

# A little bit about Dyslexia

## Leaflet for Parents

### What is meant by the term 'dyslexia'?

Dyslexia is a specific learning difficulty which may present as the child finding it difficult to learn to read and/or process written information. 10% of the population are thought to be dyslexic. Dyslexia can occur in families - if parents, siblings or other relatives are dyslexic then your child might also be dyslexic.

Dyslexia is a life-long condition. It cannot be cured but children can be given strategies to deal with the challenges it brings. Every child with dyslexia will have a different range of strengths and difficulties.

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**\*This leaflet is available in larger print. Please ask at the Office.**

## Possible Signs & Indicators ...

- problems with labels, rhymes and sequences (alphabet, number sequences, times tables, days, months, naming simple objects)
- spells / reads on one line but not on the next
- reversal of letters (b/d/p , f/t) ... words (was/saw , on/no) ... numbers (2/5)
- confusion with left and right ... difficulty tying shoelaces
- memory difficulties ... unable to follow more than one instruction at a time
- poor organisational skills ... difficulty telling the time
- low self-esteem ... lack of confidence
- discrepancy between IQ and performance
- weak concentration
- discrepancy between written and oral work, poor handwriting

## Strengths ...

- good spatial awareness and visualising skills
- good verbal communication skills
- enhanced creativity
- aptitude for constructional / technical toys
- great lateral thinkers and imaginative problem solvers
- holistic / big picture thinkers
- often great drive and determination

## What happens if my child has signs of dyslexia?

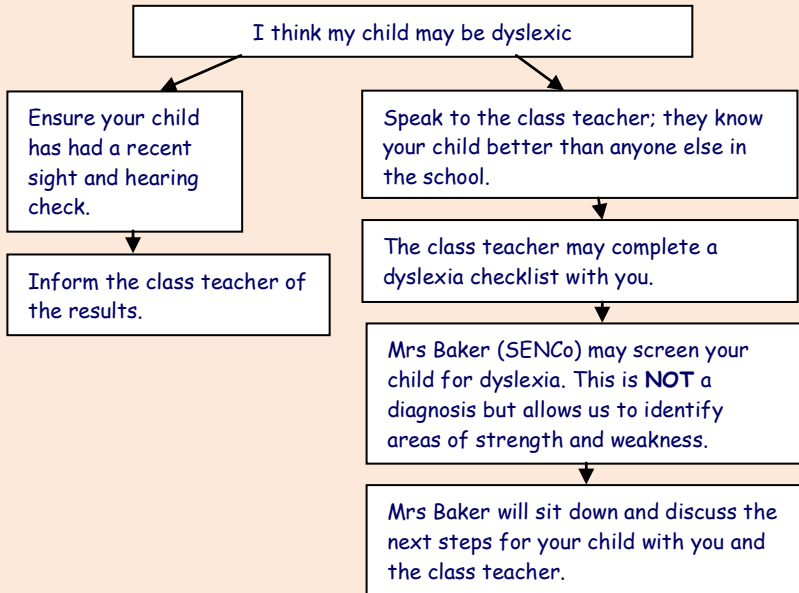
All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our classrooms are 'dyslexia-friendly' by using a variety of teaching styles and resources. Most children can be supported adequately in class and will learn how to manage and overcome their difficulties independently.

We also try different coloured reading rulers which may help reduce the glare of black writing on white paper in order to help reading - different people respond to different colours. These are available to purchase for use at home.

If difficulties are more challenging, a child may sometimes be withdrawn from whole-class activities for other group or individual activities. If this happens you will be notified and a copy of your child's targets will be sent home. You will also, where appropriate be given ideas about how you can help your child achieve these targets.

## Who can I go to if I have any questions or concerns?

The first person to discuss any concerns with is your child's class teacher. Mrs Baker (our SENCo) will also be pleased to help, just ask the office for an appointment.



Here are the names of some of the many individuals who are dyslexic, or had symptoms of dyslexia or related learning problems:



## What can I do to help?

When working with your child at home, try to find a quiet time to spend together, when neither of you are too tired, and aim to keep the session short. With writing or maths tasks it is not how much but how well it is done that matters. With spelling or times tables, little and often is best. Reading with your child on a daily basis is always beneficial.

We all have different learning styles and remember things in different ways, so try to use a range of visual, spoken and practical games and activities. Develop memory skills by playing simple games ... for example 'Kim's game' (where an object is removed) and 'Snap' or 'Concentration' (matching pairs of cards) are good for visual memory, and 'Granny went to market and bought apples, bacon, carrots ...' is good for auditory memory. Develop independence and organisation by encouraging your child to pack their own bag for school, perhaps with a visual checklist ... for example "bag (P.E.), books (reading and reading record), box (lunch), bottle (water)".

reading :-

- encourage your child to use letter sounds (rather than letter names) ... try to blend these sounds together ... remember some sounds (such as sh, ai, ee, ng) are made using 2 or more letters and should be treated together as one
- remember that keywords often don't follow the same rules and should be recognised ... challenge your child to count how many 'said's they can find
- read to your child and talk about what is happening or might happen ... this will help build up vocabulary and develop comprehension skills
- use reading which is all around us ... signs, labels, magazines, the internet

writing / spelling :-

- try different approaches when learning spellings ... writing them out in different colours; typing them on the computer; saying each sound in turn in a rhythm; making up a memory sentence (such as "big elephants can add up sums easily" for 'because'); writing each letter or sound on a different piece of paper and then jumbling them up and putting them back together
- use Microsoft Word when practising writing ... encourage your child to check their spelling when a red line appears by right-clicking on the word
- use writing which is all around us ... diaries, lists, birthday cards, emails

Above all, build your child's self-esteem by also focussing on their strengths and encouraging their talents.

## Where can I find more information?

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)  
[www.beingdyslexic.co.uk](http://www.beingdyslexic.co.uk)

[www.dyslexics.org.uk](http://www.dyslexics.org.uk)  
[www.dyslexiahelp.co.uk](http://www.dyslexiahelp.co.uk)