

# Dyslexia

D

1. Dyslexia is hereditary

Y

2. Dyslexia is thought to affect around 10% of people

3. Dyslexic learners need coloured paper

S

4. It is a neurological condition

Dyslexia  
- true or false?

5. It lasts a lifetime

L

E

6. Dyslexia is a 'learning difference', that presents both strengths and challenges

7. Reading and writing letters backwards is the key indicator of dyslexia.

8. Dyslexia occurs across the full range of intellectual abilities.

X

I

A

## True

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## False

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D  
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# reading



# sequencing



# writing

Difficulties when writing

forgetting punctuation

finding the right words

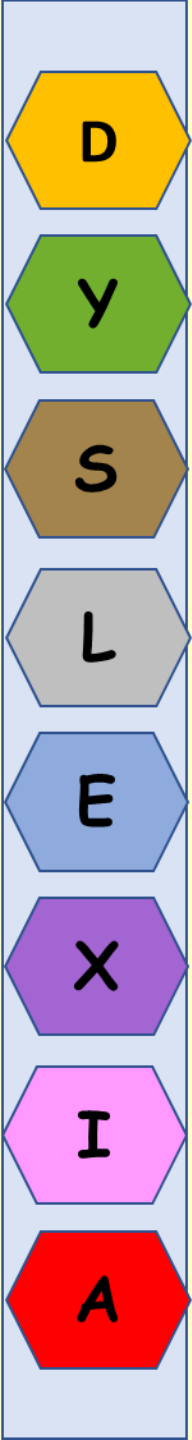
difficulty organising ideas

# Working memory

# Auditory processing



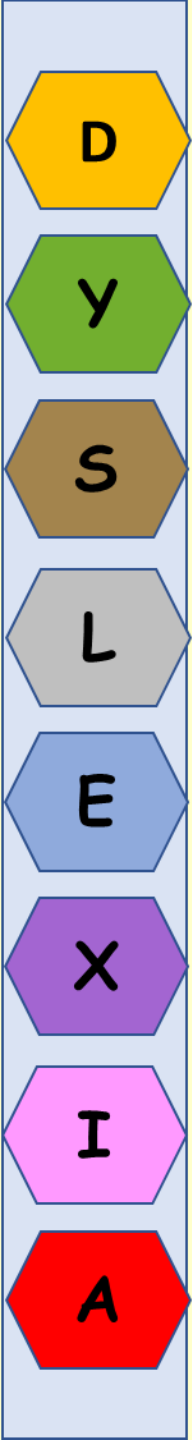
# Organising & managing time.



Definition : Rose Report 2009 (adopted by the BDA)

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

- Difficulties in phonological awareness, verbal memory and verbal processing speed.
- Occurs across a range of intellectual abilities.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

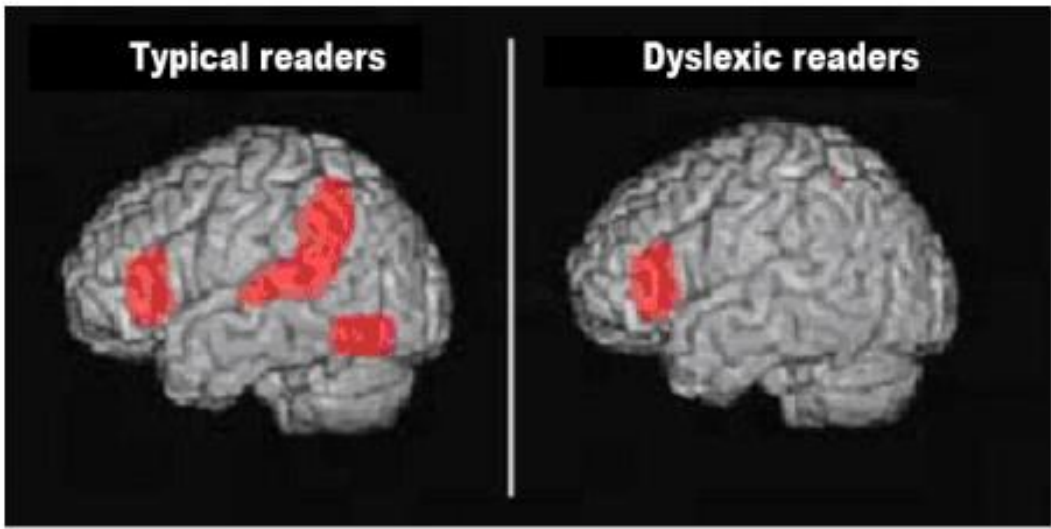


'A formal dyslexia assessment cannot be conducted until a child is at least 7 years old'

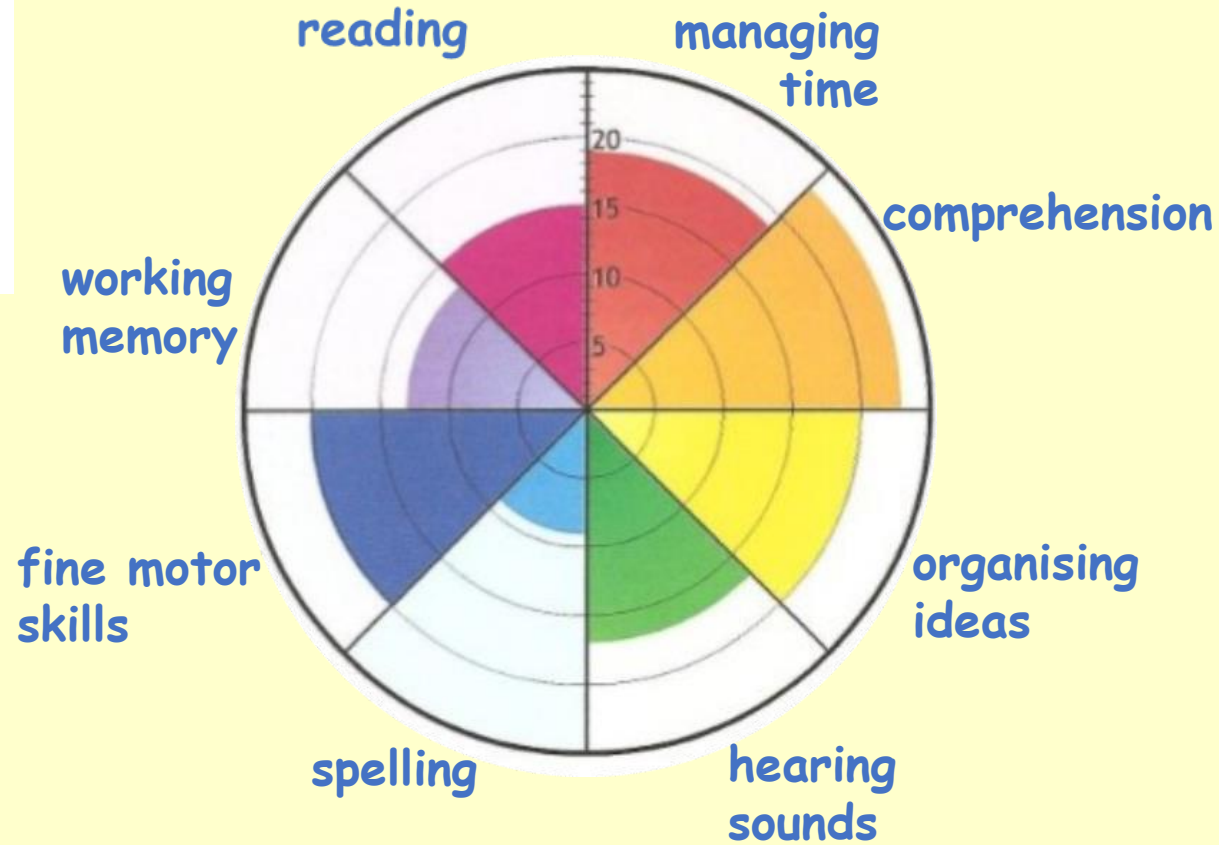
*British Dyslexia Association*

You do NOT NEED a formal diagnosis for us to help your child and for them to get extra time in SATS tests

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Dyslexia is neurological  
The brain processes  
information differently.



Very different profiles = very different support

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Material	Rough	Soft
Size	Smooth	Hard
Mass	Light	Strong
Texture	Heavy	Fragile



visuals



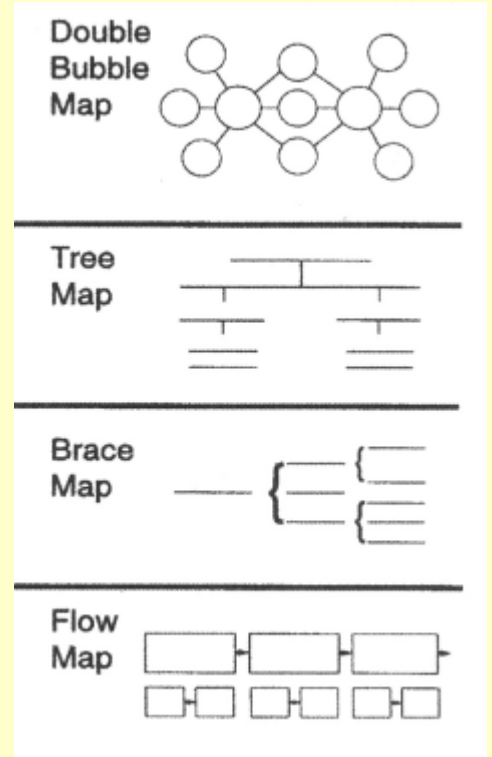
key words,  
writing frames  
etc

chunking of information

multisensory approach

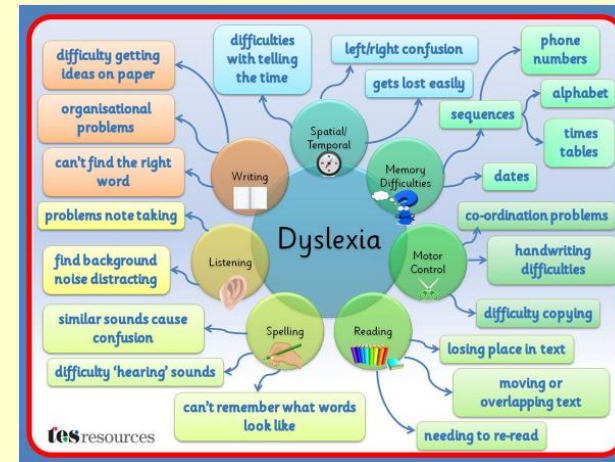
Paired/group working

# Quality First Teaching

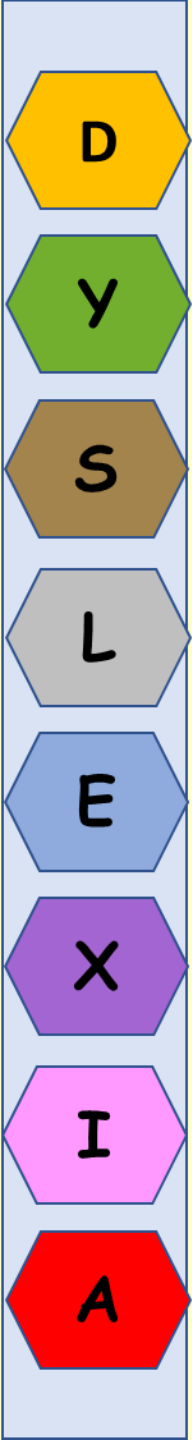


Skilful use of  
teacher and TAs  
to support

Use of IT



various ways to record learning



## Additional support

# Interventions

within year groups

in the Inclusion Suite

phonics

spelling

reading fluency

comprehension

writing

pre-teaching

Maths

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NAME:

DATE:



**ACCOMMODATIONS FOR CHILDREN WITH DYSLEXIC TRAITS**

Each individual with dyslexia is different and their needs will have to be supported in different ways.

Some students may only require minimal accommodation while others may require more intense interventions, support and assistance. This list contains some common accommodations but it is not exhaustive so please add to it.

**WRITING**

- Make notes/ complete plan with a partner
- Provide a scribe
- Provide access to speech-to-text software
- Offer alternatives to written reporting e.g. mind-mapping; comic strips; graphic organisers
- Provide a paper copy to avoid copying from the board
- Give the pupil a laptop for longer pieces
- Provide a letter formation strip on table
- Provide sentence stems/ other scaffolds
- Focus on content not spelling/handwriting

**READING**

- provide access to text-to-speech software
- only ask the student to read aloud if he or she volunteers
- send home knowledge organiser vocabulary lists in advance.
- provide extra time for reading assignments
- provide a quiet environment for reading
- allow student to preview reading materials
- provide copy of class reader to read at home

**SPELLING**

- Reduce spelling lists
- Don't penalise reversed letters if pupil can spell aloud correctly
- Design lists with common phonetic pattern
- Encourage ambitious vocabulary choices by not correct spelling errors in creative work.
- Provide word banks – for topics and HFW
- Allow access to appropriate dictionary
- Give access to Word with spell-checking function.

**MATHS**

- Allow use of Maths tables (e.g. x tables square)
- Provide concrete materials
- Encourage use of fingers/ sub-vocal counting
- Provide whiteboard/scrap paper
- Check accuracy frequently e.g. 'After 3, show me.'
- Read word problems with a partner
- Highlight the operation
- Circle key words in questions
- Allow use of a calculator to reduce cognitive overload when solving complex, extended word problems

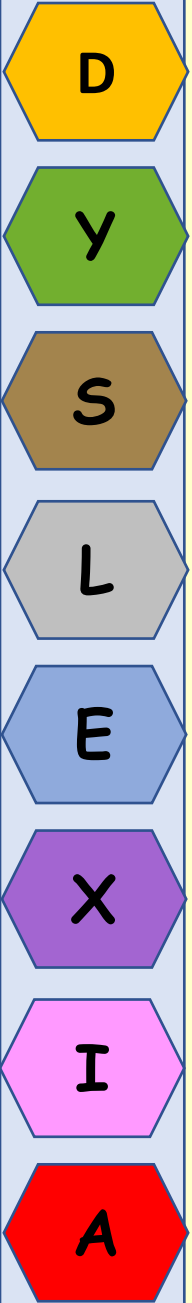
**TESTING**

- Provide a scribe
- Allow extra time
- Read questions aloud to the pupil
- Give them a quiet space to read aloud to themselves
- Test understanding in a variety of ways e.g. verbally, through drama, mind-map, teaching a peer

**HOMEWORK**

- Reduce quantity of homework
- Set a time limit for homework e.g. just work on this for 15 mins
- Allow pupil to dictate answers
- Allow pupil to submit word-processed work
- Pair pupil with a buddy who will help organise/ check homework resources to take home.





# How to help at home

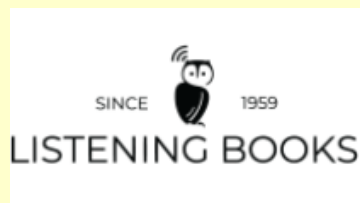
Reading to/with a child builds up language knowledge. A good vocabulary and understanding of syntax are proven 'protective' 'compensatory' features that improve literacy outcomes for dyslexic children. (Muter and Snowling 2009)



Barrington Stoke library books (and dictionaries)



Audio books - library / online / e-readers



Paper books & magazines - library / presents



Read to them / Share books!

'Most dyslexic people can learn to read well with the right support' BDA

# How to help at home

Spelling

Touch typing



KS2

BBC

Computing KS2 - Dance Mat Typing



YOU ARE  
CAPABLE  
OF  
AMAZING  
THINGS

Play to their strengths  
Positive attitude! A difference not a deficit

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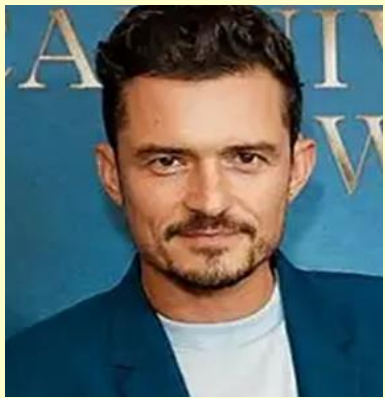
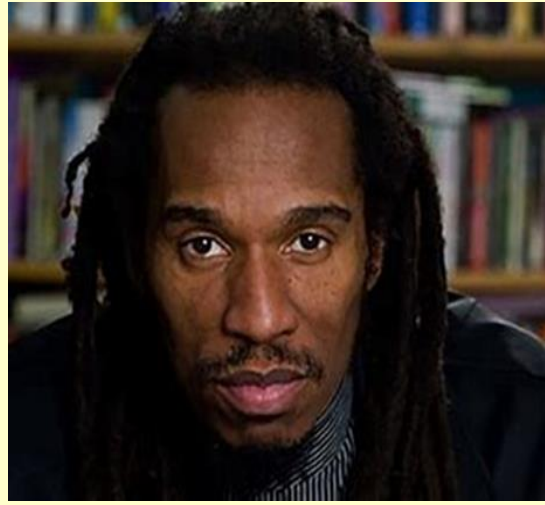
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SUCCESSFUL

