

Queen's College Preparatory School
LEARNING SUPPORT DEPARTMENT



**Practical activities and advice for Parents
and Carers to support their child at home
with Dyslexia or Dyslexic tendencies**

INTRODUCTION



Dear Parents,

At QCPS we aim to be a 'Dyslexic Friendly School'. We look at ways to transform each classroom into a positive learning environment for all, but also like to provide parents with suggestions as to how you can support your child at home. Your child does not need to be Dyslexic to benefit from these strategies - you can pick out the bits that you feel are most useful for your daughter.

Do contact the Learning Support Department should you have any questions.

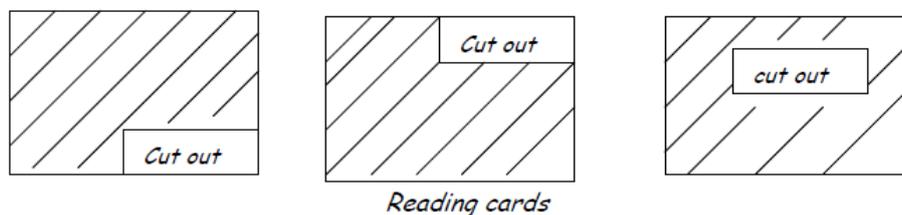
Yours sincerely,

Miss F Buchanan
Head of Learning Support

PRACTICAL ACTIVITIES THAT HELP

Reading

1. Check vision with a qualified optometrist. Your child may need eye exercises or coloured lenses or overlays.
2. Use a card to help keep place when reading. Sections can be cut from the card to minimise the amount of print being read at any one time, which prevents too much confusion.



3. Paired reading- use a card to keep place. Read with your child at bedtime and let her read parts with you. When she gets tired or comes to a hard passage or word, you take over. Try stopping at a very exciting stage so that they really want to know what comes next.
4. Choose fun books- comics and magazines are colourful, and have short, manageable articles, so they may be more suitable for a child who has difficulty reading for a long period of time.
5. Barrington Stoke is highly recommended. They edit books to minimise some of the obstacles that can stop struggling, reluctant or dyslexic readers getting into a book. They retype on cream paper and use short manageable paragraphs and chapters.

www.barringtonstoke.co.uk

Spelling

1. Use syllables for 'chunking' words- model how easy it is to spell long word by breaking them into smaller parts.
2. Mnemonics and acronyms- good for words which do not follow a regular phonetic patten. E.g. **does** Does Oliver Eat Sweets?
3. Use ridiculous pronunciations e.g. people- pee...ople
4. Write different syllables or spelling patterns in different colours e.g. **tigh**t
5. Make shapes out of words that link to the spelling. E.g spiral- write it in the shape of a spiral.

Writing

1. Use a white board or a fridge door, with dry wipe marker pen for practising spellings.
2. If you are concerned about your child's handwriting- start by using a chunky crayon. 5 minutes practice every night, recording how many words/letters they can write in the time. Giving them a reward at the end of the week for improvement and effort is great for motivation.
3. Give sentence starters to older children. A barrier for a lot of children is getting started. Once they have a starting sentence, they find it easier to keep going.
4. Planning- plan ideas through pictures.

Memory

1. Label things around the house
2. Have spares of everything- already labelled
3. Encourage your child to say things out loud whilst carrying out tasks- this helps with recall
4. Use sticky notes- encourage your child to doodle information/ jot down notes when having a conversation. This helps them to remember what has been discussed.
5. Use pictures instead of words

Organisation

1. Pin a school timetable on the back of the front door so you can see before leaving when PE or dance kit is needed.
2. Routine is important- Always pack the bag the night before school. If you start this routine when your child is young, it will become a habit.
3. Tidy desks on a weekly basis
4. Colour code things.

PRACTICAL ACTIVITIES FOR YOUNG CHILDREN

Listening Skills

1. Listen for sounds
2. Play direction games
3. Play 'Simon Says'
4. I spy
5. Rhyming games
6. Sing nursery rhymes, poems, and 'what comes next?' stories.
7. Listen to story/ audio tapes.

Auditory sequential memory

1. Clapping, dancing to different rhymes
2. Repeat stories in the correct order
3. Follow a series of instructions e.g go to the sofa, lift up a cushion, then go to the desk and pen the top drawer. This can be made into a 'find the treasure' game.
4. Memory games such as: 'I went to the shops', or 'Kim's game' - put several items on a tray, the child has 30 seconds to look at them. Cover them up and see how many items they can remember. Try using all items beginning with the same letter.
5. Repeating a series of words or numbers

Visual sequential memory

- 1) 1 minute to look at a simple pattern. Cover it up- can they try and redraw it from memory?
- 2) Sequence pictures to tell a story
- 3) 'Kim's game' - put several items in a line in front of the child. They have 30 seconds- 1 minute to look at them. Cover them up. How many items they can remember in order?