

Dyslexia Outreach:

Supporting learning in the home

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Parental Involvement

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are **consistently associated with better academic outcomes.**

Evidence suggests that effective parental engagement can lead to learning gains of **+3 months** over the course of a year.

Parental Involvement

For young children, promoting **shared book reading** should be a central component of any parental engagement approach.

Home learning activities, such as **playing with letters and numbers**, are also linked to improved outcomes.

How best to support

Patience

**Praise, praise,
praise**

**Support
reading**

**Hands-on
learning
activities**

**Use real-life
opportunities
for learning**

**Time-limit
homework**

Focus on strengths

**Imaginative,
creative,
practical**

**Sees the 'big
picture'**

**Makes
unexpected
connections**

**Problem-
solving skills**

**Good general
knowledge**

**Good verbal
skills – enjoys
drama and
sports**

Focus on strengths



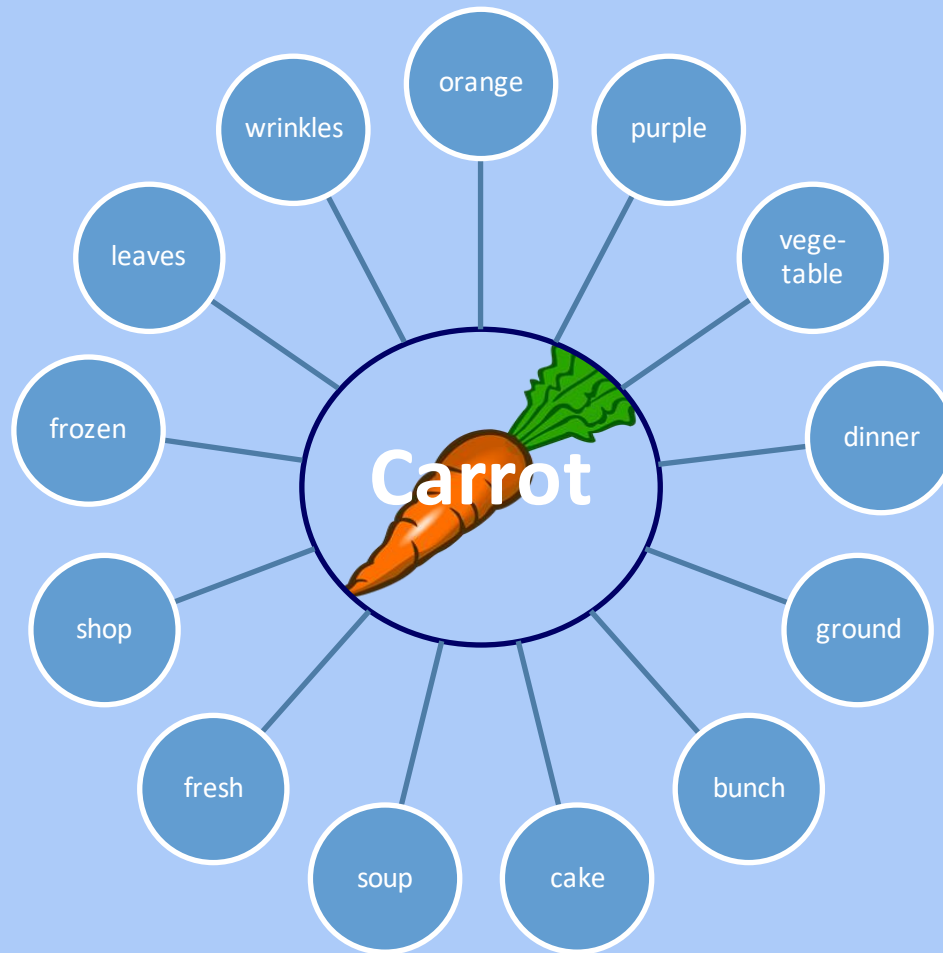
Xtraordinary People; Made by Dyslexia

Supporting Vocabulary Development

Vocabulary and reading go together

- Vary conversational language
- Demonstrate correct pronunciation/word
- Show children how the word looks
- Word mind-map
- Songs and rhymes
- Repetition games, activities and books
- Word games – oral and board games
- Share a wide range of books
- Audio books

Word Mind-map



Exploring new words

Word:

What does it do? What do you do with it?



Where do you find it?



What category does it belong to?



What does it look like?



What does it feel like?



What parts does it have?



How many syllables has it got? Clap out the word and find out!



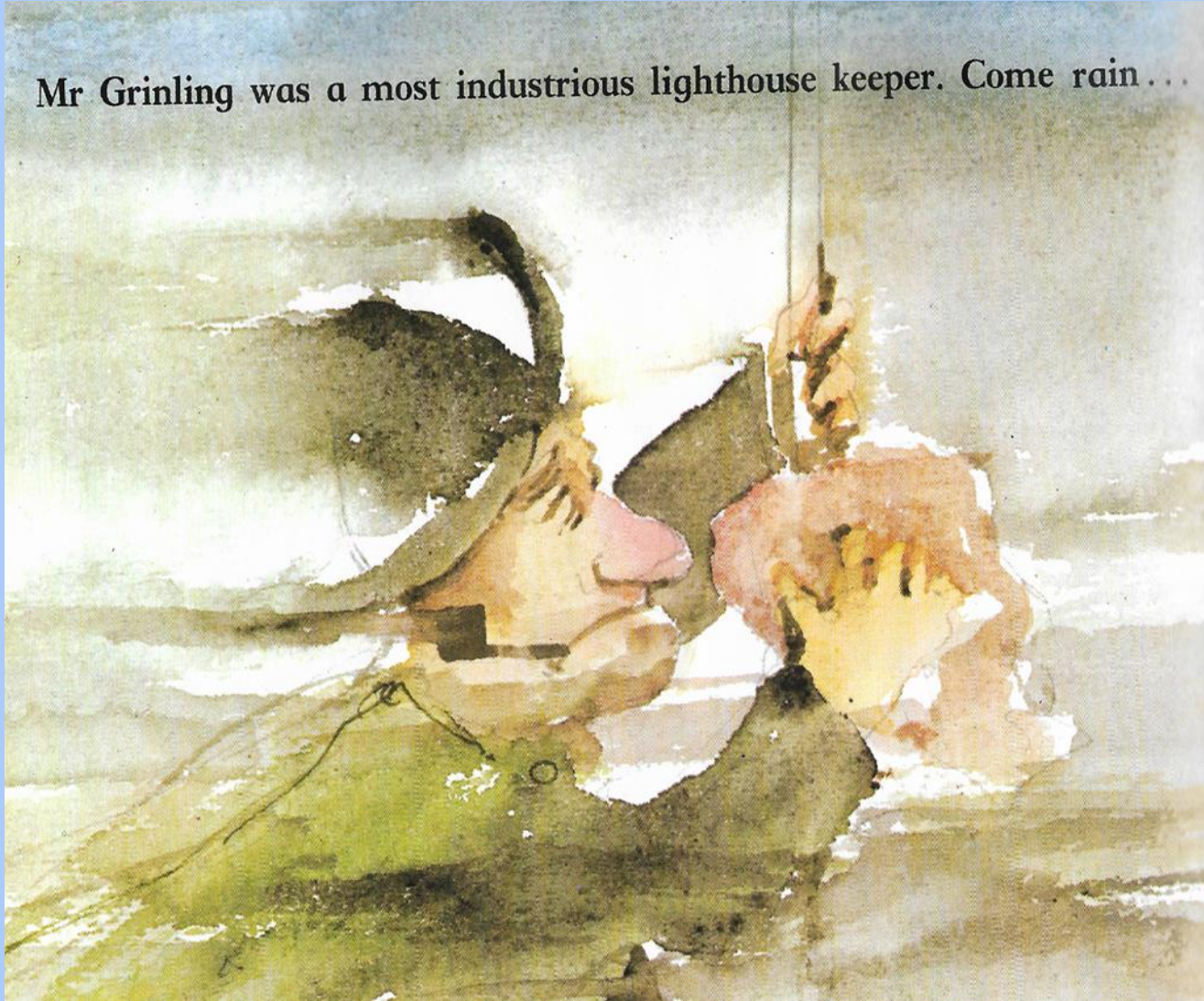
What sound does the word start with? Say the word and find out!

cat

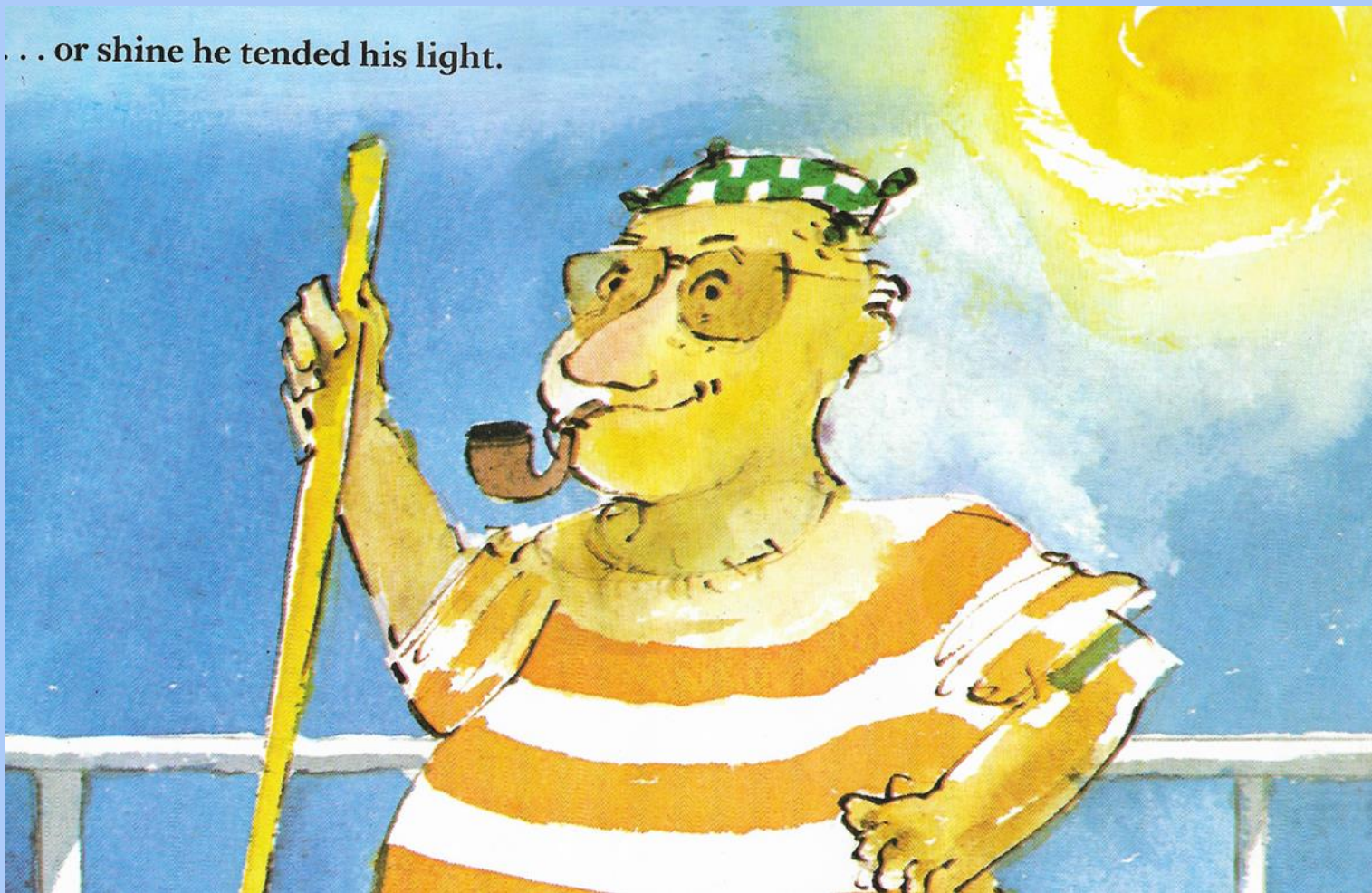
What does the word rhyme with? You can use sensible words or silly made-up words!

cat
mat
rat

Mr Grinling was a most industrious lighthouse keeper. Come rain . . .



... or shine he tended his light.



industrious

appetising

tended

mused

concocting

accomplished

delicious

scavenging

ingenious

consoling

brazen

baffle

devour

Develop Letter Knowledge

- Work on just 2/3 sounds/letters at a time
- Hide and seek – objects beginning with
- Place lots of examples around the house
- Tactile letters (including feely bag activities)
- Letter tiles (from Scrabble etc)
- Tracing onto different surfaces
- Picking out and/or highlighting in different texts and in the environment

Develop Phonological Awareness

- Rhyming
- Clapping/tapping out syllables
- Beginning, middle, end sound activities
- I spy
- Robot talk (both ways)
- Older children – deleting and swapping sounds

Supporting Reading

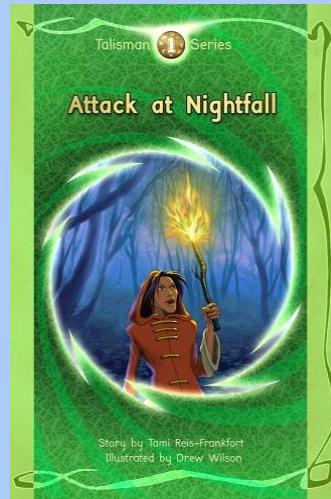
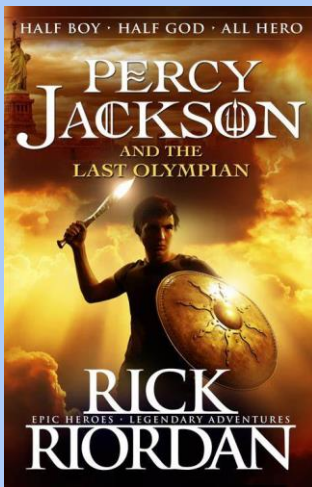
- Hear your child read often as possible
- Talk about your child's reading books
- Make reading an enjoyable, relaxing 1:1 experience
- Use Paired Reading to develop your child's reading, boost their reading confidence and allow them access to a wider range of books
- Make use of pictures and other clues 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
- Discuss any new words (if possible, at the start or beforehand)
- Read to your child
- Be a good role model!
- Provide audio books

Encouraging reading



LoveReading
4 KIDS SHARING BOOK LOVE



Links for encouraging reading

- Love Reading website:
<http://www.lovereadng4kids.co.uk/>
<https://www.lovereadng4schools.co.uk/>
- BBC 500 Words:
<https://www.bbc.co.uk/programmes/articles/KNWsKPrg7stQ54tTbcf6P7/500-words-the-stories>
- Barrington Stokes: <http://www.barringtonstoke.co.uk/>
- Phonics Books - Dandelion Readers/Talisman Series:
<http://www.phonicbooks.co.uk/>
- Percy Jackson – including graphic novels:
<http://www.rickriordan.co.uk/books/percy-jackson>
- Calibre Audio Library: <https://www.calibreaudio.org.uk/>

Spelling

- Keep it fun!
- Use a variety of ways to reinforce spellings
- Tactile letters
- Little and often
- Help to make learning transferable by encouraging your child to write new words in sentences/silly sentences

Spelling strategies

Multisensory strategies

see, hear, do

Explore word shapes

said = 

Find words within words

what: hat, at

Highlight the tricky parts

pollution, orchid

Highlight the vowels

independent

Mnemonics

busy bus
Friend until the end
Does Oliver eat slugs?

Spelling strategies

**Say it as you
spell it**

i-ron
b-e-a-utiful

**Use tactile
letters**



**Squeezy bottle
spelling**



Feel the word

Trace onto
surface or
partner's back

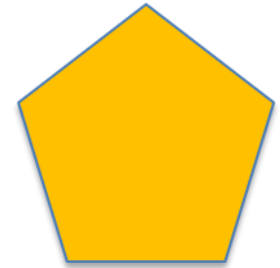
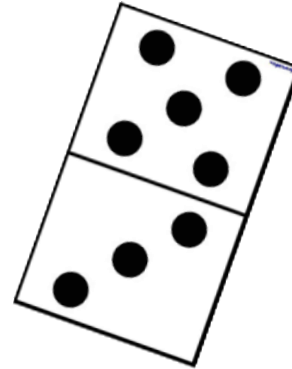
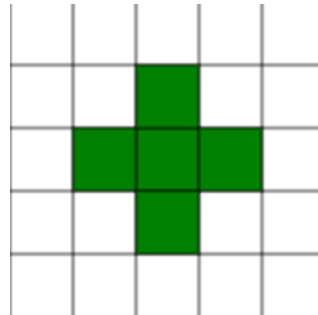
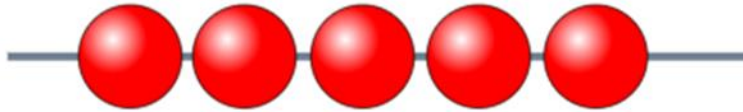
Mucky fingers

Trace words in
'slime', foam,
trays of
rice/couscous

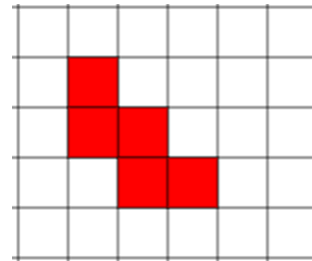
Whiteboard



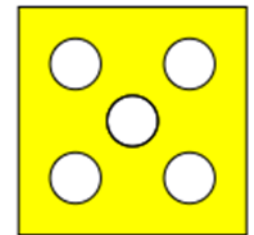
Maths



five



5



Maths



Maths

- Involve your child in maths activities in everyday life – cooking and baking; shopping; areas of play in the garden, time
- Use objects to support learning, including counters, buttons, beads, cubes, marbles, conkers, pine cones, pasta pieces, money, etc
- Use games to reinforce basic maths skills – Ludo, card games, Shut the Box, etc
- If your child is struggling with time, make two clocks – one for hours only + one for minutes

Memory

- Discover together what helps your child to remember
- Play games such as Kim's Game and talk about different ways of memorising
- Play listening games- *I went to market and bought...*

Which strategies can help you to remember?

Organisation/
grouping

Rehearsal &
repetition

Self-testing

Visualisation

Strategies

Memorability

Story or
rhyme

Highlighting
and
summarising

Personal Organisation

- Prompt chart – visual timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Geography	English	French	Maths	English
10:00	Maths	Spanish	PSHE	Science	Spanish
11:00	Break				
11:20	PE	History	English	RE	Technology
12:20	Lunch				
1:20	English	Science	Technology	French	Geography
2:20	Science	Maths	PE	History	RE
Clubs	Football		Orchestra		

Get Dressed 	Eat Breakfast 
Clean Up 	Brush Teeth 
Screen Time 	Baking 
School 	Play Outside 
Color 	Play Dough 
Walk 	Play Time 

- Provide support where necessary and gradually reduce, to encourage independence
- Establish and encourage set places for things
- Give instructions and requests in small chunks

Access Arrangements

- Access arrangements include:
 - extra time
 - reader
 - scribe
 - word processor (laptop)
 - rest breaks
 - prompter
- You do not need a diagnosis of a learning difference for Access Arrangements
- At KS2 all evidence is school-based
- For GCSE, an assessment from Year 9+ may be required

Thank you for joining us!

What is your

Superpower?