



DELAMERE  
C of E ACADEMY



## **Supporting Dyslexia in School and at Home**

What causes dyslexia?

There is increasing evidence that dyslexia is inherited and "runs" in families and particularly amongst males. There is also increasing awareness of the importance of early identification and support for dyslexia and using different learning styles in class.

### *Early identification*

It can be very useful to talk to parents about their child's early development to identify whether there is a history of difficulty. Parents/teachers can use the following areas as a guide:

- Poor language development
- Poor phonological awareness (the awareness of the patterns of sounds in language - for example, rhyming or alliteration)
- Difficulty in acquiring phonic skills - the child can't retain individual sounds well and will confuse them
- Slow development in reading and recurring patterns of errors often due to an over reliance on phonics
- Poor spelling development also due to over reliance on phonics
- Disorganised poorly sequenced writing
- Left right confusion
- Difficulty in the orientation of number/letter shapes
- Visual discomfort/tiredness

Many of the above can occur in the development of many children and not be a cause for concern but a number of these difficulties and their persistence over time may mean that your child needs extra support.

### *Supporting the dyslexic pupil*

There are many ways to teach dyslexic pupils. Outlined below are some effective interventions:

- Activities using visual, auditory and kinaesthetic memory simultaneously has been found to be the most productive way of promoting letter/word recognition.
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- The teaching of reading, spelling and writing should be integrated so that skills and concepts can be overlearned and retained.
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- Lessons should be structured so that the learning builds on earlier successes and retention.
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- The pupil should be involved as much as possible in self-assessment to enhance to motivate and make small steps towards an overall goal.
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- Phonics should be specifically taught, so that an awareness of the units of sounds in words, patterns, syllables, rhyming etc.



- Playing games which promote these skills in the early years will reduce feelings of tension associated with failure and rehearse important skills.

The introduction of IT should occur as early as possible and be promoted as an important learning and recording skill for the dyslexic pupil (this can only increase as the technology rapidly advances).

Whenever possible the pupil should be praised for their thinking, creativity and problem solving. It is vital that their ability is acknowledged in different ways and they realise that reading and writing skill is only one way of reflecting thinking and reasoning.

There are times when it is highly appropriate to scribe for the child or let them dictate their thoughts into a tape/dictaphone.

### ***How you can help your child***

As a parent, you may want to help your children with their reading, but you may be unsure about the best way to do it. You may find the following advice useful:

- **Read to your child** – this will improve their vocabulary and listening skills, and it will also encourage their interest in books.
- **Share reading** – both read some of the book and then discuss what is happening, or what might happen.
- **"Overlearning"** – you may get bored of reading your child's favourite book over and over, but repetition will reinforce their understanding and means they will become familiar with the text.
- **Silent reading** – children need the chance to read alone to encourage their independence and fluency.
- **Make reading fun** – reading should be a pleasure, not a chore. Use books about subjects your child is interested in, and ensure that reading takes place in a relaxed and comfortable environment.

Parents also play a significant role in improving their child's confidence, so it's important to encourage and support your child as they learn.

