



Dyslexia Parent Workshop

16TH OCTOBER 2024

Aims



To gain an insight into:

- **What dyslexia means and how it impacts learning**
- **How this feels from a child's point of view**
- **How you can help**

Definition:
Dyslexia 'dys'
means
difficulty,
'lexia' means
language

Dyslexia is a learning difference that primarily affects the skill 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 a 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 coordination, mental calculation, concentration and personal organisation, but these themselves are not markers of dyslexia

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual has responded to well-founded intervention

Video



<https://youtu.be/DmE7EHNCJHk>

Learning *difference* Including the **awesome** stuff!



The dyslexic brain is wired differently.
This can include the ability to:

- think in three dimensions
- see patterns in complex sets of data
- remember personal experiences and understand abstract information
- perceive relationships between concepts, objects, events ideas and experiences, and spot gaps and imbalances

What causes dyslexia?

The following cognitive functions are typically weak in a dyslexic profile:

- memory (short-term and working memory)
- phonological awareness (manipulating sound information)
- speed of processing
- visual processing

So...

This helps explain difficulties with

- reading, spelling and maths
- converting ideas into writing

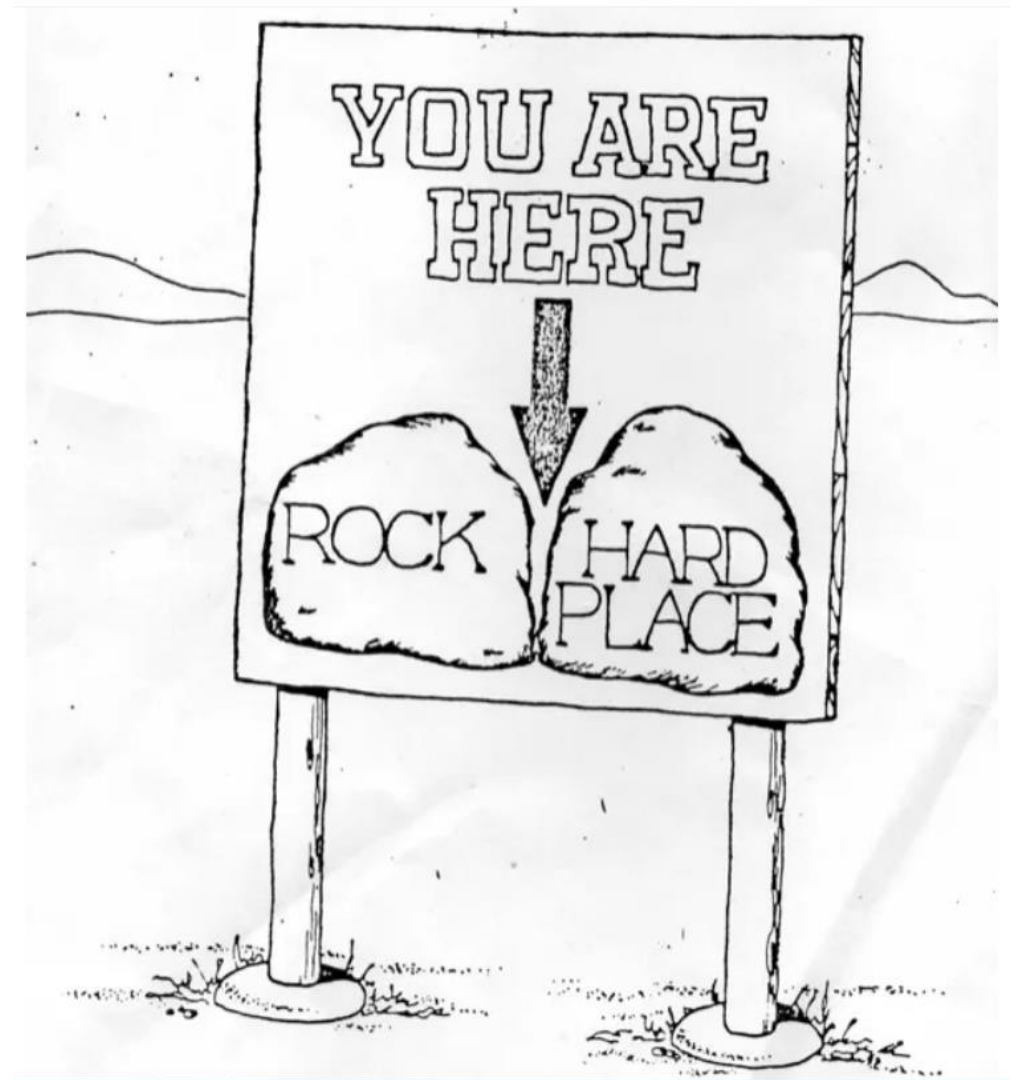
Other associated include:

- Following instructions
- Copying from the board

How can I help at home?

First off, let's acknowledge the challenges:

- As parents, we walk the line between protecting their **self-esteem** and **improving the skills** they need for school and life



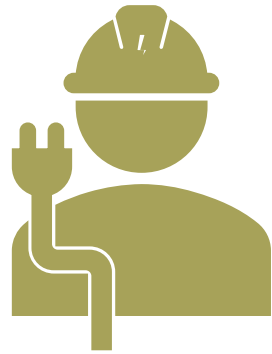
All behaviour is communication



Often 'I won't...' is actually 'I can't...'

Pupils with barriers to learning have to work harder so they're often exhausted





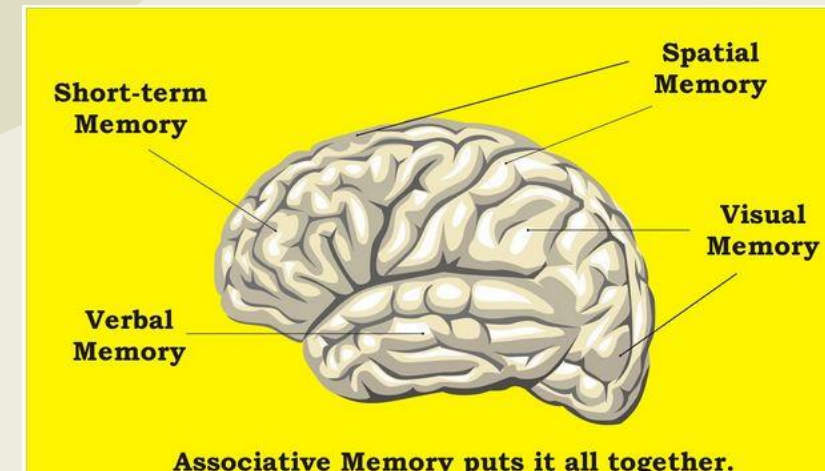
So, how can we help?

Make Learning Multisensory

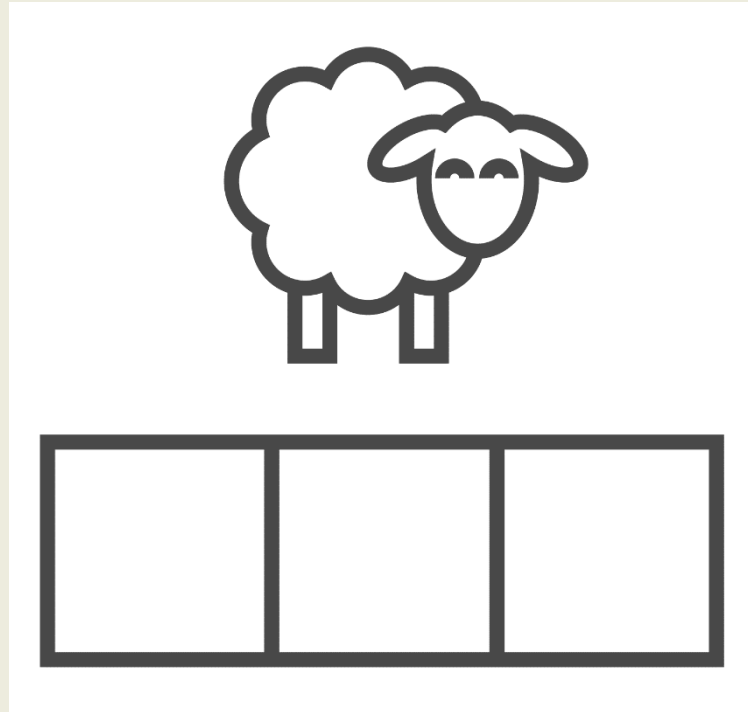
WHAT CAN YOU HEAR?

WHAT CAN YOU SEE?

WHAT CAN YOU DO?



Elkonin (or sound) boxes



<https://tinyurl.com/7k7papk6>

Spelling is
~~difficult~~
~~challenging~~
hard.

























the

you

was














Grow the code grapheme chart

Phase 2, 3 and 5

s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	c k ck cc ch	r r rr wr	 h	 b bb	f ff ph	 l ll le al	 j g dge ge	 v vv ve
 w wh	 x	 y	 z zz s se ze	 qu	 ch tch ture	 sh ch ti ssi si ci	 th	ng ng	 nk nk	 a a	e e ea	 i y	 o a	 u o-e ou

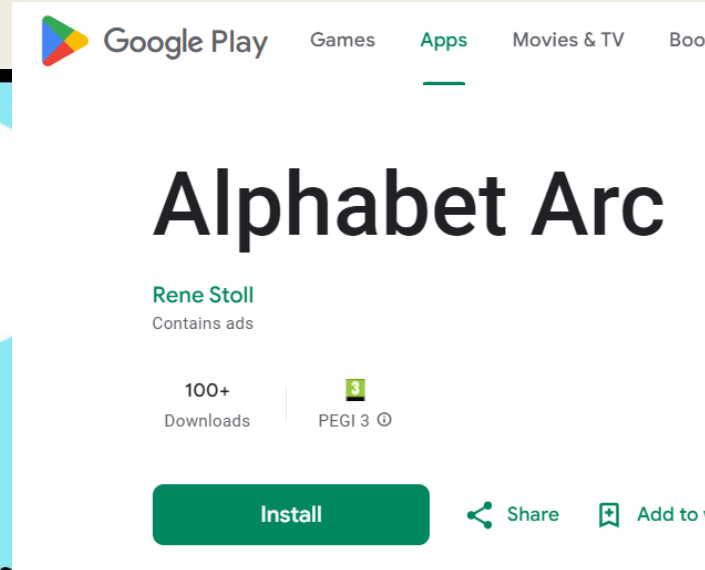
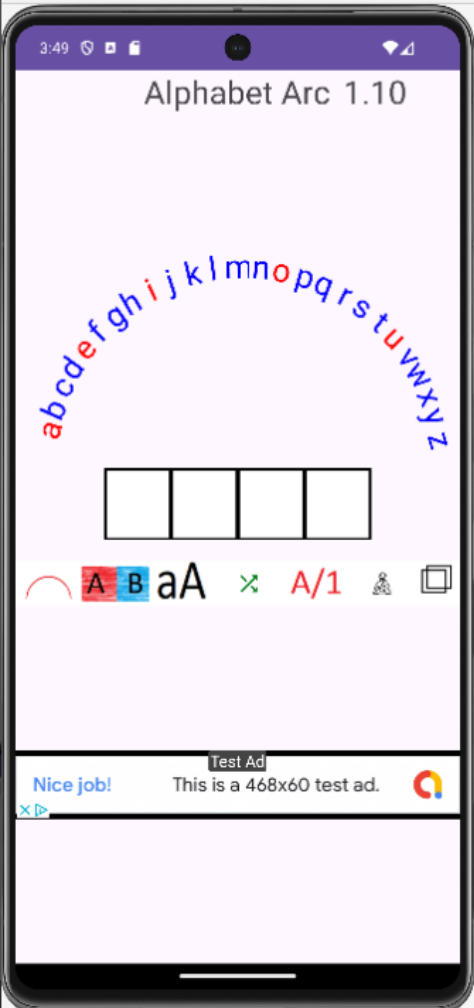
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mayc

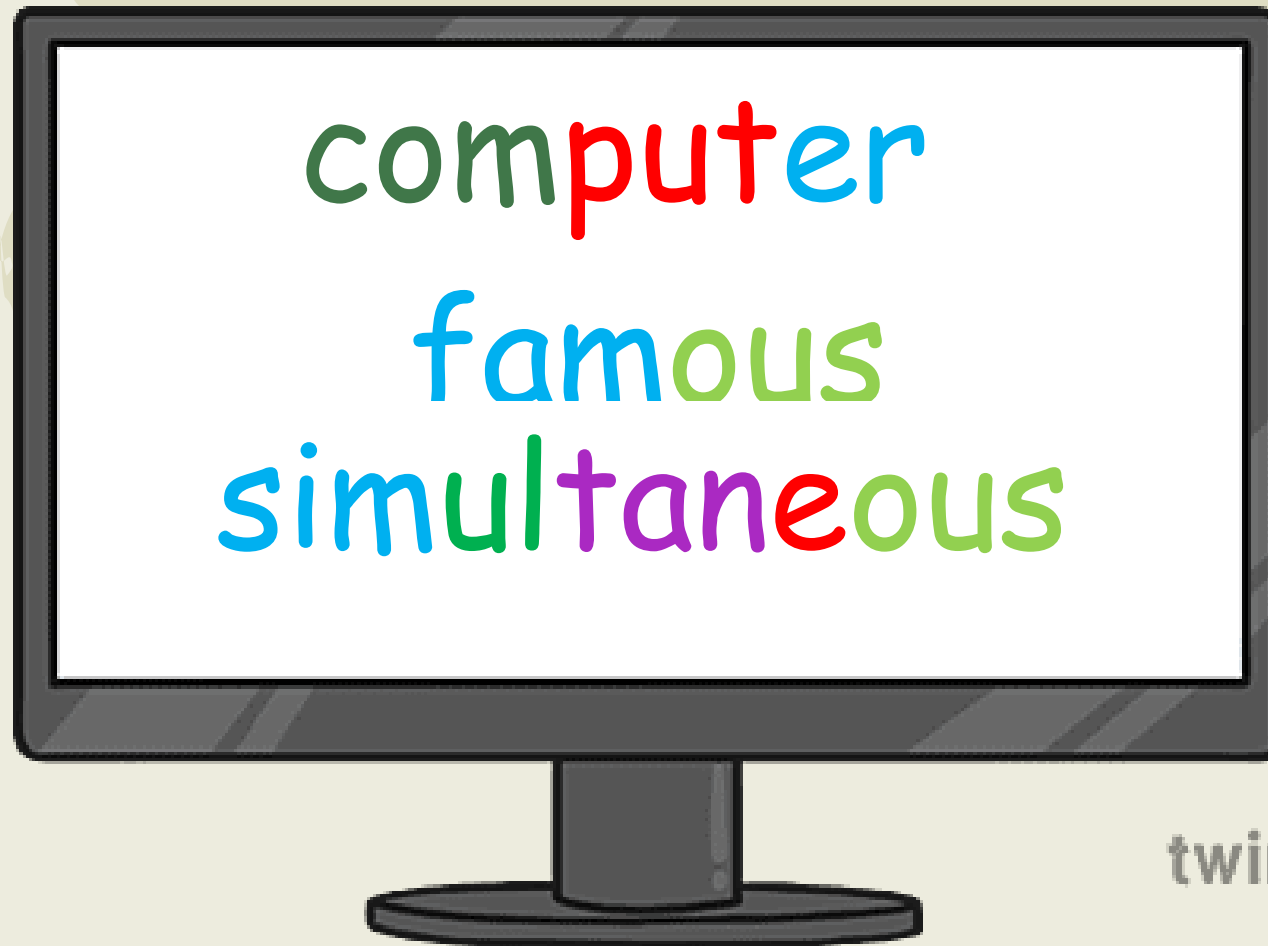
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make

Learn letter names



Get Visual: Syllables and colour



Spelling Shields

Trace

said said said said

Copy

Write

Eyes closed

A note on memory

1st encounter



Repeated use...
... short-term memory



Long-term memory



HOW MANY REPETITIONS ARE NEEDED FOR YOUR LEARNER?

Try out some strategies for yourself

thief minute does

arrive their great

agree except law

minuscule pharaoh

acquiesce

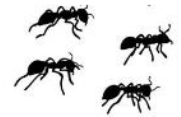
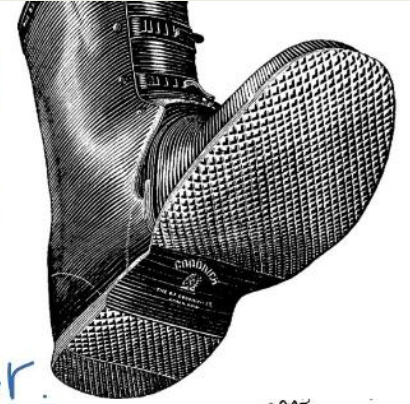
Spelling Strategies handout

Homophones

Their 
There 

Mneumonics

Small
ants
in
danger.



Onset and rime

blew flew threw



Support with writing



Talk through ideas for writing. Then:

- Think about **content** (what happens?) and record on one colour post-it note
- Think about **vocabulary** (description, feelings, senses etc) and record on a different colour post-it
- Think about **structure and sequence**. Move the post-it notes around to make a plan for writing.
- You could highlight tricky bits to remember (e.g. punctuation, target word or grapheme)

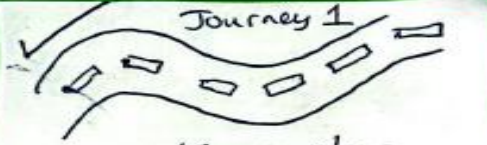
✓
ducklings

blew seed

sad

"Can you play with me?"

Journey 1
go through mud, water, sand



✓
turkeys

blew straw

hungry

Journey 2 ✓
go through trees



✓
chickens

blew water

desperate

ending ✓
finds his parents

overjoyed
belonged

Support with comprehension

Help break it down by:

- Using an L-shaped card to isolate parts of the text
- Using text to speech technology so child can just concentrate on the answers/meaning

Text to speech website:

- <https://www.naturalreaders.com/online/>

Coloured overlays do not equal dyslexia



Take-aways (spellings)



- Learn letter names (touch and say)
- Learn and relearn spellings
- Use **multisensory** strategies

Take-aways (memory)

Use a task board to support verbal instructions

Repetition, repetition repetition



Take-aways (writing)



- Help scaffold writing by collecting key ideas, vocabulary etc
- Then move them around to find an order
- Use to support writing in manageable chunks

Take-aways (reading comprehension)

- Reduce visual clutter
- Separate skill of decoding from comprehension
- Practice reading familiar texts fluently and for enjoyment

Most people with dyslexia
will learn to



given time
and the



correct
teaching
approach

structured
literacy

read

spell



memory

Organisation

The

underlying
always

causes will
be there

dyslexia



***Emotional
strength***



**and
confidence**