

# SUPPORTING RESOURCES

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## Summary

We aim to identify dyslexic characteristics early on.

- We consult parents throughout the process.
- We aim to provide high quality, dyslexia friendly teaching for all pupils.
- We continually monitor your child's progress.

We are always happy to talk to you about your child's needs.

### What to do if you think your child may be dyslexic:

- Talk to your child's teacher or the SENCO

Remember, you know your child better than anyone. If you have any concerns about your child's education, talk to staff at the school.



## PARENT INFORMATION LEAFLET EXAMPLE

### Further information and support for dyslexia:

#### Dyslexia Outreach Service

[www.dyslexiaoutreach.co.uk](http://www.dyslexiaoutreach.co.uk)

#### British Dyslexia Association:

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)



### Norfolk Primary School

Address Line 1  
Address Line 2  
Address Line 3

Phone: 555-555-5555  
Fax: 555-555-5555  
E-mail: [someone@example.com](mailto:someone@example.com)



Norfolk

Primary School

## Specific Learning Difficulties

### Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Rose (2009)

We screen for specific learning difficulties (dyslexia) and identify teaching strategies and learning aids that will enable your child to succeed in their learning.



## Characteristic features of dyslexia can include:

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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 to well founded intervention

## Identification

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### Early Years Identification:

As part of our routine assessments in the Early Years we screen pupils we feel may be struggling to acquire phonics, write, remember or process instructions.

### Identification in older years

If a pupil is struggling to read fluently, spell phonetically, manage his/her behaviour, becoming increasingly frustrated with learning, we will screen for characteristics of dyslexia.

### How do we screen?

We screen for dyslexia characteristics using GL screener or Lucid COPS.

### Consultation:

During the process of identification / screening you will be kept informed by your child's class teacher or the SENCO.



## Provision: What do we do?

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We routinely train our staff. We consult the Inclusion Development Programme and seek support from the Dyslexia Outreach Service where necessary.

Wave 3 interventions we use to enable pupils with dyslexic characteristics to succeed include:

Sound Discovery  
Rapid Reading  
Trugs Reading Games  
Letters and Sounds

Some of the teaching strategies which may be appropriate include:

Coloured overlays/paper/screen  
Enlarged fonts  
Visual aids  
Extra time for processing information

Please ask your child's teacher or the SENCO about any of these interventions or strategies.

**We aim to be a dyslexia friendly school.**

**What works for children with dyslexia will benefit all pupils.**

## Involving Parents / Carers with Homework

Parents / carers should be notified at the beginning of term of as to:

- how best to support their child
- the acceptable standard of work expected
- the maximum amount of time to be spent on homework
- how homework will be recorded and how to communicate any problems with their child's homework
- strategies for how to work with their child effectively, perhaps organised through a workshop/ parent café



## Dyslexia Friendly Homework Tips for Parents / Carers

- Try to provide a quiet time and place for homework at a time that suits both child and other family members.
- Setting a routine with a visual planner is a good idea, with room for flexibility around after school activities and the need for a brain break immediately after school.
- Make sure your child is clear what homework has been set, when it has to be completed, and how long it should take – stick to the time limit even if the work has not been completed.
- Keep the school informed if your child regularly needs longer to complete the work so that tasks can be modified accordingly.
- Check your child understands what to do – if not, do what you can to help. A best effort will always be appreciated.
- Chunk homework into manageable bits with time for a break in between. Encourage using a timer and a checklist to tick off.
- Use encouragement rather than criticism and praise for task completion even if presentation or spelling for example is not at the standard you would like.
- Mistakes are OK – your child's teacher uses homework results to assess understanding.
- Do use reward activities for good attempts.
- Don't do the homework for your child but do give suggestions and support. Help your child to edit, self monitor and check their work as they go along.
- For written work check with your child's teacher what formats are acceptable – bullet points, mind maps, story boards.
- Encourage computer skills.

- You may sometimes need to be a scribe for your child if the work is lengthy and demanding. This is fine but keep the school informed and try to avoid being a scribe for every piece of homework.
- Reading practice is very important – for 5 minutes a day – using any material your child likes. This needn't be a book – newspapers, comics, instruction leaflets, recipes are all fine as long as the child can recognise some of the words. Use the **5 finger rule** – your child puts a finger on every word he doesn't know. If all 5 fingers have been used up on one page, the text may be too hard for individual reading.
- Use paired reading where you and your child read the words together out loud in a relaxed way – the child can ask to take over, or to have a break while you read.
- If homework is becoming a battle or your child is distressed, or avoids homework, try to find out why in a calm low key way, and contact your child's teacher for advice.

## Develop dyslexia understanding

### Resolve negative beliefs

Explicitly discuss your child's negative beliefs about themselves, identify the reasons for these beliefs and between you agree how these can best be addressed.

**My dyslexic mind: Try being me**  
An interactive experience about what it feels like to be dyslexic  
<http://www.bbc.co.uk/newsround/20789777>

Talk about successful people with dyslexia who despite (or because of) literacy difficulties and prior setbacks have been extremely successful.

### Discuss famous dyslexics

**Xtraordinary people**  
Highlights extraordinary achievements of people with dyslexia  
<http://www.xtraordinarypeople.com>

### Explaining dyslexia to others

Prepare your child to be able to explain what dyslexia is to others, how it feels to be dyslexic and what they specifically have difficulties with. Emphasise that it is not a reflection of intelligence.

## Highlight strengths/achievements

Note down any successes your child has in a home-school record book. Celebrate small successes in literacy through praise or rewards. Regularly look back and discuss positive progress made over time.

### Record big and small successes

**The Yale Center for Dyslexia and Creativity**  
An article on talking with your child about their dyslexia  
<http://dyslexia.yale.edu/parentstalkC.html>

### Praise effort as well as accuracy

Ensure that you praise your child for the content of their work as well as the effort put in even if not 100% accurate. Highlight areas they have done well and outperformed peers.

**Dyslexia Advantage**  
An online community that highlights the strengths and talents of dyslexics  
<http://dyslexiaadvantage.com>  
<http://pinterest.com/dyslexicadv/dyslexia/>

Acknowledge the world outside of reading and writing and encourage your child's individual interests and talents. Try to link these interests in with literacy work to increase motivation.

### Emphasise interests/talents

## Find out more about the iLearnRW project...

Visit our website:  
<http://www.ilearnrw.eu>

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@ilearnrw



For Parents