



Birchington CE Primary School

Strategies for Supporting Dyslexia

There are many easy, practical strategies that can support children with dyslexia both at school and at home. Small adaptations to day-to-day practice can make a huge difference and ensure that they are learning effectively:

- Sit your child where they can see you and ask for help easily
- Give your child 'thinking time' to process information and respond
- Make instructions short and simple
- Break tasks down into small manageable steps (My Task Board - see below)
- Explain and present information many times in various ways (pictures, flow charts, diagrams)
- Ask your child to repeat instructions so you can check their understanding
- Display prompts and reminders about what to do, where to find things, useful words
- Label equipment - always keep this in the same place, indicate items when mentioned
- Provide alphabet strips, word banks, numbered prompts of what to do
- Provide - and demonstrate how to use - practical aids (calculator, number/tables square)
- Use multi-sensory approaches to ensure that information is absorbed and stored
- Many children with dyslexia are kinaesthetic learners (they learn by doing). Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall
- Encourage alternatives to writing - respond by drawing or dictating/recording answers
- Check your child's learning by non-written responses - draw, act out, sing, dictate answers

- Give plenty of time to complete written work- encourage typing skills
- Encourage the use of books in audio/digital format to support individual access to texts
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future

(Dyslexia: How Teachers Can Help)

https://www.dyslexiascotland.org.uk/sites/default/files/page_content/howteacherscanhelp.pdf

If you require further resources and information, please contact Mrs Callaway – Inclusion Leader at: aen@birchington.kent.sch.uk

Practising Spellings at Home:

It is really important that parents and carers are involved in helping children to learn their spellings. Confidence in spelling allows children to write more freely and imaginatively.

You should practise your spellings for 10 to 20 minutes EVERY day.

Here are some games or ideas you could use.

Why not try a different one each night to keep it fun and interesting?

Remember everyone learns by; Doing it, seeing it, saying it, writing/drawing it, listening to it

Make sure you have variety of games and tasks to ensure the learning sticks!

Word Search

Create your own word searches using your spelling words. Or use this link to get your computer to do it for you.

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

Draw your words on Lite-Brite.

<http://www.sfpg.com/animation/liteBrite.html#%7CHERE>

Air Spelling:

Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent or carer needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again. Now get your parents to ask you questions the about the word. For example, they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

Media Search:

Using a newspaper or magazine you have 15 minutes to look for your spelling words. Circle them in different coloured crayon. Which of your spellings words was used the most times?

Shaving Cream Practice:

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with your parents or carers permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

Salt Box Spelling:

Ask your parents or carers to pour salt into a shallow box or tray (about 3cm deep) and then practice writing your spellings in it with your finger.

Scrabble Spelling:

Find the letters you need to spell your words and then mix them up in the bag. Ask your parents or carers to time you unscrambling your letters. For extra maths practice you could find out the value of each of your words.

Pyramid Power:

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid.

Ransom Note:

Cut the letters needed to form your words from a newspaper or magazine and glue them down to spell the words.

Spell it with Beans:

Use Lima beans (or any dried beans or lentils) to spell out your words. If you glue them onto separate pieces of card then you've made a great set of flash cards to practice with for the rest of the week.

Pipe Cleaners or Tooth Picks:

These are just a couple of suggestions of things you could use to form your spelling words.

Tasty Words:

Just like above but this time try and find tasty things to spell your words with, like raisins. Then when you spell them right you can eat them!

Design A Word:

Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

Sign Your Word:

Practice spelling your words by signing each letter. To see the New Zealand Sign Language Alphabet:

<http://www.nzsign.co.nz/Downloads/fingerspelling.pdf>

Water Wash:

Use a paintbrush and water to write your words outside on concrete or pavements.

ABC Order:

Write your words out in alphabetical order. Then write them in reverse alphabetical order.

Story Time:

Write a short story using all your words. Don't forget to check your punctuation!

Simple Sentence:

Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

Colourful Words:

Use two different coloured pens to write your words. One to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

Memory Game:

Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.

Finger Tracing:

Use your finger to spell out each of your words on your parents or carers back. Then it's their turn to write the words on your back for you to feel and spell.

Spelling Steps:

Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper)

Scrambled Words:

Write your words then write them again with all the letters mixed up.

X-Words:

Find two of your spelling words with the same letter in and write them so they criss-cross.

Ambidextrous:

Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

Telephone Words:

Translate your words into numbers from the telephone keypad.

Secret Agent:

Write out the alphabet, then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 etc.) Now you can spell out your words in secret code.

Missing Letters:

Ask your parent or carer to write out one of your words many times on a piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.

Listen Carefully:

Ask your parents or carers to spell out one of your words then you have to say what the word is they've spelt out.

Acrostic:

Use words that start with each letter in your spelling word. You are more likely to remember it if it makes sense!

Useful Links:

<https://www.nessy.com/uk/>

<https://www.wordshark.co.uk/>

<https://www.cricksoft.com/uk/clicker>

<https://keystagefun.co.uk/> (Squeebles)

<https://keystagefun.co.uk/literacy-apps/squeebles-spelling-test/>

<https://www.ictgames.com/> (Free online games for Maths and English)

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