvar Kamprad - Founder of Ikea

M

Charles Rennie Mackintosh - Artist and designer

Lord McAlpine

Mika - Singer

Jo Malone - Retailer

Kim Marsh - Actor

James Martin - Chef

O

Dominic O'Brien - Word memory champion

Jamie Oliver - Chef

Ozzy Osbourne - Rock star

P

Theo Paphitis - Chairman/Chief Executive - Ryman and Partners

Marco Pierre-White - Chef

River Phoenix - Actor

Pablo Picasso - Artist

R

Prince Harry

Princess Beatrice

Sir Steven Redgrave - Former Olympic rower

Auguste Rodin - Sculptor

Zara Reid - Businesswoman

Guy Ritchie - Director

Lord Richard Rogers - Architect

Lee Ryan - Singer

S

Eric Shipton - Mountaineer and explorer

Sir Jackie Stewart - Racing driver

Steven Spielberg - Director

Sylvester Stallone - Actor

Rick Stein - Chef

Imogen Stubbs - Actor

Joss Stone - Singer

T

Anthea Turner - TV presenter

Liv Tyler - Actor

Billy Bob Thornton - Actor

Brian Turner - Chef

V

Kevin Viner - Chef

W

Henry Winkler - Actor

Ruby Wax - TV presenter

Andy Warhol - Artist

Marco Pierre White - chef

Zoe Wannamaker - Actor

Y

William Butler Yeats - Poet

Z

Benjamin Zephaniah - Poet

Further Information (Support and Advisory Services)

Dyslexia Action

Tel: 01784 222 300

e-mail: info@dyslexiaaction.org.uk

website : www.dyslexiaaction.org.uk

British Dyslexia Association

Tel: 0845 251 9002

Website: www.bdadyslexia.co.uk

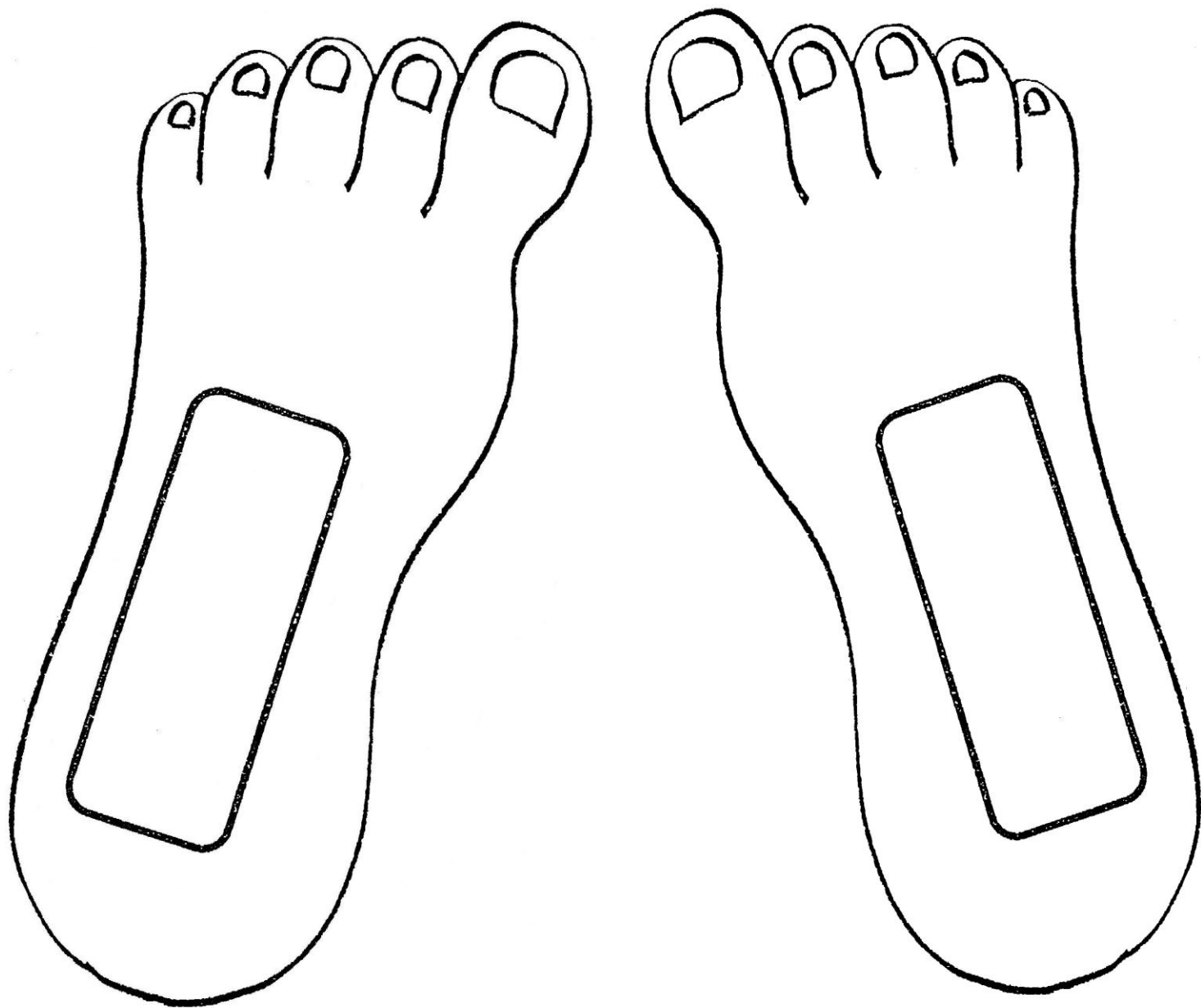


The Dyslexia Association of Bexley, Bromley, Greenwich and Lewisham

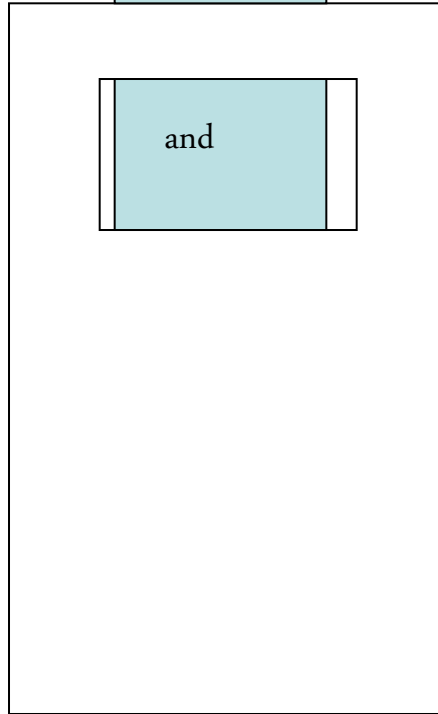
Tel: 7000 50 50 55

e-mail: info@dyslexiawise.co.uk

website : www.dyslexiawise.co.uk

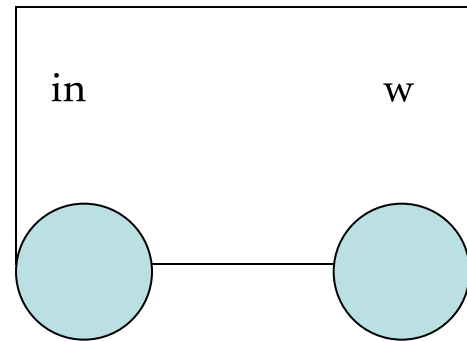
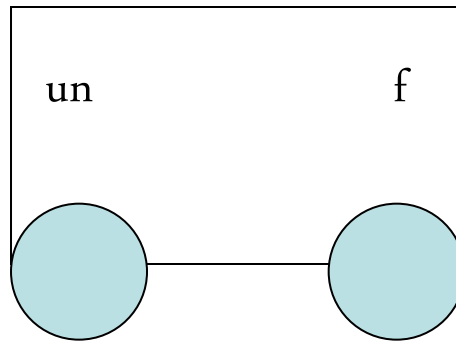
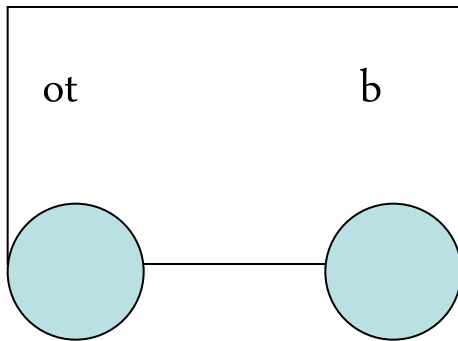
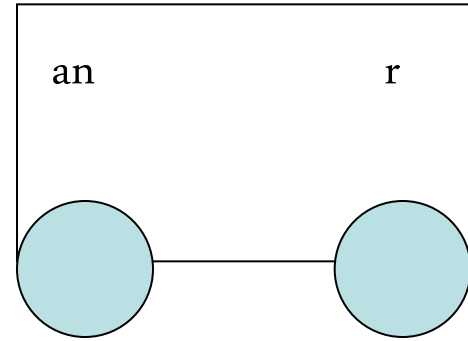
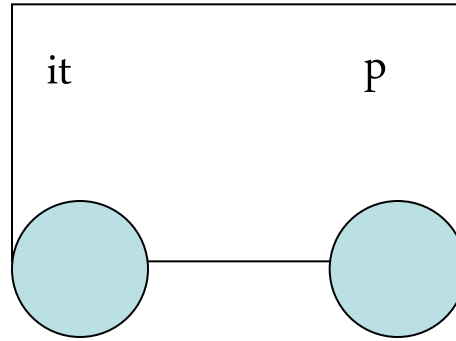
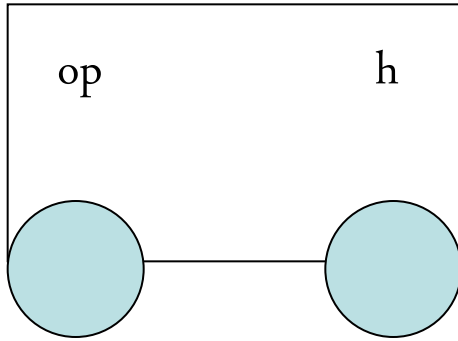
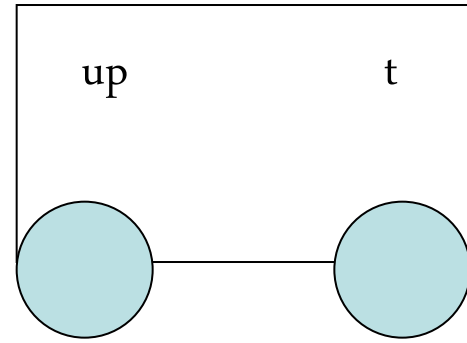
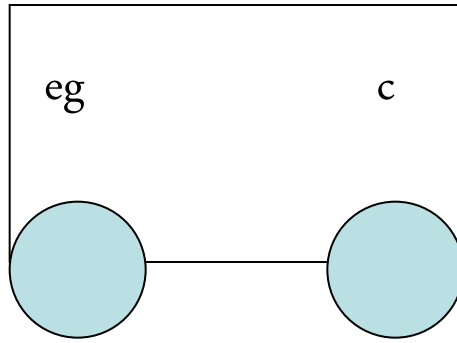
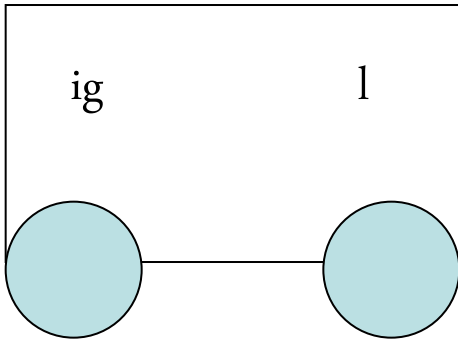


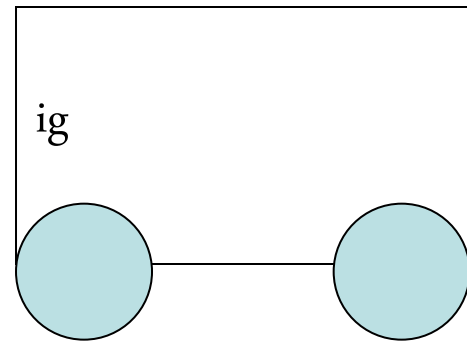
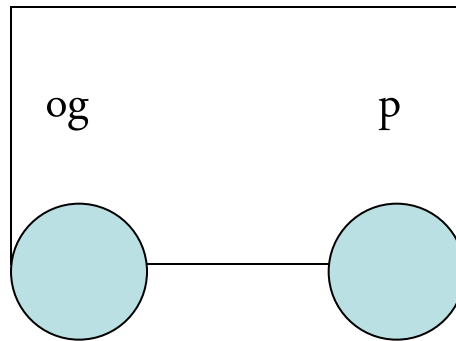
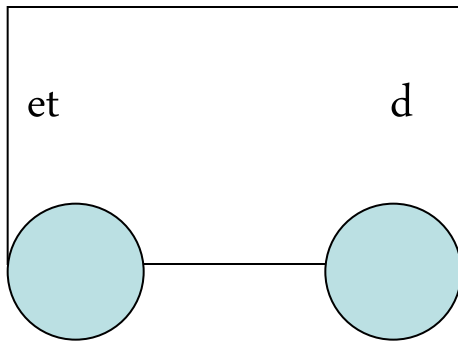
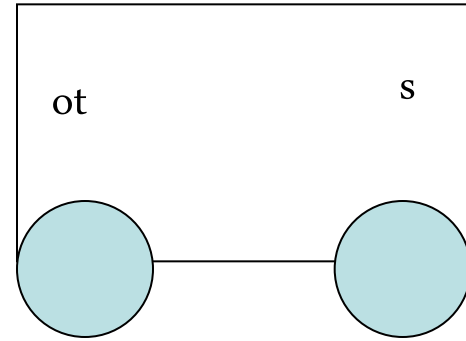
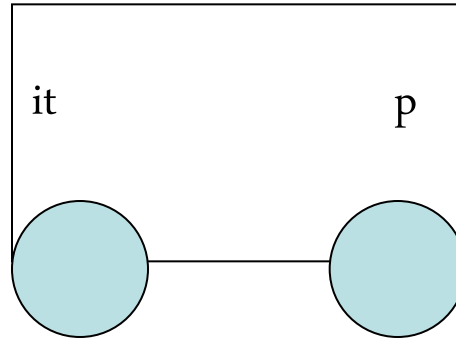
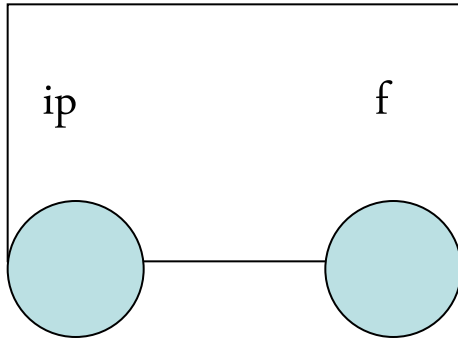
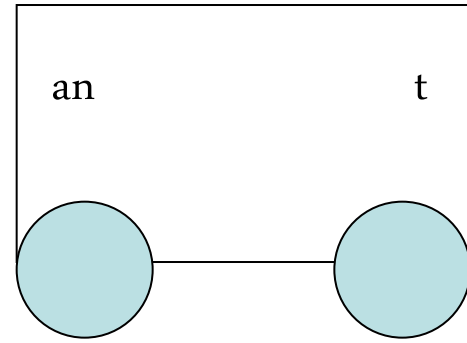
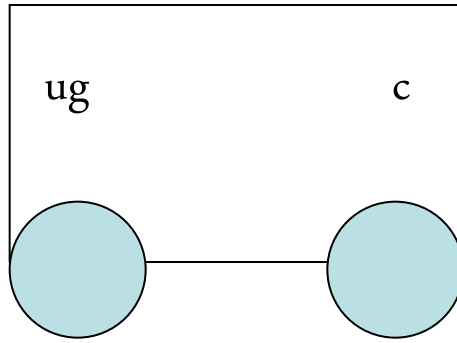
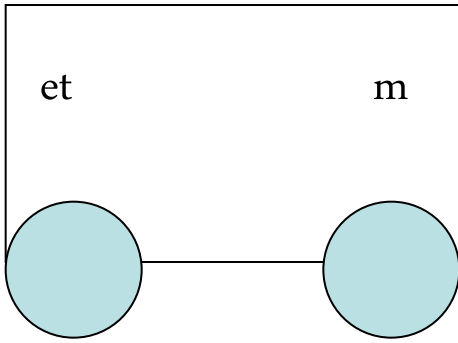
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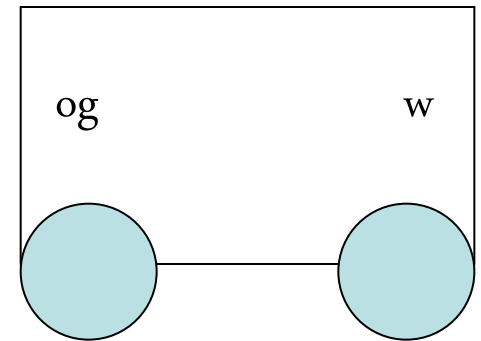
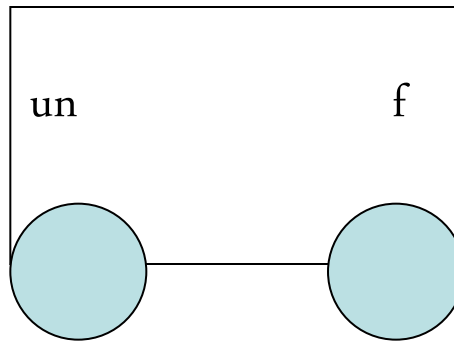
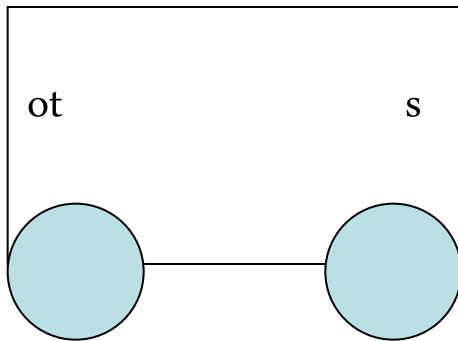
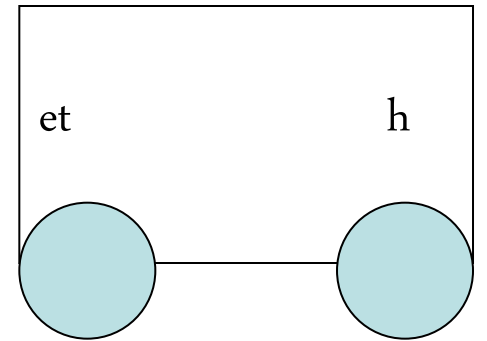
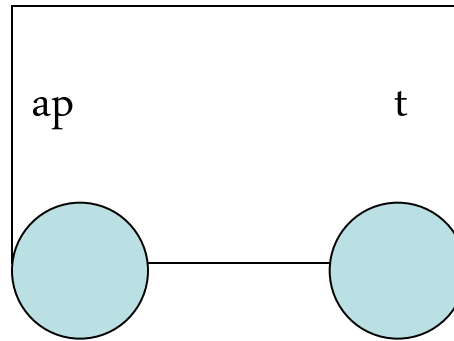
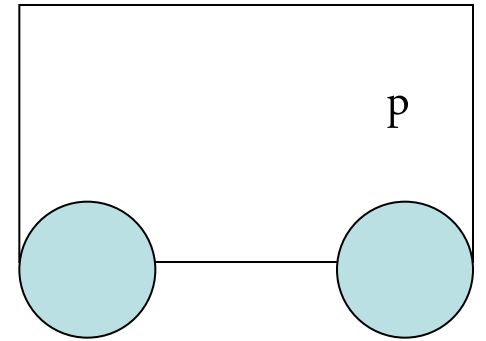
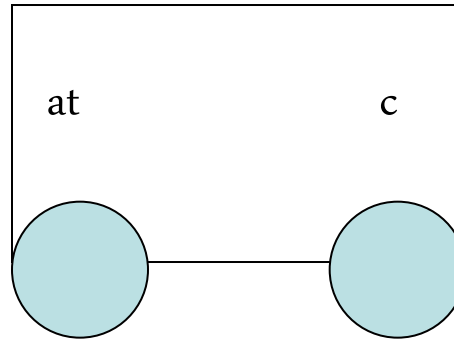
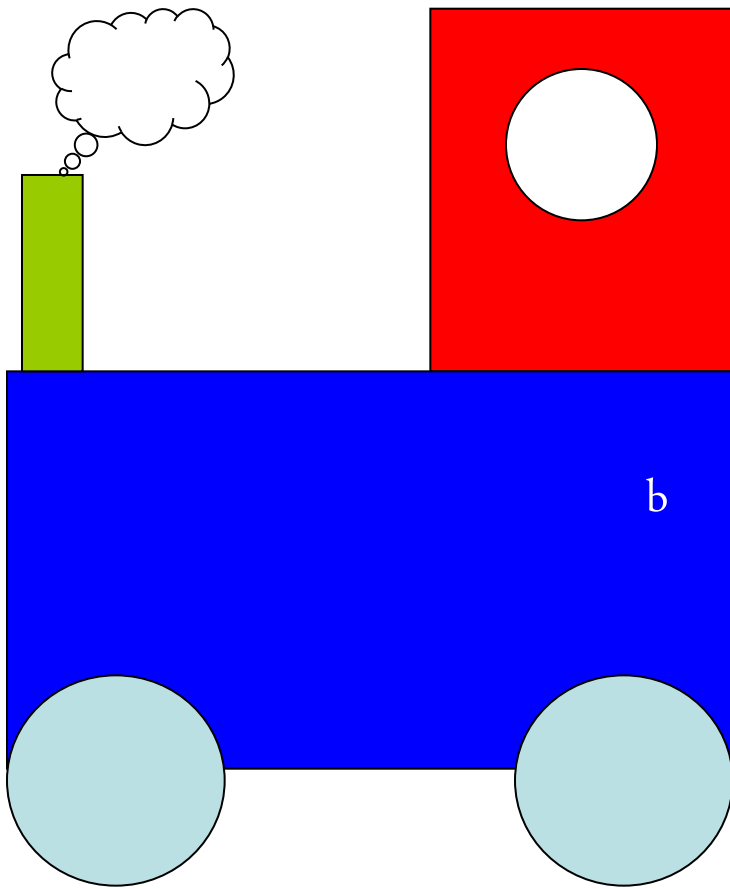


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SECTION 2

Reading

**Ideas and Suggestions to help you support your
Dyslexic Child at home**



Reading – some important points for parents

- Reading together, sharing books and stories should be an enjoyable experience
- Praise and encouragement are the most important words for parents to remember
- Talking about books, authors, pictures, stories, characters, is every bit as important as the actual “reading”.
- The initial (first) letter sound of a word is often a good clue to an unfamiliar word
- Encourage your child to use the meaning of what they read to guess an unknown word
- When your child gets stuck, let them skip the word, go to the end of the sentence and go back for another try
- Have regular checks for understanding
- Try to avoid too many interruptions: if your child says a different word to that printed, but it still makes sense, let him/her carry on and come back to it at the end
- Read to your child: even when children can read themselves, they benefit from hearing good stories, well read and talking about them
- Try reading alternate pages sometimes to add interest and to pick up the pace
- Make it easy for your child to practise reading – take him/her to the library, buy him/her books of their own, swap comics and magazines with friends, look at words all around us e.g. shop, buses, etc.
- Let your child see you reading sometimes



Learning the sounds

- It will help if your child thinks of letters as being **PICTURES OF SOUNDS**
- A sound 'picture' can be one letter or two letter and sometime more than two letters, e.g.

a- as in pan

b - as in bin

bb- as in rubber

ai - as in stain

igh - as in light

eigh- as in weight

- Some sounds can be shown by more than one picture, eg:

'o' is <ow> in the word 'show'

'o' is <oa> in the word 'boat'

'o' is <o> in the word 'no'

- Some 'sound pictures' are used for more than one sound, eg:

<ow> can be 'show' and 'town'

Teaching alphabet sounds using multisensory methods

1. Use your finger. Draw the letter as big as possible in the air. Say the sound as you draw
2. Draw the letter in the air again, start by drawing a small letter and say it's sound softly. Draw successive larger and 'louder' letters
3. Sprinkle sugar, cocoa powder or hundreds and thousands on a plate. Draw letter shapes with your finger in it. Say the sound as you draw. Lick your finger! Shake the plate gently to start again. Encourage the child to form the letter correctly and include joining strokes...
4. On a washable surface spread some made up powder paint. Use your finger to draw letter shapes. Say the sound of the letter as you draw. Use a flat hand to rub out letters. Very messy, but fun!
5. Write the letter using as many different types and colours of writing implements that you can find.
6. Use the above pens and pencils with different coloured paper. How many different ways can you write the letter? Red pencil, blue paper, red pencil, green paper etc.
7. Using the coloured paper, draw a large letter shape for the child to cut out and stick onto another sheet.
8. Use textured paper or fabric to cut out letter shapes, and then stick to a card for feely letters.
9. Draw a large outline of a letter. Get the child to draw things beginning with the letter inside it.
10. In P.E. lessons, make your bodies into letter shapes. Work alone, in pairs or groups.

11. Sing the alphabet. Choose a tune that does not run 'lmno' together into one sound.
12. Get the child to generate their own list of things beginning with a, b, c etc
13. Play "I spy"
14. Have picture alphabets to match to letter shapes

c

e

c

e

h

r

h

r

m

d

m

d

g

o

g

o

u

l

u

l

f

b

f

b

s

a

s

a

t

i

t

i

p

n

p

n

y

x

y

x

ch

sh

ch

sh

th

th

th

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Z

W

Z

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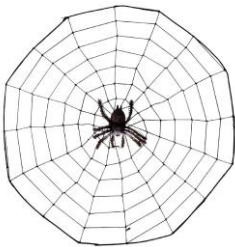
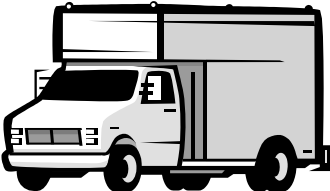
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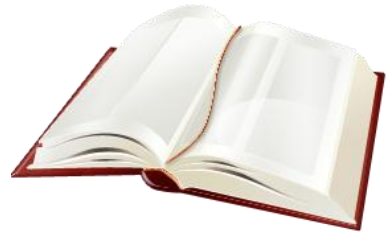
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ar

Z	zebra	
W	web	
ng	ring	
V	van	

oo

book



oo

moon



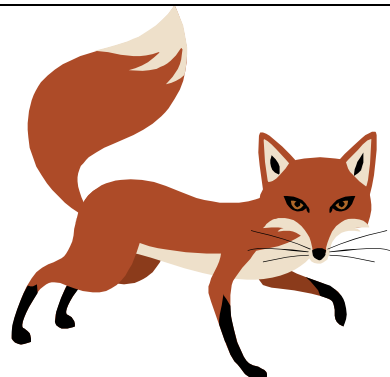
y

yo-yo



x

fox



ch

chick



sh

ship



th

feather



th

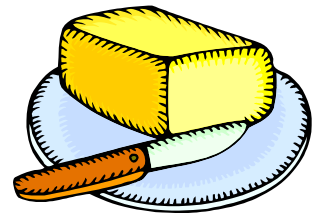
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qu	queen	
ou	cloud	
oi	oil	
ue	barbecue	

er

butter



ar

car



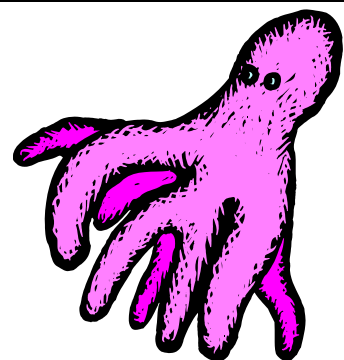
g

goat



o

octopus



u	umbrella	
l	leg	
f	fan	
b	bed	

c	cup	
e	egg	
h	hat	
r	rat	

m	man	
d	dog	
s	sun	
a	ant	

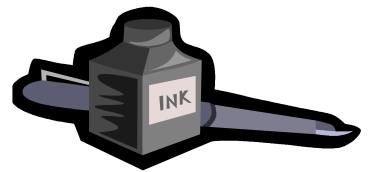
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tap



i

ink



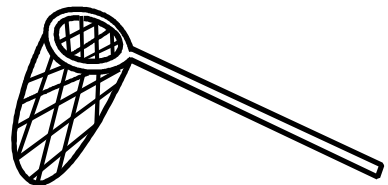
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pan



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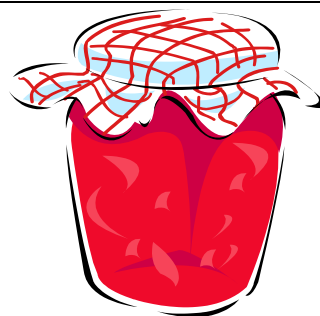
ai

rain



j

jam



oa

oak



ie

tie



ee

bee



or

fork



Reading using 'pictures of sounds'

- When your child meets an unknown word, encourage them to identify and say each sound in the word and then blend the sounds to make the word
- If he/she blends the sound imprecisely, e.g. by:
 - adding a sound
 - missing a sound
 - changing a sound

tell him/her exactly what they did and ask them to have another go

- If your child does not know a 'sound picture', tell it to him/her as you point at it
- If your child has trouble with longer words, let him/her say the sounds in the first 'chunk', blend them and then move on to the next 'chunk' and so on through the word. For example:

t...r...u...m = trum

p...e...t = pet

The whole word is trumpet!

Word Building (based on the Phono-Graphix method of teaching reading)

- Use sounds NOT letter names
- CVC words (consonant, vowel, consonant). E.g. cat, pot, beg, rug, hit, bad, jug, dig, jig, dug, zip, web, bun
- VCC words (vowel, consonant, consonant). E.g. elm, ant, alp, elk, amp, and, elf, end, egg
- CVCC words (consonant, vowel, consonant, consonant). E.g. milk, desk, lamp, bump, tent, band, pump, bulb, weld, golf.
- CCVC words (consonant, consonant, vowel, consonant). E.g. stop, flag, frog, plus, step, plum, grin

1. Write the sounds in each word on a small square of paper
2. Tell your child that you are going to make, for example, the word 'bump'
3. Draw a line for each sound _ _ _ _
4. What is the first sound you can hear in 'bump'? Run your finger across the lines as you say the word. Your child tells you. Put 'b' on the first line.
5. What is the next sound you can hear in 'bump'? If your child says the letter name tell them that is the name and you want the sound they can hear.
6. Continue to the end of the word. If your child finds it difficult to hear a sound such as the 'm' in 'bump', run your finger slowly over the lines as you say the word so that s/he can notice the 'm' between 'u' and 'p'.
7. Your child should then point to each sound, say it, and when s/he reaches the last sound, say the whole word.
8. Your child should then write the word saying the sound exactly as s/he writes the appropriate letter. This is called 'mapping'.

At the end of building each group of word, have your child read a list of the word built and other words of the same form.

CVC	CCVC	CVCC	CCVCC
rat	trap	bent	print
hit	prim	pant	spent
fin	frog	pump	trips
get	grab	help	crust
men	plan	pulp	trust
pot	glug	hint	swept
tin	slug	mist	plump
had	plop	hunt	blunt
den	step	lots	clamp
map	slip	cost	stump
pig	stop	hump	traps
gut	drum	must	stops
tip	trod	sand	stamp
rod	flap	nest	crisp
cot	snip	rent	grand
cod	trip	list	frost
sum	skid	yelp	trust
web	drip	tilt	cramp
zip	stud	lost	plank
vet	tram	sent	swept
zap	trod	next	spend
fun	drop	wind	flint

Reading together

1. Let your child pick a book, magazine or comic, or select a book that is 'easy' for them.
2. When the child gets stuck on a word, don't let frustration build up with him/her having to figure out the word; blend the sounds at the beginning of the word your self. If the child is having trouble with the word 'clip; say 'cli' not cuh,luh,i.
3. Give your child a break. Read every other sentence or paragraph aloud to them.
4. Every once in a while, stop and talk about what you have read. Ask your child what they think may happen next in the story.
5. When reading aloud becomes boring or frustrating, **stop!**
6. Included plenty of silent reading in the session
7. If the child gets stuck on a word when reading silently, simply say the word aloud for them and don't ask "What do you think it says?"
8. Read aloud to your child regularly
9. Don't let reading become a chore
10. If you find that the session is not a pleasure for both of you, take a break and start again with easier material.



Paired Reading

Paired reading is reading with your child, not reading to your child.

Paired reading is a means of sharing books without stress.

Let your child choose the book, with a littler help early on. The book can be a 'real story' or something your child is keen to read for information.

Find a quiet, comfortable place

Read aloud together and adapt your speed to that of the pupil (i.e. read simultaneously or very slightly behind)



Use your index finger to point to the words from the top of the line. Following the words from the bottom of the line can block the child's vision. Point to the first letter of each word and gradually move your finger along to the right. Let your child start pointing to the words as they progress.

Make your voice softer, or drop out, if your child is reading competently

Your child should read every word. Do not let them struggle for more than a few seconds when trying to read a word. Give the word. Your child should repeat, and carry on reading positively along as required. This will help boost their confidence and restore the flow of the reading.

Once the reading method has been established, it may be a good idea to have an agreed signal for when your child wants assistance or when s/he would prefer to carry on alone.

This reading method is for meaning and for fun. It is not the time for breaking words down or for word study. Obviously, there can be brief discussions about the story as you go along and reference to any illustration before, during and at the end of the reading...

Reading in this 'apprenticeship' manner helps your child to grow in confidence and enables him/her to tackle harder books. It helps develop reading with expression and attention to punctuation. Sight vocabulary develops incidentally. Books might be read more than once.

Paired reading should be done daily for 5 to 10 minutes. Give lots of praise!

You can move on to 'shared' reading or 'buddy' reading - taking turns to read alternate sentences/paragraphs/pages. Some children prefer this.

Paired reading will help you to understand your child's problems and to contribute positively.



Buddy reading

Buddy reading word by words give your child practice at reading the words they CAN read in a real book of their choice.

1. Help your child choose a book that you think they will be able to read at least a quarter of the words (1 in 4 words) without help.
Tell your child that "This book is a difficult book. You'll need lots of help and I'll help you when you do."
2. With your child, look through the book or the first one or two pages it is a long book. Make a list of the words your child can read.
3. Begin reading and let your child read the words on the list as they occur in the story. Sometimes encourage your child to attempt a word that is not on the list but that you think they may be able to manage. Then add this to the word list.

Example of word list

Word's I can read from "Sophie's chicken"

had	a	it
peck	but	and
and	said	mum
they	still	cluck
		egg
		big

Buddy Reading – Taking Turns

- When your child is able to do some connected reading, but it is slow and laboured, it can be helpful to give him/her a rest whilst you read for a bit
- Tell you child that the book is difficult but that there will be time for him/her to have a rest whilst you read
- Let your child read a short amount of the text that is at a level appropriate for them. An appropriate level is text that they can read most of the words. Correct any errors as needed. (see 'how to correct reading errors' sheet)
- If your child is reading very slowly or you have to help them to correct several words, ever now and again stop and recap what's going on in the story

How to correct errors

Tell your child exactly what they have done and ask them to try again

Examples

Child reads 'bed' as 'dead'

Indicate 'b' above the word and say "if this was 'dead' this would be 'd' but it is 'b'.

Ask your child to try again

Child reads 'stamped' as 'stamp'

Say "You didn't finish the word, after 'stamp' what's next?"

Everyday reading

Fay Howat shows us how to use reading material seen out and about every day. It's self-motivating, practical and free!

One of the most lively ways of motivating and sustaining an interest in reading is to use our language-filled environment. It can be developed for use in all sorts of different ways. These activities will, I think, help equip children with a 'language for life'.

In each of the areas suggested, you could follow this scheme:

First, check whether the children are aware of written notices and signs. *How can we find out when the supermarket is open?* Once they know that opening times are displayed, they can make a point of reading the information next time they pass. *If you are in the shop for the first time, how can you tell where the biscuits are?* People don't tend to look up very much (especially small children) so they may never have seen the hanging signs above the shelves and stands. *What does this label on the loaf tell you?* People are asking for more details about what goes in food. *Is this a good thing? What information do the labels need to give?* Material worked on and collected can be used as part of word books, project folders, etc, or form part of a group/class 'language in the street' display. Many everyday signs form good flashcards for slower readers – bus stop, ladies, way out, are examples. Train the children to look for, recognise and use language in the environment.

Supermarkets

Opening hours. *When do they close? What day, if any, are they not open at all?*

No entry

Please no smoking

No dogs (guide dogs excepted) *Is this fair? What can you do if you have a dog with you?*

Next customer *Where have you seen this?*

Special offers

Labels – beverages, cereals, dairy produce

Cashier

Sell by date

Ingredients *Why are these necessary?*

Large carrier bags 6p

Stations

Underground signs. *Some stations have their own symbols as well. Why is this? Railway train timetables. Can you plan a route using one?*

Buffet

Self-service

Enquiries

Ticket Office *What does the writing on your ticket mean?*

Post offices

There are lots of forms to read. Collect teletext forms and explain how they are priced. When words are expensive we use them well. *Can you understand each other's teletexts?* Begin with a simple message such as: 'Don't forget to take the dog to the kennels before you go on holiday, love Dad', and see how short they can make it before it loses its sense.

Notices

Look at advertisements in local shops. You could use noticeboards in school for your own notices. They could be real ones, on the swap shop principle, or fictitious.

Yellow pages

The children need teaching how to use these. Invent problems to be solved, for example: *I need a rotovator for my new allotment – where can I hire one?*

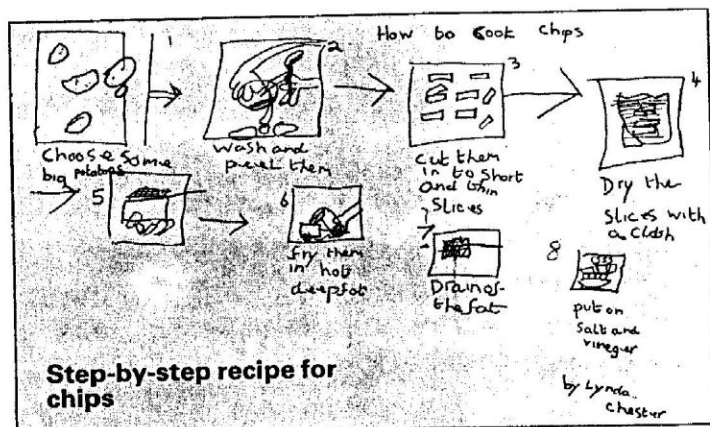
Advertisements

TV advertisements

Hoardings

These can be discussed and criticised. *What special words, or jargon, do adverts use?* Let the children make up their own ads. *How do they differ from the corner shop window ads?*

Leaflets (junk mail). *What do they actually say? How do they try to persuade you to buy?*



Holiday brochures

Children can plan an imaginary holiday for their families, and one for a retired couple or a single parent and child. They can learn to recognise the hotel symbols in the brochures, put into words what each symbol means – and make up their own.

Safety rules

Safety in school

Children can make a brochure for your own school on safety (this needs discussion first). *Where are the fire notices and fire alarms?*

If the children haven't noticed them, can they suggest some means of making them more prominent?

Safety at home

Discuss dangers in the home. Let the children design posters and notices on safety in the home.

Recipes

Look at simple recipes and discuss how they are written. Can the children write a recipe, for chips, for example?

Menus

The local Wimpy or Macdonald's provide a fund of reading matter! Little Chef have a special children's menu – reproduce it in class. Here is an opportunity for drama – composing a menu, ordering a meal, writing the order, and eating the meal. Don't forget to check the bill!

Buses

Pay as you enter

Pay conductor

Please tender exact fare and state destination

What does this mean?

Emergency exit

Will smokers kindly occupy rear seats

Mind your head when leaving your seat

Make a note of the signs on your next bus ride.

Can you make them into a poem?

Cars

Look for these signs:

RAC GB AA L USA

Make a collection of signs seen on cars.

Street language

Make a survey of the different shop signs in the area: **chemist, butcher**, and so on. *How many are there of each? What do they sell?*

Look right

Danger

High voltage

No entry

Green Cross Code

Collect leaflets in school and re-write them to form a flow chart. Try one of the cloze methods on them. Let the children devise tests for each other on the material.

Hospital

Casualty and Accident

Department

Out-patients *What does this mean?*

Ambulances only

Washing instructions

Examine instructions on each other's clothes, and compare with those on washing-powder packets.

Wash separately

Dry flat

100% pure new wool

Hand wash only

Dry clean only

Wash colours separately

Hand wash in cold water

Learn the symbols and what they mean. *Where else have you seen the tub symbols?*

Fay Howat teaches juniors at Charlton Manor Junior School in London

Reading

Reading, Audio Books and Revision Guides.

Readability

There are formulae for calculating the readability of texts according to word length, sentence length and complexity,

Computer programs e.g. Word, give readability scores according to those criteria. A simple method is called the **Five Finger Test**:

- Let your child choose a book they like.
- Open it in the middle
- Try to find a page without pictures
- Ask your child to start reading at the top. Go on till they reach a word they do not know.
- Let your child continue reading. Put a finger on each word they do not know.
- If you run out of fingers before you get to the bottom of the page, the book is probably too difficult for you child to read independently.

Other ways for your child to enjoy books

- Encourage them to ask other people to read books to them whilst they point to the words
- Paired reading - a helper read the harder words
- Let them listen to an audio book, whilst following the words in the book.
- Amazon Kindle's have a screen reading facility and can allow text sizes and line spacing can be changed

Useful websites for free Audio Books

- www.audiobookradio.net
- www.manybooks.net
- www.free-ebooks.net
- www.guttenber.org/wiki/Main_Page

- www.getfreebooks.com

Audio books on loan

- **Listening books** - info@listening-books.org.uk or www.listening-books.org.uk
- **Calibre** - www.calibre.org.uk
- **The seeingear:free online library** - librarian@seeingear.org or www.seeingear.org

Talking book software

- **Don Johnston** - info@donjohnston.co.uk or www.donjohnston.co.uk
- **Kingscourt** - enquiries@kingscourt.co.uk or www.mcgraw-hill.co.uk/kingscourt
- **Sherston** - sales@sherston.co.uk or www.sherston.co.uk

Revision Guides

- **GCSE Revision guides to download to an MP3 or Ipod** - www.gcsepod.co.uk
- **BBC Bitesize**. Online revision guides you can listen to with text reading software. www.bbc.co.uk/schools/gcsebitesize
- **Homework Online** - Free Literature Study Guides. 7 Novels. Each study guide contains extensive information about the novel including chapter summaries, thematic and character discussion, a message board and more. www.homework-online.com/litguides.asp
- **CGP Revision books** - online interactive pages, tasters of the books - www.cgpbooks.co.uk
- **Letts and Lonsdale** - Revise science topics on the move with podcasts - www.lettsed.co.uk

Dyslexia Friendly Books

Dyslexic children need access to good literature and books with low reading age/high interest levels. The following publishers supply a range of dyslexia friendly books. Some are suitable for teenagers and adults.

- **Ann Arbor Publisher** - www.annarbor.co.uk
- **Barrington Stoke** - barrington@barringtonstoke.co.uk or www.barringtonstoke.co.uk
- **Helen Arkell Dyslexia Centre: Fall into Reading** - Recommendation of Books for Children with Dyslexia aged 7 - 11 - enquiries@arkellcentre.org.uk or www.arkellcentre.org.uk
- **LDA Learning** - orders@ldalearning.com or www.ldalearning.com
- **Cambridge House** - info@cambridgehouse-dyslexia.com or www.cambridgehouse-dyslexia.co.uk/html/reading_books.html

For a list of books from various publishers go to - **Guide to choosing Dyslexia friendly books for kids** at www.waterstones.com/wat/images/special/mag/waterstones_dyslexia_action_guide.pdf

To find books for reluctant readers visit - www.wordpool.co.uk/rr/rrcontents.htm

Ideas for Reading Activities

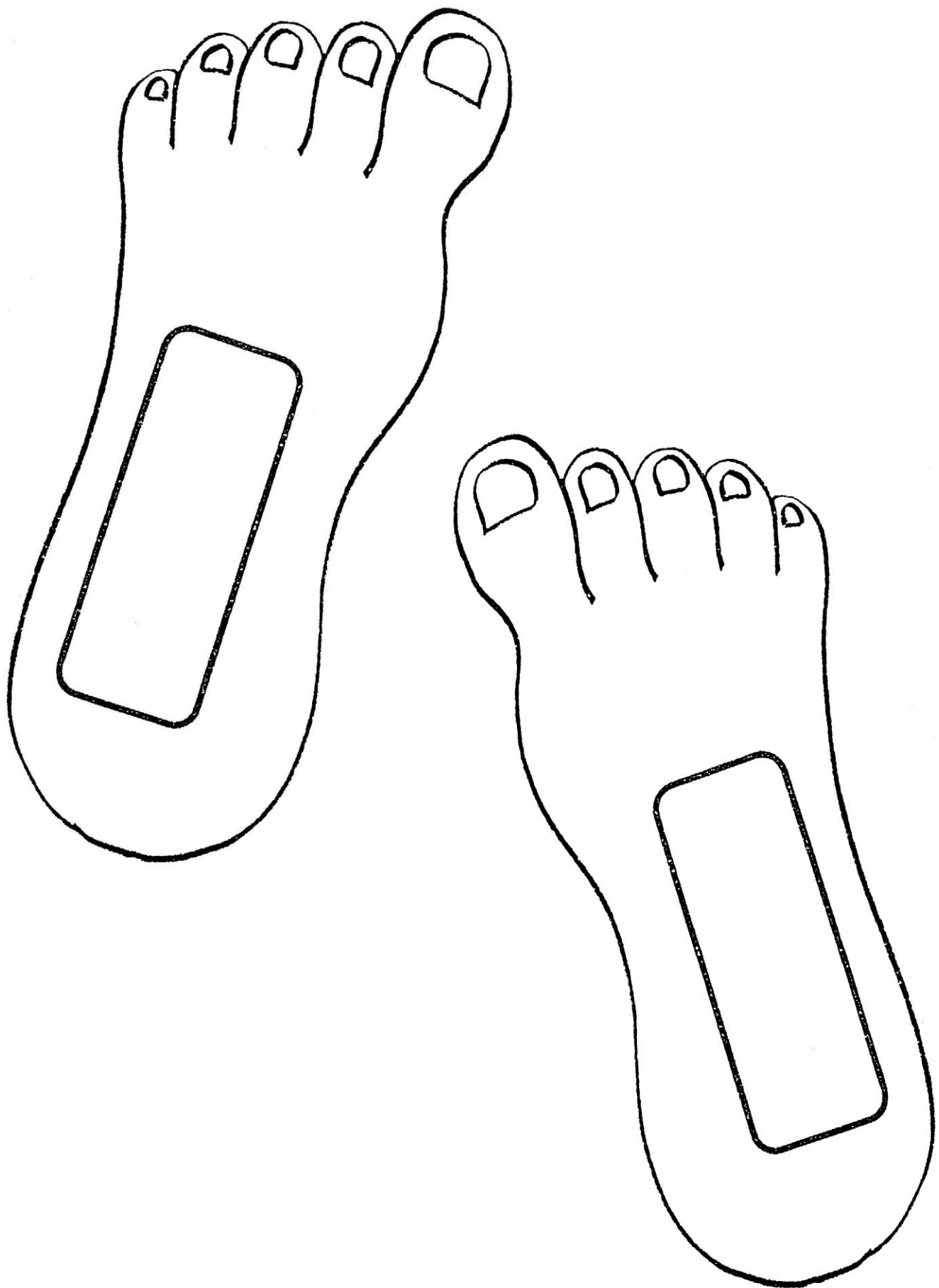
Hopscotch

For this game you will need some cards shaped like feet. Master is on the following page.

On each foot write a word that needs to be learned. Place the first foot on the floor and ask the child to read the word. If the child reads the word correctly they stand on the foot. The next word is then put down and if read correctly, the child moves forward.

If the word is not read correctly the child moves back a step and the word is changed.

Depending on the number of words being learned, the aim could be to move across a small space or a whole room.



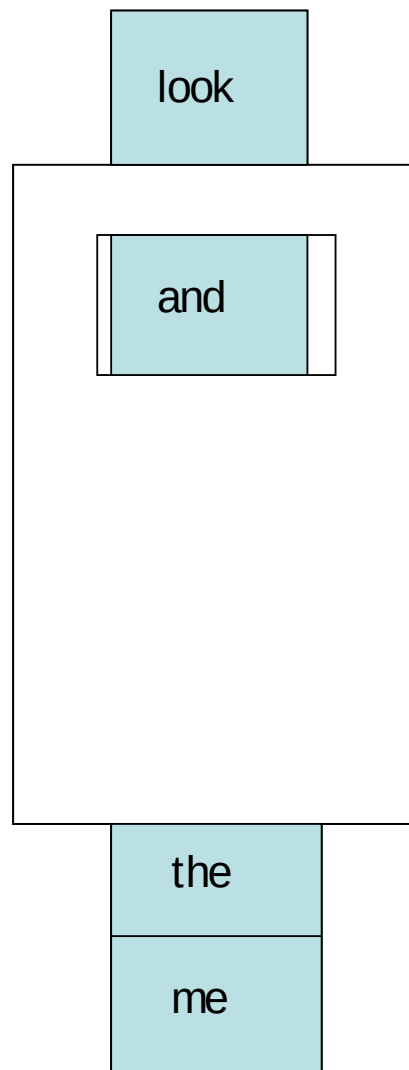
going	they	look	away	play
she	went	all	this	for
you	are	come	dad	get
cat	like	day	was	mum
said	dog	no	yes	go
can	see	up	my	big
the	in	me	he	of
at	we	it	am	to
a	I	is	and	on

Windows

You can make this simple aid to help your child to recognise some high frequency words. Cut the ends off a long envelope and cut a window at one end as shown in the diagram. Cut a strip of cardboard a little wider than the window, but narrower and longer than the envelope.

Write the words to be practised, clearly in a list down the strip of card.

Pull the words through the envelope as quickly as your child can read the words. The object is to increase the speed at which the words are read. Try using an egg-timer or kitchen timer.



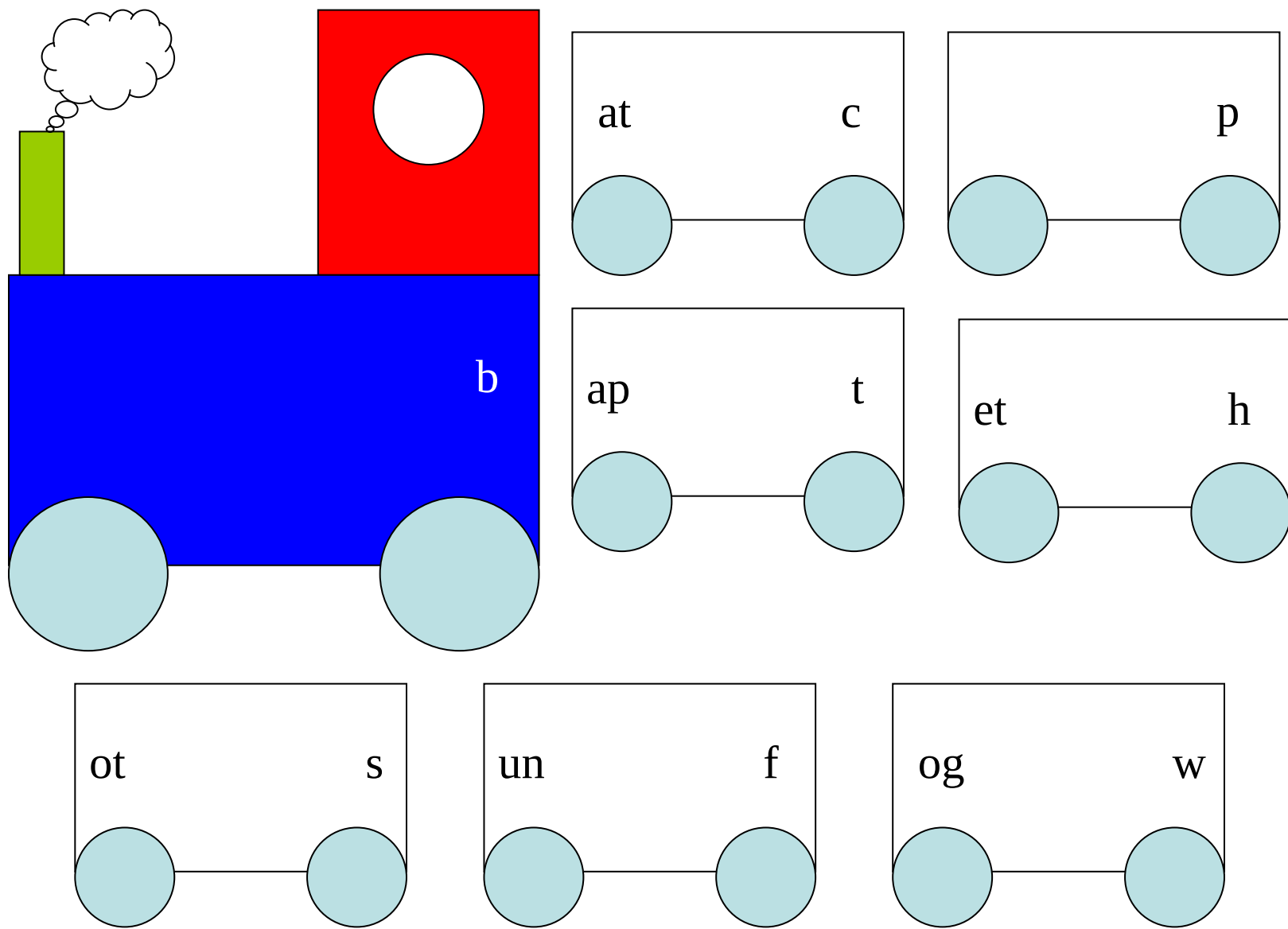
The Train Game

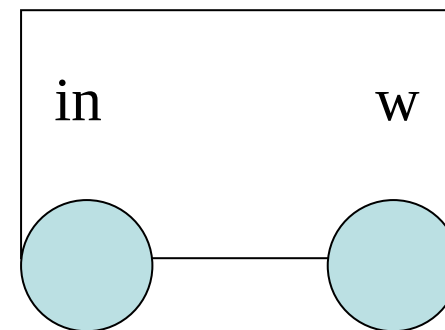
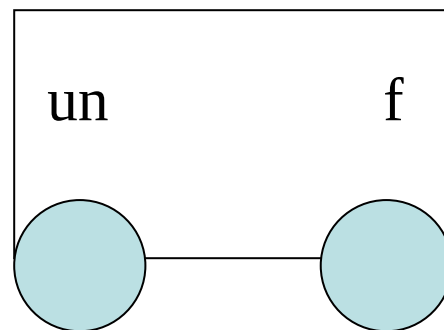
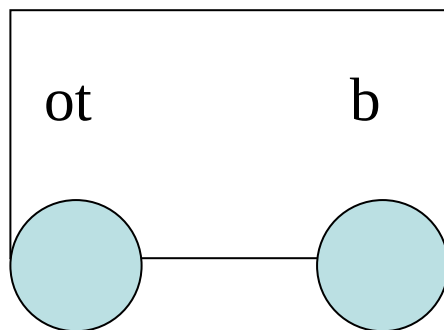
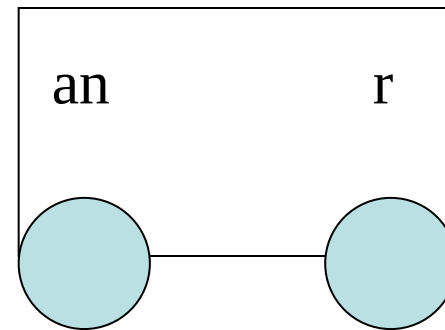
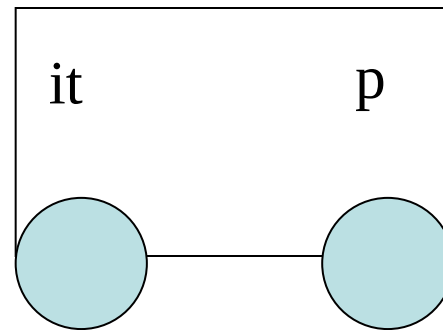
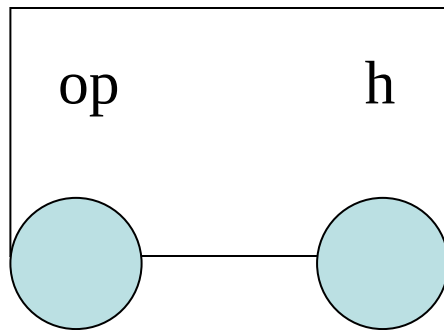
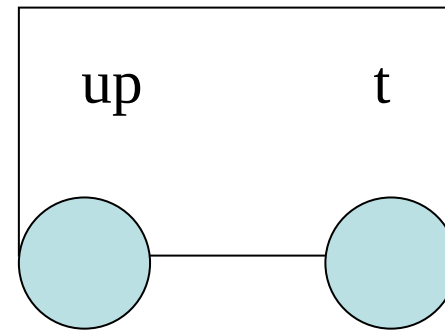
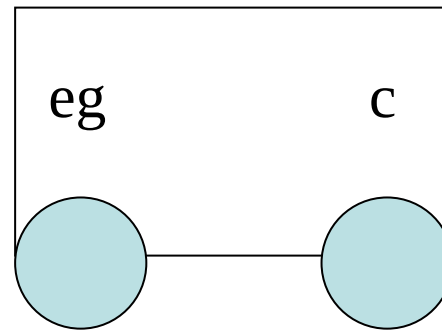
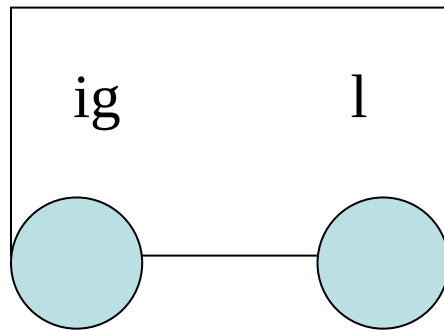
Photocopy the three sheets onto paper: Cut out the train sections. Working together, starting with the engine, see how many words you can make with the carriages of the train.

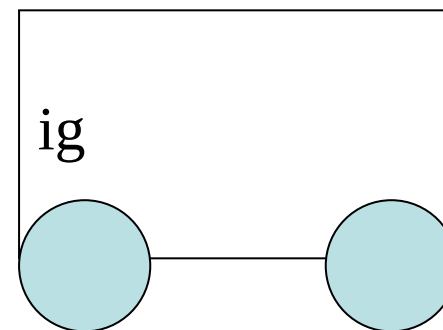
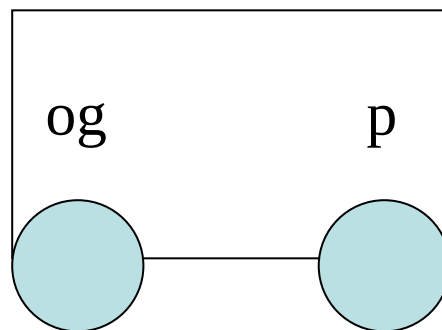
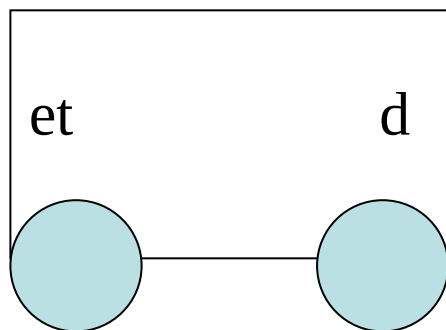
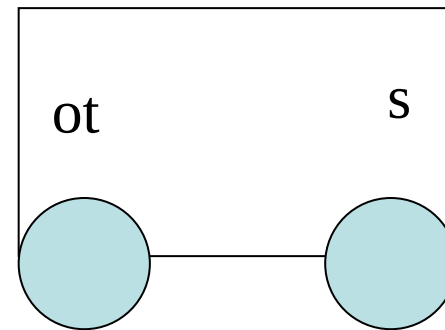
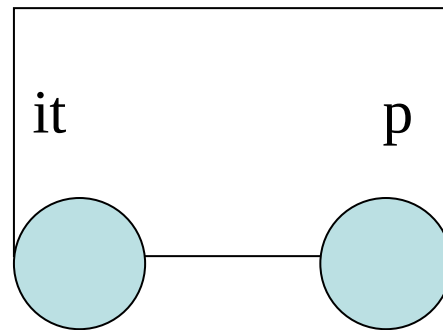
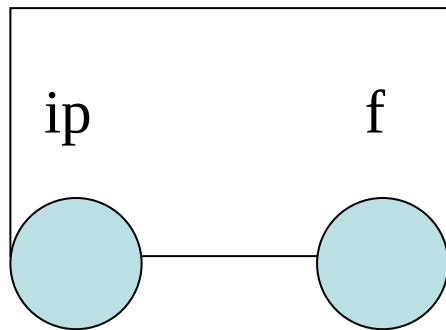
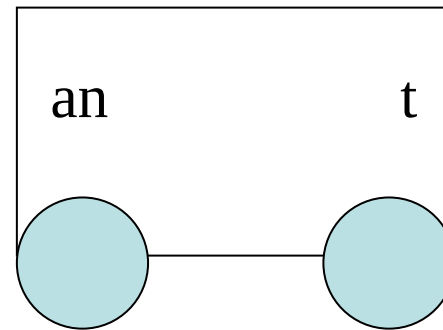
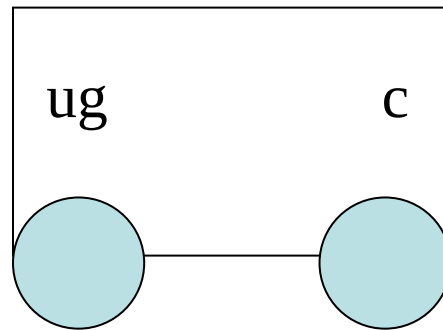
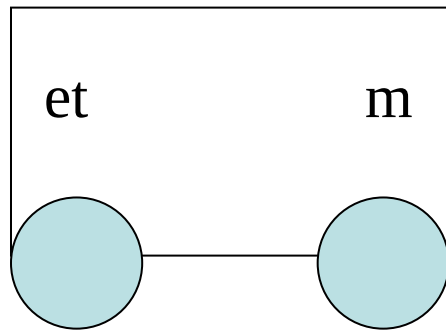
You could then glue the train onto one piece of paper and practise reading the words.

If you want to play this as a game, you can share the sections between two or three children and taking it in turns, starting with the player who has the engine, see who can use up the most, or all, of their carriages to complete the train.

The train would last long if it was duplicated onto card for playing as a game.







SECTION 3

Spelling

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Learning the sounds

- It will help if your child thinks of letters as being **PICTURES OF SOUNDS**
- A sound 'picture' can be one letter or two letter and sometime more than two letters, e.g.

a- as in pan

b - as in bin

bb- as in rubber

ai - as in gain

igh - as in light

eigh- as in weight

- Some sounds can be shown by more than one picture, eg:

'o' is <ow> in the word 'show'

'o' is <oa> in the word 'boat'

'o' is <o> in the word 'no'

- Some 'sound pictures' are used for more than one sound, eg:

<ow> can be 'show' and 'town'

Teaching alphabet sounds using multisensory methods

1. Use your finger. Draw the letter as big as possible in the air. Say the sound as you draw
2. Draw the letter in the air again, start by drawing a small letter and say it's sound softly. Draw successive larger and 'louder' letters
3. Sprinkle sugar, cocoa powder or hundreds and thousands on a plate. Draw letter shapes with your finger in it. Say the sound as you draw. Lick your finger! Shake the plate gently to start again. Encourage the child to form the letter correctly and include joining strokes...
4. On a washable surface spread some made up powder paint. Use your finger to draw letter shapes. Say the sound of the letter as you draw. Use a flat hand to rub out letters. Very messy, but fun!
5. Write the letter using as many different types and colours of writing implements that you can find.
6. Use the above pens and pencils with different coloured paper. How many different ways can you write the letter? Red pencil, blue paper, red pencil, green paper etc.
7. Using the coloured paper, draw a large letter shape for the child to cut out and stick onto another sheet.
8. Use textured paper or fabric to cut out letter shapes, then stick to a card for feely letters.
9. Draw a large outline of a letter. Get the child to draw things beginning with the letter inside it.
10. In P.E. lessons, make your bodies into letter shapes. Work alone, in pairs or groups.

11. Sing the alphabet. Choose a tune that does not run 'lmno' together into one sound.
12. Get the child to generate their own list of things beginning with a, b, c etc
13. Play I spy
14. Have picture alphabets to match to letter shapes



c

e

c

e

h

r

h

r

m

d

m

d

g

o

g

o

u

l

u

l

f

b

f

b

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a

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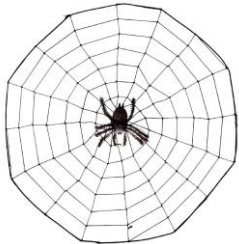
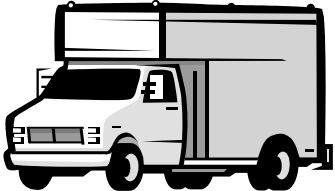
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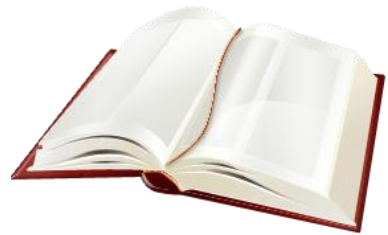
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Z	zebra	
W	web	
ng	ring	
V	van	

oo

book



oo

moon



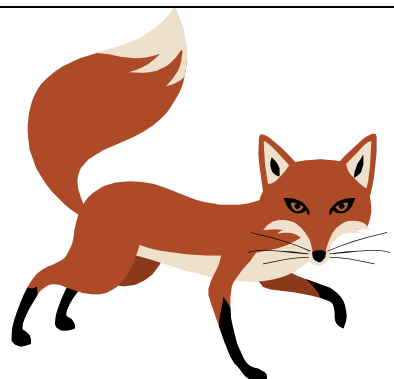
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yo-yo



x

fox



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chick



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ship



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feather



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queen



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oi

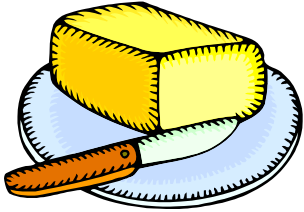
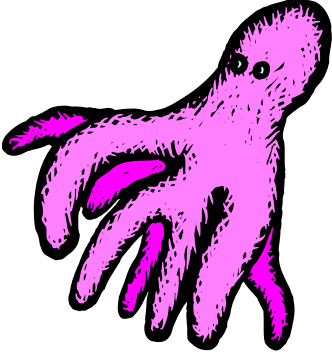
oil



ue

barbecue



er	butter	
ar	car	
g	goat	
o	octopus	

u	umbrella	
l	leg	
f	fan	
b	bed	

c	cup	
e	egg	
h	hat	
r	rat	

m	man	
d	dog	
s	sun	
a	ant	

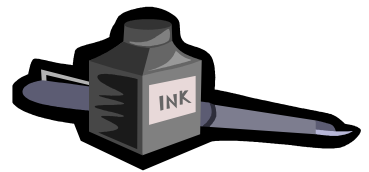
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tap



i

ink



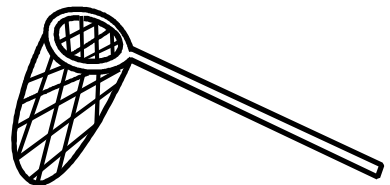
p

pan



n

net



ai

rain



j

jam



oa

oak



ie

tie



ee

bee



or

fork



Spelling using "pictures of sounds"

Spelling method 1

1. Choose a word, ask your child to say the word and listen to the sounds within it. Ask your child to count the sounds e.g. skip = s-k-i-p and then ask them to write each sound picture (letter or letters) on a square of paper/card.

2. Say and join up the sounds to make the word

3. Ask your child to say the sounds in the word touching each sound card picture as s/he says it. Encourage them to visualise any tricky bits.

With words of 2 more chunks first, say the chunk, then touch and say the sounds making up that chunk, then say the next chunk, touch and say the sounds, say the chunk then both chunks. E.g., hamster: h-a-m: ham, s-t-er, ster, together: hamster

4. Ask your child to write the word saying each sound exactly as they write the appropriate letter/s. For words with 2 or more chunks, work through each chunk at a time e.g. p-a-n = pan. c-a-k-e = cake. Pancake.

5. Briefly distract your child then ask them to write the word from memory

6. If it is incorrect, repeat the procedure until it is correct.

7. Use every opportunity to ask your child to spell the target word throughout the day.

Spelling Method 2

Look, say, cover, say, write, say, CHECK!

- Write the word correctly for your child
- Ask your child to look at it carefully
- Cover the word
- Ask your child to write it out
- Ask your child to check their spelling with the correct spelling
- If wrong, notice any mistakes, look at the correct versions again, cover and ask your child to write it again
- If wrong again, repeat the procedure until the word is correct



Name.....

Date.....

Weekly Sight Words

These words are often difficult to remember because they don't look the way they sound.

This is the way to practise:



Look

Say

Cover

Say

Write

Say

Check

Words	Day 1	Day 2	Day 3	Day 4	Day 5

Spelling method 3

Simultaneous oral spelling - S.O.S

1. Write the word for your child correctly saying each letter name as you write it. (The word should be written fairly large in a style similar to the one normally used by the pupil). Show the word to your child.
2. Read the word and ask your child to repeat the word
3. Ask your child to write the word saying the name of each letter as he writes it
4. Ask your child to say the word again and check that it has been written correctly
5. Cover the word and repeat steps 2 - 4 at least twice more

Spelling Method 4

Mnemonics

This is a method which relies on listening memory for meaningful (although perhaps silly) sentences. Your child needs to have a basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.

1. Write the word correctly for your child
2. Together with your child, talk through a possible sentence in which each words starts with each of the letter in the spelling. It helps if the first word is the word to be spelled e.g. does - Does Oliver Eat Sweets?
3. Ask your child to recite the sentence and spell the word
4. If incorrect, consider if the sentence needs to be altered
5. Repeat the procedure until the word is correct

Mnemonics can be even more memorable if they are absurd or amusing and accompanied by a picture.

Spelling method 5

Spelling using 'visualisation'

This method make use of visualisation skills. It is particularly useful for irregular words with sounds represented by more than one letter.

It is important to use positive language such as "This is a different and easy way to remember what words look like". Avoid negative words such as "spelling" and any language to do with hearing sounds in words.

The words are printed/written on separate cards.

- Hold the word so your child is look up and to the left to read it
- Discuss the visual features and patterns in the word:
 - How many letters?
 - Do bit stick up or hang down?
 - Any patterns to be seen?
 - Any words within the words?
- Longer words are divided up according to visual patterns that your child notices e.g. **de ci de**
- Trick bits are coloured or enlarged either on the card or in the pupil's imagination
- Removed the card
- Ask your child to continue looking up and to picture the word in their mind. Ask them to say the letter by name in order from left to right (forwards)
- If not correct show your child the card again briefly and discuss visual cues to correct the error
- If correct, ask your child to name the letter right from left (backwards). This ensure that the word has been remembered visually, and not by sound as this does not usually work backwards.
- Ask your child to say the letters forward again
- Ask your child to copy the word down from the picture in their mind (mental image)
- Ask your child to check the word is correct
- If there is an error discuss with your child how to make the visual image stronger, and repeat the process

Spelling method 6

Spelling using words within words

1. Write the word correctly for your child
2. Identify any small word or words within. For example, the word *Catherine* contains *cat* and *her*, there is a *hat* in *what* and there is *rat* in *separate*.
3. It would be helpful to underline the smaller word within the large word
4. Ask your child to write the word from memory
5. If incorrect, repeat the procedure

Obviously this method will only work if there is a small word contained in the target word

Spelling method 7

Spelling using tracing

This method relies on the memory for the feel of the word. It does not require your child to know the letter sounds or names, therefore, it can be used with younger children.

1. Write the word on a card with letters about 2.5cm high (or on sandpaper so the word can be felt). Use the handwriting style that is usual for your child.
2. Ask your child to trace over the letters in the word with the index finger of the writing hand, as if actually writing.
3. Ask your child to write the word on paper and check it is correct
4. If not, repeat the procedure until the word is correct

Spelling method 8

Own Voice

This method requires a tape recorder, and relies on some evidence that hearing one's own voice can leave a stronger memory trace. Knowledge of letter names is needed.

1. Say and write the word for your pupil saying the letter names. Turn on the tape recorder.
2. Ask your child to say the whole word and then each letter name and then the whole word again.
3. The tape is re-wound
4. Your child listens to the tape, stops the tape and writes the word.
5. Your child check the word is correct by listening to the tape again
6. If incorrect, repeat the procedure until the word is correct

Spelling method 9

Picture links

Picture links can be used for any spelling. The method is often successful if your child enjoys drawing and colouring. It involved devising a picture to enable them to recall the sequence of letters in the word.

Pictures that your child make up themselves are often most effective. If the picture is amusing, linked to the meaning of the word, colourful or personal, it is likely to be easier to remember

This method can be adapted to include mnemonics and word play

Examples:

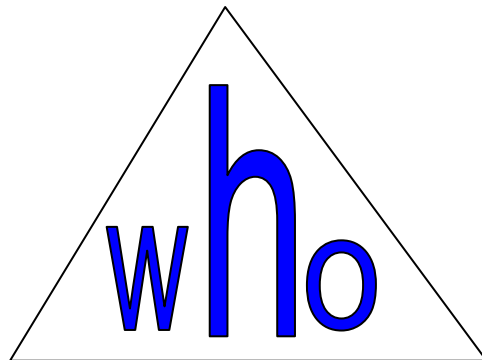


An island is land surrounded by water



What a hat!

eye



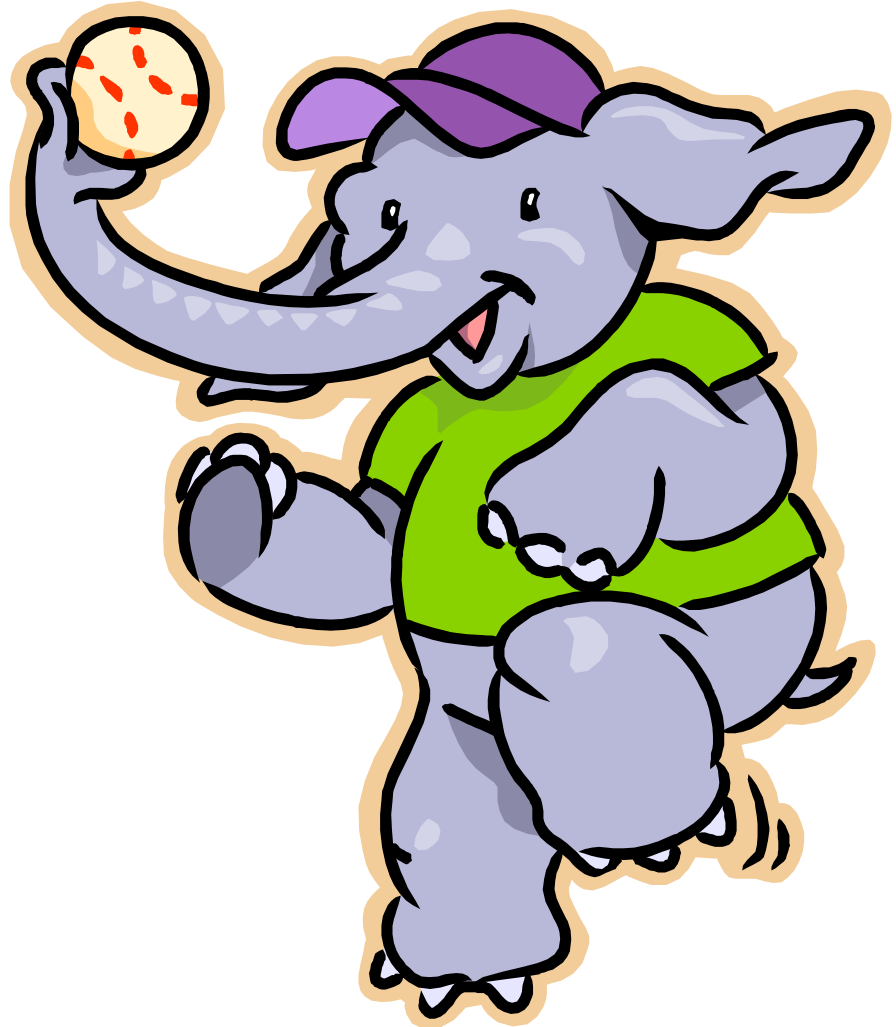
Example for learning "come"

Come

On

My

Elephant



Spelling method 10

How to learn a spelling word



LOOK at the word.

THINK about it:-
What must you remember?

Tricky bits?

Double letters?

Any little words hidden in
the big word?

Any silly ways of
remembering it?

SAY the word to yourself.

Feel the shape of your mouth as
you speak.

LISTEN to the sounds

SAY the vowels clearly.

SAY all of the letters

Say
Feel
Listen



WRITE and CHECK.

WRITE out the word without look back at it

CHECK. Have you spelt it correctly?

YES!! Well done!

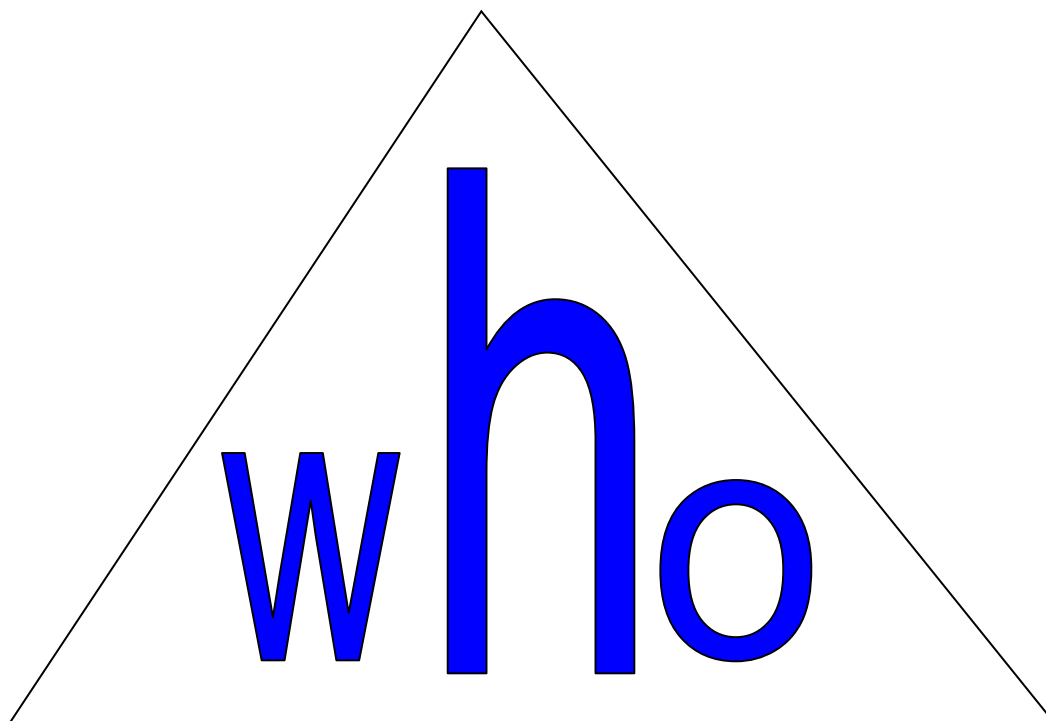
Ideas for spelling activities

Speed Writing Race

1. Choose a word and put it in front of both players.
2. Using a second hand on a watch, race together to see who can write the word as many times as possible within one minute - let your child win!
3. When the minute is up, check to see who has written the most. If the one who has written the most has also spelt them correctly then they get 1 point.
4. Do the same with another word, until you have word through all the words
5. The winner is the one with the most points at the end of the game



eye

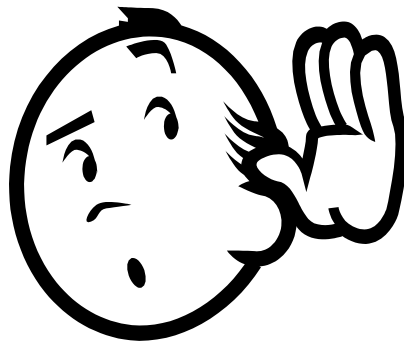




SECTION 4

Auditory Memory

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Difficulties with Auditory (listening) memory

Children with Dyslexia may often have problems with remembering what they hear or have been told.

They need to be given ways to help improve their auditory memory and to support this weakness by using their visual memory.

Auditory Memory Activities and Games

- Simon says
- I went to the market/shop and bought...
- I see. I see a girl. I see a tall girl etc.
- Stranger. Say a group of words with a 'stranger' in it. E.g. cat, dog, banana.
- Remembering the ingredients when making simple items such as a sandwich
- Remembering the items on a shopping list
- Retelling stories
- Chinese whispers
- The child/children repeat a list of unrelated words
- Using two cards, place them face up on the table and have your child point to the cards in sequences from left to right, naming each.
Turn one of the cards over and point to the cards, once again in left to right sequences, naming each as it is pointed to. Your child must remember the item on the card which has been turned face down.
Turn both cards face down, once again pointing to each in left to right sequence and naming each card as it is pointed to. Your child must remember both cards; the position of the cards on the table will serve as a cue. Name the cards without pointing to them and then take up the cards and name them once again. Continue this activity with longer sequences of cards.
- Give your child a "password" in the morning. Ask for recall of this word throughout the day. Progress to phrases and sentences of increasing length and difficulty.



- Use a regular deck of playing cards and remove face cards and aces. After the cards are shuffled, place them face down on the table from your child's left to right as they sit across from you. Begin with a sequence of three, four or five cards, naming the number on the card as you place it face down in front of your child. Ask your child to repeat the numerical sequence in correct order, flipping the cards over in sequence from left to right to determine if the answer is correct.
- Tell a short story aloud using pictures to illustrate key element of the story as events unfold. Ask your child to retell the story using the pictures as memory cues.
- Parent to provide short descriptions of home activities. Ask your child to recall precious evening's activities in correct sequence. E.g. "What did you do before dinner? When did you go out in the car yesterday? Where did you go first/last?" Descriptions of school day activities to be sent home to allow you to repeat the activity during term time.
- Ask your child to make short descriptive sentences for cut out magazine pictures on cards. At the end of the session, ask your child to recall sentences they made up for each picture. Increase the number of pictures used for each subsequent session.
- Give your child oral instructions to collect paper and pencil for the exercise. E.g. " put an x in one corner; draw a circle in the centre; fold the paper in half lengthways and place your pencil under the paper. Once instructions have been given, your child should carry them out in the correct sequence. Gradually increase the number of instructions and find ways to complicate it e.g. specify colours
- Use a road map to follow spoken instructions. Follow the route with a pencil as directions are presented aloud. Gradually increase the numbers of directions presented at one time.
- Ask your child to give directions aloud for familiar routes e.g. to school, the park etc.
- Provide noise makers (bells, drums, cymbals etc) and a corresponding picture for each. Ask your child to close their eyes, provide a series



of noises, gradually increasing length dependant on proficiency. Ask your child to place the corresponding picture of the noisemaker they have heard, laying them out left to right.

- Simple "I went to market and bought ..." type of games
- When learning to spell unknown words use the "look, say, cover, say, check, say" method. (see section 3 spelling)
- Use mnemonics as a mental exercise as well as for memorizing unknown spellings. Visual mnemonic example: 'eye' looks like two eyes and a nose. Sentence/phrase mnemonic example: Two White Otters for 'two'. These could be supported by small drawings to make the mnemonic more memorable.
- Teach your child, and insist on, a strategy of saying aloud; words, phrases and sentences, before writing them down.

General points

- a. Develop listening skills at every opportunity
- b. Encourage your child to carry out spoke instructions
- c. Aim towards multi-tasking but always insist on correct sequence of events
e.g. go first to the office, get the book about lions and take it to the kitchen
- d. Ask your child to pass on real spoken messages
- e. Make your child repeat the instructions before attempting to carry out a task (the last thing they should hear should be their own voice)
- f. Check that instructions are understood
- g. Keep instructions clear, concise and to the point
- h. Practice makes learning permanent!



SECTION 5

Visual Memory

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Difficulties with Visual Memory

Children with Dyslexia may often have problems with remembering what they have been shown.

They need to be shown ways to help their visual memory and to support this weakness by using their auditory (listening) memory.

Visual Memory Difficulties

Many types of activities may help your child to develop a better visual memory.

Activities may help with:

- Concentration
- Attention to detail
- Ordering
- Accuracy
- Reading and spelling
- Handwriting
- Faster recall

Looking activities to improve visual memory skills

- Dominoes
- Find the missing part - create simple pictures of everyday things with parts of the pictures missing (e.g. doll with one arm, table with only three legs) and ask the child to identify what is missing. To do this the child has to recall visual images of the relevant objects.
- Kim's game - an array of familiar objects on a tray. The child scans this for a few seconds (or whatever period of time is appropriate), cover the tray and ask the child to name all the objects they saw from memory.
- What's wrong here - uses pictures of everyday things with parts of the pictures wrong (e.g. house with the door halfway up the wall; person with feet pointing backwards) and ask the child to identify what is wrong. To do this the child has to recall the visual images of the relevant objects.

- What's missing - provide a tray of objects for the child to look at. Ask the child to close his eyes. Remove one or two objects from the tray. Ask the child to open their eyes and say which objects they think were removed
- Look together at a picture - Cover the picture and ask your child questions about it. E.g. "How many children were in the picture?" "How many people were wearing hats?" "Was it winter or summer?"
- Odd man out - Draw several related pictures and include a 'stranger' e.g. apple, pear, book plum. Ask the child to point the 'odd man out'.

SECTION 6

Handwriting

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Helping with handwriting

Children with Dyslexia sometimes have problems with handwriting. When learning to read, children first have to link the shape of the word on the page with the sound it makes. Then, when it comes to writing, they have to recreate that shape back onto paper. For children with dyslexia, decoding these patterns and making these links can often be very difficult. As a result, they frequently fail to develop the automatic flow of writing which will help them to express themselves clearly and easily in writing.

Practising continuous cursive handwriting

If you wish to practise handwriting with your child, it is advisable to follow the scheme use by your child at school. This will show you exactly how to form the letters and how best to practise them.

It is also worth paying attention to a few basics, such as:

Paper - It is a good idea to use lined paper. At the earliest stages you can use double lines to show the correct size of tall letter and letters below the line. Lines should be well spaced to start with e.g. 100mm apart, gradually reducing to single lines about 5mm apart.

Posture - Make sure that the chair and desk are the correct height. You child's back should be straight and feet resting on the floor. A right handed child should have their book slanted to the left. For a left handed child the book should be slanted to the right.

Implements - It is best to use a standard HB pencil, well sharpened. With the youngest ages, you might use a chunky triangular pencil to aid the grip. As children get older and more confident, they can move on to a fountain pen or a special handwriting pen. You should avoid using ballpoint pens for handwriting exercises.

Touch typing - Some pupils with dyslexia may find that handwriting involves a great deal of concentration and effort. Handwriting can inhibit their ability to structure and write a piece of work. Teaching touch typing skills and allowing pupils to use a computer for written work can allow more concentration to be focussed on the content of the piece.

Good sitting = Good writing



Verbalising Letter Formation

These instructions about how to form the letter are called 'Patter'. Your child's school might have their own 'patter', in which case you are advised to use it. Otherwise you could use this patter below.

Please refer to page 8 for additional guidance.

a - All the way round, up and down

b - All the way down to the line, up and around

c - Round we go

d - All the way around, up and down

e - Along and around on the line

f - Over and down, pencil off, then cross

g - All the way around, up, down with a curve

h - Down, up and over

i - Down with a little curve, pencil off, do the dot

j - All the way down with a curve, pencil off, for the dot

k - Down, pencil off, in and out

l - Straight down with a little curve

m - Down, up, over and over

n - Down, up and over

O - All the way around

p - All the way down, up and around

q - All the way around, down with a flick

r - Down, up and a little over

s - round and round again

t - Down with a curve, pencil off, then cross

u - Down, under and up, down again

v - Across and up

w - Down, up, down, up

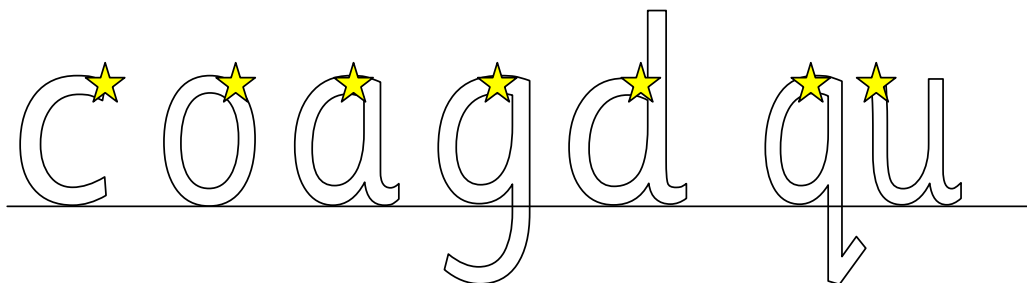
x - Across and across

y - Down, under and up, down with a curve

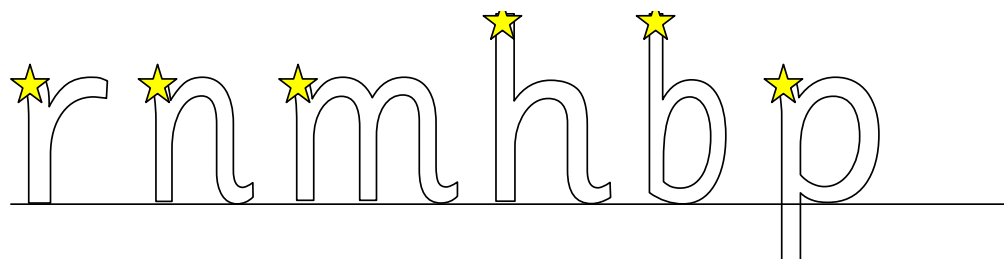
z - Along, across, along

Start at the top... Start at the star!

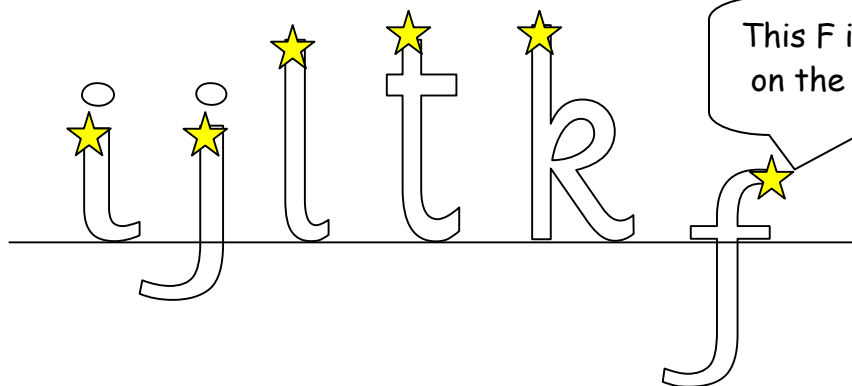
All these letters start with a
C
... **round, up and down...**



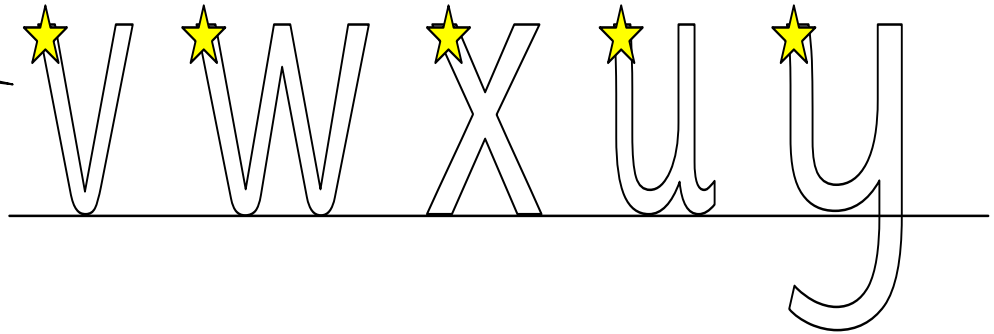
All these letters go
down, up and over!



Start at the top
Go down...



Straight down...



Start on the
star!



Sometimes Children experience problems with pencil control. Their grip might be too tight or quite weak; sometimes their pencil grip is unusual and causes pain when writing.



Ask your child's school for advice on the most comfortable pencil grip.

The following exercises might help in strengthening and/or relaxing the muscles in the hand and fingers:

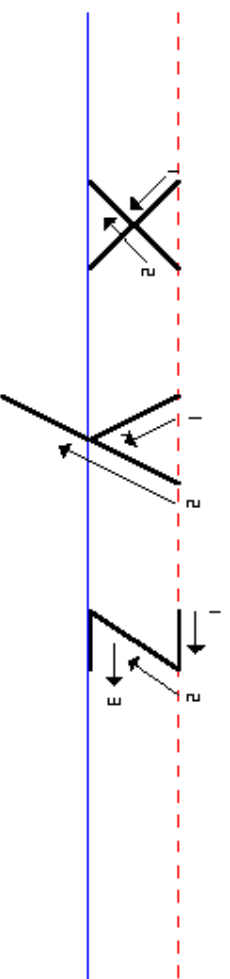
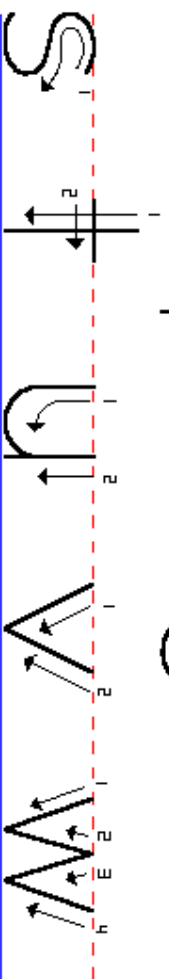
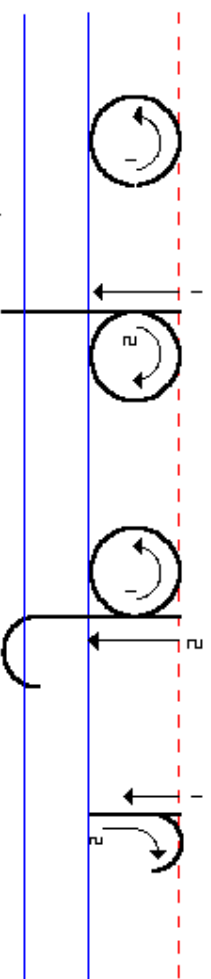
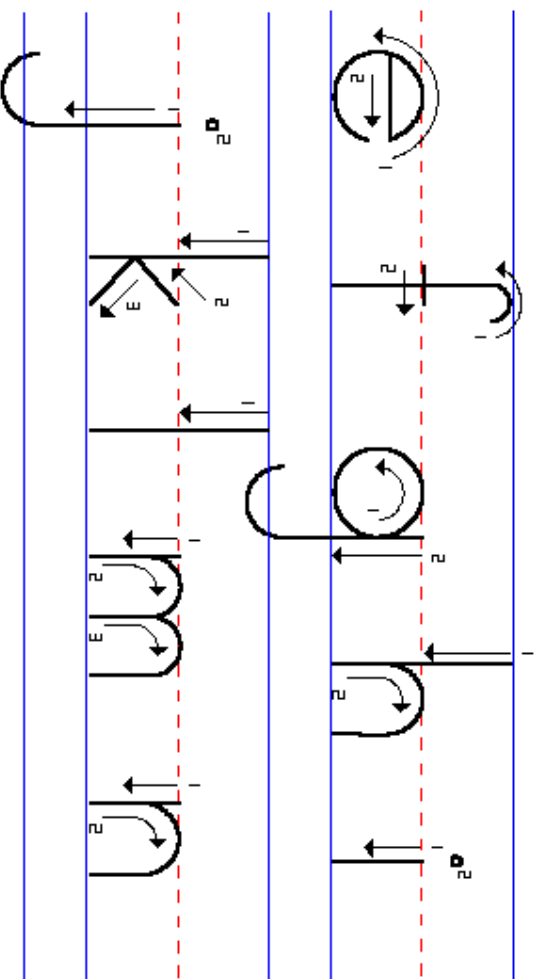
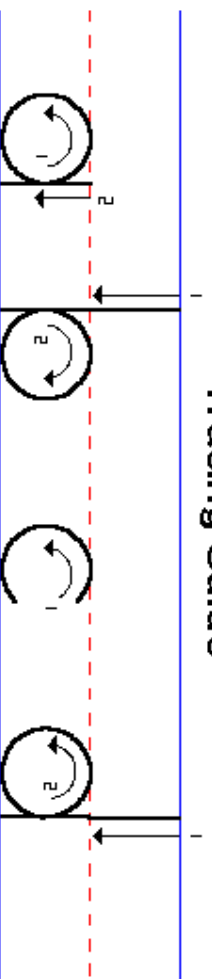
- Wiggle fingers in the air
- Hands flat on table, talk about them, creases, nails etc. Name fingers and thumbs touch them.
- Shake hands
- Tap thumbs, tap all fingers
- Flex and stretch each finger in turn
- Spread fingers in and out
- Press all fingertips and thumbs together then move fingers apart and together
- Press palms together with elbows pointing out
- Thumbs touch each finger in turn, one hand then two
- Bent fingers then straighten them
- Rub hands vigorously together



Name: _____

Date: _____

Tracing Guide



c o a g d qu

r n m h b p

i j l t k f

v w x u y

e s z

SECTION 7

Visual Perception

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Visual perception

Visual perception is how we perceive things visually.

It does not mean eye sight problem, but rather, how an individual see things. Children with dyslexia may often have a difficulty, for example; with seeing the difference between b/d, n/u, p/q, w/m, was/saw, on/no

NB It is important to note that some children who seem to have trouble with visual perception may in fact have problems with their vision. You may want to have your child's eyesight tested by an optician, if it has not been done recently.

If undiagnosed, even mid eyesight problems, could affect your child's future progress in school.

After all... if you can't see letter clearly, how can you possibly read words?

Ideas for visual perception activities

1. Tracking

Activities to promote visual discrimination.

Do - it - yourself

- Using a familiar book, ask the child to *point* to specific words/letters as they track down a page, ensuring they are moving from *left* to *right*. Start each session by pointing to the first and last word on each line as fast as they can.
- Use a "word search" format for target words/letters but only write in a horizontal direction from *left* to *right*. See page 7.
- Photocopy a page from a book or use a page from a magazine and using a pencil, *loop* each targeted word or letter ensuring your child does not lift their pencil, except at the end of each line. See page 6.
- Limit the activity to no more than five to ten minutes

Examples for the above are included

Resources (useful for homework)

Let's Look - visual discrimination activities - LDA publishers

Ann Arbor Tracking programs - Ann Arbor Publishers

2. Happy Families

The child is given a set of pictures of people with different appearance.

Using a set of cards of names with the same initial letter (e.g. Mr Bun the Baker), shuffle.

The child has to rearrange them in the correct family relationship.

3. Who is it? Guess Who?

This is a game for two teams of one or more players per team. Each team has a set of face photos

The object of the game is to identify the photo held by the other team. Each team of "detectives" takes on game board

The photos are mixed and each team picks one card, being careful not to show it to the other team.

Teams take turns to pose on question that can be answered by a "yes" or a "no" e.g. you cannot ask: "How old is that person?" However, you could ask "Is that person wearing a hat?" In this case you can eliminate all the photos of people wearing a hat if the person does not have a hat.

Eliminate photos by flipping their frame down from the game board.

The first team to identify the correct photo is the winner.

4. Where's Wally

Use the published "Where's Wally" books to find the character Wally in the busy pictures!

5. Snap

Use pictures and first and then introduce letters and simple words

6. Pairs

Pictures and simple words can be matched

7. Repeat pattern drawing

Use squared paper to draw continuous patterns.

8. Pattern Copying

Use squared paper to draw simple shapes for your child to copy

9. Mirror Copying

Use squared paper, draw a vertical line, and draw a shape on one side of the line for your child to mirror copy.

10. Spot the Difference

Play "spot the difference". You can find these games online or in magazines!

Visual perception

If your child needs to memorise a word:

- Use a highlighter to highlight any hidden words, e.g., come
- Colour in the word, adding any pictures/symbols to each of the letter to help with remembering
- Imagine the letters of the word in the mind. Make them unusual in some way.
- Use colours to pick out patterns in the word



What a hat!

Tracking 1 Example

Looking for "a, b, c, d and e"

o h n o d g b l v r q k m o l p q s
c f n u g l o y s t f r q g p v n u p r
s i n d l s t b n u i z e g t y a u p o

Time recorded - Min: Sec:

o h n o d g b l v r q k m o l p q s
c f n u g l o y s t f r q g p v n u p r
s i n d l s t b n u i z e g t y a u p o
s t b n u i z e g t y a d k o h c i r k
o b v u o s r f i m h c n n s w i m u
f e i a o n l w h i h i v g u r k u w
m s t k u i r e b s l k u d p g r o u w

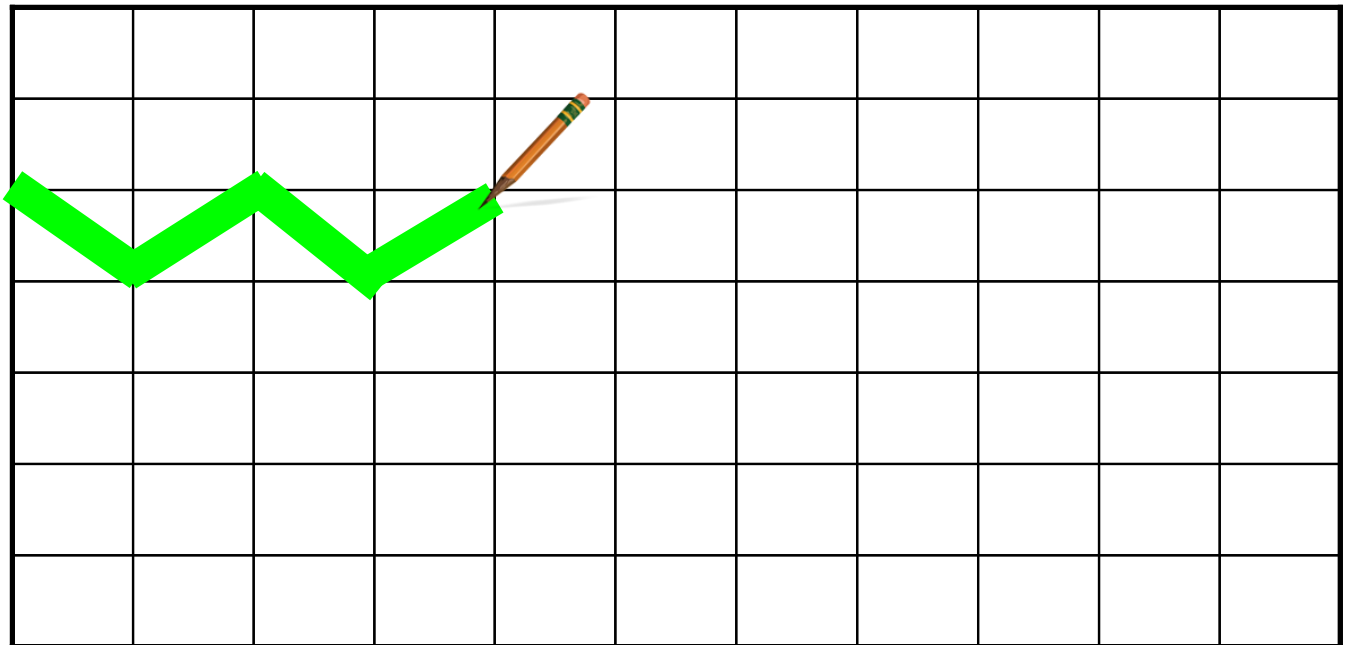
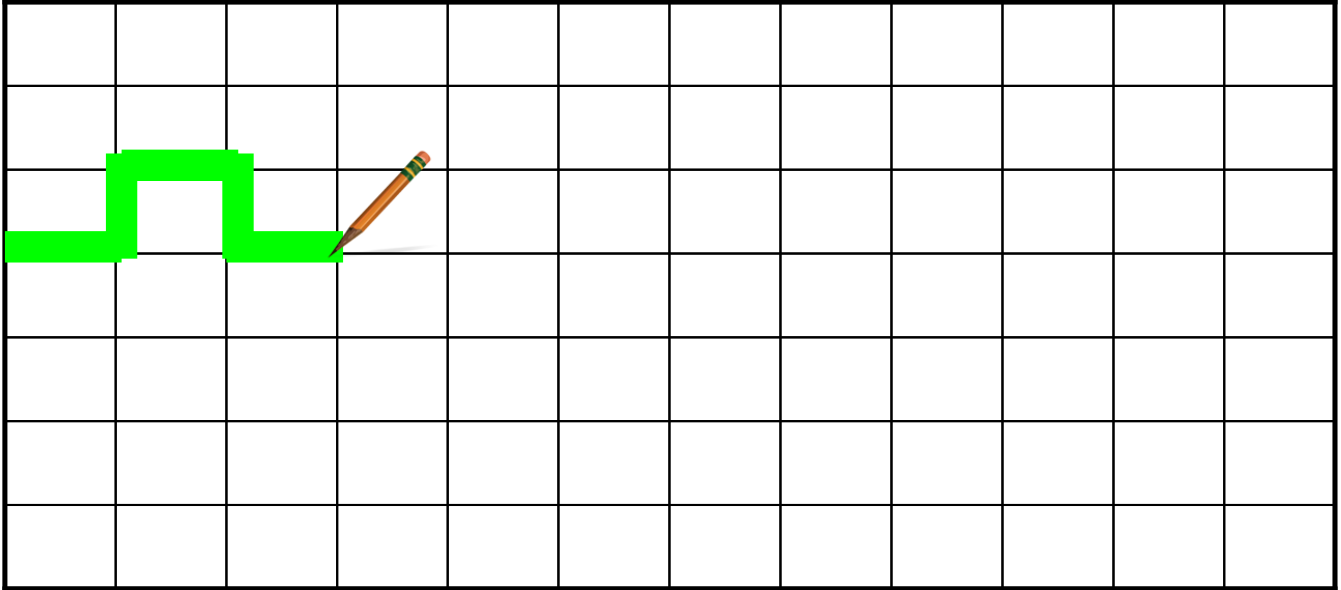
Time recorded - Min: Sec:

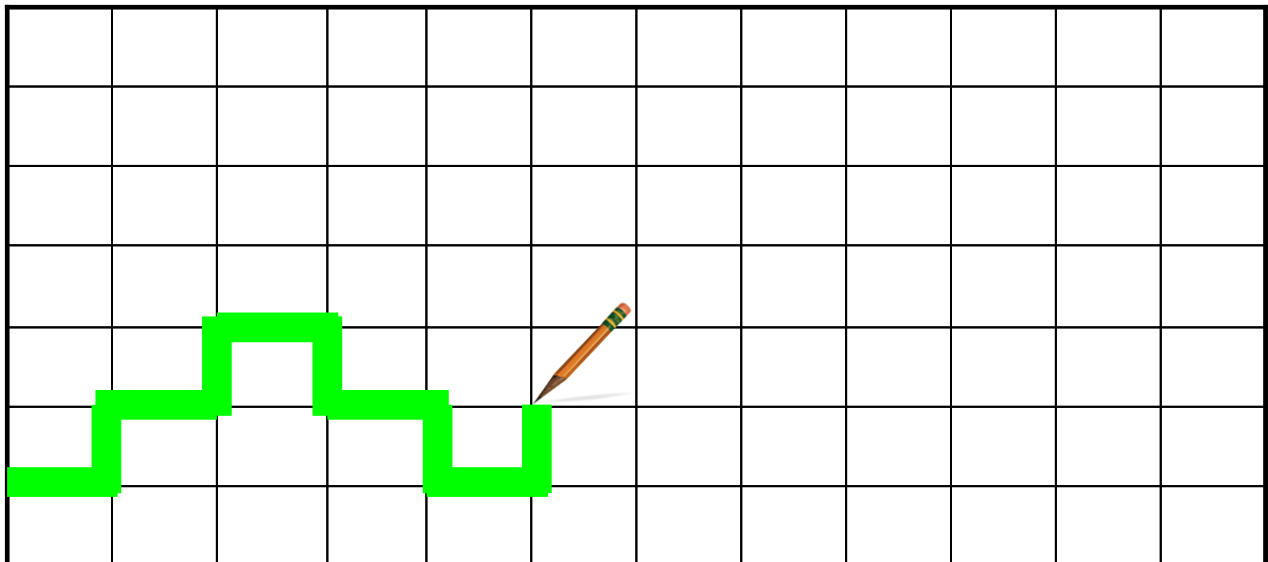
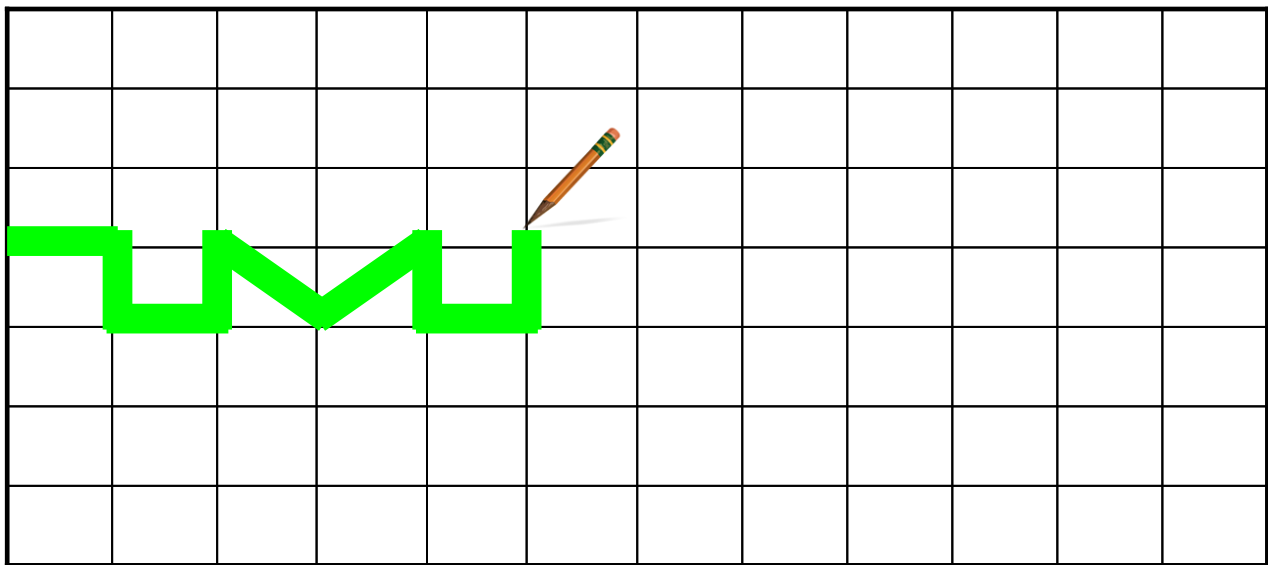
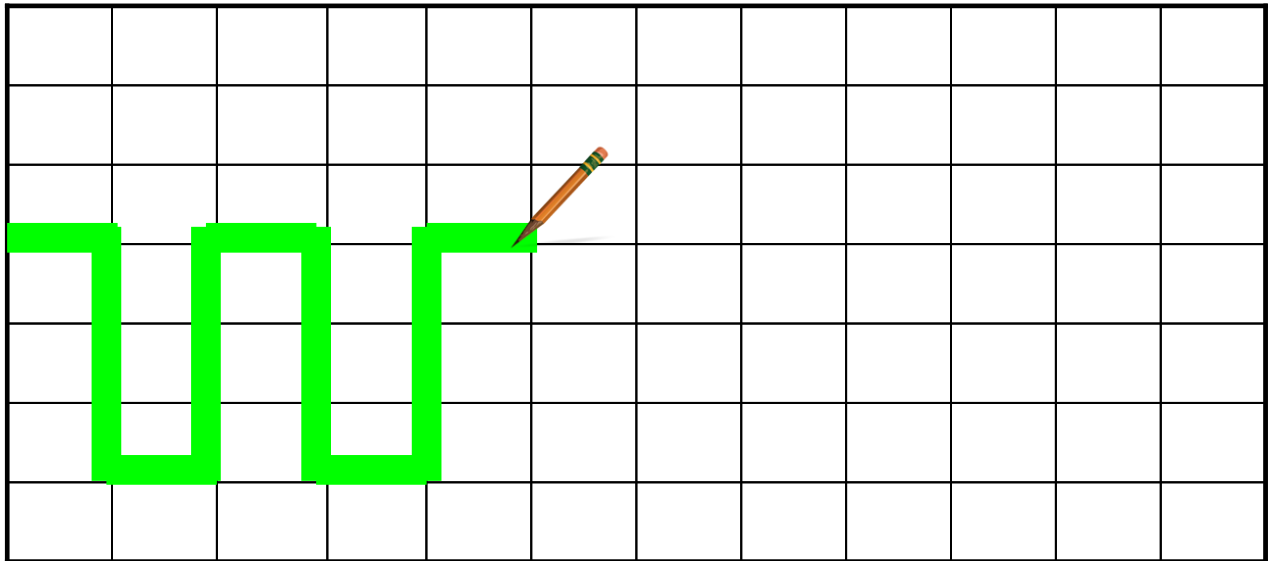
Tracking 1 Example - Wordsearch

dad
man
hat
pat
pan
sat
bag
am
Sam

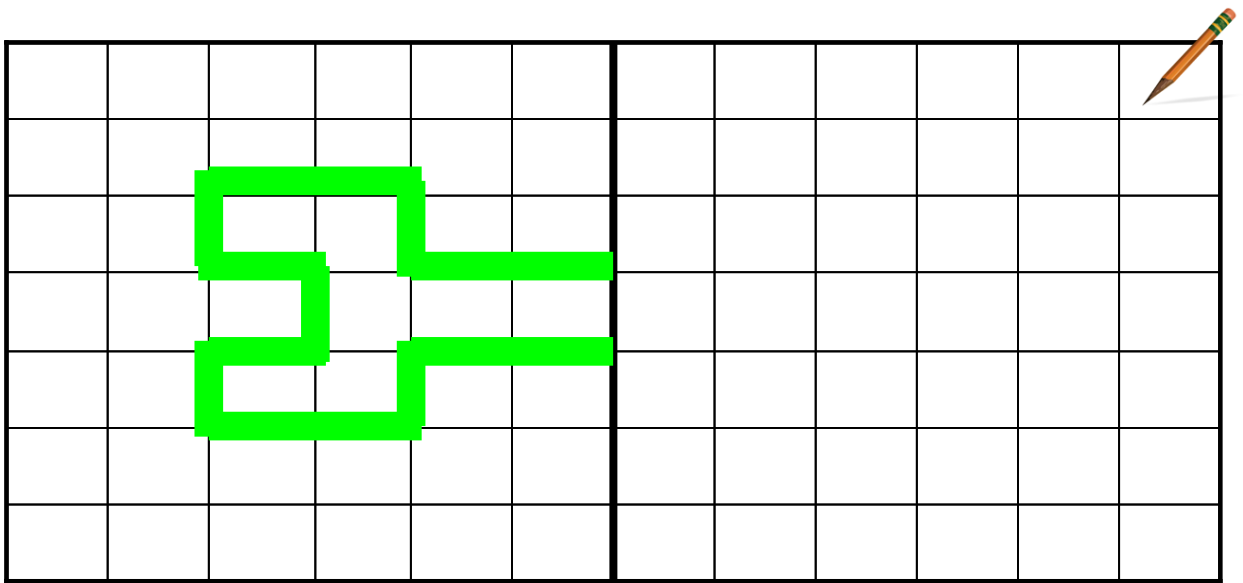
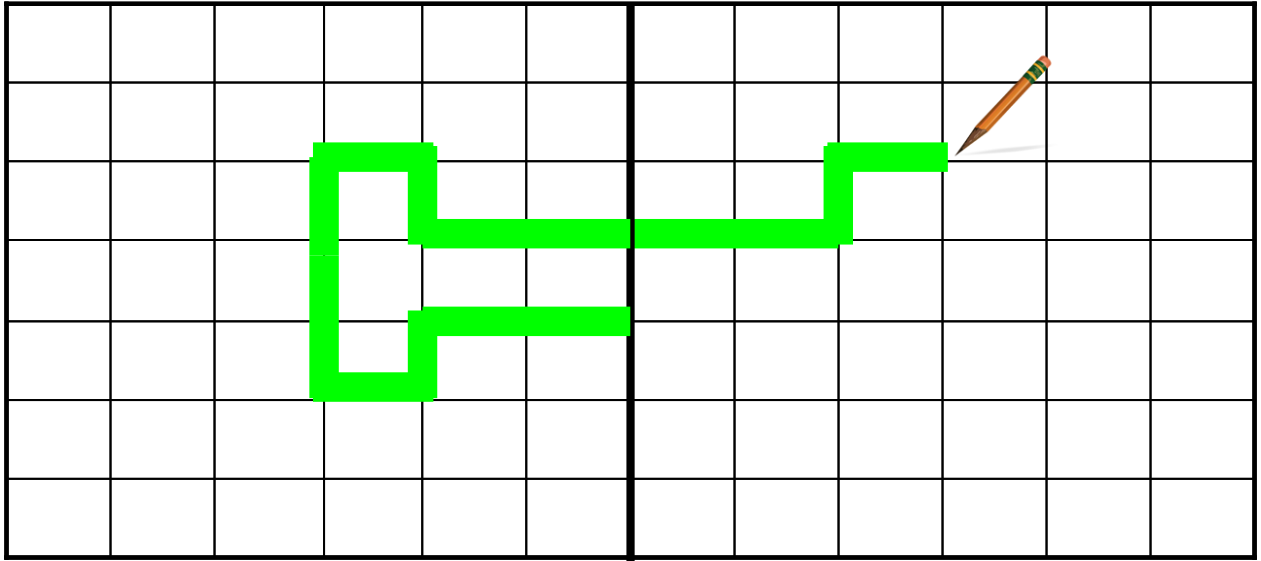
j	c	m	a	n	x	t	s	m	y	d	f	g	i	f	k
v	l	h	e	h	p	a	t	s	a	i	k	l	l	m	n
c	o	p	a	l	o	u	d	q	u	b	u	n	a	m	i
j	u	s	a	t	f	a	p	l	o	r	e	c	b	n	m
j	l	p	y	r	w	a	d	g	n	b	z	a	p	o	p
r	e	w	a	s	q	u	n	o	l	h	a	t	h	o	n
g	o	u	g	d	a	d	n	o	z	s	d	f	p	o	u
r	t	b	n	m	l	j	d	r	h	u	y	S	a	m	w
a	p	a	n	k	x	z	q	s	r	u	b	m	l	p	o
f	s	w	t	u	s	m	g	b	a	g	j	u	r	e	s

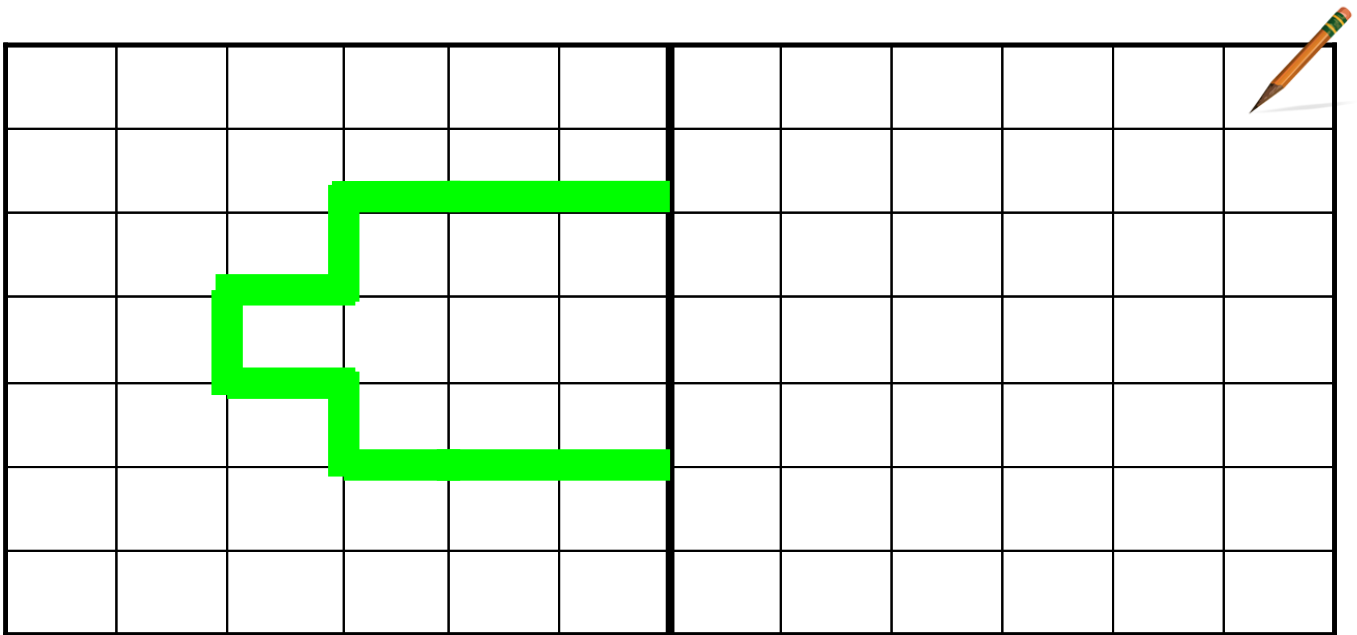
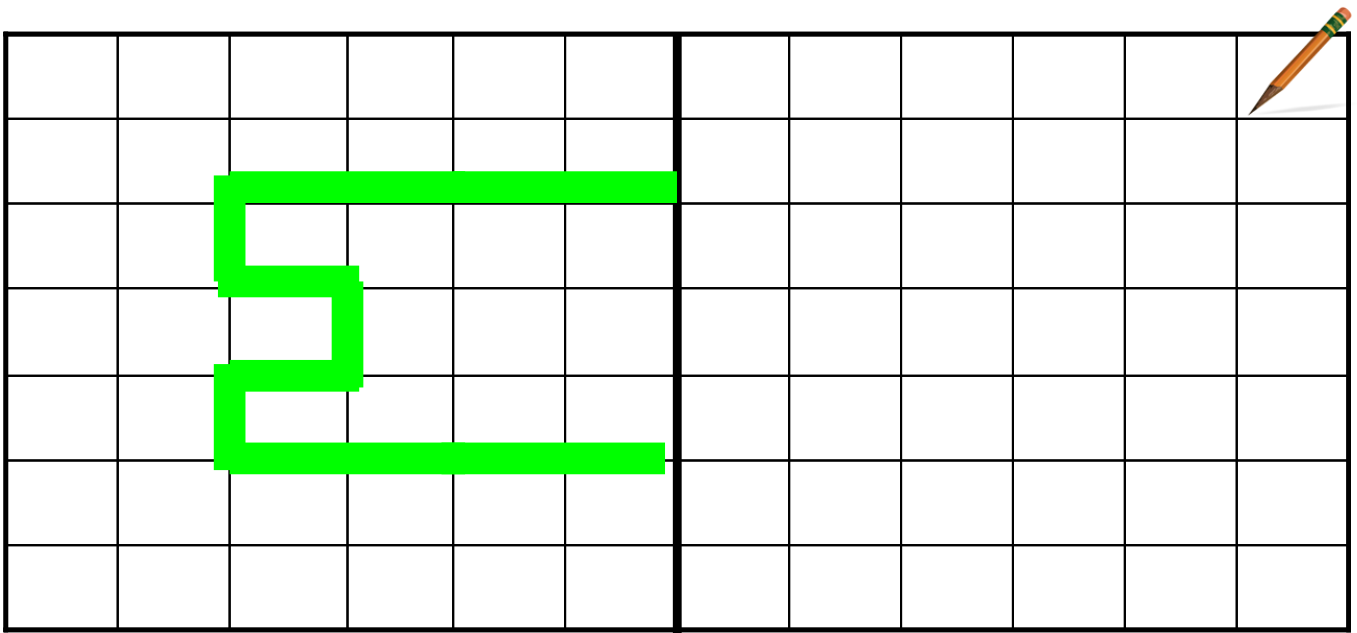
Game number 7 example



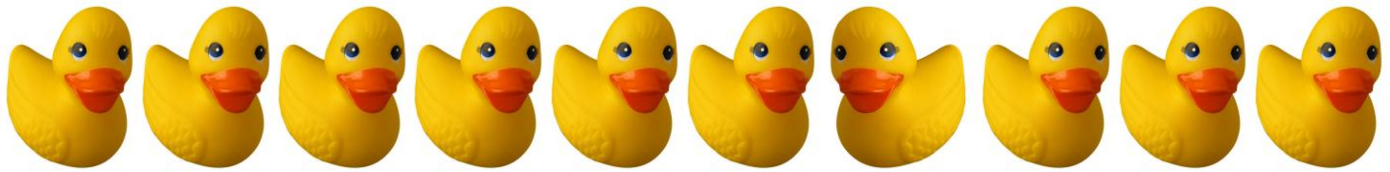
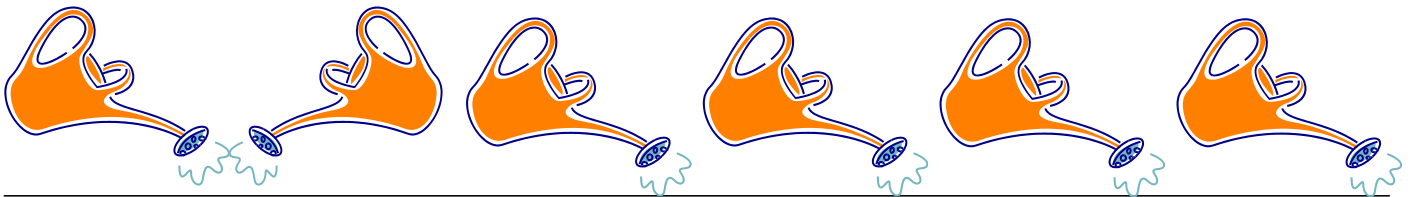


Game number 9 Example





Game number 10 Example





o h n o d g b l v r q k m o l p q s

c f n u g l o y s t f r q g p v n u p r

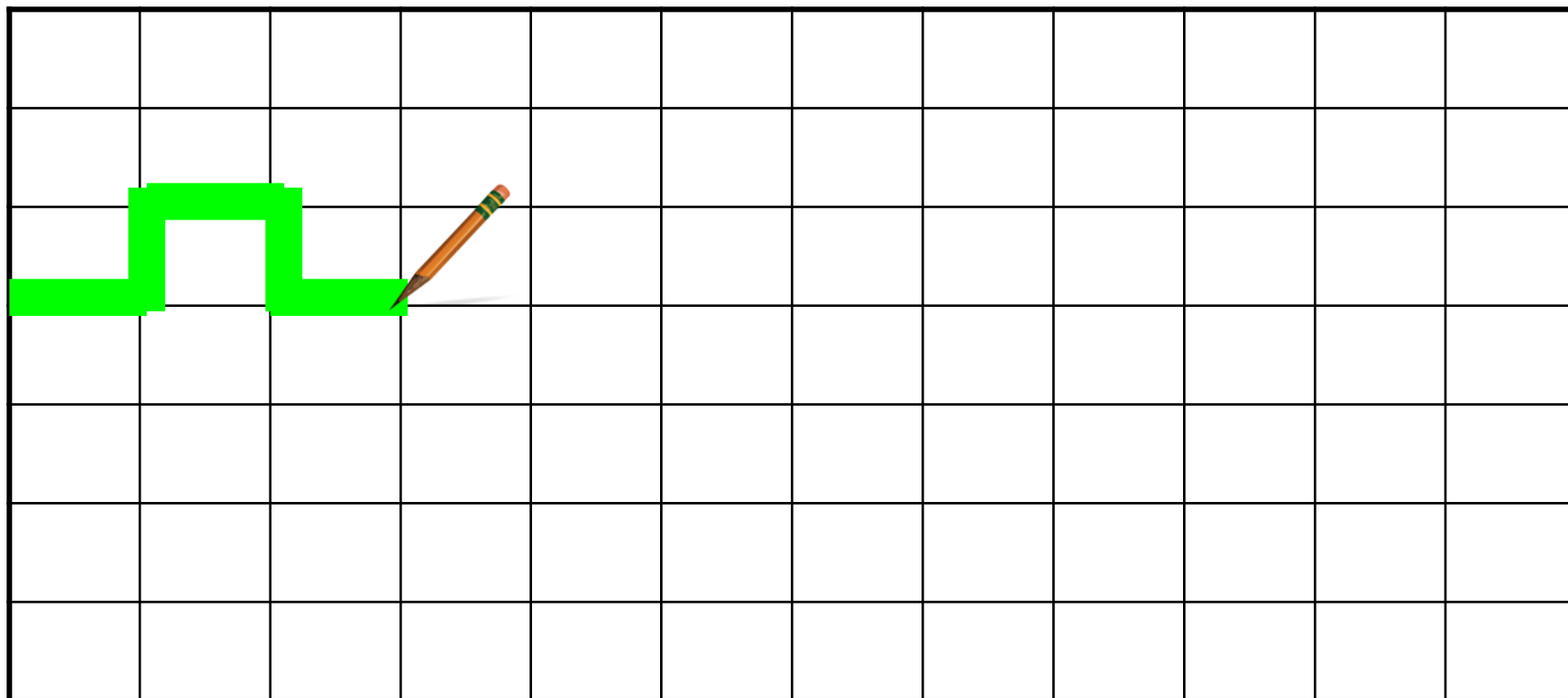
s i n d l s t b n u i z e g t y a u p o

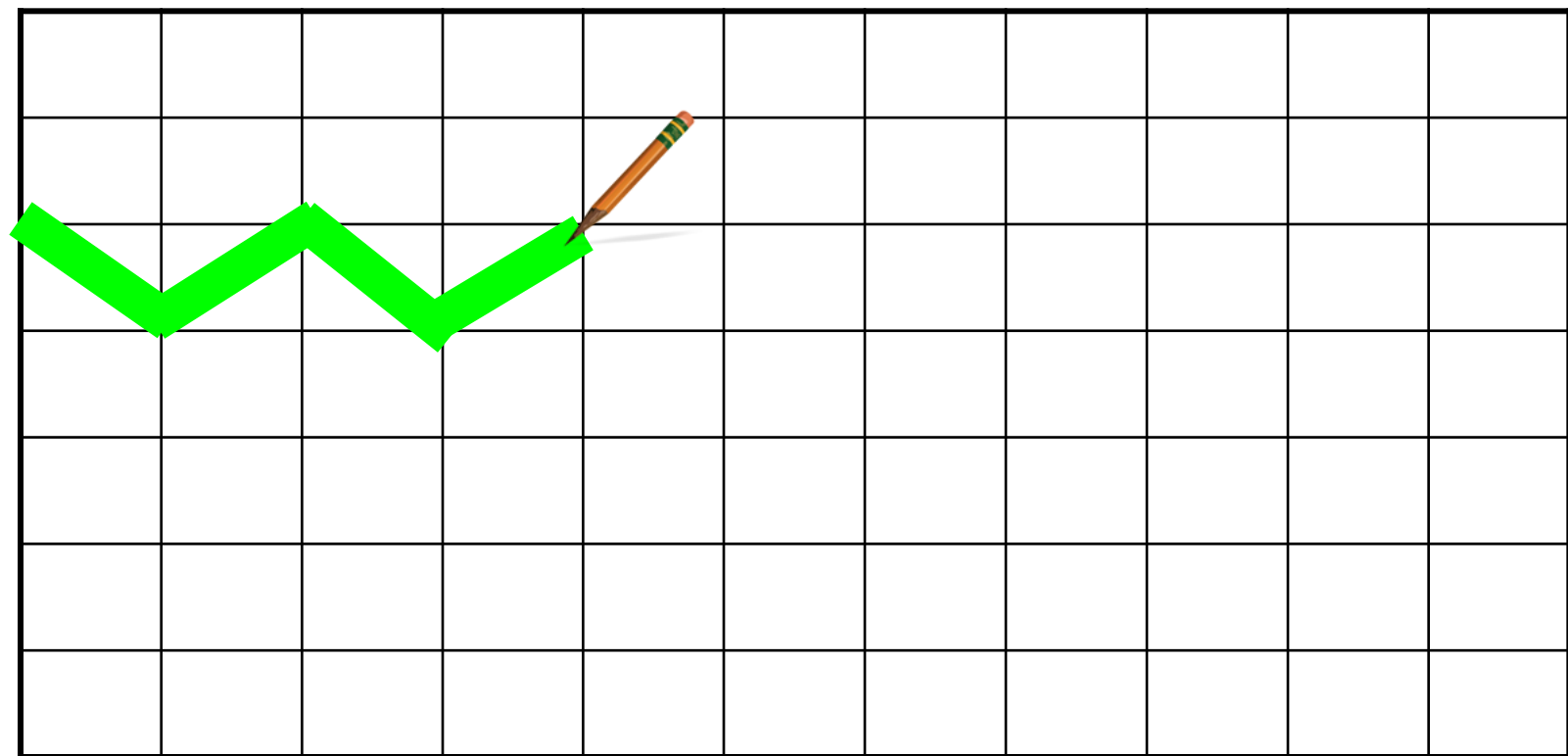
s t b n u i z e g t y a d k o h c i r k

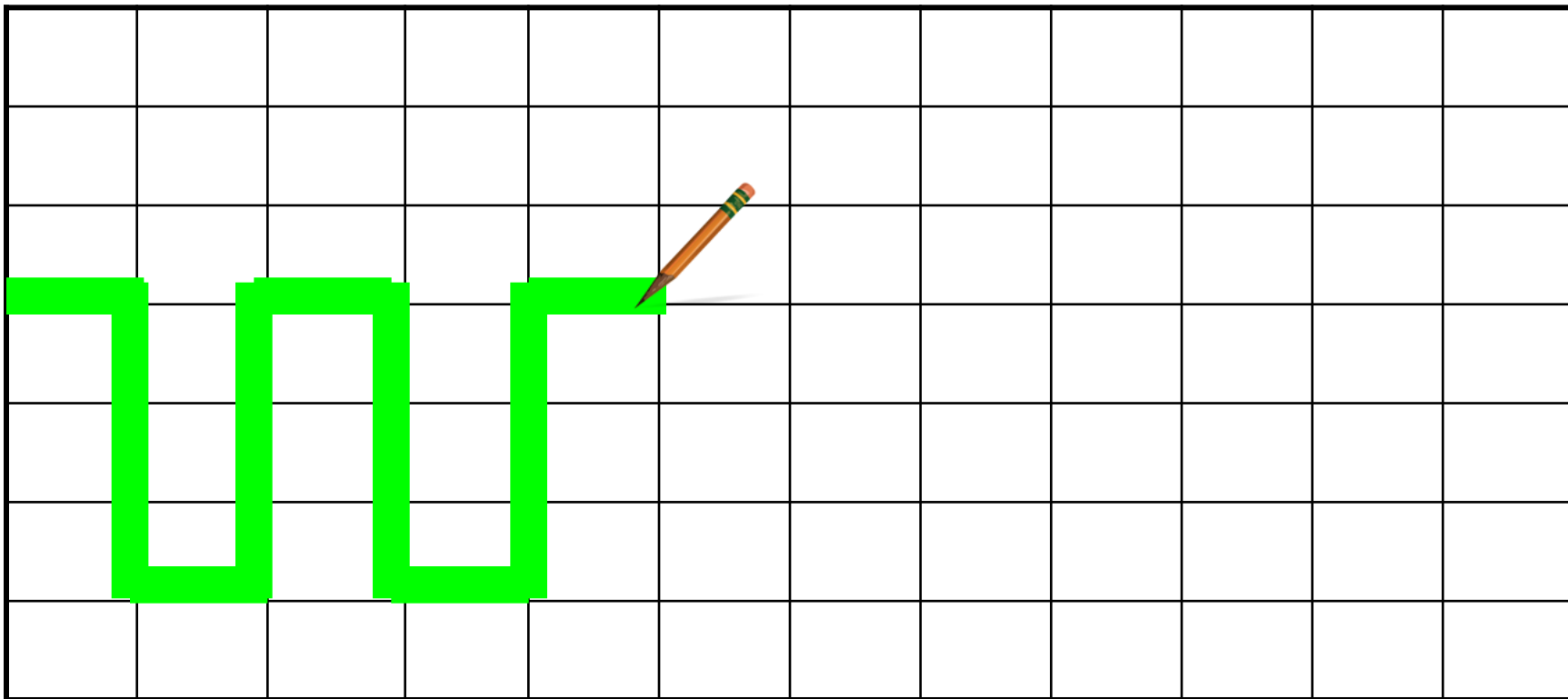
o b v u o s r f i m h c n n s w i m u

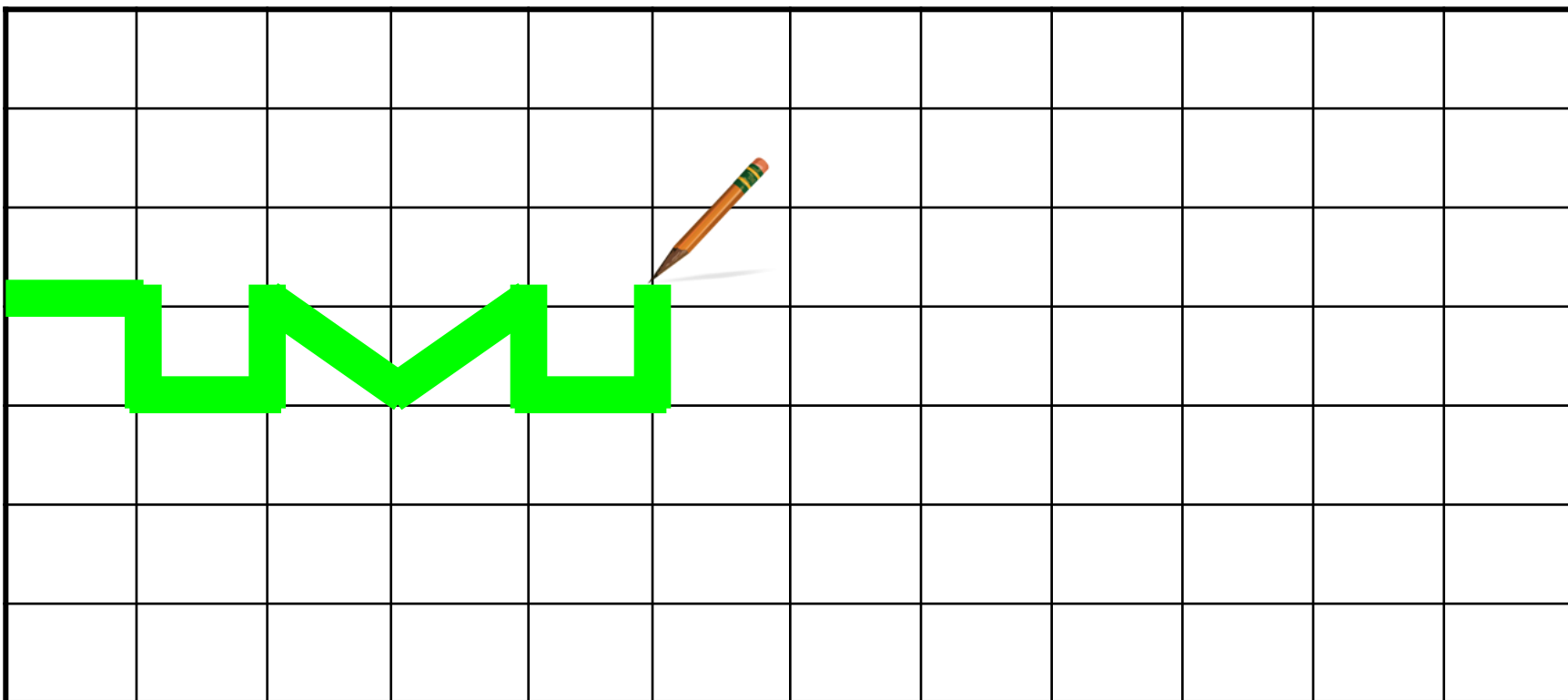
f e i a o n l w h i h i v g u r k u w

m s t k u i r e b s l k u d p g r o u w

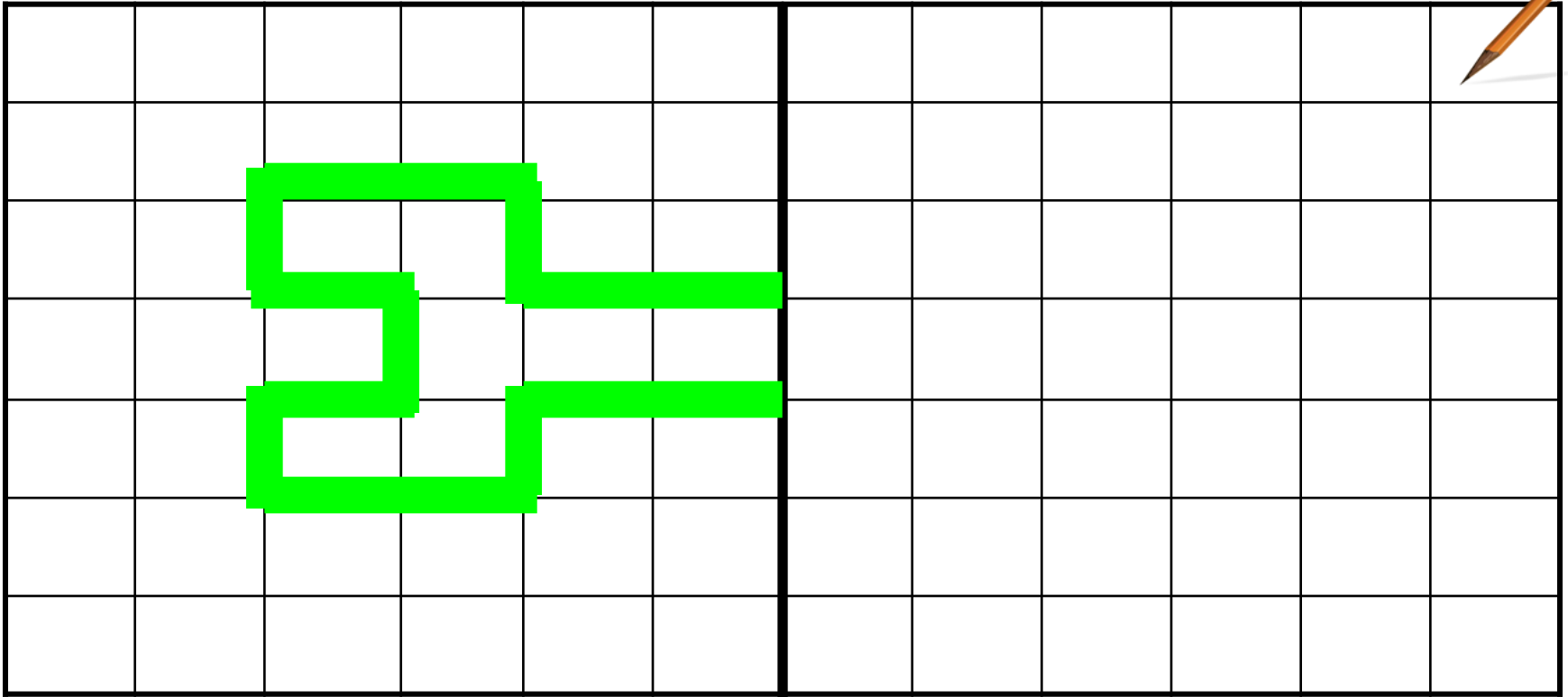


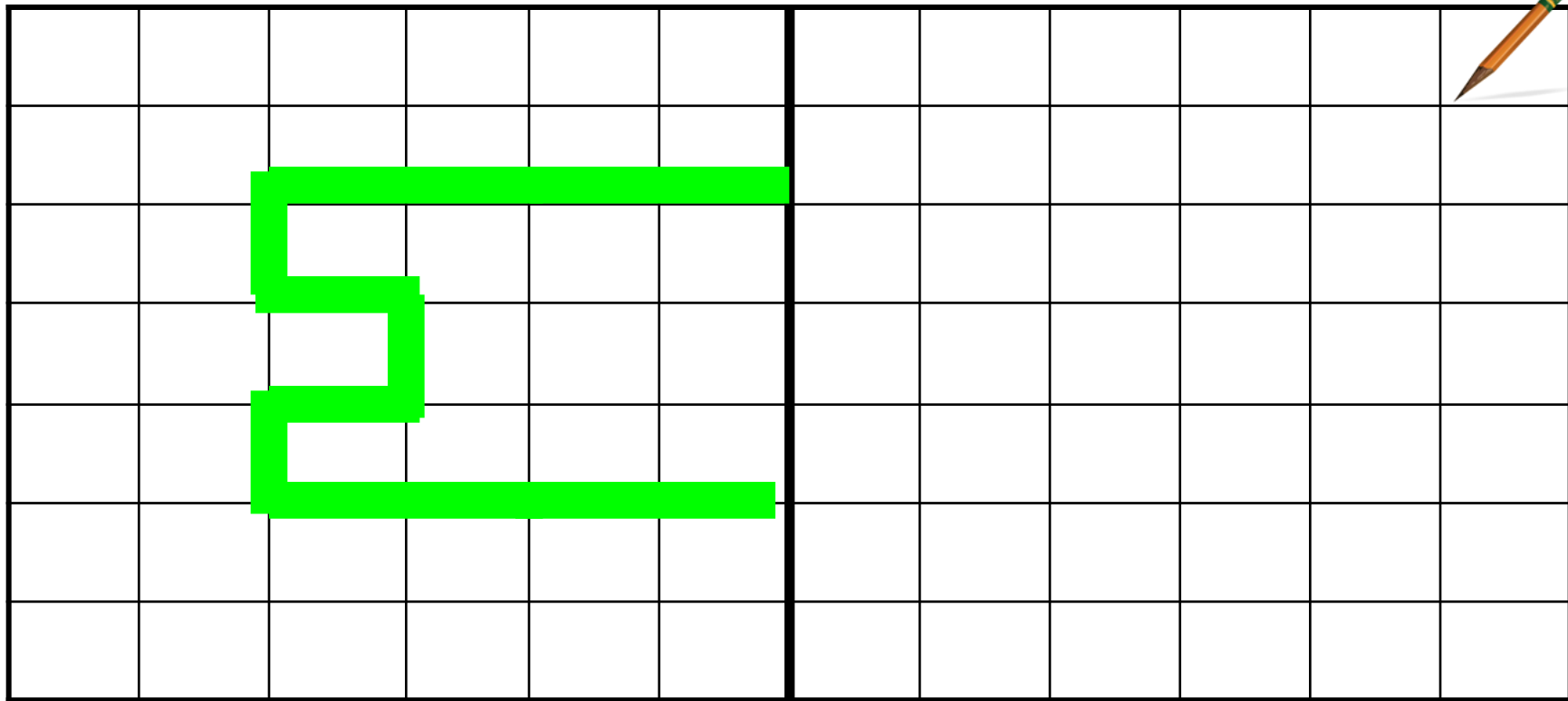


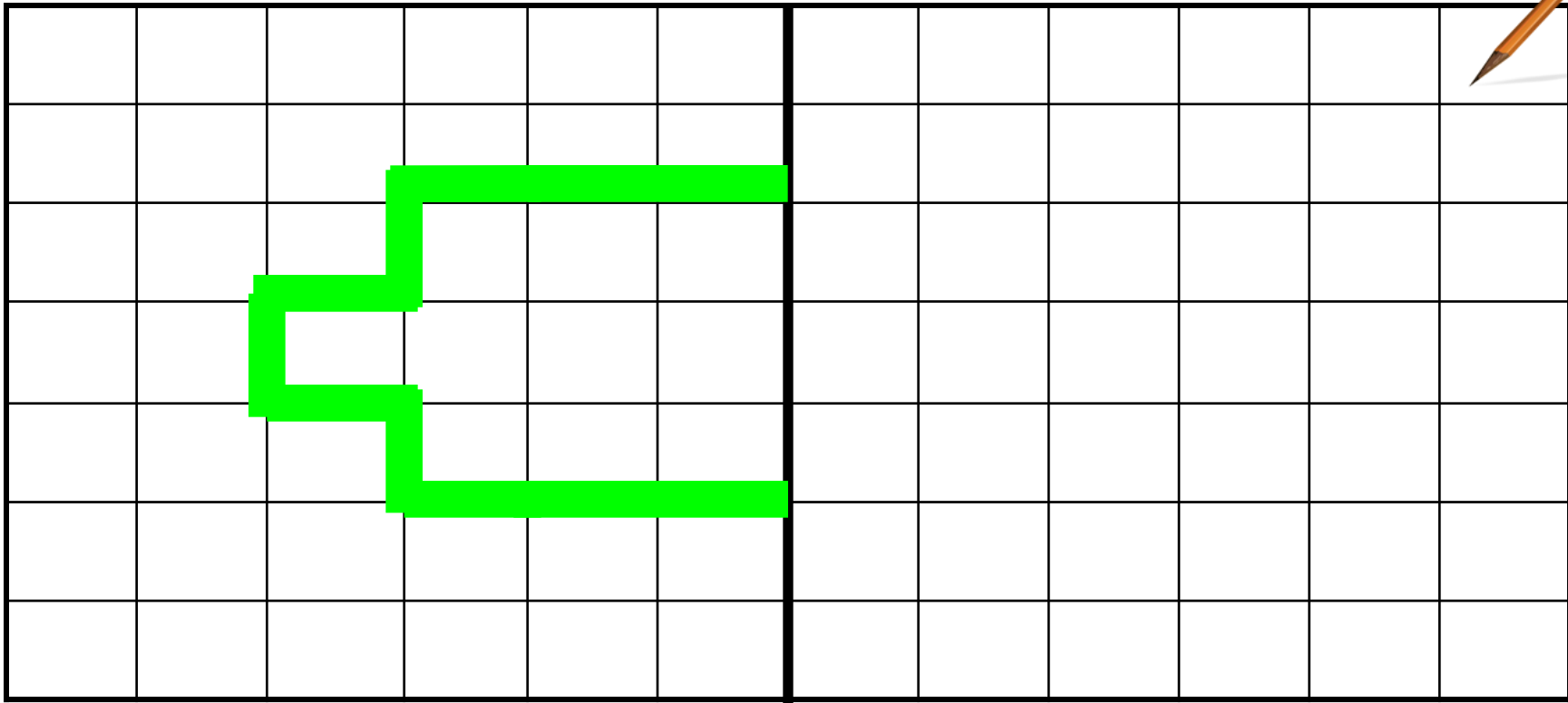


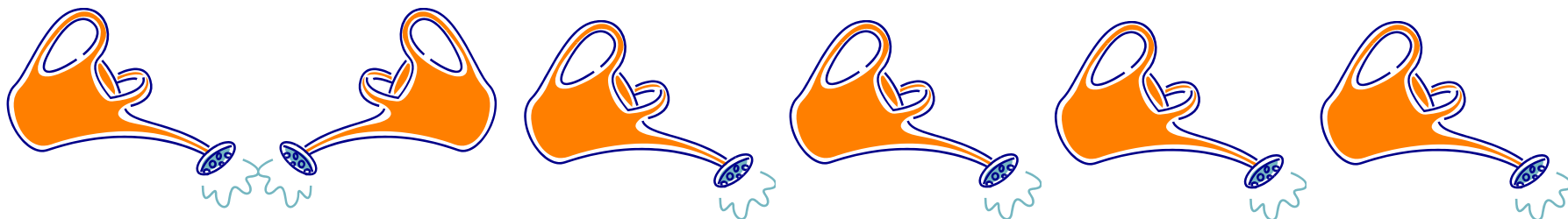












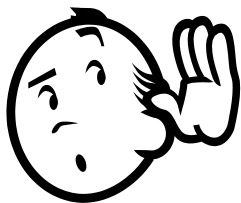




SECTION 8

Auditory Discrimination and awareness of sounds

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Auditory Discrimination and Sound Awareness

Children with Dyslexia may have difficulties with discrimination between similar and different sounds.

These may include:

- Problems identifying speech sounds
- Poor listening skills, especially when there is background noise
- Difficulty hearing the difference between similar words e.g. thin/thing
- Difficulty with rhyming activities
- Missing out sounds in words

NB It is important to note that some children who seem to have trouble in the area of auditory discrimination may have a hearing loss. If you note a persistent pattern, you may want to have your child screened by a hearing specialist. Many children have mild hearing losses that, if left undetected, can greatly affect their future progress in school. After all, if you can't hear what is being said how can you possibly understand it?

Games and Activities to develop Auditory Discrimination Skills and Sound Awareness

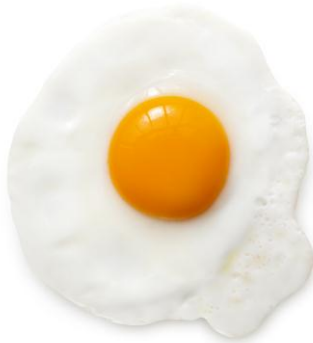
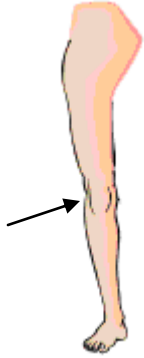
- Listen to everyday sounds. A tape could be used. Ask your child what can be heard
- "I Spy" using letter sounds not names
- "Stranger". Say a group of words, some of which start with the same sound or rhyme. The child spots the "stranger" e.g. cat, mat, mop, man.
- Say three words starting or ending with the same sound. The child then identifies the sounds. This can be repeated with three words sharing the same middle sound - e.g. bet, met, set.
- Read/share stories that rhyme
- Play rhyming games
- Play Riddles e.g. "I am thinking of word that means unhappy and it begin with 'sa'".
- Use a mirror to help the child distinguish between similar sounding words.
- Clapping game - To play this game, clap out a pattern such as "clap, clap, clap." Your child must listen to the pattern and then repeat it. You can make this game as easy or as difficult as you would like.



- Sound walk - Take your child for a sound walk! Before you leave, explain that they must be very quiet on this walk. While walking, encourage listening for different sounds, when you get home ask your child to tell you what sounds they heard.
- Same/different 1 - ask your child to listen to sets of two words and identify those that are the same and those that are different e.g bat/bat and bat/bet.
- Same/different 2 - Ask your child to listen to sets of two words and identify those that rhyme and those that don't e.g. cat/mat and bed/bud.
- Rhyming pair - Make a set of picture cards, consisting of at least 12 pairs of objects whose names rhyme. Shuffle the cards and lay them face down on a table. Players take turns to turn over two cards. If the names of the objects make a rhyming pair, they are removed from the table and the player scores one point. If the two cards do not rhyme, they are replaced face down on the table and the next player has a turn. The player with the most pairs at the end of the game is the winner.
- Rhyming Snap - Make a set of cards with pictures of 12 to 16 rhyming pairs. Shuffle the cards and deal them all out between players. Players hold their cards face down and take turns to turn over one card at a time. If the cards rhyme with any other card which is face up on the table, the first player to shout "SNAP" wins the pair. When a player has used up their cards, they are out of the game. The winner is the player who ends up with all the cards

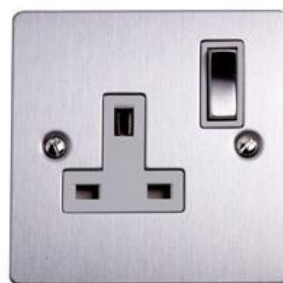
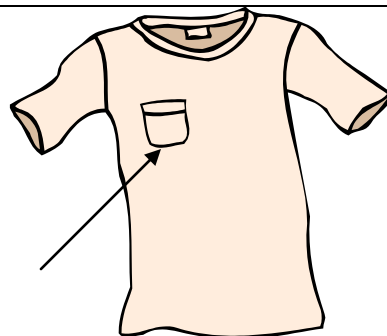
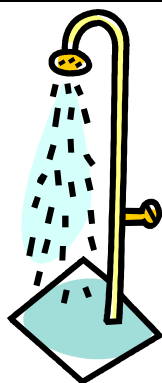
- Rhyming - Recite nursery rhymes and repeat jingles to help your child develop this skill
- Playing with names - For example: Lovely Laura, Peter picks pineapples, etc.
- I went to the market and bought - Play the game by adding items which begin with the same sound e.g. bat, ball, banana, boat.
- Feely bag or box - Collect pairs of small objects which rhyme and place them in a feely bag or box. Players take turns to take an object out of the bag or box. When all the objects have been removed, the player with the most rhyming pairs is the winner. Suggested objects include; shell-bell, car-star, ring -string, brick - stick, cat - hat.
- Odd one Out - Collect a series of small objects and present them to your child in sets of three - a rhyming pair and another. Ask your child to select the odd one out.
- Poetry - Find the rhyming words in songs and jingles
- "I spy" with rhyming clues - The first player says for example, "I spy something you can wear which rhymes with shoot. The player guesses the word - boot - and has the next turn
- Rhyming Sentences - Ask the players to complete the last word of a rhyming couplet. For example: "I saw a frog it sat on a" "It began to rain so I went by....."

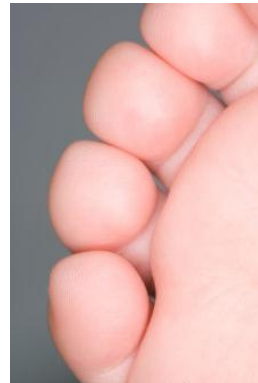
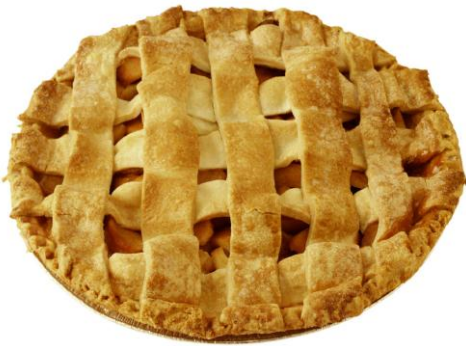
Pictures for rhyming pairs and snap!

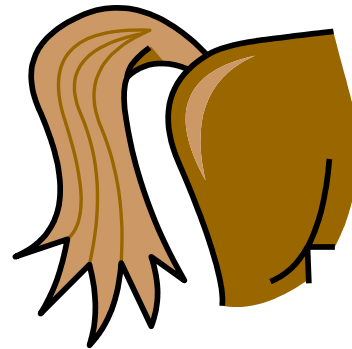
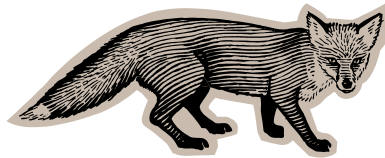












knee	bee	tree
cake	snake	rake
egg	peg	
dog	frog	log
hand	sand	band
bear	pear	chair
knight	kite	light
nail	mail	snail
eye	pie	tie
nose	toes	rose
box	socks	fox
handle	candle	sandal
tower	flower	shower
pocket	rocket	socket
holly	dolly	lolly

Additional Resources

Listening for Environmental Sounds

- The Find Sounds search engine (www.findsounds.com/types.html) locates online sounds made by birds, animals, natural events, household items, musical instruments, holiday events, people, tools, vehicles and more
- Bananas in Pyjamas (www.abc.net.au/children/bananas/games/animal_sounds/default.htm) offers a timed animal sound matching/concentration activity with easy, hard, or very hard examples.
- Who Am I? (www.kidsplanet.org/games/js/whoami.html) asks users to guess sounds made by 20 animals heard at night
- On the Fisher Price Animal Sounds Game (www.fisher-price.com/us/littlepeople/clubhouse/games.asp?section=animalsounds&gameID=LP_AnimalSounds) users click on the sound of the animal they hear
- Users identify sounds and sort musical instrument sounds at Crickweb (www.crickweb.co.uk/assets/resources/flash.php?&file=sound1f)
- "Which one makes the sound you hear" has eight animal and musical instrument sounds (www.scholastic.com/earlylearner/parentandchild/music/musicmatch.htm)
- Sound-Object Association: Learning to Listen to Sounds (www.listen-up.org/download/listen.pdf) is a learning module for the beginning listener from Listen-Up

- Brain Teasers (www.brainconnection.com/teasers) offers several activities for discriminating non-speech sounds such as Acorn Drop and Frog Jump.
- Find two games at Schoolsnet (www.schoolsnet.com/uk-schools/schoolHome.jsp)
 - In the Sounds Game, children guess what sounds they can hear (on the home page, click on "more primary lessons" then "music" then open Unit1: Ongoing Skills" and finally, at the bottom of the page under "other classroom resources," "PDF: The Sounds Game."
 - Also open Music Unit 2 to find the Lotto Board worksheets and PDF: Lotto Game Sounds. Children listen to a sound and then are shown what it is making the noise.

Listening for Speech

- Brain Teases (www.brainconnection.com/teasers) has several activities such as Sound Dominoes and Memory, that feature discriminating speech sounds
- Alien Scavenger Hunt (www.earobics.com/gamegoo/games/alien/ashlo.html) ask players to choose the sounds they hear in the word presented
- Memory (<http://www.positscience.com/games-teasers/brain-games-kids>) is a concentration game of sounds and words
- Fuzzy Lion Ears (<http://pbskids.org/lions/games/ears.html>) is a game of listening for beginning sounds in words
- Practice listening for beginning word sounds at [Lanolin's Greenhouse](http://www.professorgarfield.org/Phonemics/greenhouse/greenhouse.html) (www.professorgarfield.org/Phonemics/greenhouse/greenhouse.html) and for ending sounds at [Pumpkin Patch](http://www.pumpkinpatch.com)

(www.professorgarfield.org/Phonemics/pumpkin_patch/pumpkin_patch.html)

➤ What Do You Hear

(http://www2.cambridge.org/interchange/arcade/sortbytype.do?level=0&type=Cup_word_up) has 16 units for discrimination practice of vocabulary and grammar

➤ Sound Discrimination Activities

(www.brainconnection.com/teasers/?main=home#sound) offers nine activities developed to distinguish subtle differences in sound.

➤ Language Guide (www.languageguide.org/english/) offers practice in hearing many common vocabulary words through pictures and accompanying audio

SECTION 9

Speech & Language

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



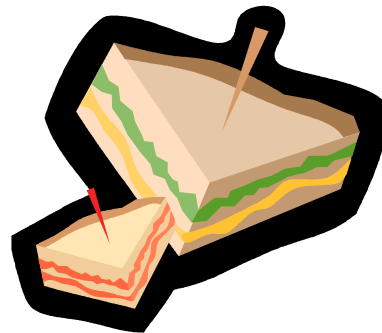
The problems your child may have include:

- difficulty producing speech and language, especially in complicated words and sentences
- difficulty understanding spoken language, especially if the speech is fast and the language is complicated
- difficulty coping with multi-tasking. For example writing whilst following spoken instructions, or counting whilst remembering a number
- difficulty remembering spoken information, especially where the order is important. For example a list of instructions, a set of numbers; problems with listening, taking turns and sharing conversations.

Speech and Language

General activities to help your child

- Concept words - work on one word at a time. Allow your child to experience these ideas involving their senses. This will create a multi-sensory approach. For example, when exploring the idea of 'half', ask the child to cut their sandwich in half or possibly to fill their glass up half way.



- Name a picture and say which category it belongs to, for example a cat. This falls into the category of pets or small animals; the child has to come up with as many pets/animals as they can in 10 seconds.
- To describe relative positions place a small number of objects on a table. Then for example move the toy behind the bed and the cup under the table. The child has to describe where they are. This can be played as a game with two matching sets of objects with a screen between the two sets. The child has to arrange their objects and describe to their partner where they are. The partner then arranges their objects according to the instructions.

Compare each arrangement to see how effective the instructions have been.

- Word of the week: agree a word for the week and try to use the word in conversation, have it on a card and encourage its use. Play 'spot the word' in books, magazines and outside signs to find the target word.
- Odd one out: say or write short list of words and ask the child to detect the odd one out and say why e.g. cat, dog, ant.
- Word knowledge (noun): discuss the different items of clothing you might wear on a sunny day/ winter's day/ rainy day. Collect pictures to illustrate and name the items explaining what each is used for.
- Doing word knowledge (verb): have a selection of simple action cards (LDA). For example a picture of a girl drinking from a cup. Think of as many words as you can that mean the same as drink: sip, gulp, swig, swallow. This can be extended by putting the basic pictures on cards, taking turns to turn over the cards and name the action and again a point for every other word you can remember which has a similar meaning.
- Describing words (adjectives): look at a picture of the seaside, the farmyard, the market or the supermarket. Discuss what you see, what you hear, what you smell and what you feel e.g. a large house, a red coat, a fierce dog.
- Describing adverb: you start with a simple sentence, 'I eat my dinner slowly', the child has to repeat the first sentence and change the adverb: I eat my dinner quickly.

The game continues until many options have been explored.

- Child to clap the syllables/beats of their own names including emphasising any stressed syllables e.g. John-a-thon, Ka-ty. Progress on to words which they tend to mispronounce, and later to words that they tend to misspell, such as re-mem-ber.



- Ask your child to complete sentences:

Jack and Jill went up the...? hill!

- Play the memory game:

Player 1: Tom had a birthday and he got a laptop



Player 2: Tom had a birthday and he got a laptop and a football



- Play silly sentences. Your child has to repeat the sentence then tell you what is wrong and give a suitable word in its place:

The shop sailed out to sea
I like baked beams

- Give your child three or four words and ask them to make a sentence about them. Demonstrate it first.



- Work on categories and classification. For example:

furniture: table -chair-sofa

flowers: daffodils-tulips-roses

- Teach your child to give instructions. Choose one of their favourite possessions, for example a computer, and ask "How do you use it?" You may like to pretend you are an

alien; ask your child to guide you in simple tasks, such as making their breakfast.

- Play "Guess Who" with your child. Ask your child to describe a member of their class or family for you to guess who they are describing.

GAMES

These games can be adapted to aid vocabulary development

20 questions:

Hold a picture of an object (hidden) and child has to work out what it is by asking questions, which may only be answered 'yes' or 'no'.

Is it a
person?

Is it
round?

Is it red?

Is it hard?



Guess What:

Think of an object and gives clues and your child has to supply the appropriate name.

It can be hard

Sometimes it is heavy but sometimes it is light

It is always rectangular

It is made of paper



Grab:

place a set of words on the table. Give the definition or meaning of a word. Your child races to grab the card. If a wrong card is grabbed, a card already won has to be given back. This can deter impulsiveness .

Charades:

keep them fairly short and simple.

Opposite Snap:

play snap by putting words on cards:

'last', 'first'

'soft', 'hard'

'arrive', 'depart'



Same Meaning Words Snap:

create snap cards with words which mean the same:

'happy/jolly', 'fast/rapid', 'sad/miserable'.

SECTION 10

Maths

Ideas and Suggestions to help you support your child with Dyslexia at home



MATHS & YOUR DYSLEXIC CHILD

Maths can be difficult for children with dyslexia. Just as a dyslexic child finds difficulty with making sense of written words it will follow that some dyslexics will have similar problems with learning the various signs and symbols which are used in maths.

Numeracy has been described as literacy with numbers!

Arithmetic, in particular, can be very troublesome. Arithmetic is largely to do with calculations but once early problems with this are overcome, many dyslexics can go on to be very successful mathematicians.

Your child may have difficulties with:

- reading the question
- simple calculations
- learning tables
- counting backwards
- adding up a column of numbers
- the direction of numbers when reading or writing them, eg. 51 instead of 15
- reversing numbers when writing them, eg. **3** as **Ɔ**
- understanding the language of maths, eg. more than/addition/less than
- remembering the correct order for carrying out maths calculations
- understanding place value, eg. will write 1006 for 'one hundred and six'
- learning or confusing symbols, eg. $\times/\frac{1}{2}/\div/ >$
- copying figures or putting numbers into calculators

- estimating
- recognising patterns

Overcoming these difficulties is possible but, as with reading and spelling, the dyslexic child needs to be given plenty of time and lots of little and often practice - with much talking and doing.

Do not discourage your child from using his/her own special methods.

Above all, it is important to be positive. Once your child has grasped the basics, he/she may well find mathematics to be exciting and enjoyable.

Strategies and Activities to Support Maths

- Maths games - especially for ordering and BASIC counting, make sure that the game allows the child a realistic chance of winning whilst providing an element of skill e.g. card games:
 - Snap/BeggarMyNeighbour/Rummy/Crib/Whist/Patience
- Multiplication using fingers
- Knowing that 7×8 is the same as 8×7
- Looking for patterns in the 5x, 10x and 11x table
- Table square - gives reinforcement through looking
- "What to do when you can't learn the Times Tables" - S.Chinn
- Use estimation and approximations - this will enable your child to think about how reasonable their "answer" is.
- Encourage using his/her own strategies - there is more than one way to do things

Multiplicaiion square

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Finger Tables

- A closed fist is 5
- One finger, or thumb, raised represents 6
- Two fingers raised represents 7
- Three fingers raised represents 8, etc

Example - 7×8

One hand - 7



Other hand - 8



To get the answer...

- Add raised fingers for the 'tens' so...
 $2 + 3 = 5$
 $5 \times 10 = 50$
- Fingers not raised in one hand are three
- In other hand there are two
- Multiply these numbers...
 $3 \times 2 = 6$

Add them all together - $50 + 6 = 56$

Magic Square

Use each of the numbers 1 to 9, once only to complete the square below so that every row, column, and both diagonals add up to 15

Count Down from Twenty

Take 20 straws, Cuisenaire Rods (1cm^3), counters, or similar, and place on the table. Take it in turns to pick up either one, two, or three counters each time. The winner is the one who picks up the last counter

Count Up to Twenty

Share a pencil and paper. Starting with 0, each player, in turn, adds either one, two or three. The winner is the one who 'lands' on twenty.

This can be expanded using a larger goal, for example 100, and numbers up to 10 (or to nine which requires more difficult addition)

Card Games

There are many card games and books available giving many examples. Below are a few games that do not take too long to play

1. For two players. Snap - a) when the face value of the cards are the same
b) when the two cards add up to 10
(remove all cards of value 10 and all court cards)
2. For one player. Elevens - Remove court (picture) cards from a pack of playing cards. Deal eight cards, face up, and look for pairs of cards that total eleven. When a pair is found, deal a new card to cover each of the pair and look for a further pair. Continue until all cards are used, when player wins, or until no more pairs can be seen.
3. For one player. Fifteen. Similar to Elevens, but uses all the pack. Deal sixteen cards, four rows of four. The player has to find any number of cards, in the SAME suit to make a total of 15. Ten, Jack, Queen and King MUST go together, ten cannot be used with any other playing cards. Cards totalling 15 are picked up and replaced by further cards. Play continues until all cards are used, in which case the player wins. If no totals of 15 can be seen, ONE extra card can be laid to see if 15 can be found. If not, then play ceases and the player loses.

Five Coins

Place five coins of the same value, e.g. five 2p's, on a table in the pentagon pattern shown below.



Slide one coin; do NOT lift it off the table. Slide it to a new position ensuring that it touches two other coins when finally positioned. Repeat with two other coins (three moves all together) finish with the coins arranged as shown below.



Basic Mathematics Vocabulary

Above	Add	Added	Addend	Addition
After	Altogether	Amount	As many as	
Back	Backwards	Before	Behind	Below
Beside	Black	Blue	Bonds	Both
Bottom	Bought	Box	Brown	Buy
Change	Check	Circe	Coin	Colour
Column	Corner	Cost	Costs	Count
Count back	Count on	Cube		
Dark green	Different	Die	Dice	Dominoes
Down				
Each	Edge	Eight	Eighth	Empty
Equal	Equals			
Face	Fewer	Fewer than	First	Five
Fifth	Forwards	Four	Fourth	Front
Greater than	Greatest	Green		
Height	How many	How many times	How much	
In	In front of	Inside	Is equal to	
Large	Larger	Largest	Least	Left
Length	Less	Less than	Light green	Line
Long	Longer	Longest		
Match	Middle	Money	More	More than
Most				
Next	Nine	Ninth	None	
Not as many	Nothing	Not the same	Nought	Number

as				
Number bonds	Number line			
One	On top of	Orange	Order	Out
Outside	Over			
Pence	Penny	Price	Purple	
Question				
Rectangle	Red	Right	Round	
Same	Second	Seven	Seventh	Shape
Short	Shorter	Shortest	Side	Sign
Six	Sixth	Size	Small	Smaller
Smallest	Sort	Spend	Spending	Spent
Square	Subtract	Subtraction	Sum	
Take	Take away	Ten	Tenth	Thick
Thin	Third	Three	Tick	Top
Triangle	Two			
Under	Underneath	Up		
White	Wood	Wooden		
Yellow				
Zero				

Maths and Dyslexia - Some Resources

- Maths Dictionary - Delaney, Pinel, Smith - Question Publishing Co. 1-898149-70-4
- Either Using the Cuisenaire Rods - A photo/text Guide for Teachers - Jessica Davidson Cuisenaire - 91404-04-9 - Available from Amazon Books or etacuisenaire.com
- Mathematics with numbers in colour - C. Gattengno - available from The Cuisenaire Co. - 40 Silver Street, Reading, RG1 2SU
- Primary Mathematics - Knowledge and Understanding - C. Mooney, L. Ferrie, S. Fox, A. Hanson, R. Wrathmell - Learning Matters - 1-903300-0307
- Basic Topics in Mathematics for Dyslexics - Anne Henderson and Elaine Miles - Whurr Publishers - 1-86156-211-X
- Maths for the Dyslexic - A Practical Approach - Anne Henderson, David Fulton - 1-8615-043-5
- Maths for the Dyslexic - A Teaching Handbook (Second Edition) - Chinn and Ashcroft - Whurr Publishers - 1-86156-043-5
- Elementary Mathematics and Language Difficulties - Eva Grauberg - Whurr Publishers - 1-86156-048-6
- Dyslexia and Mathematics - Edited by T R Miles and E Miles - Routledge - 0-415-04987-3

- What to do if you can't learn tables - Chinn - From Mark Co. Mark College, Mark, Highbridge, Somerset - Also available on CD Rom. Also - What to do if you can't learn number bonds.
- 30 Second Challenge - Five books for drill and practise of basic number - 0-7214-3446-0 - Cheap from WH Smith - Use with care!
- Memory Cards - Sutton Dyslexia Association - Memory Cards - 21 Princes Ave Carshalton
- Specific Learning Difficulties in Mathematics - a classroom approach - Olwen El-Naggar - NASEN - 0-9730-81-3
- NumberShark - computer program - Whitespace - Available from AVP software
- Maths Circus (1 - 4) - computer program - 4mations - Available from AVP software
- Dominoes and other ideas for practise of time and number - available from Taskmaster, Morris Road, Clarendon Park Leicester.
- Math Magic - Paul Godding - Board Game from Po Box 260, Newport, South Wales NP20 4XR
- Number Activities and Games 3rd Edition - R. Edward, A. Williams, P. Baggaley - NASEN - 0-906730-54-6

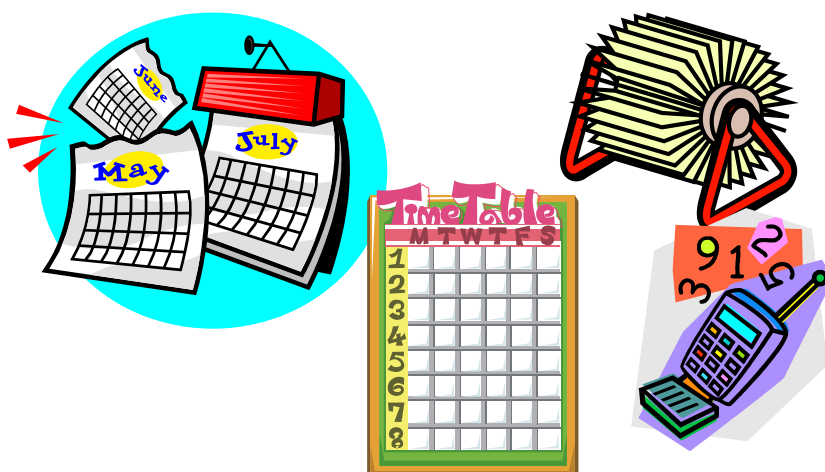
Resources

- Stile Maths
- Maths for the Dyslexia - A. Henderson
- Fraction Cubes - Learning Resources
- Mathematics Solutions - An introduction to Dyscalculia - J Poustie
- NumberShark
- Ashcroft Maths Scheme

SECTION 11

Sequencing

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Sequencing

Dyslexic children may often have problems with remembering items or events in the correct order. This may be for both spoken and visual ordering of information.

They need to be shown ways to help improve their ability with this - especially for everyday or common sequences.

Some examples of these include:

- address/telephone number
- birthday
- left/right
- times of the day
- days of the week
- months of the year
- alphabetical order
- times tables
- how to make a sandwich
- correct order of events in a story

Being able to sequence effectively is important for the development of reading, writing, number work and problem solving.

Games
and
Activities

to develop
Sequencing Skills

The Alphabet Train Puzzle – Cut out the letter strips along the dotted line. Ask your child to put all the letters in the correct order in one long line

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

a	w	e	n	v	b	s	k	e	d	p	o	r	u	o	s	r	c	o	h	m	n	n	w	i
i	u	k	m	n	s	t	r	x	q	u	k	l	g	f	d	o	u	r	t	n	o	h	e	r
r	o	c	u	r	k	f	s	i	y	i	h	q	q	h	t	t	r	o	p	a	g	t	a	l
a	s	t	o	a	i	s	o	w	a	s	t	u	k	o	h	a	s	v	a	t	i	r	u	j
g	e	r	o	r	o	a	r	c	a	k	u	z	e	r	f	r	a	g	i	k	s	p	r	t
n	y	a	w	e	i	t	a	o	m	o	q	w	i	o	q	t	r	g	a	r	t	a	d	r
a	f	b	o	w	u	o	a	d	g	p	q	k	n	a	k	c	g	p	s	u	c	a	r	o
a	f	e	g	r	t	u	b	f	s	a	y	p	i	c	m	e	a	g	u	z	q	u	c	b

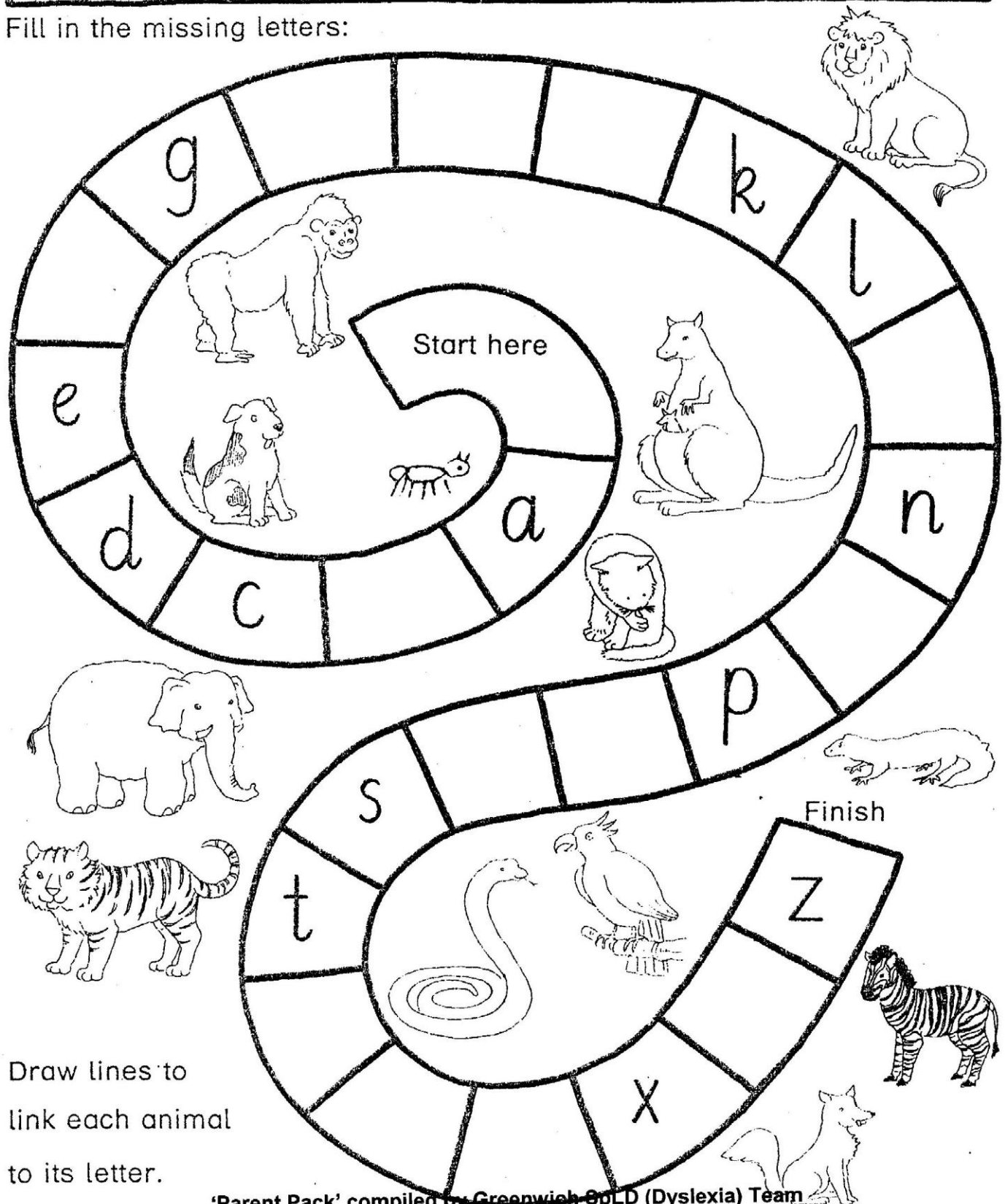
Time – Min: Sec:

a	z	p	q	o	i	u	l	i	m	z	e	u	u	i	b	n	u	i	r	v	c	u	i	g
i	v	o	r	o	n	p	f	u	v	r	d	o	q	v	u	r	q	w	i	t	s	s	y	f
m	v	a	w	l	o	l	g	y	m	e	g	m	y	t	l	o	t	r	f	s	h	k	r	v
v	l	y	u	r	w	o	l	g	s	h	r	l	v	c	n	o	m	o	v	w	s	a	s	o
r	n	l	a	n	i	o	p	y	u	p	a	v	c	e	q	r	f	p	o	l	m	q	v	j
t	r	o	a	k	l	b	x	c	t	v	o	x	c	t	q	o	b	u	s	r	b	r	e	o
r	t	a	n	m	u	c	t	c	p	q	a	w	r	e	i	t	e	n	i	s	a	p	f	v
o	l	s	p	f	s	f	y	r	i	h	k	s	k	s	v	c	c	l	s	h	s	w	y	q

Time – Min: Sec:

m	w	o	b	u	j	y	v	i	f	r	h	q
---	---	---	---	---	---	---	---	---	---	---	---	---

Fill in the missing letters:

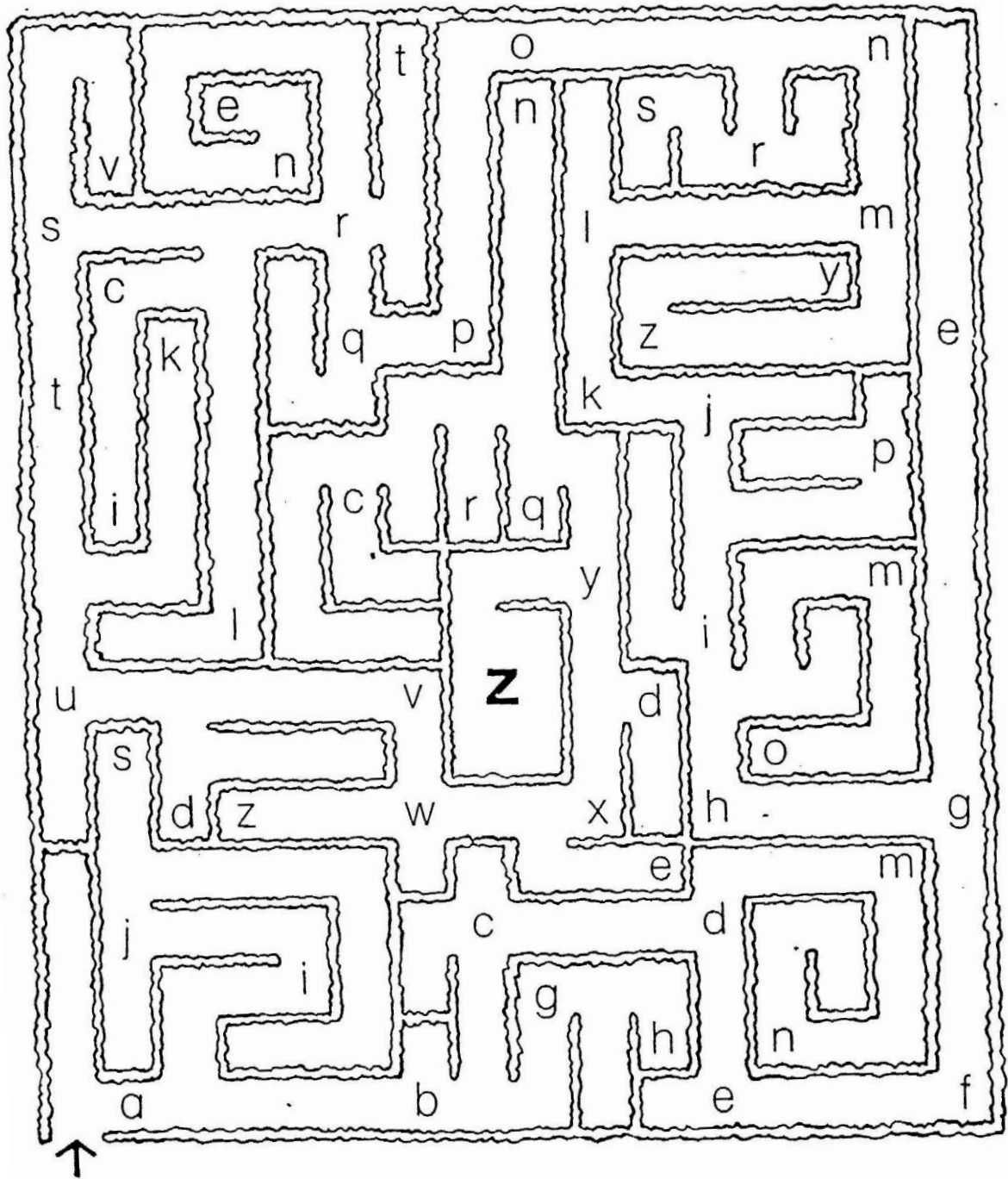


Draw lines to link each animal to its letter.

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GREENWICH SPTLS 2011

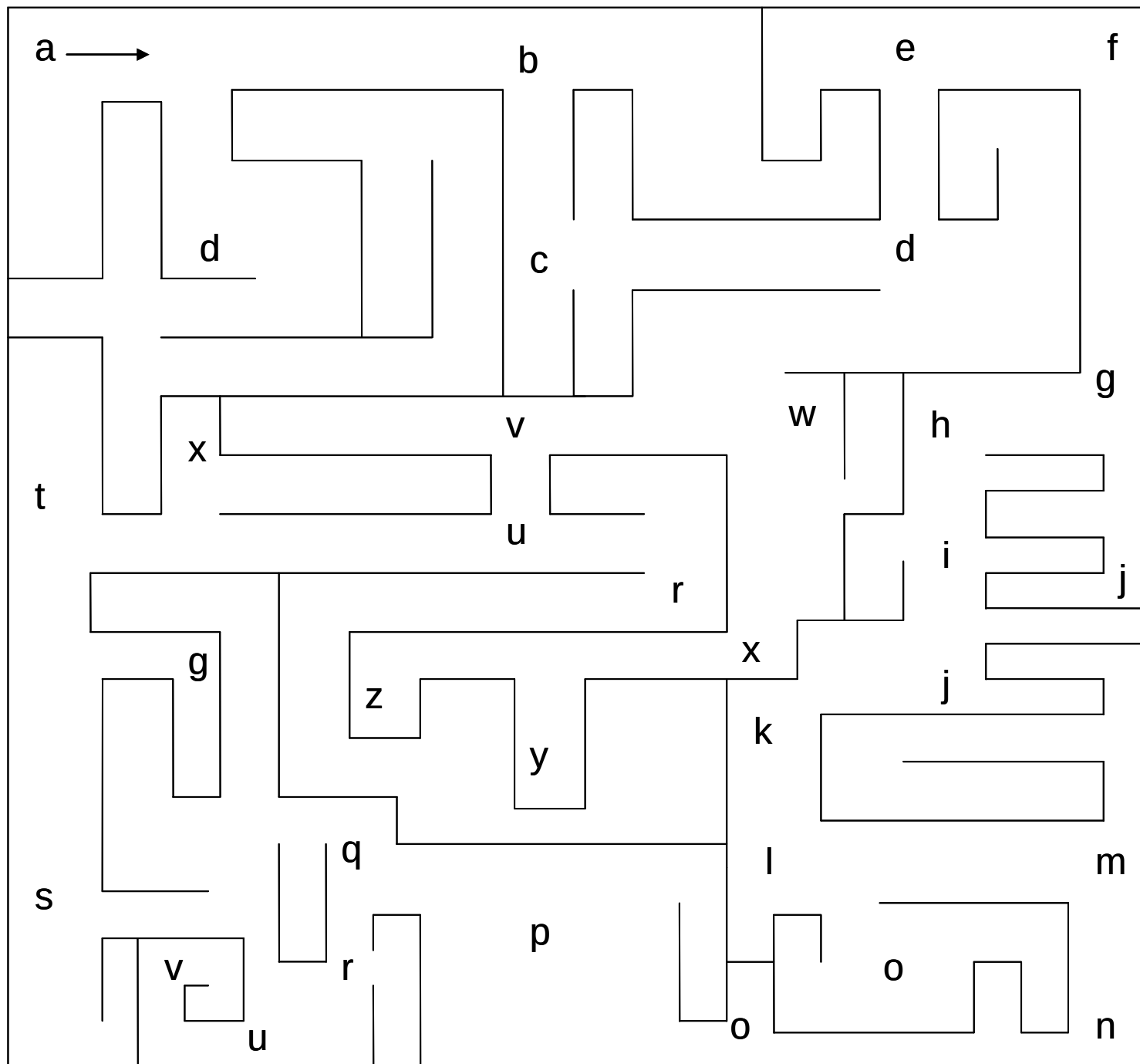
Alphabet Maze



Sing the alphabet, and touch each letter as you sing!

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

Find the
letters of
the alphabet
in
sequence..



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Week

Tracking the months of the year... Can you put the months in the right order?

Draw a line under the months and circle them in the correct order.

January June February November
March

July September April May January

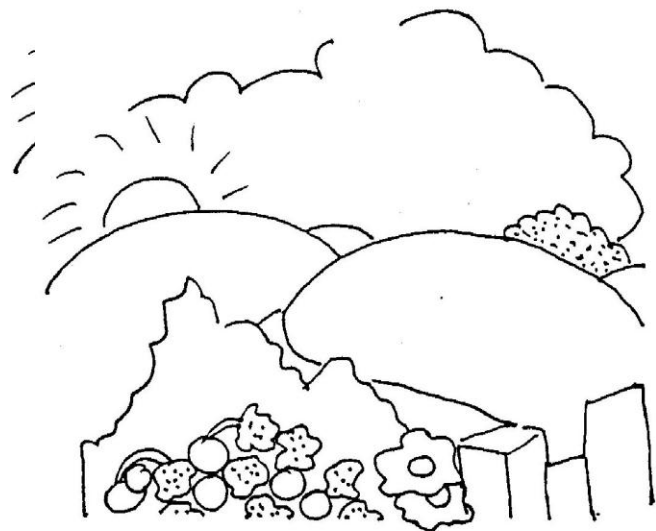
June October July August February

September March October July May

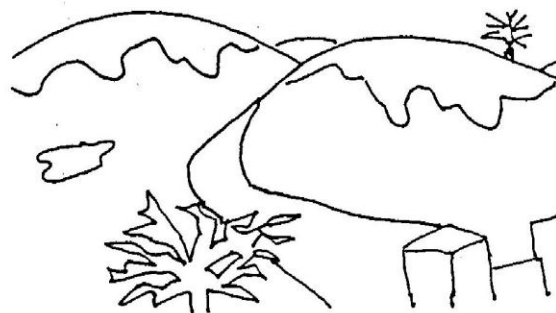
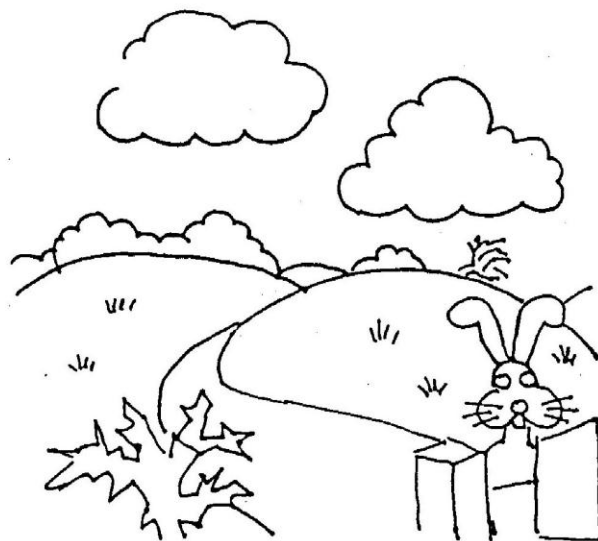
April November January December

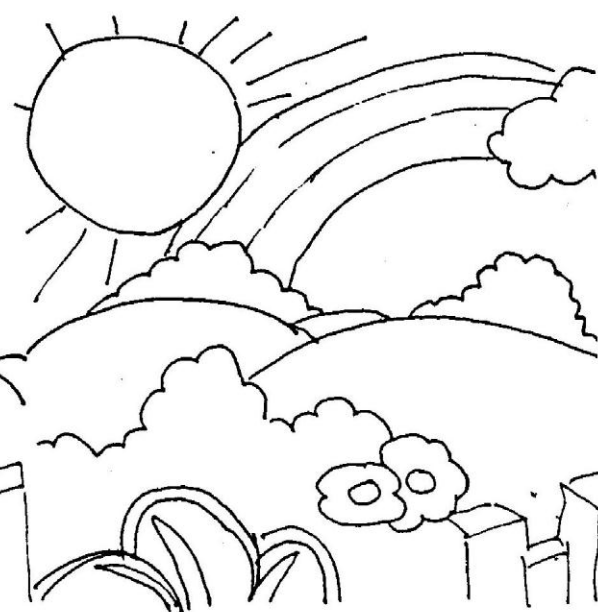
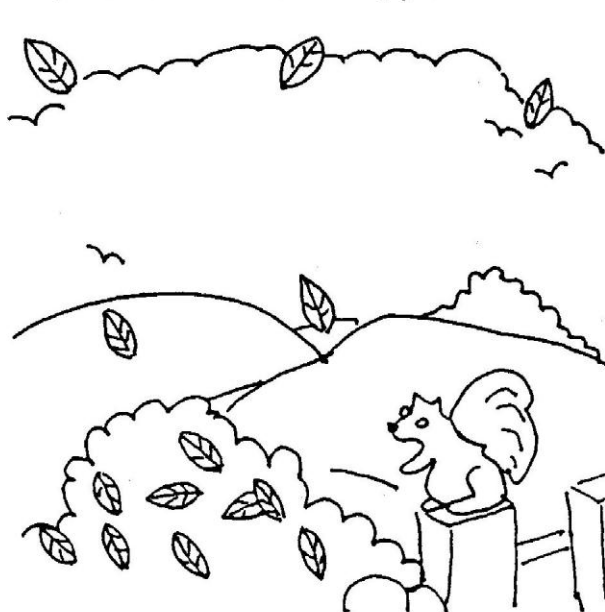
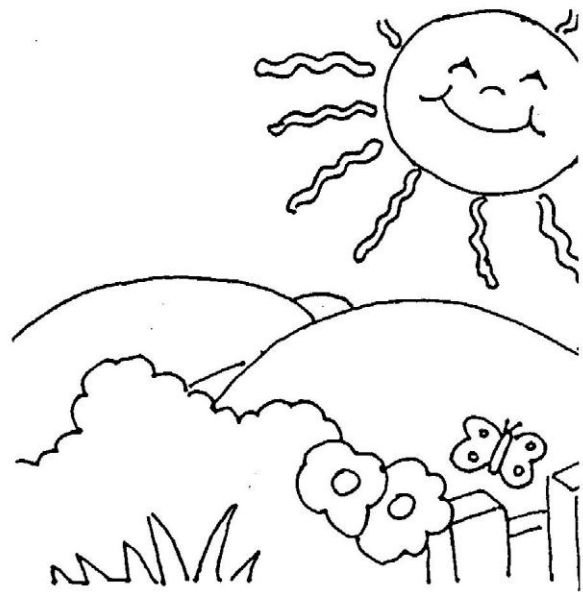
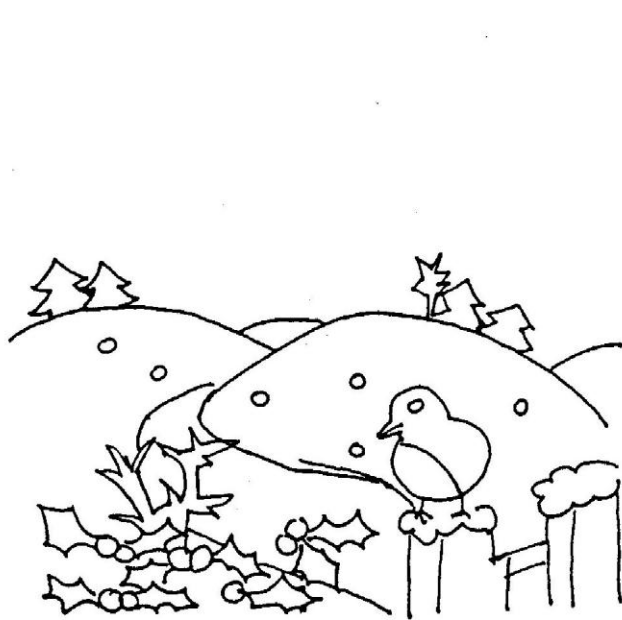
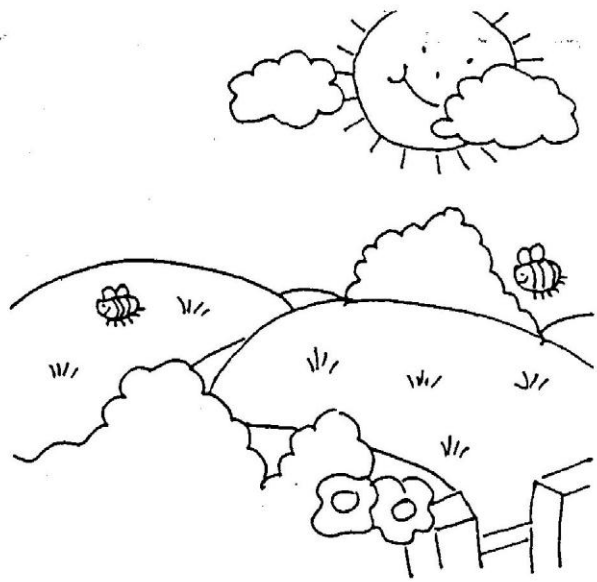
Well Done

September



January

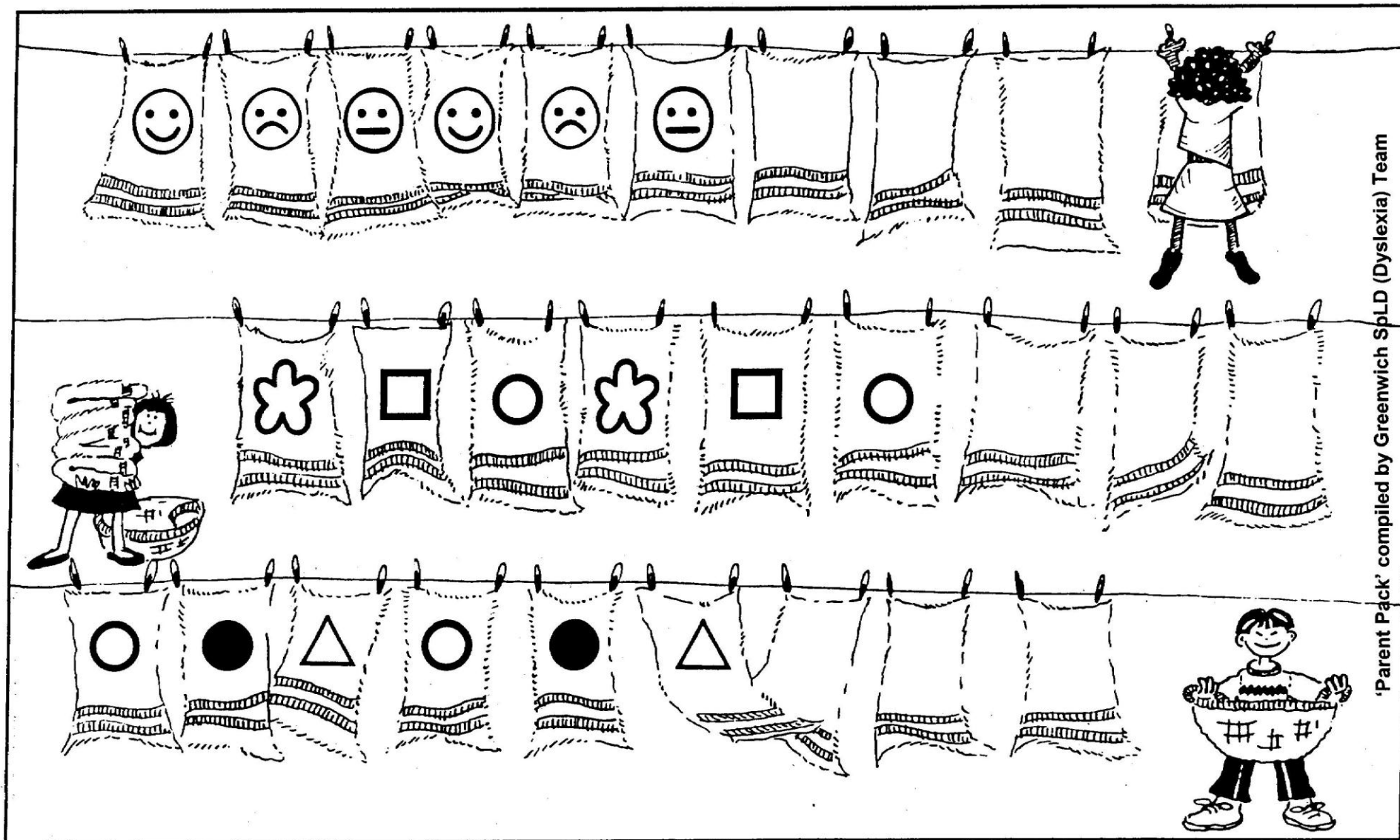




Finish the patterns



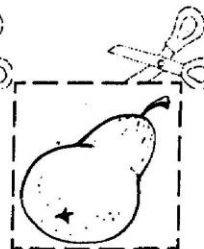
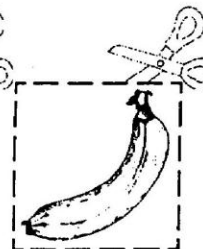
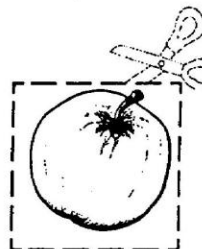
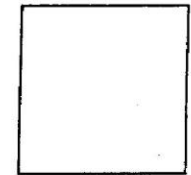
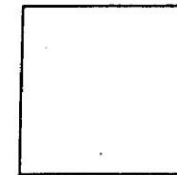
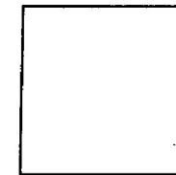
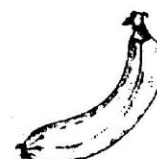
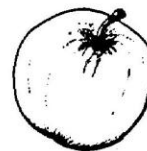
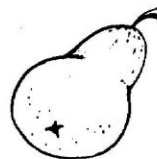
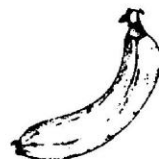
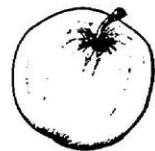
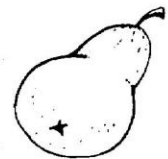
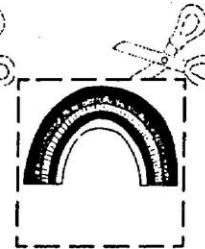
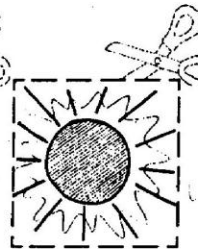
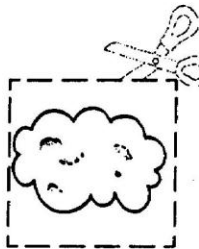
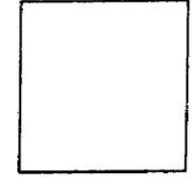
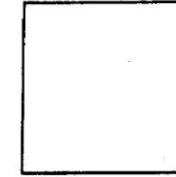
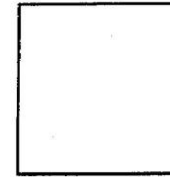
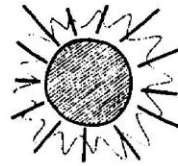
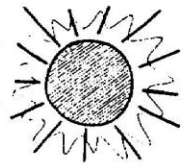
Draw



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What comes next?

Cut and stick

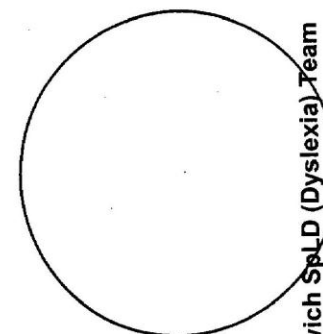
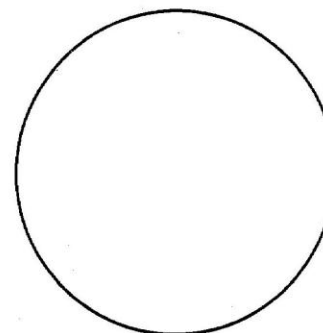
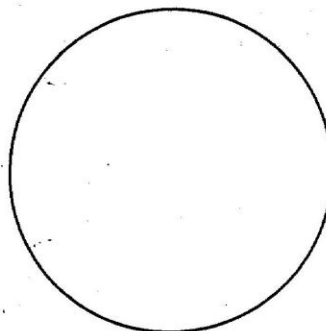
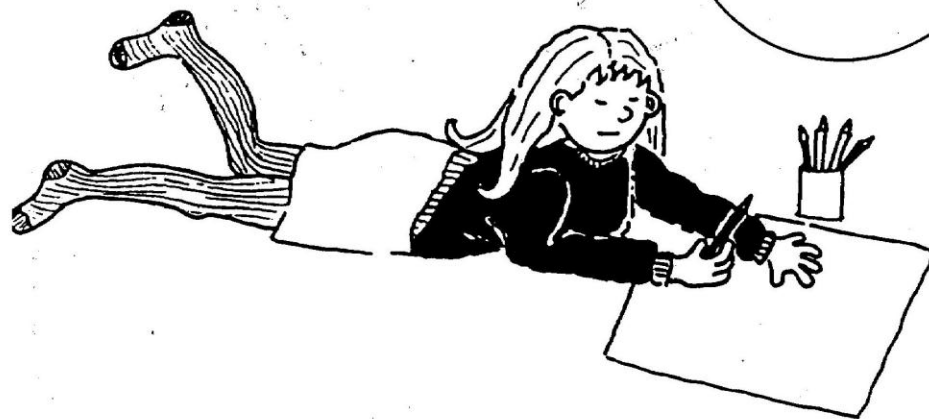


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Can you help to draw the face?

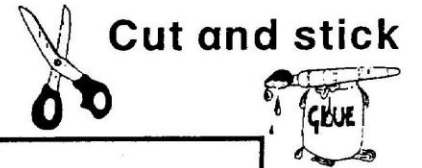


Cut and stick



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Put the pictures in the right order



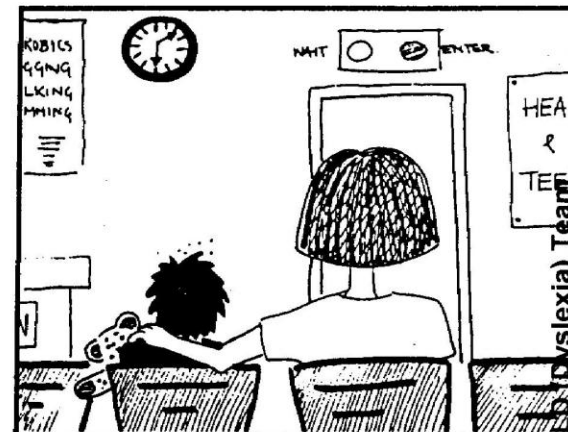
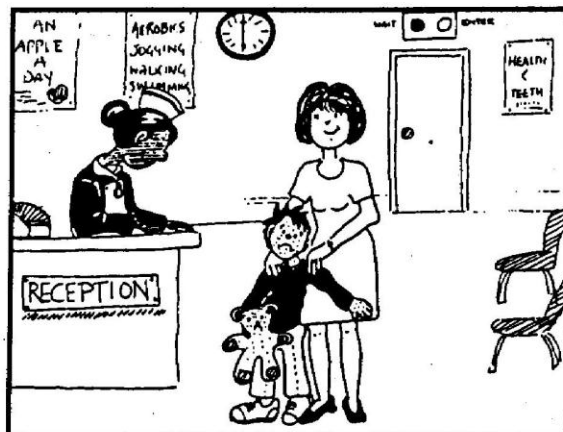
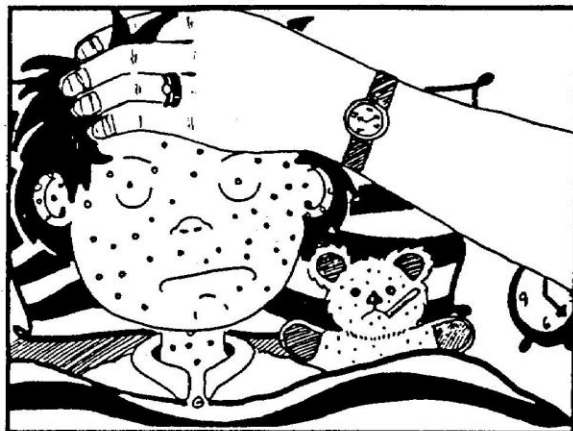
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Now tell the story

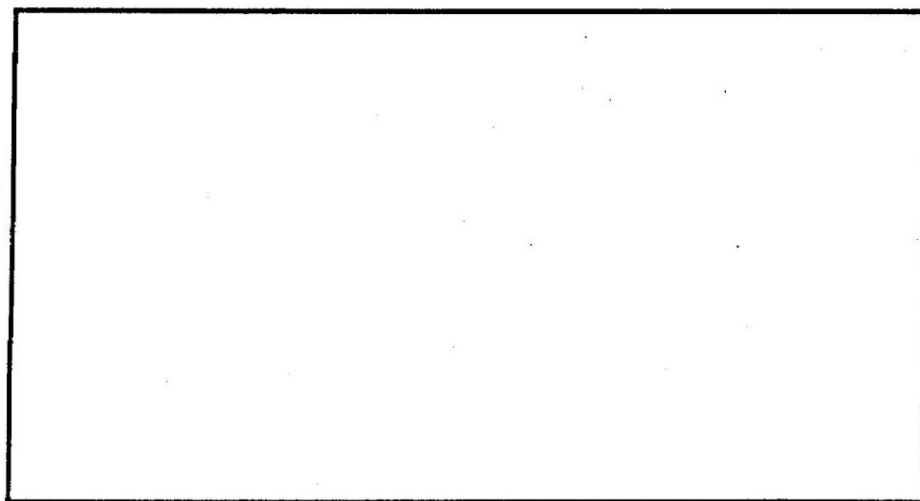


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Tell the story



What happens next?



Draw



Dot



Jim

Put the words in order



the sits chair on Jim

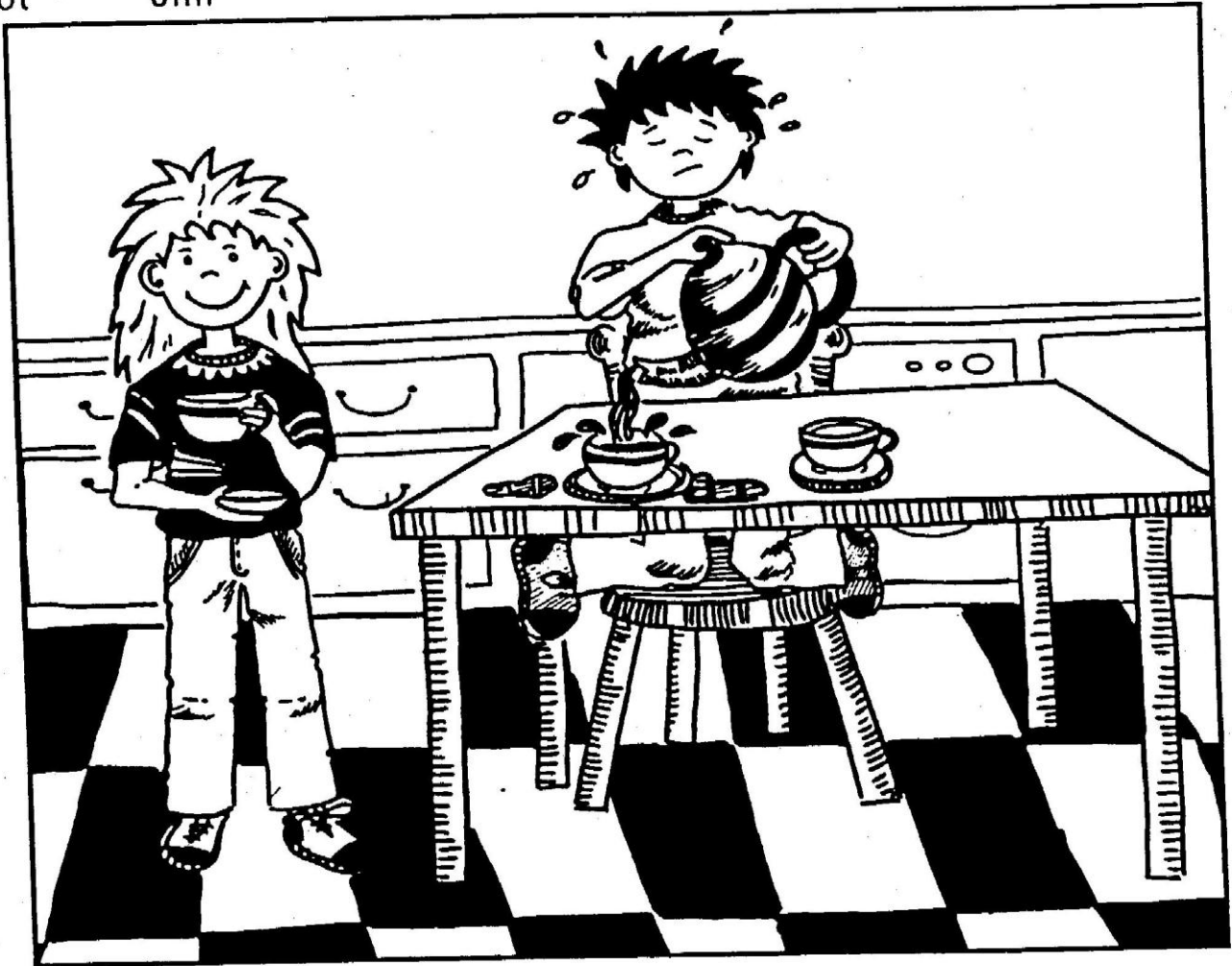


Dot



Jim

Put the words in order



has cup a of tea Dot

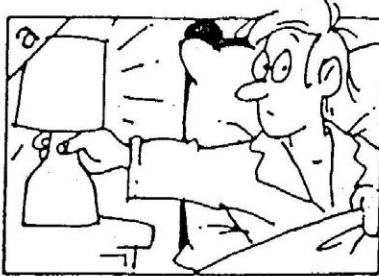
PICTURE STORY

Put these pictures into the correct order to tell a story.
Begin like this:

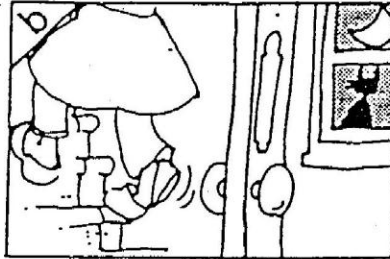
Last night ...

Frank woke up. (c)

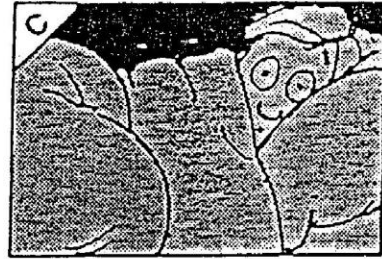
He heard a noise. (i)



switch on the light



go upstairs



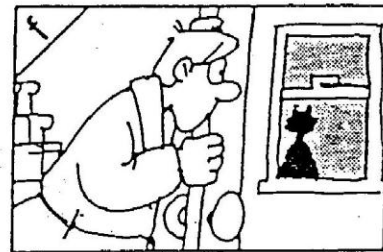
wake up



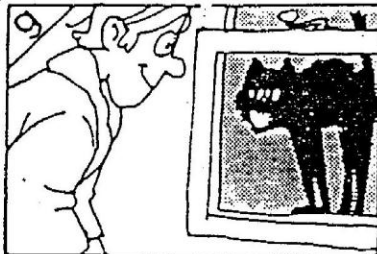
get into bed



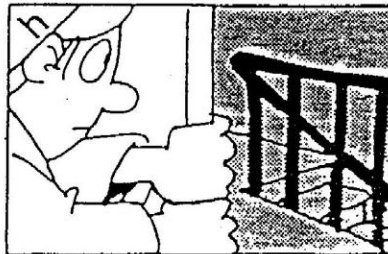
take off his dressing gown



open the door



see a cat outside the window



open the bedroom door



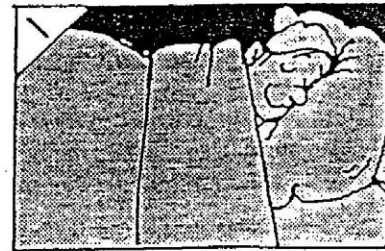
hear a noise



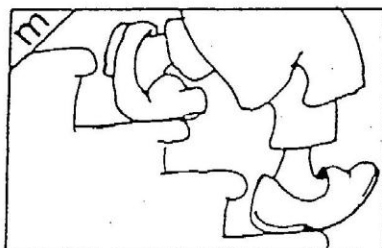
put on his dressing gown



switch off the light



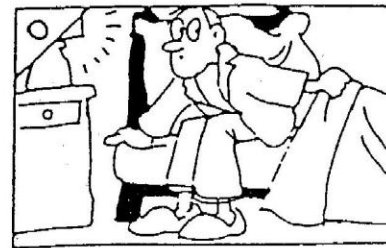
go to sleep



go downstairs



listen at the door



get out of bed

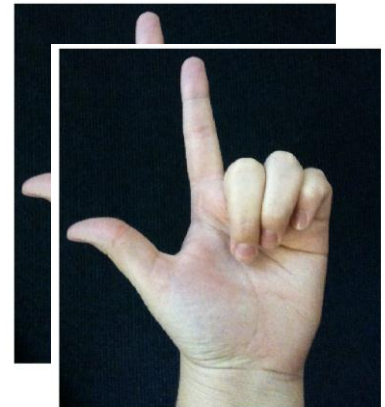
'Parent Pack' compiled by Greenwich SpLD (Dyslexia) Team

Games and Activities

- Games like, " I went to the market and bought...." or "I had a birthday and was given..." where your child repeats what has gone before and adds one more item, helps to train the ability to sequence. Accurate repetition of sentences, or groups of nonsense words, is work towards the same goal.
- Further practice can be given by asking your child to tell a story that he/she has heard or seen on TV. He/she then has to select incidents in the order that they have happened to relate the story logically. Recording this on a cassette may heighten his/her awareness of logical order.



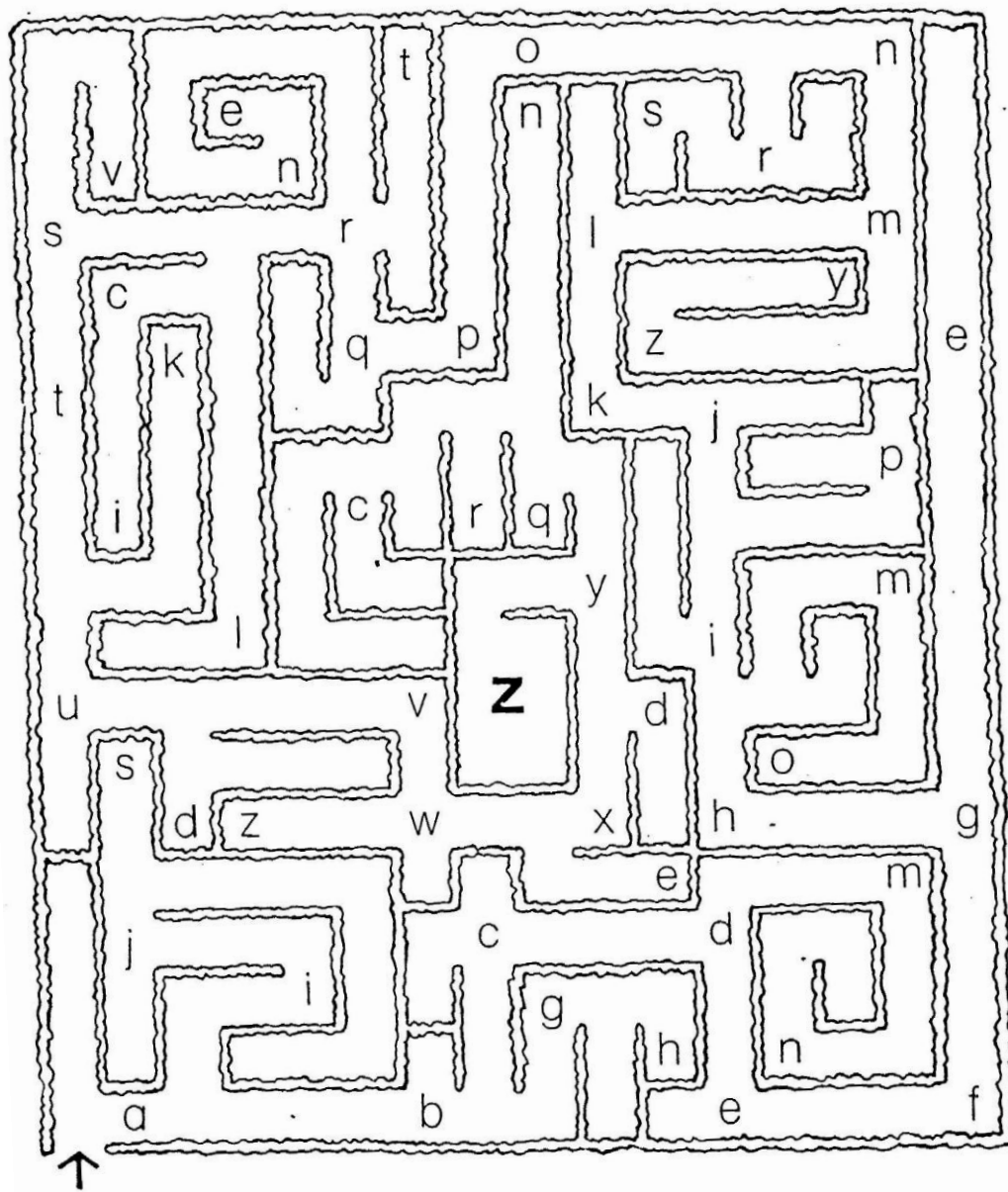
3 £ 9 9

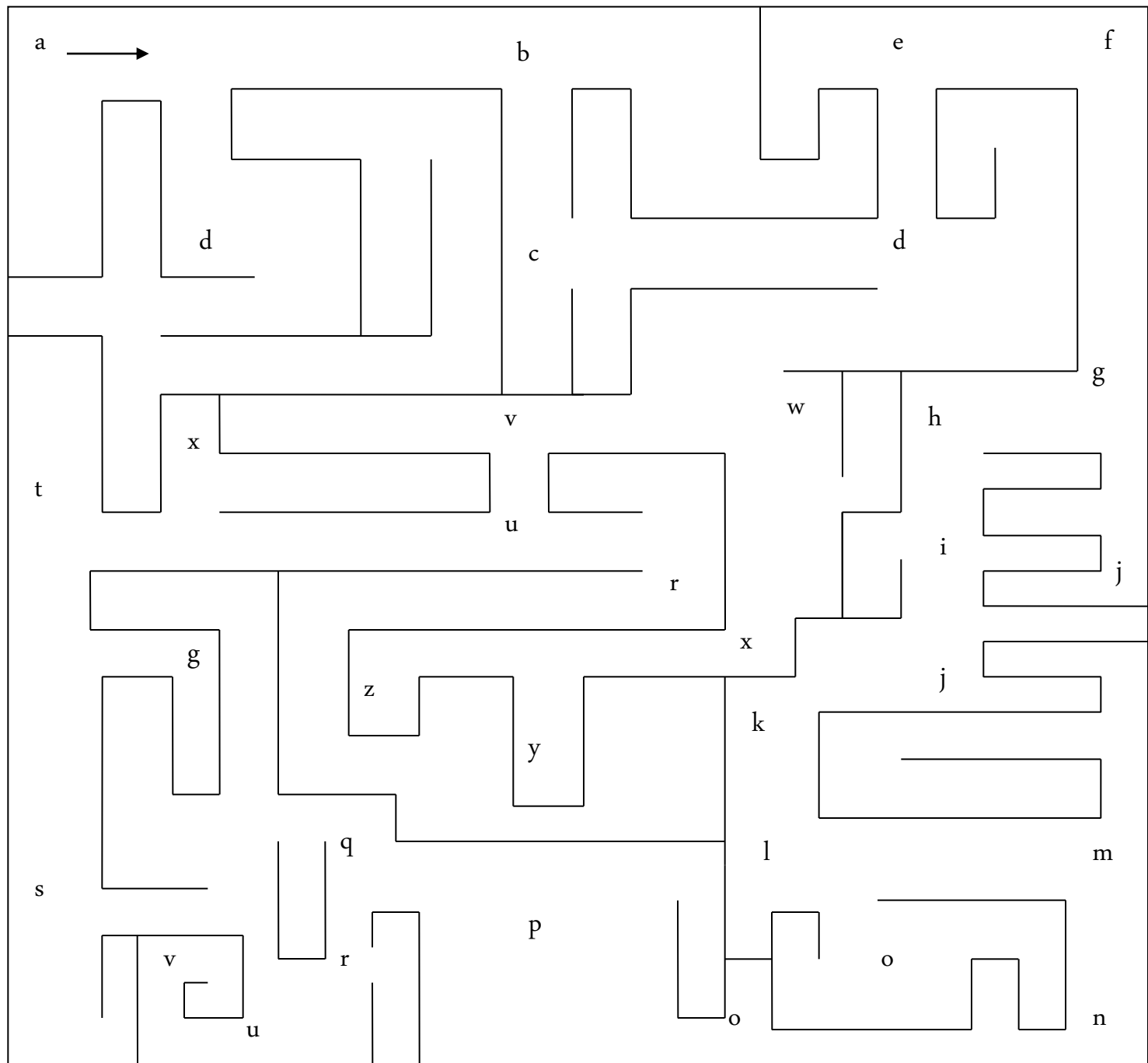


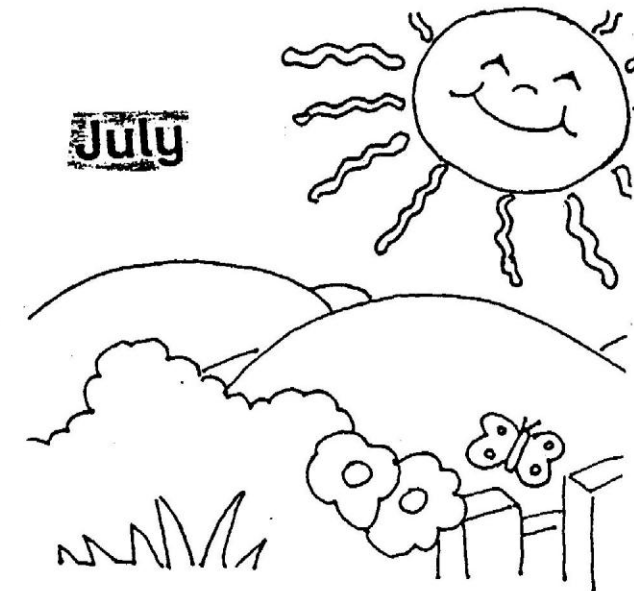
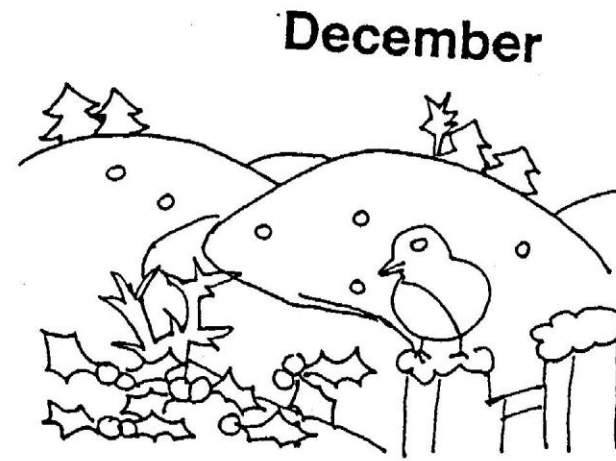
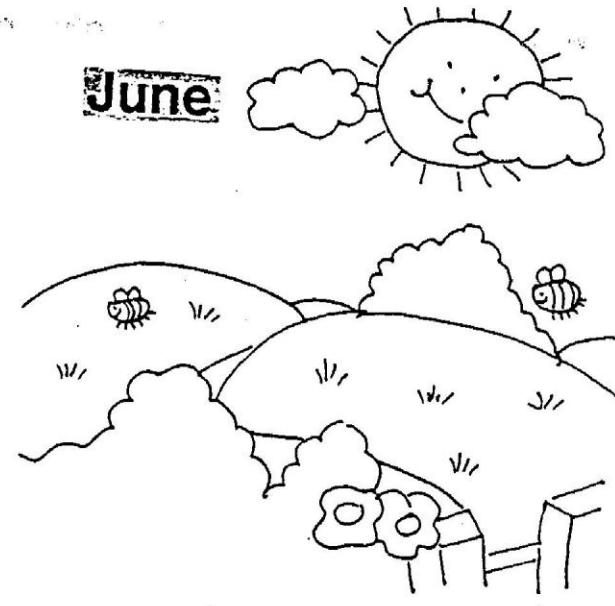
a b c d e f g h i

j k l m n o p q r

s t u v w x y z







SECTION 12

Homework

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Homework

Homework can be a frustrating and upsetting experience for dyslexic children and their parents on a daily basis. Below are some tips to help make homework a more profitable experience.

First of all, remember: the purpose of homework is to practise something that your child is already familiar with. If homework is too difficult, you should discuss this with the child's teacher. Don't allow your child to become frustrated because homework tasks are beyond their skills or take too long. Setting smaller amounts of work and/or allowing extra time will often help.

Establishing a routine

Develop a daily homework routine. A written or visual plan put in a prominent place is ideal. It should include a particular place set aside for homework and an agreed plan as to what happens after arrival home from school. It should also be flexible enough to take into account after-school activities.

The homework place needs to be as quiet as possible, with a cleared space for work and items required at hand e.g. pens, pencils, rubber, books, etc. The kitchen table is suitable if close supervision is required at busy times.

Work out the best time for your child to do their homework. Keep in mind that your child may be very tired after school - they have had to work harder than their peers because of their dyslexia. They may need a break before starting homework.

Daily reading is essential, as lots and lots of practise is required for students with dyslexia to develop and master literacy skills. Read aloud with your child when they are becoming frustrated. This helps them to understand and enjoy what they are reading and it still helps them to learn. Your child can also read along with books on tape or CD.

Getting Started

Chunk homework tasks into manageable parts. Give breaks between tasks. Encourage your child to produce quality work rather than rushing tasks. A child with dyslexia can become discouraged when faced with large amounts of work.

Go over homework requirements to ensure your child understands what to do. Read instructions aloud when you know it is hard for them to decode accurately. If necessary, practise the first example or two with them.

Help your child to generate ideas for writing tasks and projects before they start work. If necessary, revise vocabulary that they may need. Sometimes you may help to develop a writing plan.

Encourage them to present work using their personal strengths - for example, they could use pictures if they are good at art. When necessary and appropriate, scribe for your child so that they can get their ideas on paper more accurately.

Checking and monitoring work

Help your child to learn editing, self-monitoring and checking skills, so they can go over their work more independently as they

get older. For example a simple process like "COPS" can be helpful when proof reading work:

C - Capital Letters

O - Overall appearance

P - Punctuation

S - Spelling

Teach your child to use the computer for work as they get older. Show them how to use a spell checker and encourage them to learn touch typing skills on a suggested Typing Tutor program. See the BDA's store for further information.

If your child is quite slow to complete work, encourage them to use a timer and see how much work they can complete in five minutes. But remember that if homework is regularly taking too long or is too difficult, you should discuss this with their teacher.

Give your child lots of praise as they complete homework tasks. Be specific about what they have done well.

10 Top Hints for HOMEWORK

1. Write down all your homework assignments
2. If you don't understand what you have to do, ask you teacher"
3. Have an emergency number of a friend from class
4. Do your homework as soon as you get home
5. Try to do your revision with someone
6. Do worst first
7. Do long term assignments as soon as possible
8. Get holiday homework done at the start of the holiday
9. Do your best in the time expected
10. If homework is really horrible, tell your teacher.



Section 13

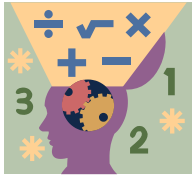
Auditory Processing Speed



Auditory Processing Speed

If your child has difficulties with processing speed s/he might experience the following difficulties:

- Word finding difficulties
- Delayed responses to questions
- Remembering a series of instructions



- Difficulty with mental maths

- Speaking in front of a group



- Slow to develop fluency in reading and/or writing

Here are some suggestions that might help:

- Allow some time before you expect an answer
- (Adult could count slowly and quietly to five before expecting a reply)
- Give a choice of two responses
- Break instructions down into smaller chunks
- Provide the word they might be looking for: 'do you mean ...?'
- Sharing and looking at books regularly could help word recognition to become automatic.

