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COUNCIL**
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Together 
for Families

Dyslexia awareness session



www.cornwall.gov.uk



Dyslexia awareness



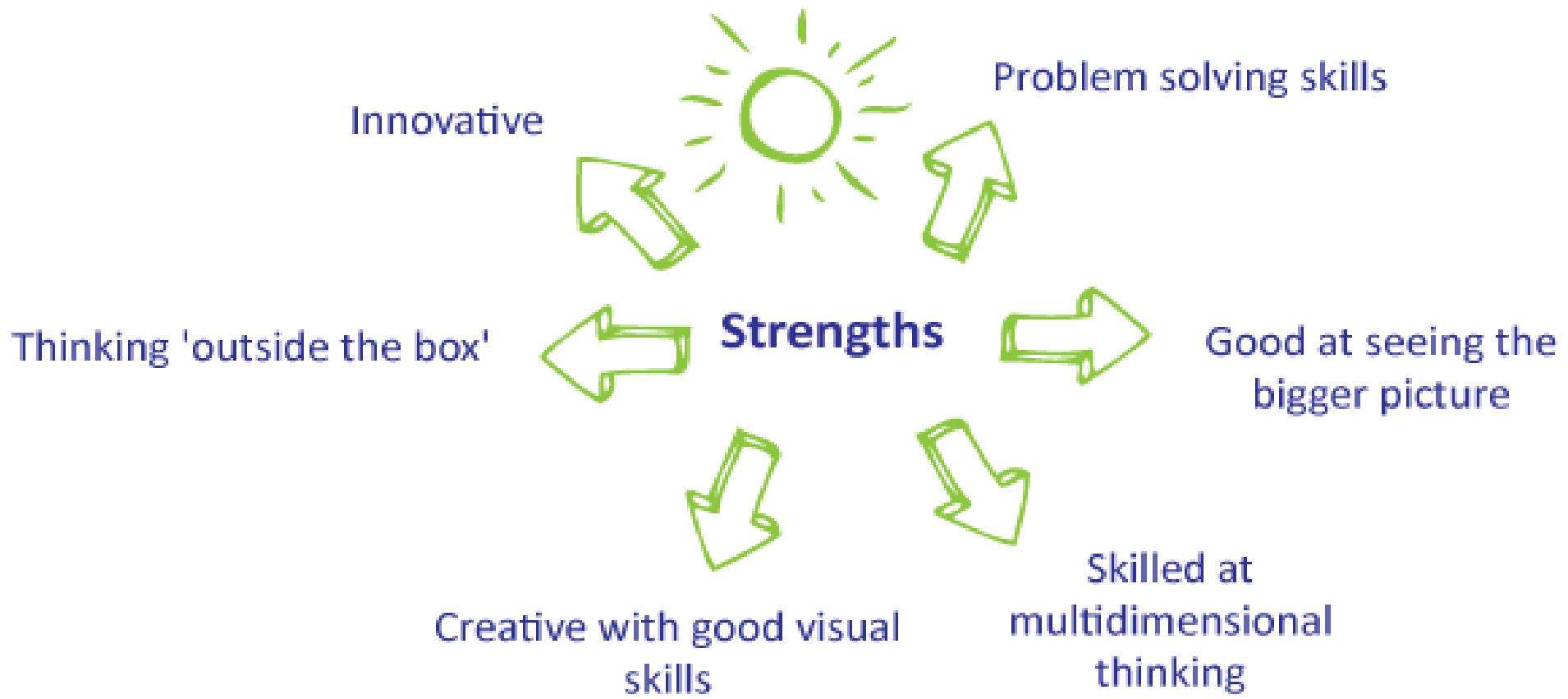


Think about your child. What are their strengths?



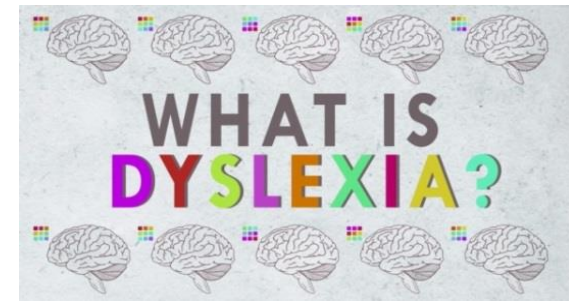


Strengths associated with dyslexia

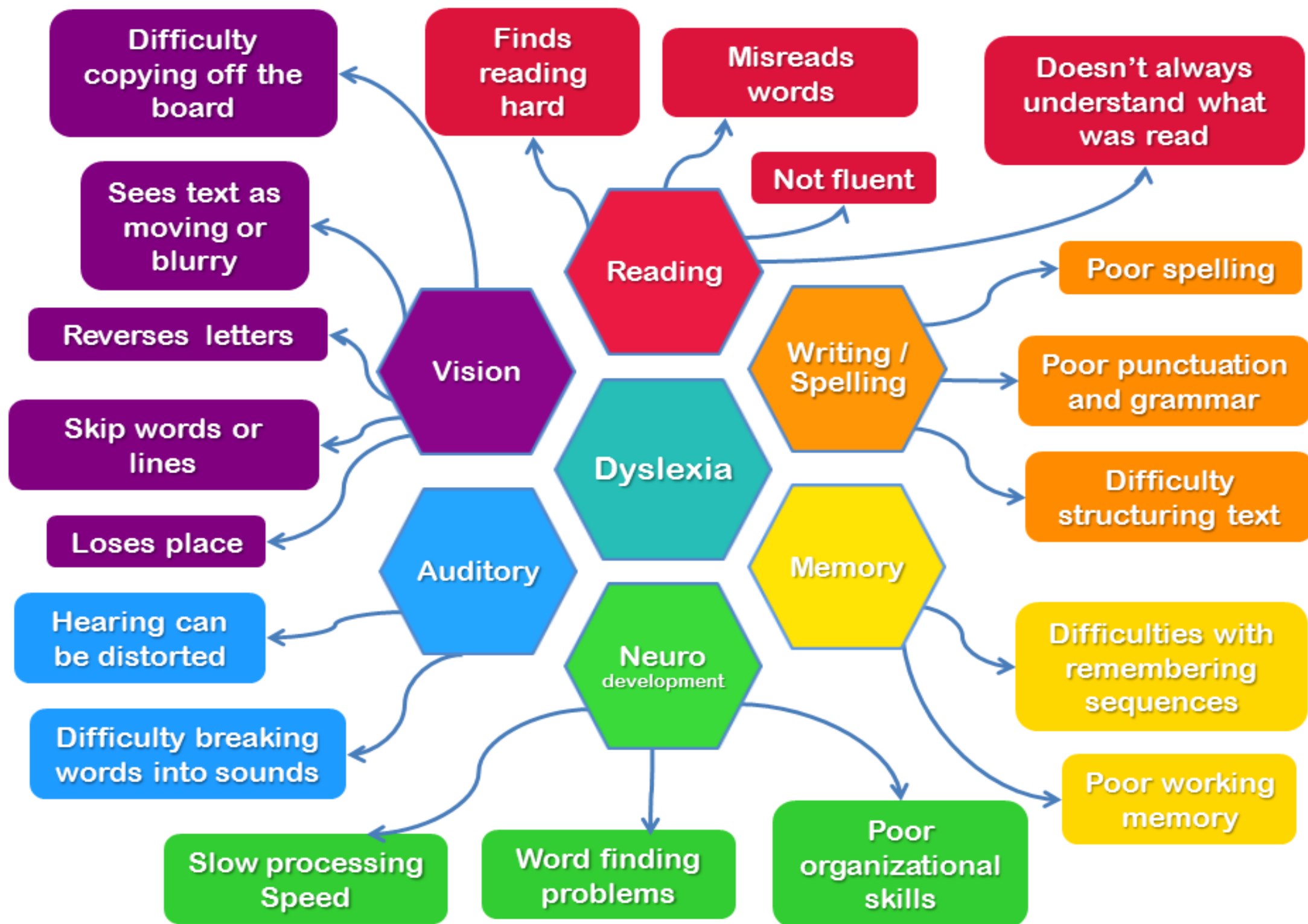




What is dyslexia?



- Dyslexia is the **most common** SEN found in schools
- Dyslexia is classed as a **SpLD** and **affects the way information is learnt and processed**
- Challenges can include **reading, writing and spelling**. Some children also have difficulties with **phonological awareness, memory and processing**
- About **4%** of the population are **severely dyslexic** and **10%** show **some tendencies**
- Dyslexia is not an **obvious difficulty**; it can be **hidden**





What do you see?

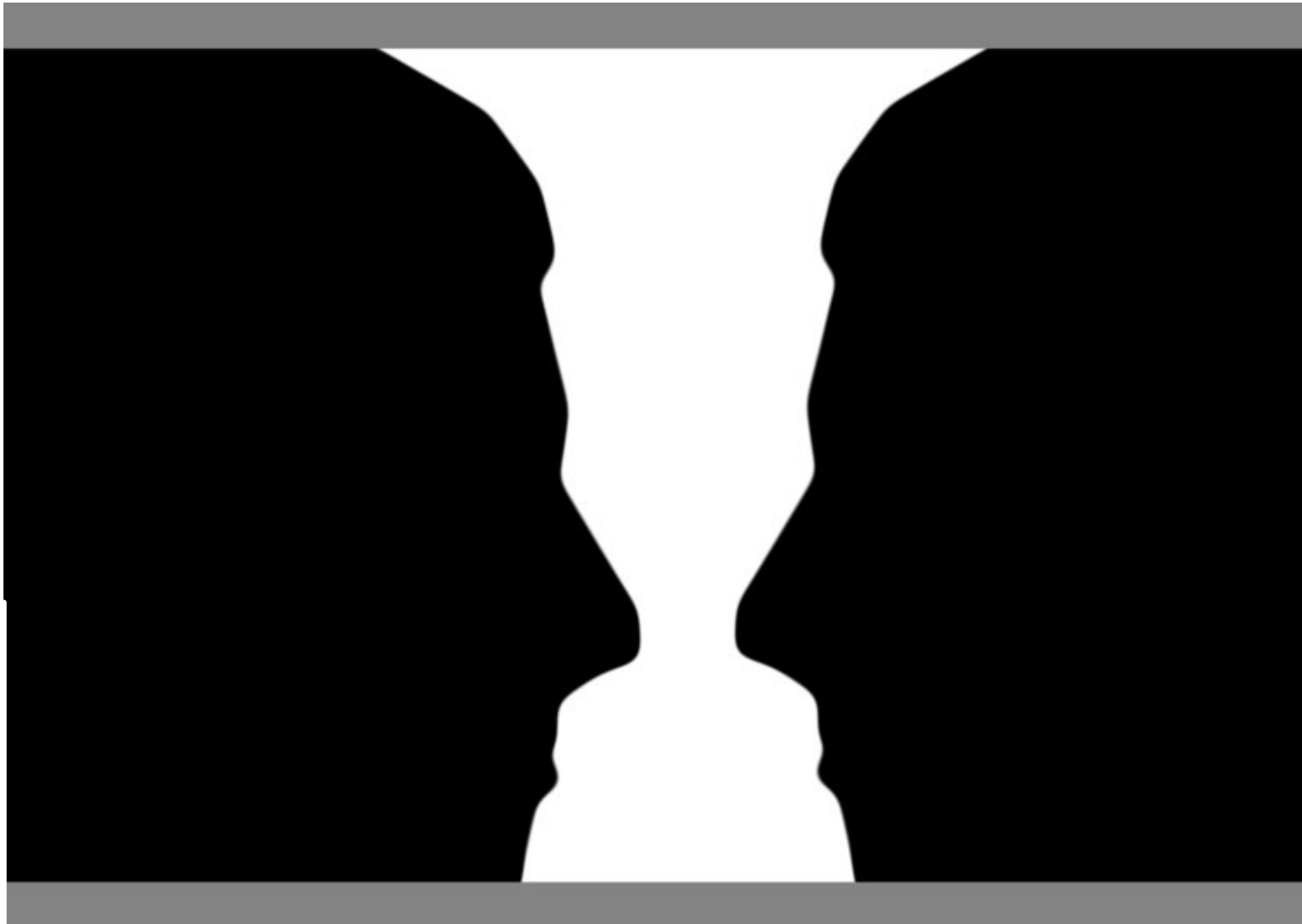
A young woman OR an older woman?





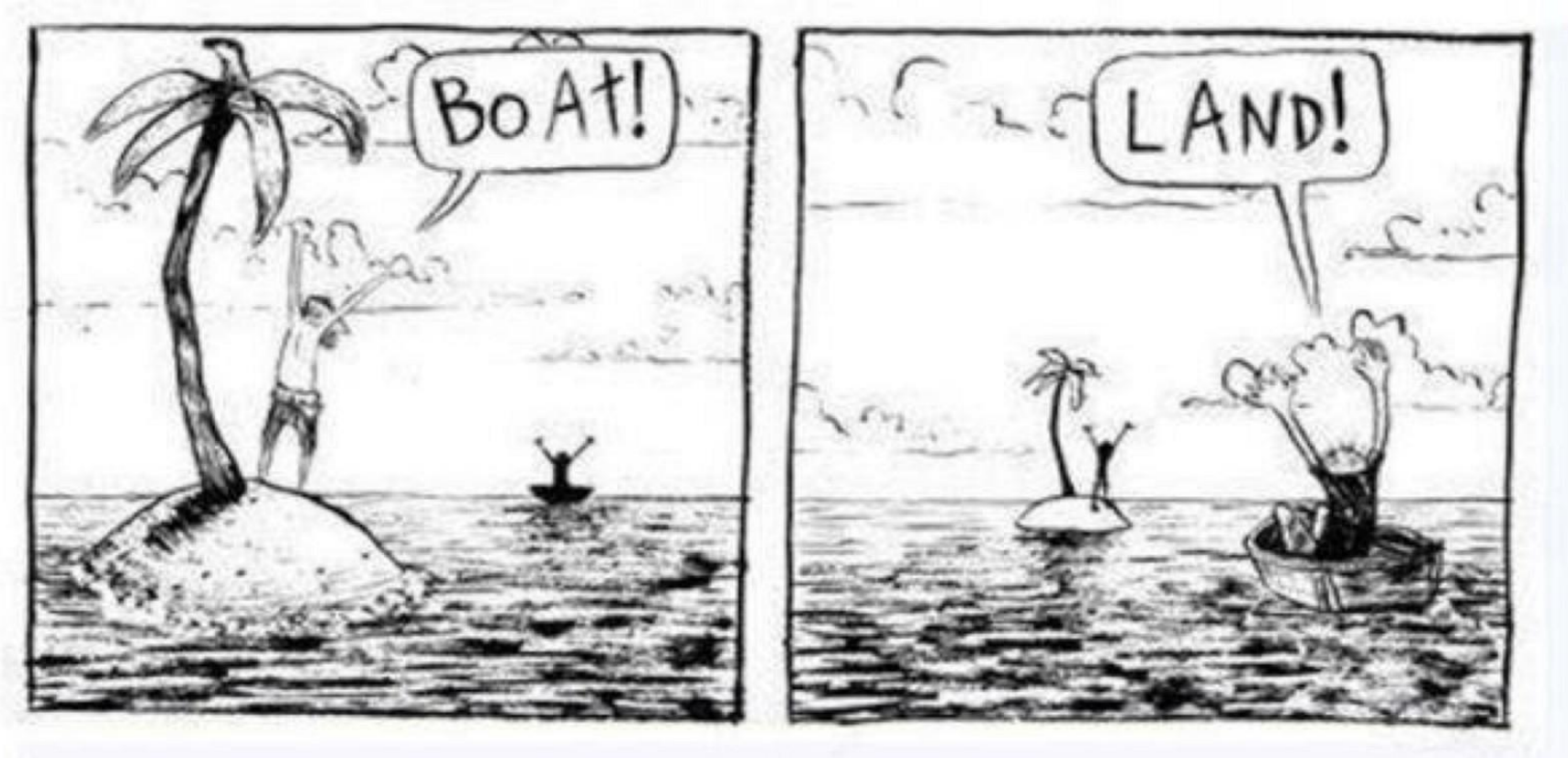
What do you see?

A vase OR two faces?





It's all about...



...perspective!



How might a child with additional needs feel?

That everybody else is better than me

Embarrassed

Anxious



Frustrated

Cross

Slow

Stupid



If a child is feeling low, what sorts of behaviours might you see?

Take it out on people at home

Get cross with everyone

Chew my pen or flick rubbers

Refuse to do anything

Just want to sit there and do nothing

Bite my nails

Shout out and misbehave

Get scared of doing anything





Improving self-esteem



It's really important that schools, together with parents, support children to develop their resilience, confidence and self-esteem.



Areas of challenge that children can encounter



Difficulties with phonological awareness

Rhyming

Say a word that rhymes with pin. [fin, tin, etc]

Blending

What word do these sounds make, s-p-i-n?
[spin]

Phonological Awareness

Segmenting

Say the word spin, one sound at a time. [s-p-i-n]

Manipulating

Say the word win; now change the (w) sound to a (p) sound and say the new word. [pin]



Phonological awareness

This is the ability to recognise and work with individual sounds (phonemes).



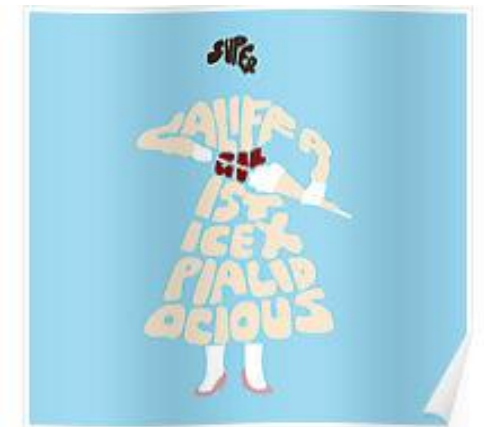
How do small children learn that words have meaning?



14 syllables

Supercalifragilisticexpialidocious

su/per/cal/i/frag/i/lis/tic/ex
/pi/al/i/do/cious





Games to support the development of phonological awareness

Rhyme

- Pass a feely bag around
- Take out an item
- Once you've taken the item out, name it and generate a rhyming word. The word can be a real word or a 'non-word'





Games to support the development of phonological awareness



Alliteration

- Work individually
- Choose a letter from the board
- On a sheet of paper, name as many words as possible starting with your letter
- 30 seconds – go!
- Children use the first letter of their name to start with
- You could act as a scribe for your child

Alliteration

The use of the same beginning consonant sound in a line or verse.

Example:

Peter Piper picked a 
peck of pickled peppers. 



Games to support the development of phonological awareness

Alliteration

- Work in pairs this time
- Using your words from the first activity, make up some silly sentences using alliteration
- Share a sentence with your group

Alliterations

Platypus play pokey picking popcorn.

Cockatoo cooks crazy cold crocodiles.

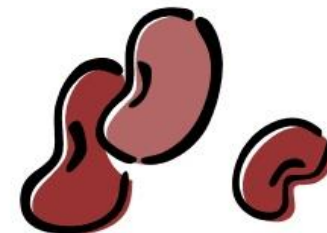
Koala kicks kind kid's kites.

Numbats nip nippy nightly neighbours.

Lazy leaping lizards like liking luscious lollipops.



Jump like **j**olly
jumping beans



Scattergories

	B	A	S
Country			
Food			
Vegetable			
Animal			
Book			
Item in house			
Song			
City			
Fruit			
Drink			



Games to support the development of phonological awareness

Syllable identification

- Practise clapping your family's names as you break them down into syllables (pets included!)

Ash Brie Deb Elle Jem Jill Lu Liz Rain Tess
 Belle Cass Fern Jane Joy June Kim Noreen Quinn Wren
 Bette Dawn Fi/Fee Faith Fran Kay Ling Maude Queen Sian
 Anne Blythe Faye Glynn Hope Kat Joyce Leigh Lynn Paige Sloane
 Bjorg Brooke Jan Grace Gwen Jo Laure Maeve May Shay
 Blair Char Clare Greer Jules Lane Mare Neve Pearl Starr
 Beth Britt Cate Fleur Jazz Jade Joan Pat Rae Rose Tate Vonne
 Bea Eve Dee Gail Jess Jen Lis Liv Pat Rae Rose Tate Vonne
 Rve Yaz

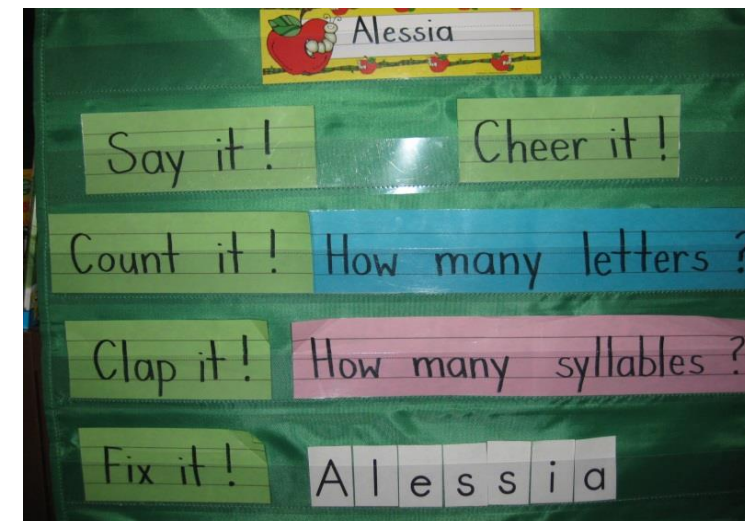
Art Chet Cole Holt Kai Jude Kipp Neil Russ Todd Zane
 Boone Clark Cruz Dane Guy Jake Kent Max Penn Rye Saul Trace Vince
 Brant Chase Drake Grant Hank Jay Mark Pierce Seth Teague Troy Wynn
 Brooks Craig Gage Heath Kemp Lloyd Ty Rhys Shane Vaughn
 Blaine Chance Flynn Grey James Lance Nash Scott Wayne
 Brock Bruce Chad Glenn Hans Knox Nate Rhett Vance
 Blake Bram Drew Dale Jack Kane Luke Owen Reed Wade Trent
 Beau Cade Cale Ford Finn John Kurt Paul Ron Ross Tate West
 Wes



Games to support the development of phonological awareness

Syllable deletion

- Keep the 'number of syllables in your name' theme
- Only say the first syllable of your name now and clap the remaining syllables (if any)
- E.g. 'Gem/ma' will now be 'Gem/clap'

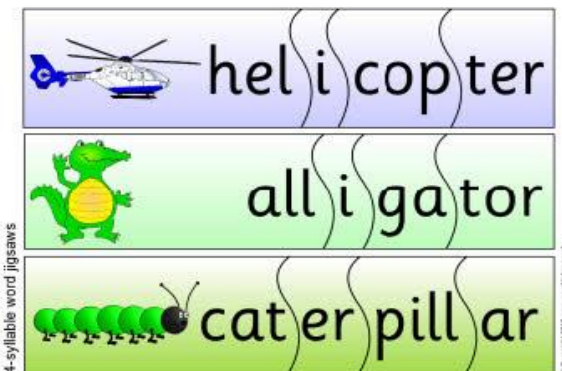
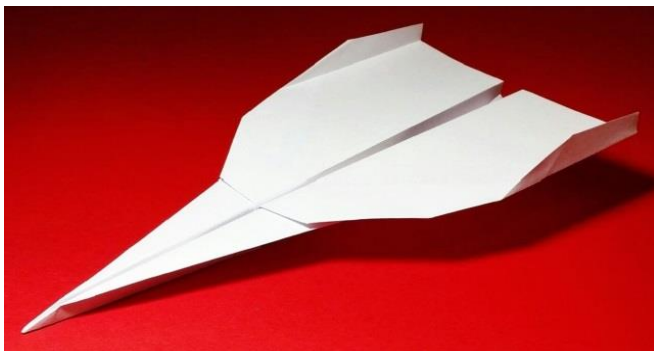




Games to support the development of phonological awareness

Segmenting syllables

- Take a piece of A4 blank paper
- Draw a picture of an object that has 2 or more syllables
- Once everyone has finished, count down and launch your planes!
- Collect someone else's plane and share name of object, breaking name down into syllables





How do we spell?



We either:

- know what a word looks like – sight words

or

- we have to encode it – through grapheme/ phoneme correspondence

Good spellers are able to use both strategies



Understanding and supporting spelling

What does spelling require?

- Spelling requires **recall**
- Reading requires **recognition**
- **Recall** is harder than **recognition**



Practical ideas for learning spellings at home

- create mnemonics for 'tricky' words
- a mnemonic is a memory aid and can help children to remember the spelling of tricky words
- mnemonics can be **visual** or **written/auditory**
- only practise **one** spelling until it is secure

Visual

Their
There

Written/auditory

Big
Elephants
Can
Add
Up
Sums
Easily



Practical ideas for learning spellings at home



Roll the die – if it lands on:

1. **Think** of a picture to represent the word.
2. **Draw** a mnemonic to help spell the word.
3. **Spell** out word using letter names.
4. **Write** word in air with finger.
5. Write word down on paper.
6. **Close** your eyes, imagine spelling the word in your head.

**Spelling
dice!**





Practical ideas for learning spellings at home

- display illustrated key word lists around the home (on walls, doors, fridges etc)
- magnetic/wooden/plastic letters can be used
- make sure that the letters are lower case
- when spelling words with magnetic/plastic/wooden letters, try using a different colour for the vowels

red
acqw
vqot





Practical ideas for learning spellings at home

- Highlighting common letter patterns in words. i.e retr**eat** and def**eat**
- Use a **highlighter** to visually show the difference. If using magnetic letters, try **using a different colour** for the letter patterns.

stre eat	g oo d
gre ee n	f oo d
sle ee p	bl oo d
se ee	fl oo d
thre ee	st oo l
tre ee	w oo d

Children may have difficulty writing



My Brother

He has got one brother and one sister
 he has got two black eyes ~~and~~ ^{and} one
 big nose He is my Brother and His
 name si call Jonathan Lee and he
 si nine year old now this year.
 I lik my Brother very much.
 he always ~~by~~ ^{buy} a lot of things
 for me to eat. My favrite
 thing is sweets Becos I lik to
 eat sweets. Last year my
 Brother gave monkai to ^{me} ~~to~~ ^{to} by some
 sweets. My Brother now works at
 Tiong Sgro Plaza to by food's



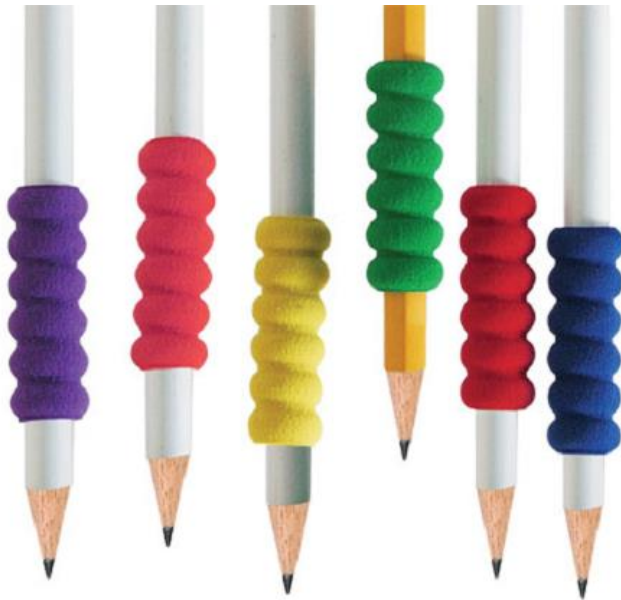
Strategies to support writing tasks:

- writing frame: storyboard, sequence board, story mountain/map etc.
- mind-maps
- multiple choice, true/false
- scribe
- flow charts
- iPad 'Notes'
- talking tins/keyrings etc.





Strategies to support writing tasks:



Comfort Pencil Grip - gives added comfort and security to those who grasp the pencil too tightly (The Dyslexia Shop, £3.90 for 10)

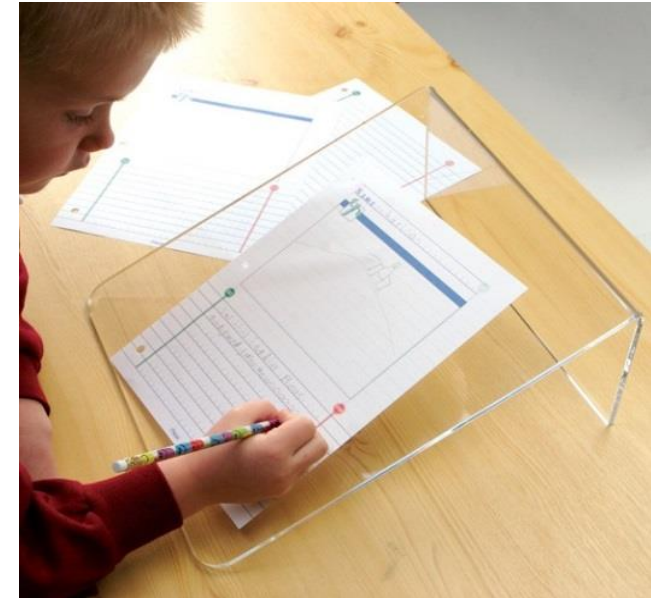


Writing Claw Pencil Grip - designed to help improve the hold of a pencil by correcting the position of a child's fingers (TTS Group, from £7.99 for 6).

Strategies to support writing tasks:



Fine motor skills activities can improve the handwriting of some learners



Elevating a child's book using a writing slope can help

Strategies to support writing tasks:



BBC Home

Schools

23 February 2014
Accessibility help
Text only

BBC Homepage
BBC Schools
BBC Teachers

typing home

level 1
level 2
level 3
level 4

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Maths, English and Science.

Magic Key
Unlock the secrets of writing
and meet HMS Sweet Tooth!

Dance Mat Typing

start here!
Meet the gang and learn to type.

Make your way through all 12 stages and you can be a top typist.

level 1
level 2
level 3
level 4

"Come type with me!"

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>





Children may have difficulty reading

- immediately **forgets** what has just been read
- **slower** reading speed
- **misses out words** or **skips lines**
- may be able to **read fluently** but **can't answer questions** about the text



<http://www.independent.co.uk/extras/indybest/arts-books/best-kids-books-dyslexic-dyslexia-reluctant-readers-a7345621.html>



Visual Stress

- Research has shown that 15 – 20% of people suffer visual stress to some extent
- Also known as Irlen Syndrome or Scotopic Sensitivity Syndrome (SSS)

Read Regular is created without copying or mirroring shapes. Therefore the frequency of repeated shapes in a text is decreased. This results in a minimum chance of visual distortions (swirl-effect). The aim is to create interesting typography that will maintain the readers' interest and will prevent them from getting bored or frustrated. Diversity in text knows many variations. We must understand the fact that typography for a novel is different from a magazine or a publication for education. Even so a novel has the potential to be clear and interesting. This can be achieved in any level of creativity, thinking on type size, leading, the amount of words on a sentence and the character/paper combination.



‘The letters are blurred or go out of focus.’

‘The letters move or look back to front.’

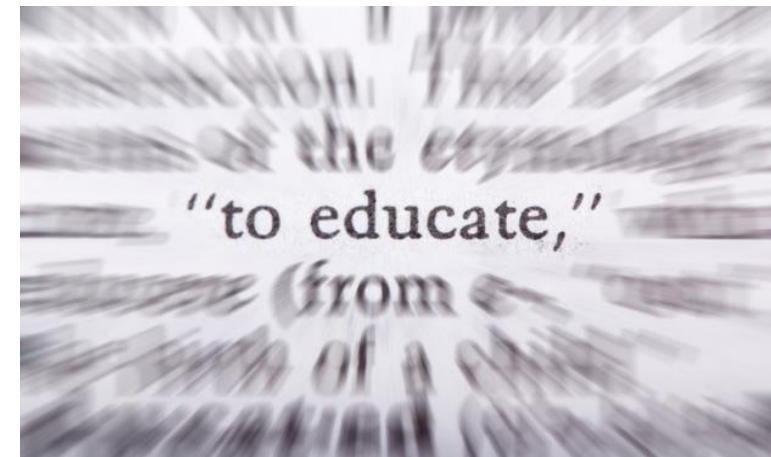
‘I get a headache when I read.’



‘The words and/or letters split or appear double.’

‘I find it easier to read large, widely spaced print, than small and crowded.’

Important to realise that children may not realise that this is a difficulty and may think it is the same for everyone – especially younger children





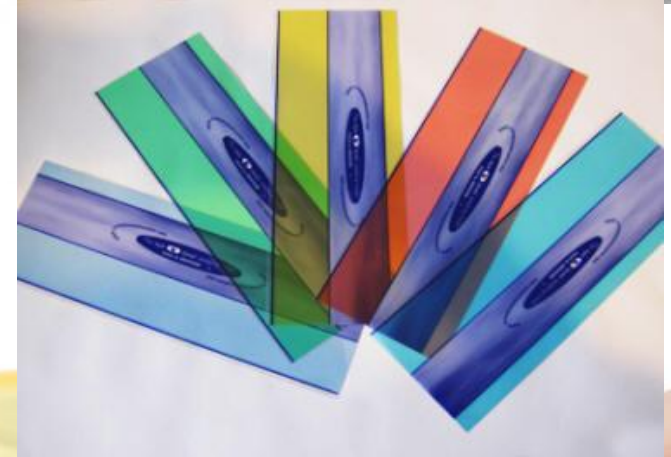
Strategies used by schools for visual stress

- **space** is left between lines
- a **sans serif font** such as Arial, Comic Sans, Verdana in **size 12-14** is used
- text will be divided into **chunks** (paragraphs, sentences, bullet points), paper may be enlarged from **A4 to A3**
- **pastel/buff paper** and **coloured backgrounds** on interactive boards can be used



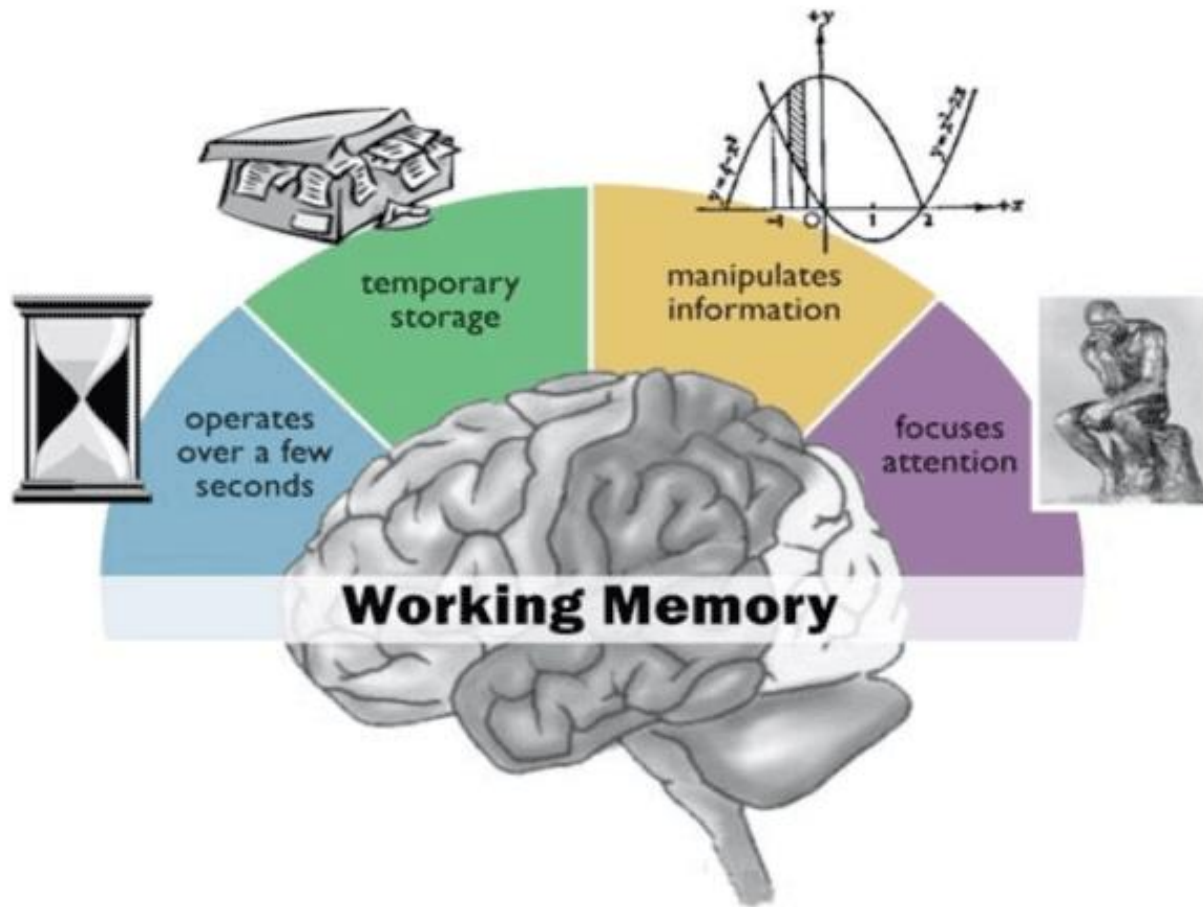


Resources to support visual stress



Children may have poor working memories

What is working memory?



- holds, processes and manipulates information
- limited capacity
- develops later and more slowly than short-term memory



Strategies to support children with a poor working memory

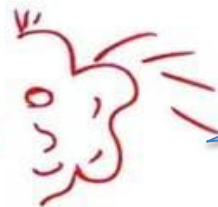
- Multisensory teaching is visual, auditory and kinaesthetic (what we feel) all at the same time. This helps memory and learning
- Using multisensory techniques allows links to be made between the visual, auditory and kinaesthetic pathways

VISUAL
SEE IT.



I see what you mean.

AUDITORY
HEAR IT. SAY IT.



That sounds good to me.

KINESTHETIC
DO IT.



That feels right to me.

Most children (and adults!) have a preferred way to learn.



Strategies to support children with a poor working memory

Multi-sensory - auditory

- discussions
- peer explaining
- reading aloud
- internal dialogue
- audio recordings
- mnemonics



Multi-sensory – kinaesthetic

- moving around
- touching/handling things
- using all of the senses
- practical tasks
- role play



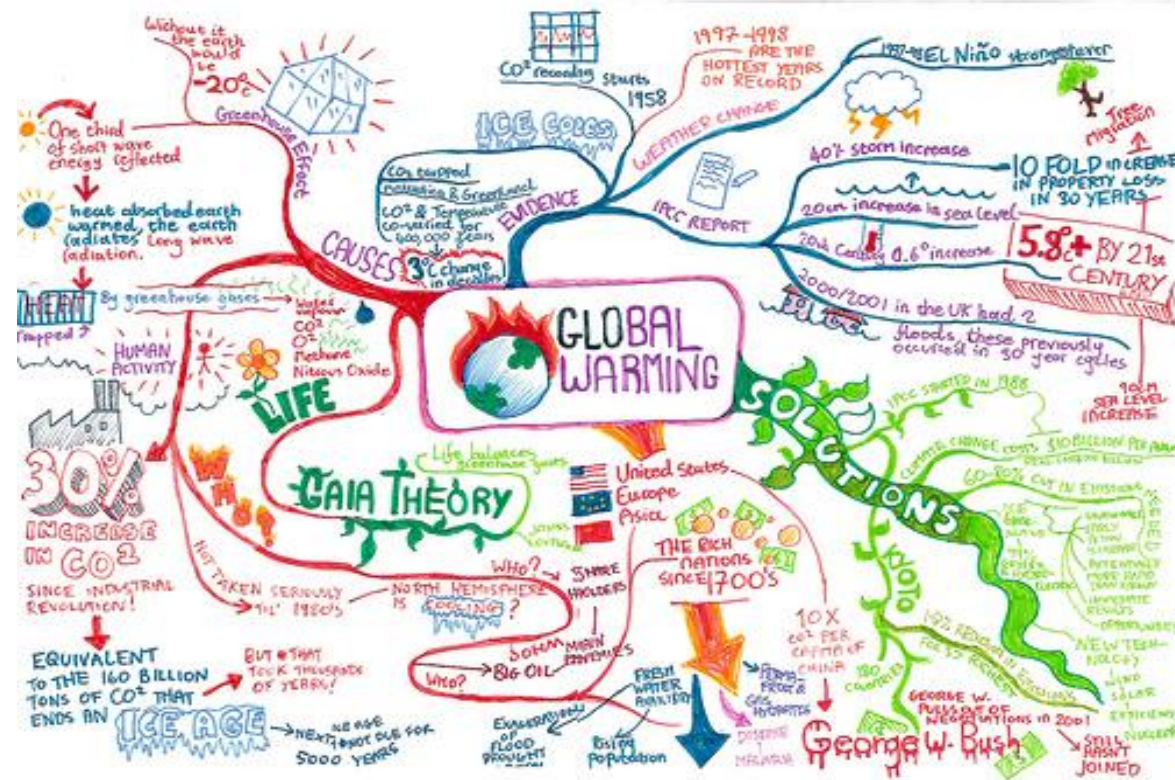


Strategies to support children with a poor working memory

Mind-mapping:

- good way to **organise** ideas
- interesting way to **plan** writing tasks
- suits the **do-ers**
- suits the **thinkers**
- suits the **hands-on** children







Further mind-mapping resources:

- Tony Buzan – www.tonybuzan.com, many books available e.g. Mind Maps for Kids
- apps for mind mapping (iPads) – Popplet, SimpleMind, MindMeister, iMindMap
- <http://www.bbc.co.uk/keyskills/extra/module4/1.shtml> - beginner's guide to mind mapping



simplemindTM

Building confidence at home – creating independence



Whiteboards/pens
 Magnetic/wooden letters
 Word lists/mats
 Pens/pencils/pencil grips



Blank mnemonic cards (playing cards)

Clear acetates and pens

Post it notes

Highlighters

Stop watch

Overlays/reading rulers

Alphabet lines/key vocabulary books

