



December 2021

## One of the difficulties that we know parents are often concerned about is Dyslexia.

- **What is it?**

*“Dyslexia is a learning difference which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.”*

(quote from BDA website)

- **How is it identified?**

At Winford, we have a number of ways we can identify traits of Dyslexia. We have our own checklists, we use an online screener, and for some children we may involve our LSP Advisory Teacher, Andy Baker.

Should parents want a formal assessment, this would need to be carried out by a Specialist Assessor or Educational Psychologist. This is not something that we can provide within school resources, and would need to be sought privately.

- **What support might be put in place in school?**

Whether a child is showing traits of Dyslexia, or whether this has been formally identified, the same support strategies may be helpful, such as

- Using visual timetables to help with organisation
- Using multi-sensory ways of teaching / learning
- Using tinted paper, overlays or screen backgrounds
- Allowing time to respond, to allow for processing of information
- Breaking information and instructions into smaller 'chunks'
- Repeating instructions and checking for understanding of tasks
- Providing information in front of pupil as well as on class whiteboard
- Encouraging peer support / peer modelling
- Allowing alternative ways of recording information
- Allowing use of technology – spellcheckers, dictation software, word processing

- **How can I help at home?**

It is always worth making sure that your child's eyes and hearing are tested regularly, to rule out any other difficulties.

When working with your child at home, try to find a quiet time to spend together, and aim to keep the session short. With writing or maths tasks it is not how much but how well it is done that matters. With spelling or times tables, little and often is best.

Reading with (or to) your child on a daily basis is always beneficial – it can help with language awareness and vocabulary.

We all have different learning styles, so try to use a range of visual, spoken, practical (and fun!) games and activities.

Develop memory skills by playing simple games ... for example 'Kim's game' (where an object is removed) and 'Snap' or 'Concentration' (matching pairs of cards) are good for visual memory, and 'Granny went to market and bought apples, bacon, carrots ...' is good for auditory memory.

Develop independence and organisation by encouraging your child to pack their own bag, perhaps with a visual checklist.

Build your child's self-esteem by also focussing on their strengths and encouraging their talents. People with Dyslexia can often show creative or practical talents ... spatial awareness and visualising skills / enhanced creativity / aptitude for constructional or technical toys / lateral thinkers and imaginative problem solvers / holistic or big picture thinkers / drive and determination

- **Where can I find more information?**

British Dyslexia Association ... <https://www.bdadyslexia.org.uk/dyslexia>

“See Dyslexia Differently” ... <https://youtu.be/11r7CFIK2sc>