



DYSLEXIA

A GUIDE

For Parents and Carers

“The mental function that causes dyslexia is a gift in the truest sense of the word: a natural ability, a talent. It is something special that enhances the individual. Dyslexics don’t all develop the same gifts, but they do have certain mental functions in common.”

Ron Davis (1997)

What dyslexic children would like

"Peace and quiet so that I can concentrate."

"Don't push me all the time - just let me go for it."

"Pictures help me 'cos then I can have a guess even if I don't know the word."

"Pictures help - it's easier to read a picture than it is to read a page in a book."

"Bigger writing that is spaced out with pictures is easier to read."

Top tips for home support

- Make it fun and make it different!
- Little and often works best
- Give them time to process thoughts
- Use all of your child's senses – make learning as multisensory as possible. As an example, when teaching spellings, get your child to make the spellings out of plasticine or playdoh.
- Focus on what your child succeeds at in the work you do with them
- Encouragement and praise keep motivation high!
- Make targets small and achievable and work towards a goal that gets rewarded
- Keep a diary of what your child is able to do so that you can refer back to this as they become more resilient and increase their stamina – this will help both you and your child to recognise and celebrate successes
- Help your child to stay organised (dyslexic children are usually very disorganised):
 - give them checklists of things to take to and from school
 - label things
 - make sure they have everything to hand – pens, pencils, eraser, scissors etc. Looking for such things overloads their brain, wastes time, and can also be used as a strategy to avoid/delay learning
- Don't overload your child's brain with unimportant things

- Use mind maps to gather and organise ideas
- Write instructions down
- Don't give more than two instructions verbally as any more will be lost
- When learning new concepts don't give your child anything else new to learn for several hours, as the learning will be lost
- We all remember the first and last things we hear, so make sure you use this by giving the most important information at the beginning and the end of learning sessions
- Avoid lots of writing – instead use exercises where they fill gaps as opposed to having to write
- Use lemon coloured paper and a clear typeface when typing
- Use coloured overlays for reading
- Use blank cards to use as memory joggers – for example, when reading with your child when they struggle with words, write them on cards to go over with at the end of the session, and to aid learning these
- Repeat, repeat, repeat! It will take a dyslexic child twice as long to learn a new concept. You can never go over anything too much!
- Use word banks for them to copy from rather than have to think of spellings