

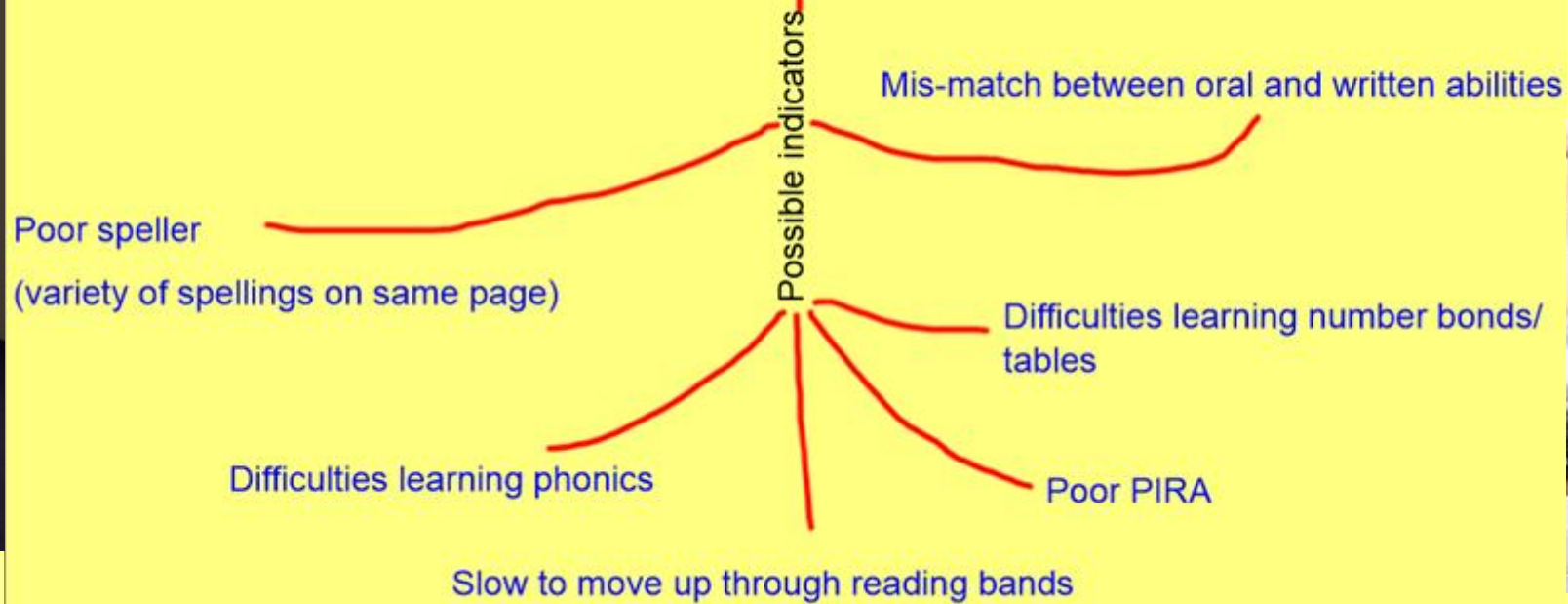
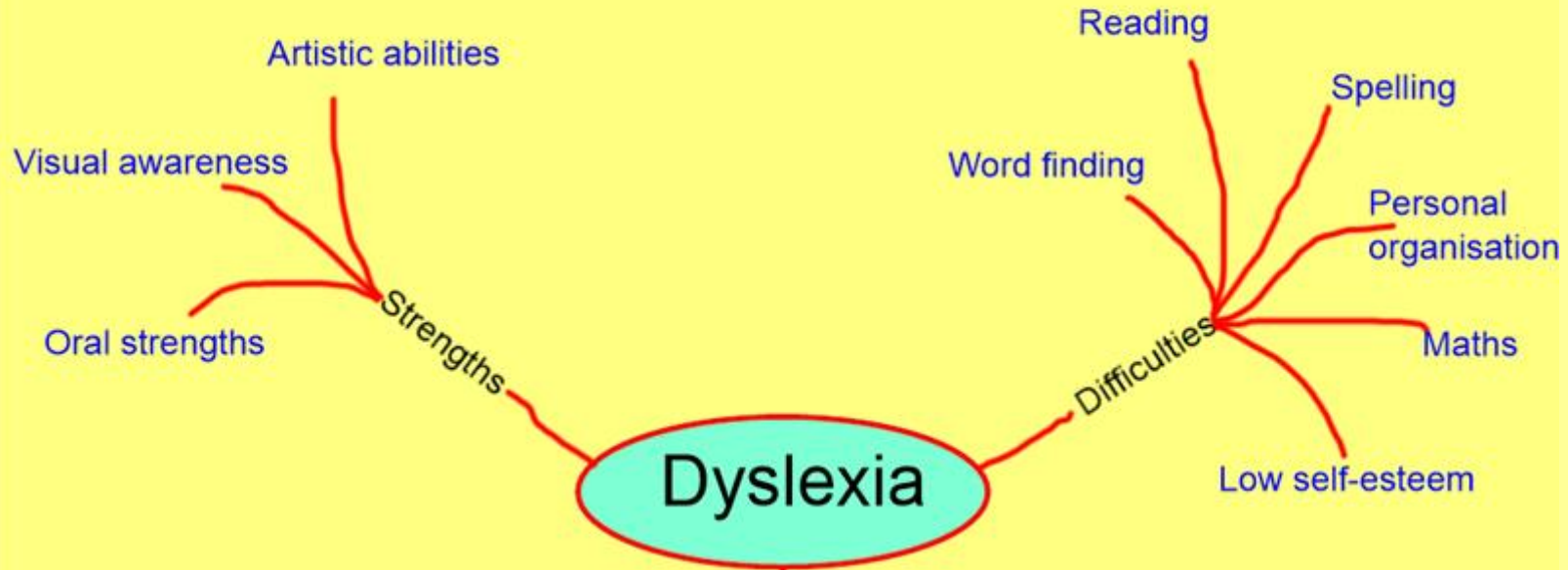


Dyslexia

What is it & why is it so important that we understand the impact it has on learners?

Common strengths and difficulties

How School and parents can support dyslexic learners?



Why is it so important that we understand the impact it has on learners?

Approximately **10%** population dyslexic

Approximately **4%** population severely dyslexic

What is Dyslexia?

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

Rose Report 2009

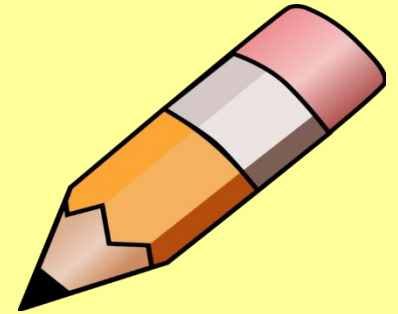


Consensus is that dyslexia involves:

- Difficulty with reading, writing and spelling
- Short term and working memory difficulties

How does dyslexia present?

- Phonological awareness difficulties
- Auditory memory difficulties
- Visual memory and visual processing difficulties
- Working memory difficulties
- Poor organisation
- Word finding problems
- Speed of processing
- Difficulties with number facts e.g. recall of multiplication tables and number bonds



Phonological Awareness:

The ability to segment words into units of sound; to identify words and syllables.

May have difficulties with rhyme, alliteration and blending.

Songs, touch, movement, colour and rhyme help us to deliver a multi-sensory approach to phonological awareness.

Poor auditory memory:

Most people remember 5-7 pieces of information, may dyslexics only 3.

Difficulty following instructions - May always seem one step behind.



Visual memory & visual processing :

Some learners may experience difficulties when working with text:

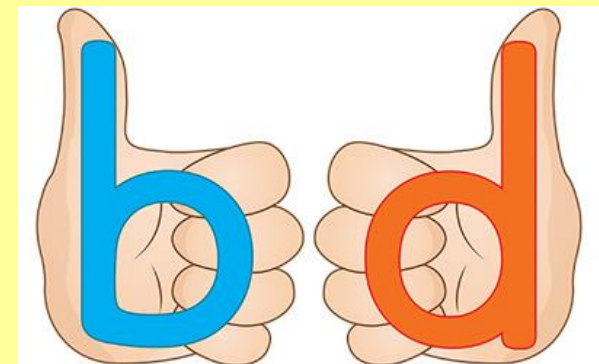
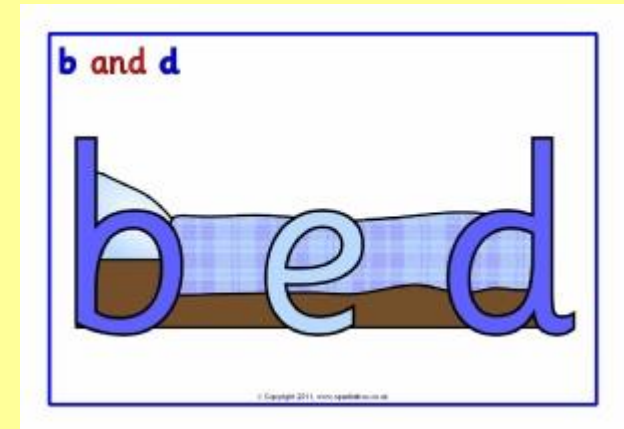
Visual confusion b/d, u/n, f/t

Blurring/seeing double

Tracking difficulties

Moving text (visual stress)

Poor handwriting



Effect of Working Memory Difficulties

Reading/ Spelling – holding sounds long enough to work with

Reading comprehension – remembering what they have read whilst focusing on decoding

Writing – planning, sequencing sentences & ideas

Maths – Mental arithmetic, getting lost in processes

Instructions, homework, organisational difficulties

Remembering sequences



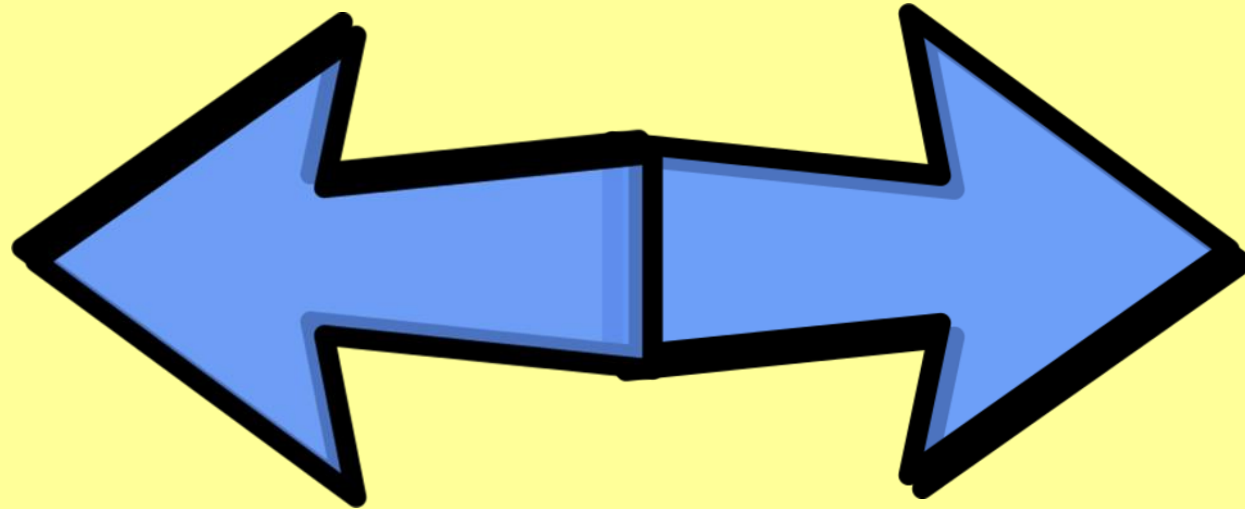
Automaticity

The ability to perform a task without having to consciously think about it.

Many dyslexic learners have difficulty achieving automaticity. They have to consciously carry out tasks others can do without thinking.



Dyslexia is a continuum, not a distinct category
and there are no clear cut off points.



Speed of Processing – How to support learners:

- Simplify language www.youtube.com/watch?v=MNf-VHzCIPE
- Pre-teaching vocabulary
- Prioritise what the child really needs to understand
- Ask the child to listen out for certain things
- Learning partners
- Sketch answers on whiteboards
- Give a warning to the child that you are going to ask them a question.



Reading - How to support learners - Tracking:

- Make sure children have own copy of text
- Mark place on shared text with pointer
- Highlight alternate lines in different colours
- Sliders/ Reading rulers
- Avoid large chunks of text on board



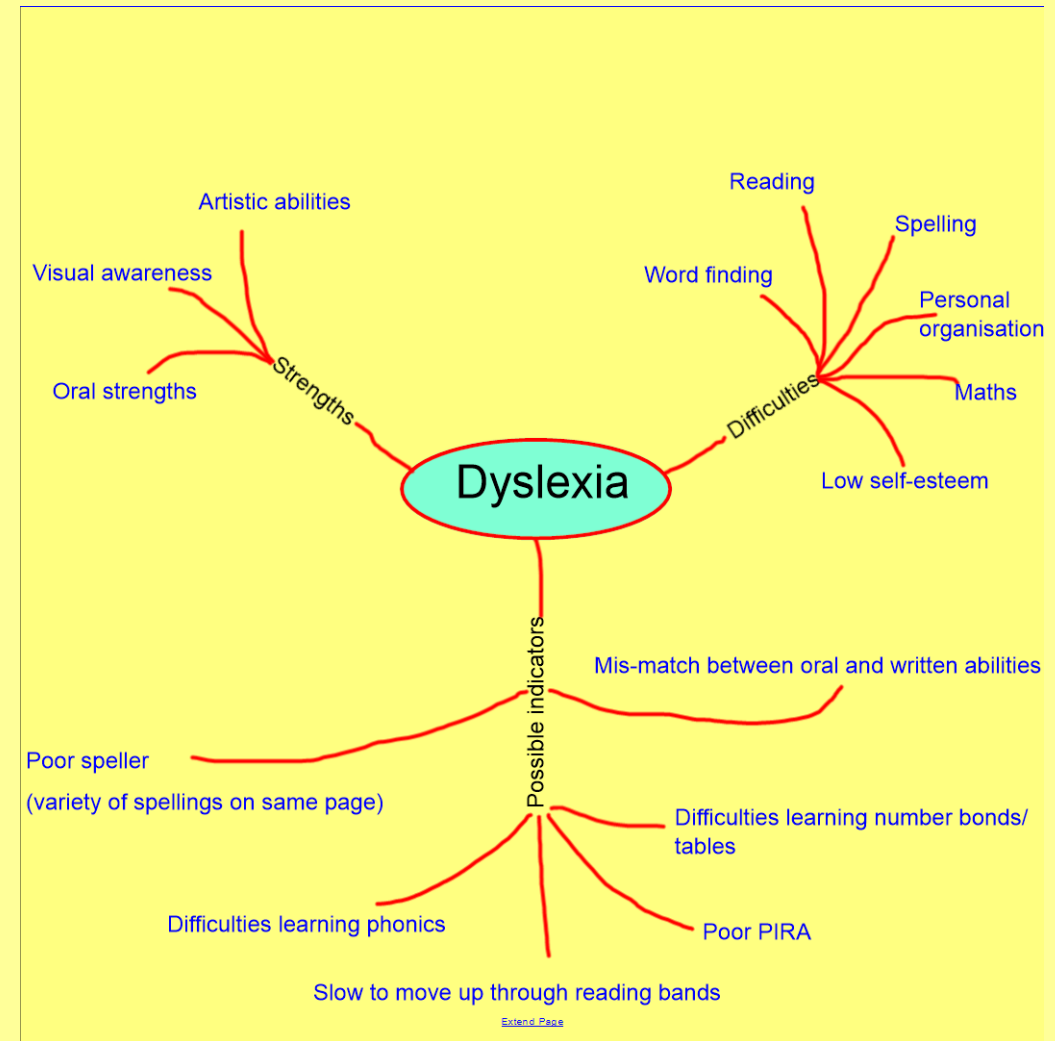
Reading - How to support learners -

Comprehension:

- Look for tricky words before you begin
- Imaging - make a picture and change the picture as you get more information
- Numbering events
- Re-reading (either self, or by an adult)
- Summarising in notes, pictures and key words

Reading - How to support learners - **Extracting and remembering information:**

- Use colour and highlighting
- Make important points memorable by active teaching and revisiting them in different ways
- **Mind Mapping**

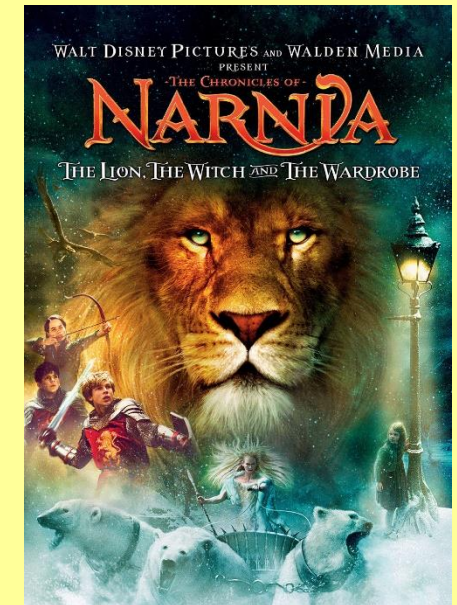


Reading - How to support learners –

Facilitating enjoyment of texts:

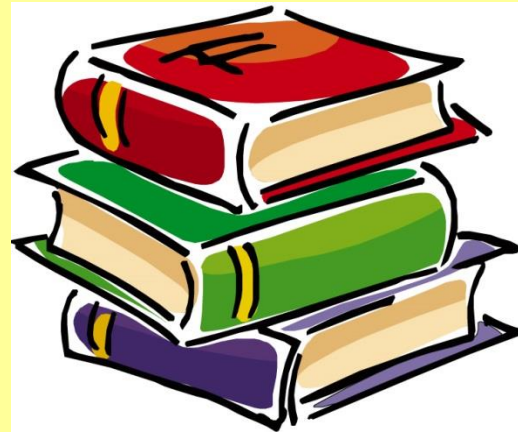
Read high quality texts to learners

Use story tapes and films to present high quality stories in a way that pupils can access more easily than written tapes



What is tricky about reading?

<https://www.youtube.com/watch?v=pA8TPdhdPvQ>



20. Dyslexia Info Tip

This is how hard it can be
for someone with severe dyslexia.

Γενετιχ χαν βε ινηεριτεδ, σχιεντιστο
ηαπε βεγυν το ιδεντιφψ δψσλεξιχ γενεσ
Δψσλεξια οφτεν ρυνσ ιν τηε φαμιλψ
Γενετιχ χαν βε ινηεριτεδ, σχιεντιστο
ηαπε βεγυν το ιδεντιφψ δψσλεξιχ γενεσ
Δψσλεξια οφτεν ρυνσ ιν τηε φαμιλψ

Now copy this from the whiteboard.
You will miss break if you don't do it!

www.chilterntutorial.co.uk

Presenting information to minimise visual stress:

1. Use numbers instead of bullet points
2. **Bold** text rather than underlining or *italics*
3. Cream or pastel paper
4. Left justify- double spacing
6. Verdana, Arial, **Comic Sans**, Calibri are more 'dyslexia friendly' fonts to use (**not** Times New Roman)
7. Colour each line differently

Writing – **How to support learners**

- Avoid copying– notes or handouts instead
- If copying unavoidable, make sure leave on board for enough time!
- Writing frames
- **Pupils leave a gap between each line for editing**
- Teach continuous cursive handwriting

Writing – How to support learners

- Learning partners to help develop ideas
- Consider alternative means of recording (Siri/ typing)
- Give pupils extra time to complete written tasks and to proof-read

Spelling – **How to support learners**

- Structured and systematic exposure to rules and patterns – need to work from where pupil is, not where they should be
- Overlearning – re-visit frequently
- **Build on what pupils know – ensure that they always get more spellings right than wrong in spelling tests**
- Use colour to highlight the pattern within words that you are teaching

Spelling – **How to support learners**

- Desk check lists for key subject-specific spellings
- Help pupils create a list of their ‘personal demons’ & extra time for proof-reading
- Mnemonics for a limited number of high-frequency words
- **Limit the number of spellings marked for correction – less for pupils who find spelling difficult, but do more to learn them**
- Limit the amount of re-writing – only if it is essential

General classroom strategies – How to support learners

- Proximity seating
- Give an outline of what going to be learnt in the lesson followed by summing up at end
- Visuals (pictorial as well as text-based)
- Avoid interruptions that break concentration

General classroom strategies – **How to support learners**

- Learning partners/ homework buddies (check homework correctly recorded and all necessary resources in bag)
- Opportunities for & praise for things that they excel at
- **Set time limits for homework & prioritise**

General classroom strategies – How to support learners

- Tidy organised classroom
- Teach personal organisational skills
- Avoid asking dyslexic learners to read aloud unless they have had time to prepare
- Have model handwriting chart available
- Be sensitive and build self-esteem whenever possible

Interventions available throughout the school: A consistent approach

Quality first teaching is the most impactful way to support dyslexic pupils

Each year group has a range of interventions available to support literacy skills

Year group teams plan interventions as a team to make best use of limited resources

ASSISTIVE TECHNOLOGIES – THE WAY FORWARD?

Apps that read:

Voice to text: Siri

Apps to support dyslexic pupils:

<http://dyslexiahelp.umich.edu/tools/apps>

Web-based resources: Nessy



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Coming soon:

Wednesday 14th March: 2:30pm

**How we support children with autistic-type brains
in the classroom**