

Reading

- Hear your child read often as possible
- Talk about your child's reading books
- Make reading an enjoyable, relaxing 1:1 experience
- Use strategies such as Paired Reading to
- Make use of pictures and other clues to develop reading skills and understanding
- Help your child to track along the lines (note any difficulties with this)
- Consider layout – space; arrangement; font & size
- Vocabulary and reading – go together ↻ ↷
- Discuss any new words
- Read to your child
- Be a good role model!
- Provide audio books

Personal Organisation

- Prompt chart – visual timetable/routines
- Give instructions and requests in small chunks
- Provide support where necessary and reduce over time to encourage independence

General support

- Identify and work to strengths
- Self-esteem
- Encourage self-awareness
- Discover, with your child, what helps them to learn and remember and encourage your child to use the strategies they find helpful

Spelling

- Keep it fun!
- Use a variety of ways to reinforce spellings
- Use different materials to enhance the tactile elements of learning
- Tactile letters
- Little and often
- Help to make learning transferable by encouraging your child to write new words in sentences

Maths

- Concrete → Visual → Abstract
- Practise new concepts/strategies with smaller numbers ; move onto larger numbers once they have got it
- Encourage your child to make cue cards to help them to remember key facts and processes
- Involve your child in maths activities in everyday life – cooking and baking; shopping; areas of play in the garden

Toys and games

- Games to encourage concentration – e.g. Chess, draughts, card games
- Games to encourage communication – e.g. any board game
- Games to develop memory – e.g. matching pairs
- Games to develop number – e.g. Snakes & Ladders, Ludo
- Games/activities to develop visual & observation skills: e.g. Guess Who? Where's Wally? books, spot the difference
- Toys/activities to develop coordination: e.g. pick up sticks, Jacks, yo-yos, hula hoops, ball games, colouring

Dyslexia

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graph TD; A[Dyslexia] --- B[Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.]; A --- C[Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.]; A --- D[It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.]; A --- E[A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.]; A --- F[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 --- G[Dyslexia occurs across the range of intellectual abilities.];
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Dyslexia is a learning difficulty that primarily affects the skills involved in **accurate** and **fluent** word **reading** and **spelling**.

Characteristic features of dyslexia are difficulties in **phonological awareness**, **verbal memory** and verbal **processing speed**.

It is best thought of as a **continuum**, not a distinct category, and there are no clear cut-off points.

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

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.

Dyslexia occurs across the range of **intellectual abilities**.