

### Should I be worried?

- \* There is absolutely no need to be worried about a diagnosis of dyslexia but it is very important to understand what it is and act accordingly
- \* Many very successful people have been dyslexic and often their original and creative minds have been a great asset to them:

John Lennon  
Winston Churchill  
Richard Branson  
Agatha Christie  
Leonardo da Vinci

- \* These famous names bear witness to the fact that dyslexic people do not lack intelligence
- \* Dyslexia will not go away but schools need to adapt and families need to understand what their child needs in order to fulfil his or her potential

### So how do I help my child?

- \* Realise that more time must be given to reading and spelling before it becomes secure in your child's mind
- \* Read with him or her daily, read aloud, use CD stories to support so that they learn to enjoy stories
- \* Remind him or her to use a coloured overlay if it helps to do so
- \* Find appropriate games to play on the computer and iPad (ask school for advice if you need help finding these sites)
- \* Understand that learning numbers, tables and mathematical signs will be difficult and a lot of repetition is necessary
- \* Make sure that at school recording their learning in different ways is encouraged
- \* Ask about exam concessions: scribes, readers and extra time
- \* Give instructions clearly and slowly allowing your child time to think about the information you are giving
- \* Help with organisation by giving picture cues and gentle reminders
- \* Be enthusiastic about the talents that he or she has and create opportunities for these to be explored
- \* Never compare him or her with other children who find literacy skills easy to manage, it is irrelevant and demoralising
- \* Work with the school to share strategies

### What the Children are doing together?

As part of our reaccreditation for Inclusive Dyslexia Friendly Schools Award, we have recently formed a children's support group.

We are calling ourselves

Divergence (Chosen by Ellie in Year6) and are proud to show you our logo (designed by Cavan in Year4)

We plan to meet every month and discuss positive ideas that aim to make school life successful and enjoyable.



### Where can I get more help?

- \* Talk your child's class teacher
- \* Make an appointment to see Mrs Sandford who can give you more advice and information
- \* Look on the school website to see more about our SEND School Offer
- \* Discover more about Cornwall's SEND provision on :

[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

\* Contact the Cornwall Dyslexia Service:  
[www.cornwalldyslexia.org.uk](http://www.cornwalldyslexia.org.uk) Tel: 01872 27 48 27

\* Research other sources of help and information online

# Dyslexia

## Dyslexia - An information leaflet



### What is dyslexia ?

- \* It is a specific learning disability that makes many aspects of learning to read and write more difficult
- \* Spelling is particularly difficult for dyslexic children
- \* Intelligence is not affected by dyslexia but the ability to record ideas in writing is
- \* It also affects memory, organisation and the speed of processing thoughts
- \* Motor co-ordination (the way we move) can be affected.
- \* Concentration can be difficult

### Who is affected by it?

- \* The Cornwall Dyslexia Association's recent figures state that 20% of people are mildly affected by dyslexia and 4% more severely
- \* It runs in families
- \* Anyone can have dyslexia and it is a life-long condition
- \* Dyslexia can affect a person regardless of their intelligence

### What signs of dyslexia will affected children show?

- \* They will take longer to learn to read and write
- \* Their written work will not reflect their verbal intelligence
- \* Spelling will be very challenging for them
- \* They will reverse numbers and letters a long time after the average child has stopped doing this
- \* Their work will be untidy and hard to read
- \* They may confuse right and left
- \* Copying from the board will be very difficult
- \* Remembering things like phonics, tables and days of the week will take much longer for a dyslexic child
- \* They may find organising things difficult
- \* They may avoid schoolwork and homework
- \* If their problems are not treated sensitively, they may become negative about school and formal academic work



### How will the school diagnose dyslexia?

- \* As soon as anyone raises the issue of dyslexia, the class teacher and other school staff will monitor the situation
- \* A sight and hearing test will rule out any other difficulties that might have given cause for concern
- \* If the problems a child faces are persistent and do not improve with appropriate interventions, the class teacher will talk to the parents and ask their permission to allow the SENCo to carry out a Dyslexia Test with the child.
- \* This test is carried out in an informal way and most children enjoy doing it
- \* If the child has a high enough score eg 1.0, dyslexia will be indicated
- \* A smaller score, for instance, 0.4, will show that the child has slight dyslexic tendencies which should be taken into account when lesson planning is done
- \* Sometimes the Educational Psychologist will diagnose dyslexia, particularly if there is a big gap between written and verbal intelligence



### What next?

- \* If a child has dyslexia then it is important to understand his or her needs
- \* Any of the following interventions may take place

### Additional Help

- \* Precision Teaching....a repetitive daily exercise that helps children learn to read and spell the most well used words in English
- \* Repeated phonics making sure that children have a secure grasp of sound patterns as soon as possible
- \* Toe by Toe - a daily reading challenge focussing on little words and sounds gradually building up confidence
- \* Extra reading in school time
- \* ICT intervention Club - a weekly opportunity to join in with reading, spelling and memory games
- \* If Maths is causing problems, specific targeted intervention takes place led by a TA guided by the class teacher. The small group or individual pupil will work on a chosen area of Maths
- \* Fun Fit: an activity session aimed at helping coordination and concentration. This takes place every day for 15 minutes

### Within the Classroom

- \* Differentiated lessons are planned with the needs of dyslexic children in mind
- \* Children with dyslexia are encouraged to record their work in many different ways: using scribes, talking tins, voice recognition and lap tops and I pads The frustration of having to record the work using hand writing is alleviated. However, hand writing is still used and practised so that the skill develops but dyslexic children do not have to produce it in such large quantities as their peers
- \* Children will be given longer to process information and think about their answers
- \* Children may be given a coloured overlay to help them read
- \* In the same way, the font and background chosen for information given to children is selected with dyslexic children in mind
- \* Exam and test concessions will be permitted, extra time, a reader and a scribe
- \* ICT teaching programs will be used to help children secure essential skills and knowledge
- \* Practical equipment such as phonics strips, high frequency word lists, mnemonics, reminders about b and d reversal and simple dictionaries are provided