



Dyslexia – What is it and what helps?

Presented by Mark Long
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Session Aims

- To help develop a clearer understanding of dyslexia
- To be more aware of strategies that can help children who have dyslexia or show traits of dyslexia
- To know where additional information can be found



Dyslexia Awareness

What difficulties do you think children with dyslexia may face?

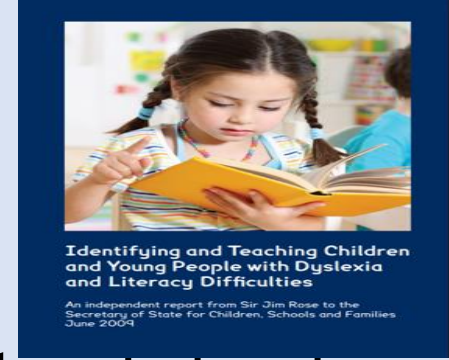


The following working definition of dyslexia was constructed following the Rose Review.



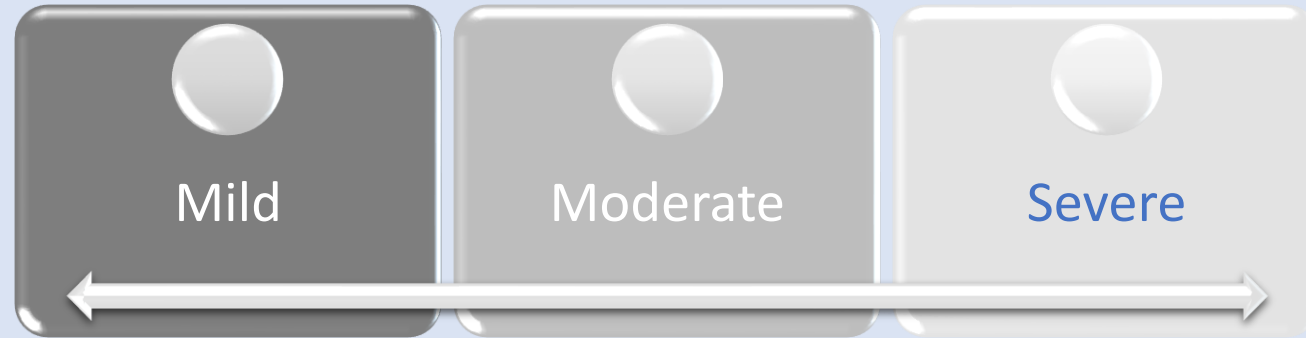
- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in **phonological awareness**, **verbal memory** and **verbal processing speed**.
- Dyslexia occurs across the range of intellectual abilities.



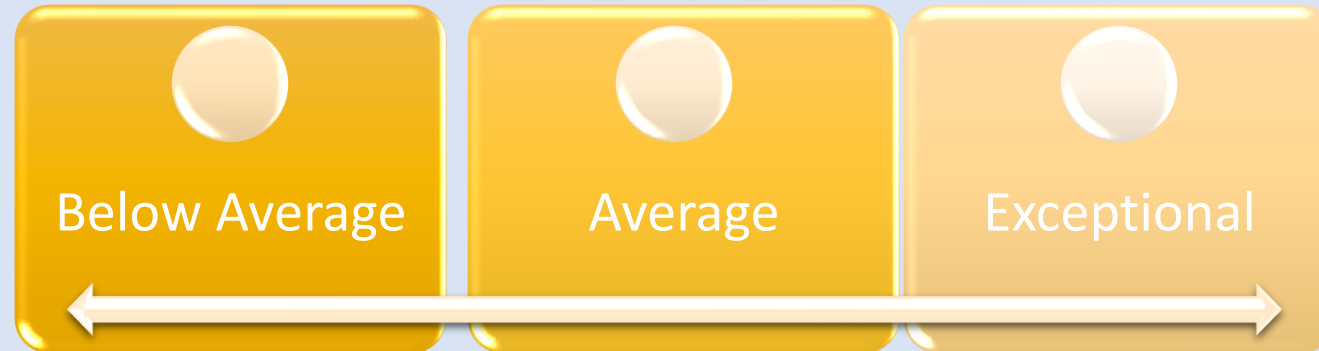


- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not by themselves, markers of dyslexia.
- A good indication of the **severity** and **persistence** of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.

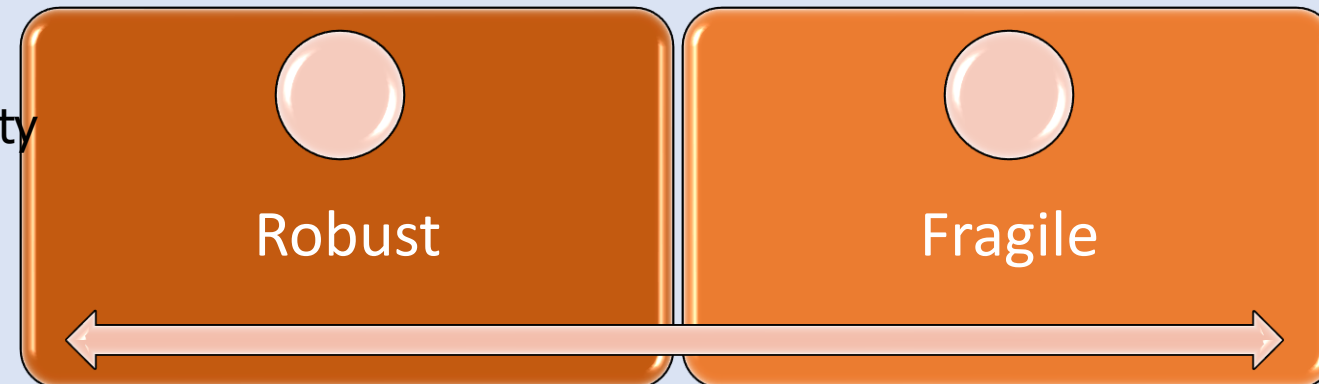
Severity



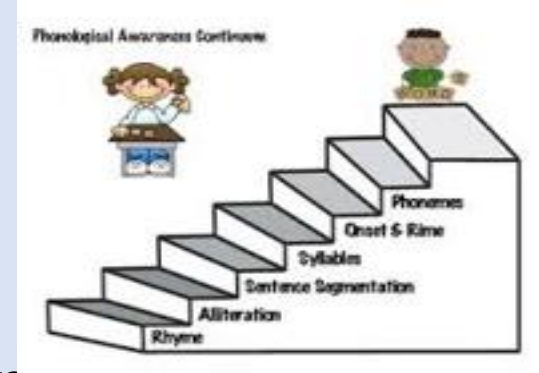
Ability



Personality



What is?



- **Phonological Awareness** – this is defined as the ability to identify and manipulate the units of sounds in words – a key foundation skill for early word-level reading and spelling development
- **Verbal** (phonological short term) **Memory** is the ability to retain an ordered sequence of verbal material for a short period of time – for example to recall a list of words or a list of instructions
- **Verbal Processing Speed** – the time taken to process familiar verbal information such as letters and digits



Red Green Blue Red Yellow
Yellow Blue Blue Green Yellow
Red Red Blue Green Blue Red
Green Yellow Blue Red Green
Yellow Red Green Blue Blue
Red Blue Red Yellow Yellow

How might I spot a child with these difficulties?

- Marked discrepancy between oral ability and standard of written work
- Problem with word retrieval
- Problem with processing language
- Difficulty acquiring the skills for fluent reading
- Persistent or severe problem with spelling
- Auditory Processing difficulties
- Visual processing difficulties



Memory Difficulties



What Helps

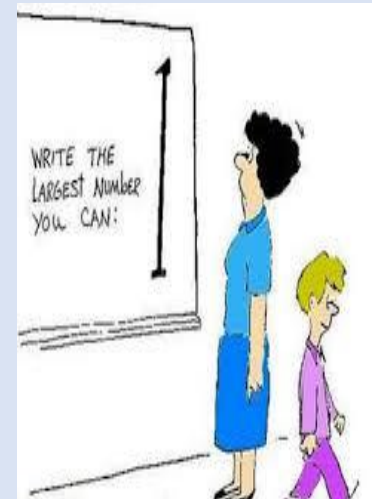
- Reduce the amount of material to be remembered.
- Increase the meaningfulness of the material
- Repetition using the child's own voice
- Use of memory aids e.g. memory cards, personalised dictionary
- Develop the child's own strategies to support memory





Difficulty in following instructions

- Give instructions in short 'chunks'
- Support instructions with visual clues where possible, e.g. symbols, pictures, task boards
- Encourage the child to re-phrase instructions in their own words to ensure they are understood
- Check understanding by asking them to tell you one thing they have to do.
- Avoid saying 'well you knew it yesterday'
- Patience, patience, patience



How words can appear to pupils with a visual stress



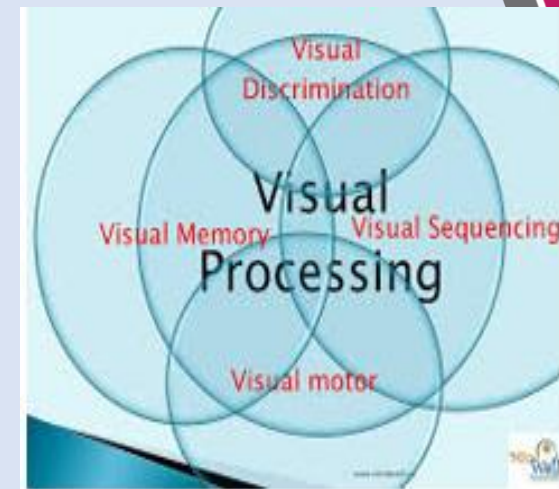
There once was a little girl who could not read very well. She complained that the print was blurry and moving. She could not keep her place on the page. She went to her optometrist to get help. Her optometrist recommended vision therapy and told her dad that there was a solution to her vision problems. The girl began vision therapy and saw drastic improvements in her reading, writing, and most of all how she saw the world. The vision therapy made a huge difference in her life.

Reading Rulers



Visual Processing Difficulties

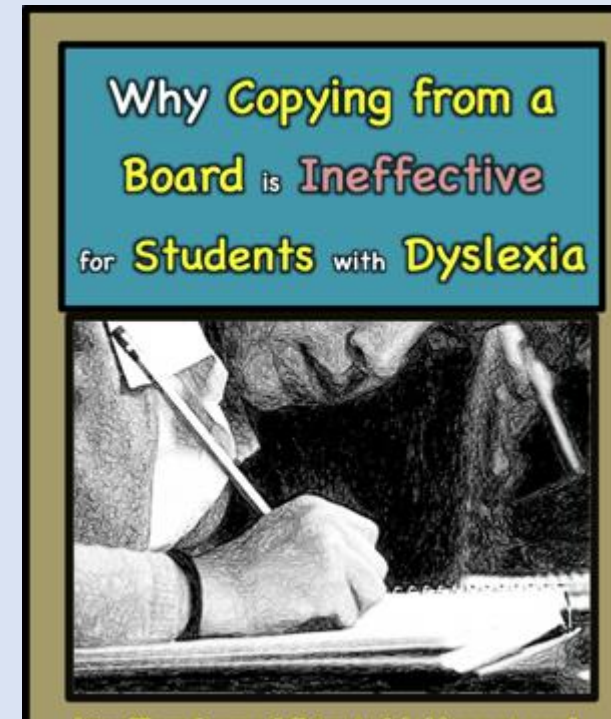
- Rely on phonological sounding out
- Lack sight word vocabulary
- Misread irregular words to fit with phonic approach
- Often ignore punctuation
- Focus on decoding affects comprehension of text
- Spellings often phonetically plausible
- Copying from the board problematic and riddled with errors





Task - Copying from the board

The boy climbed up the tree to
fix the swing.



Task - Copying from the board



Τηε θυιγκ βροων φοξ φυμπεδ
οπερ τηε λαζψ δογ



Auditory Processing Difficulties

- Difficulty with letter – sound correspondence
- Difficulty discriminating between similar sounds
- Retaining verbal information
- Read by sight, rarely use phonic decoding approach
- Often substitute word in text for a similar looking one
- Reading speed can be slow

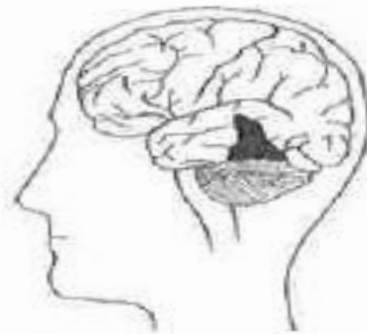




Normal reading system



Reading system in dyslexics



Difference between normal readers and dyslexics





Carla Lane remembers her relatives in Liverpool

Remembered People

There were other remembered people during my growing up. The old colonel who lived two doors away: seventy-nine and widowed, he stood at his gate each day dressed in his tweeds and stalker's hat, and managed his loneliness by bidding the time of day to passers-by. I was twelve then, and I used to go and sit on his gate and listen to the wonderful stories about his army days, but the thing which stayed with me was something he said not long after he'd had a stroke. I took him a hydrangeas which I had picked from his own front garden, and lying there in his large oak bed, with grey hands spread on the embroidered linen, surrounded by antique clocks and threadbare chairs, he fixed me with eyes which had grown weary of seeing and said, "Don't be like me, spending your last hours fretting about the things you didn't do. Just do it child, do it." And I do.

How do I stop reading becoming a struggle?





Things to remember

- Make reading enjoyable and not a chore
- When choosing a reading book if your child is struggling with more than one word in every ten – the level of the book is too hard
- Use the 'Five Finger test'





The Five Finger Test

- Open a page at random
- Spread the fingers on one hand
- Place the 5 fingertips on the page at random
- The child reads the 5 words
- Do this on 4 different pages
- If your child makes more than 2 errors the book level will be too hard



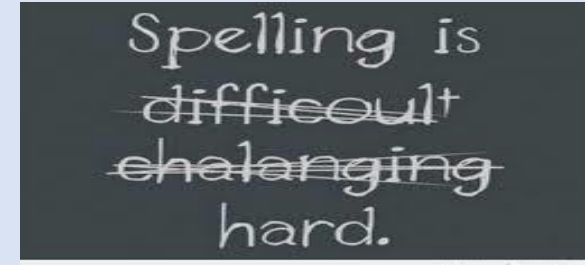
What can help children with their reading



- Reducing stress, anxiety and frustration
- Reading books at the right difficulty level
- The Five Finger Rule
- Using Paired Reading
- Asking the key questions:
- Does it look right/sound right/make sense?



The problem with spelling



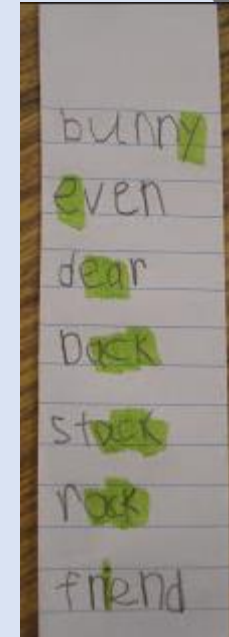
- Not hearing all of the sounds in a word
- Not knowing how to write particular sounds
- Not knowing the spelling choices that are available
- Not retaining spellings that have been learnt
- Not knowing that a spelling is irregular
- Writing spellings inaccurately during prose



Approaches to Learning Spellings

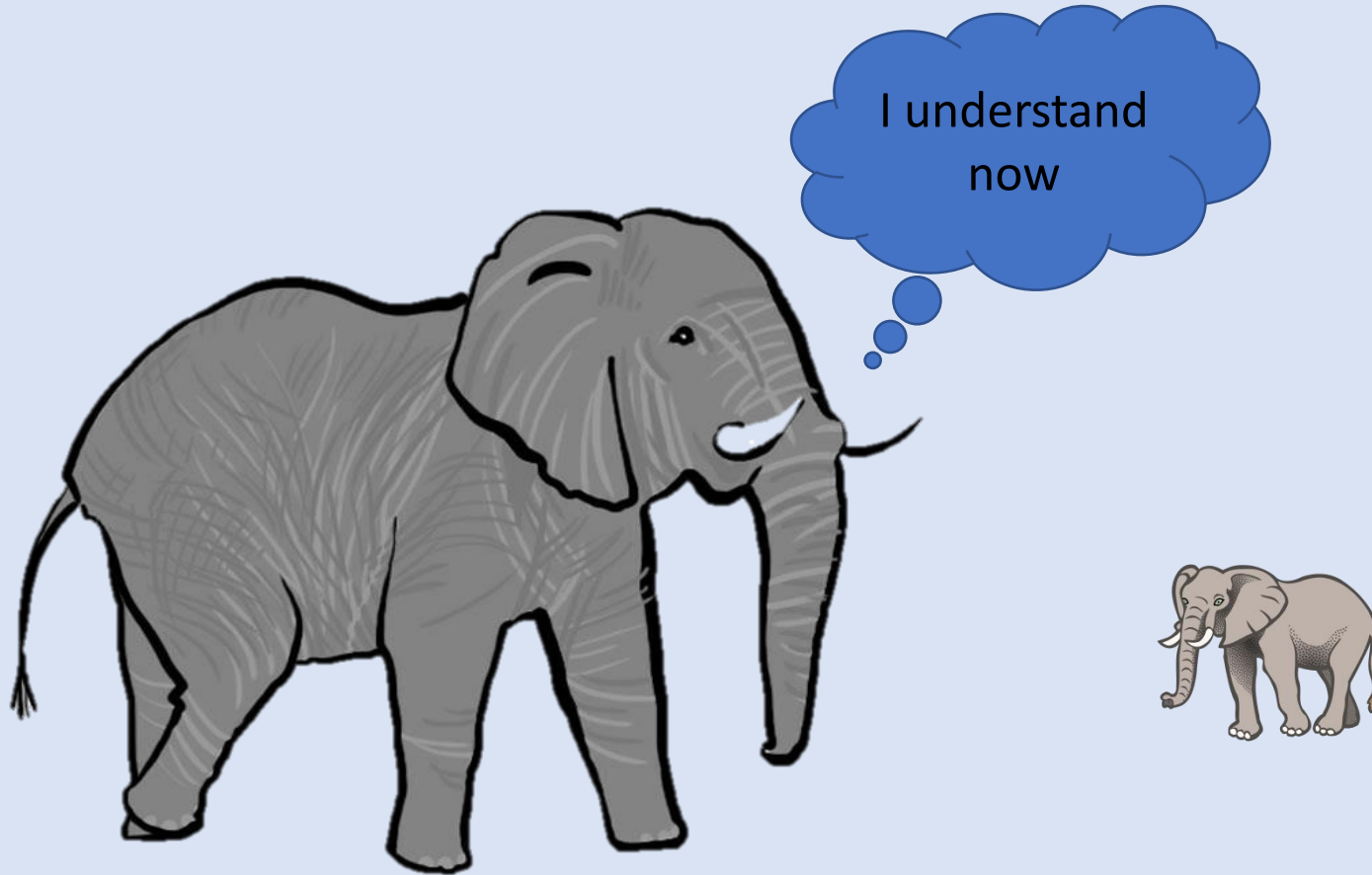
1. Count the phonemes. Use a phoneme frame
2. Colour code the phonemes with 2 or more letters. (Example: i.e., igh or ough).
3. Block or outline the word -Take a different colour and outline the word shape.
4. Make the tricky part of the word stand out
5. Break the word up into syllables.
6. List the word family
7. Learn spellings in a multisensory way

[Practical but fun strategies for supporting the learning of Spelling and Times tables - YouTube](#)



Mnemonics

because



big elephants can't always understand small elephants



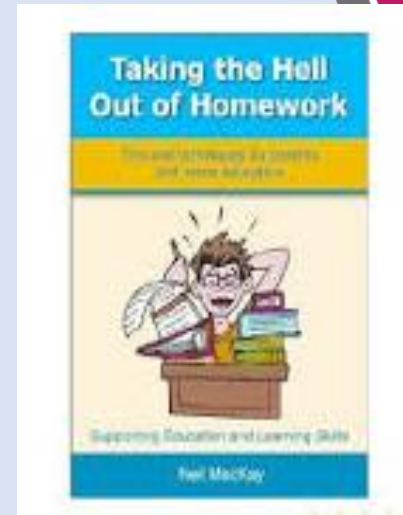
Using ICT to help with reading



- Encourage children to use accessibility features on devices
- Promote the use of audio books
- Use software such as ClaroRead to support with the reading of internet pages or text on a computer see - [Claro Software Assistive Technology](#) or free alternatives such as [MyStudyBar - Suite of Portable Applications to Support Learners with Literacy Difficulties. \(callscotland.org.uk\)](#)
- Scan snippets of text – see Claro ScanPen - [Claro ScanPen Android - Text to Speech App - Claro Software](#)
- Explore the accessibility tools in Microsoft Word - [Free Webinar: Empowering Potential - YouTube](#)

Homework Tasks

- Find a regular time and create a routine
- Minimise distractions
- Agree a time limit – use a sandtimer or equivalent
- Little and often likely to produce better results
- Ensure necessary equipment is available
- Read instructions as required
- Communicate with the school if it is becoming a battle

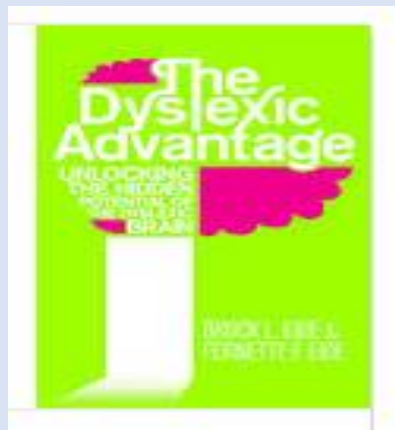
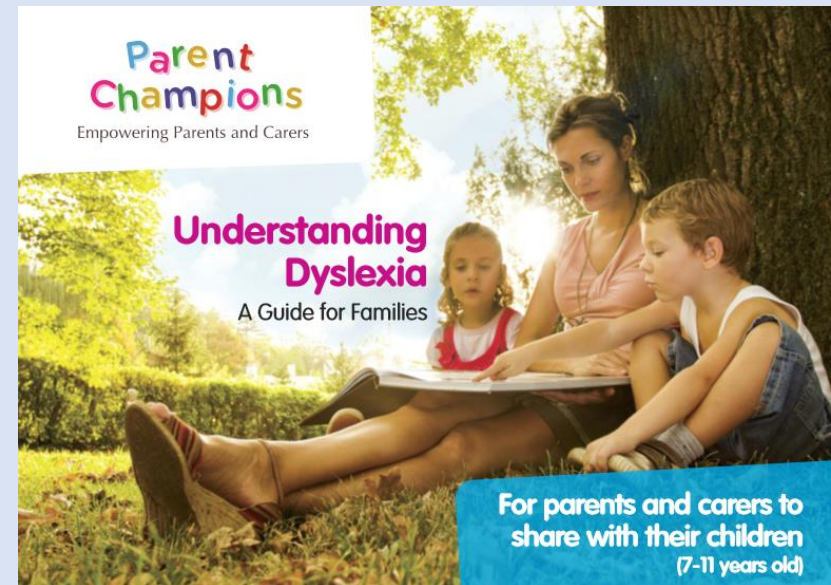
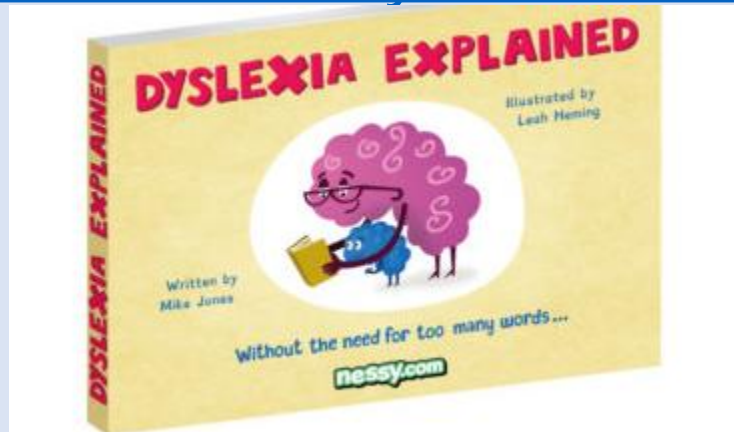


Dyslexia and Self-Esteem

Support Services
for Education



- <https://www.nessy.com/uk/e-book/>



<https://www.helenarkell.org.uk/about-dyslexia/famous-dyslexics.php>

Seeing Dyslexia Differently

Support Services
for Education



<https://www.youtube.com/watch?v=11r7CFIK2sc>

Finding out More about Dyslexia



Parent Champions
Empowering Parents and Carers

Home About us Resources BECOME A PARENT CHAMPION

The Dyslexia-SpLD Trust

1 in 5 children have difficulties with reading and writing

BECOME A PARENT CHAMPION

Resources

Top Tips

Understanding Dyslexia – A Guide for Families

Top Tips on Reading, Handwriting, Spelling, Memory and Organisation

Information from Partners

Ask the experts

ASK AN EXPERT – AUDIO INTERVIEWS

MP3 files will take a few seconds before they start playing due to them downloading.

Mel Byrne
My background is in Health and Education. Originally qualifying and working as a nurse in acute care, I later became interested in Dyslexia/Specific Learning Difficulties after becoming a parent of two dyslexic children. My interest led me to do the Post Graduate Diploma in SpLD. My personal and professional experience has enabled me to combine my knowledge and expertise in both fields to see the value of joined up thinking across the wider SEN arena.

What is Dyslexia?

00:00 00:00

TOP TIPS ON READING, HANDWRITING, SPELLING, MEMORY AND ORGANISATION

Julianne Miller, specialist teacher and mum gives you her Top Tips on supporting your child with reading, handwriting, spelling, organisation and memory. These short films contain practical tips aimed at helping children aged 5 to 11 years.

5 Top Tips – Handwriting



<http://www.parentchampions.org.uk/resources/ask-the-experts/ask-an-expert/>

Evaluation & Questions

