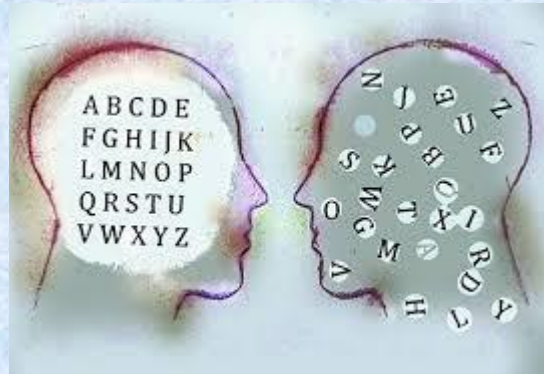


Literacy Difficulties

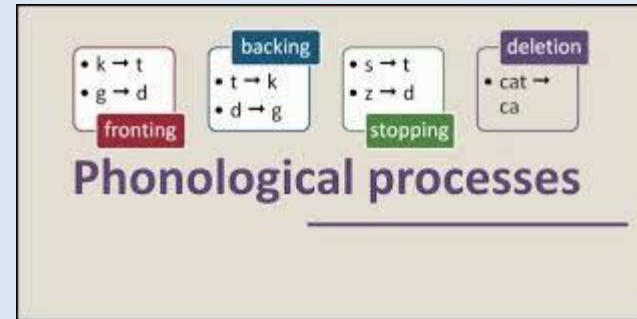


Parental Workshop

Tuesday 27th March 2018

[See dyslexia differently with intro by Dom Wood - YouTube](#)

Dyslexia



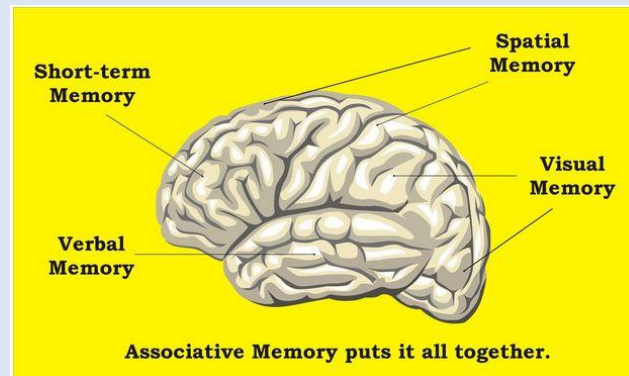
What is dyslexia?

- Phonological awareness
- Phonological processing
- Processing speed
- Verbal memory

Rose 2009

Phonological Awareness

- Listening**: cat-car
Do these words sound the same?
- Alliteration**: hop-happy
Do these words begin with the same sound?
- Rhyming**: boy-toy
Do these two words rhyme?
- Blending**: c/a/t cat
Can you blend this word back together?
- Segmentation**: hat h/a/t
Can you break this word apart by sounds?
- Syllables**: wagon = 2
How many syllables are in this word?



“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.

Dyslexia occurs across the 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 co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.” (Rose 2009 pg 10)

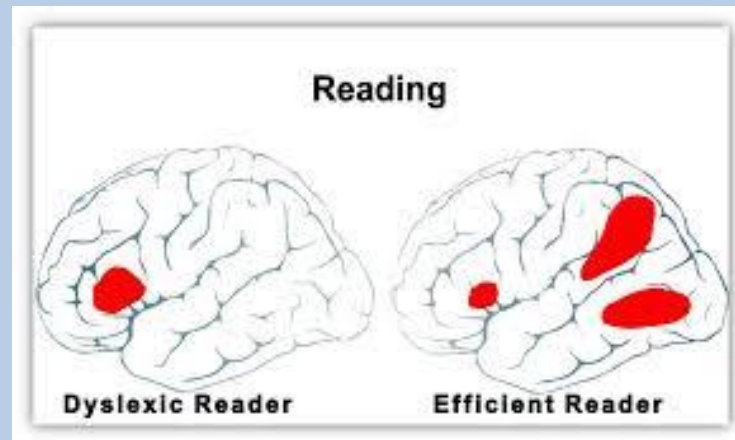
- Dyslexics have a difficulty with phonological processing which leads to difficulties with reading and writing

- Evidence suggests that dyslexia has a biological basis but that environmental factors play a significant role in the ways in which it develops.



Many dyslexics use coloured glasses or overlays to help.

WHY?



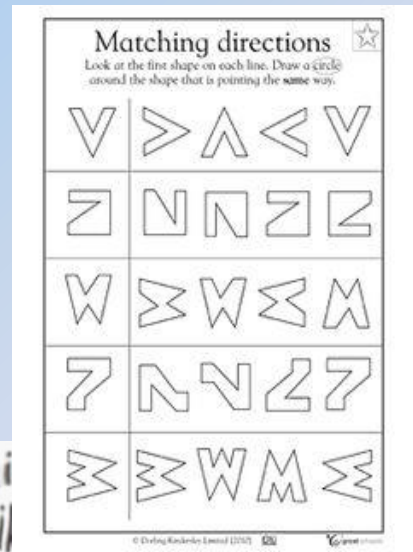
Helen Irlen

Helen discovered that certain people were bothered by florescent lighting, glare and reading on high-gloss white paper.



Irlen discovered that using a coloured filter when reading;

- Reduces or eliminates distortion
- Makes perceptual activities easier
- Improves reading technique



The problem is in the way the mind interprets what the eyes see -- it's an optical illusion, except this is the match between what illusion and reality happens with ordinary print on a page.

Rehder and Glaser (1988) reported that dyslexics are slower to read than normal controls. They also found that dyslexics are slower to read words that are longer than 10 letters. This is consistent with the idea that dyslexics have a difficulty in processing long words. The authors also found that dyslexics are slower to read words that are longer than 10 letters when the words are presented in a vertical orientation. This suggests that dyslexics have a difficulty in processing long words when they are presented in a vertical orientation. The authors also found that dyslexics are slower to read words that are longer than 10 letters when the words are presented in a vertical orientation. This suggests that dyslexics have a difficulty in processing long words when they are presented in a vertical orientation.

A very recent study by the University of Cambridge found that dyslexics are slower to read words that are longer than 10 letters. This is consistent with the idea that dyslexics have a difficulty in processing long words. The authors also found that dyslexics are slower to read words that are longer than 10 letters when the words are presented in a vertical orientation. This suggests that dyslexics have a difficulty in processing long words when they are presented in a vertical orientation. The authors also found that dyslexics are slower to read words that are longer than 10 letters when the words are presented in a vertical orientation. This suggests that dyslexics have a difficulty in processing long words when they are presented in a vertical orientation.

We all see this in a different way. We see it in a different way. The print is in a different way. back ground in a different way. movement in a different way. even though the print is in a different way. paper gives in a different way. even on a different way.



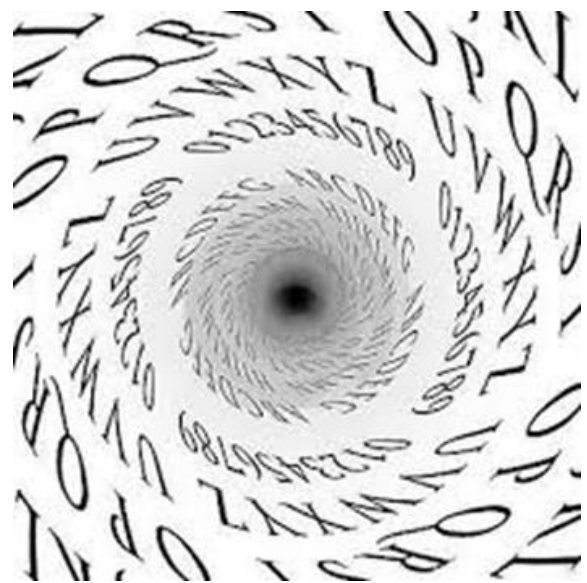
White
What
dyslexic

USERS SEE.

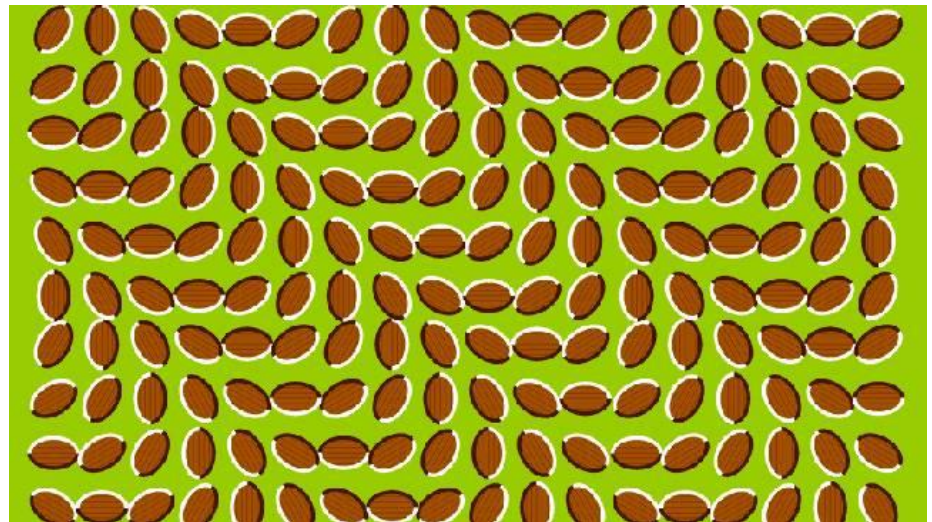
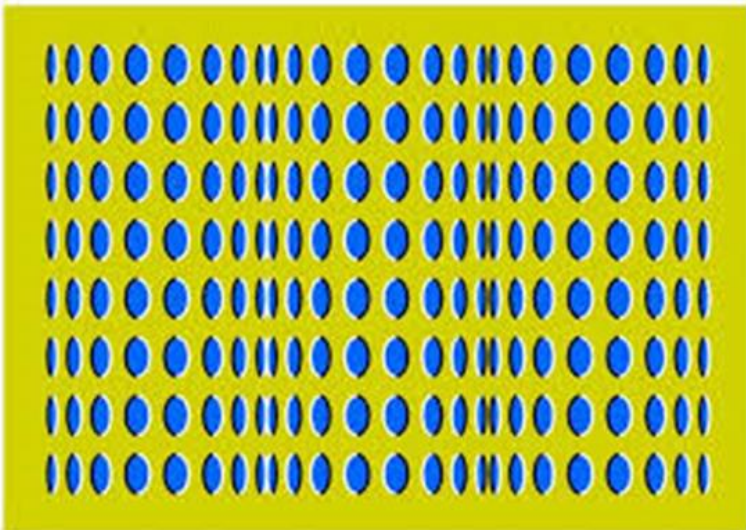
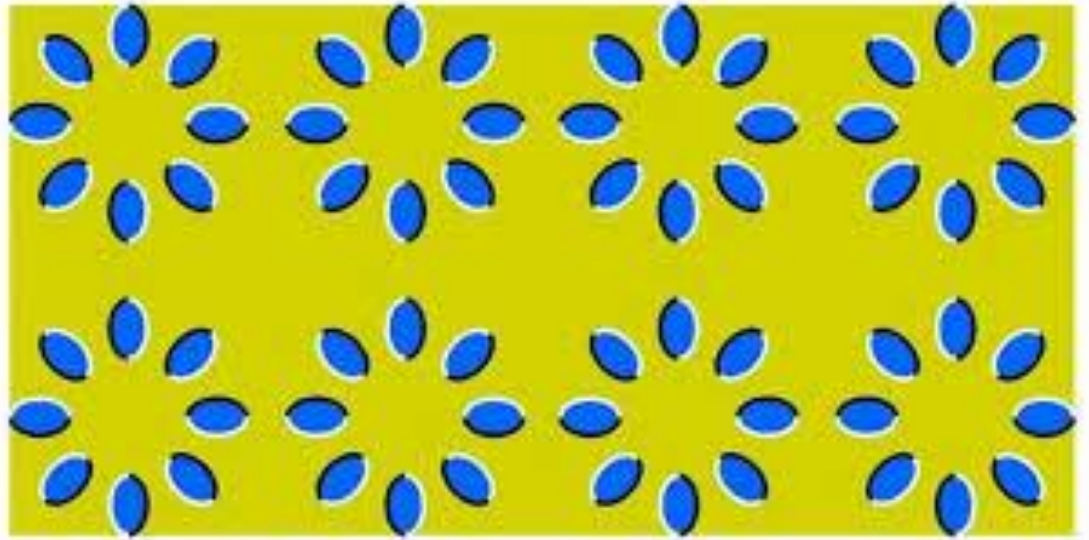
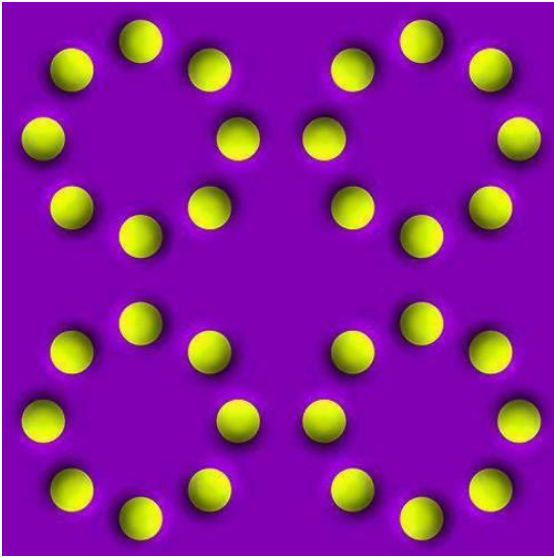
THE ISOCRAPHY
IS NOT DESIGNED
TO RECREATE WHAT
IT WOULD BE LIKE TO
READ TO READ, IF YOU
WERE DYSLEXIC IT IS
DESIGNED TO SIMULATE
THE FEELING OF READING
WHAT YOU CAN BY
EVALUATE THE READING
TIME OF THE USER
YOU IN A SPEED OF
WHICH SOMEONE WHO
HAS DYSLEXIA WOULD
READ

**Do words
and
sentences
move
around
when
you read?**

www.dyslexiafund.org.uk

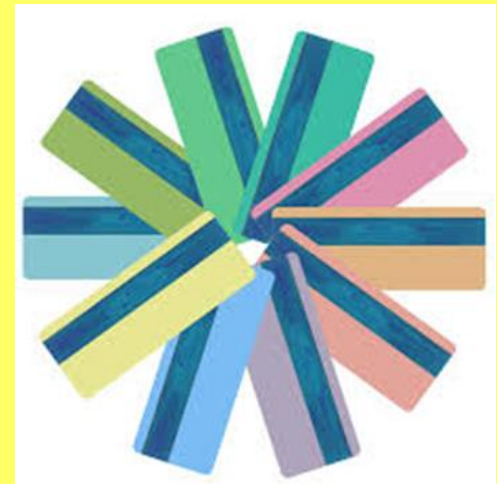
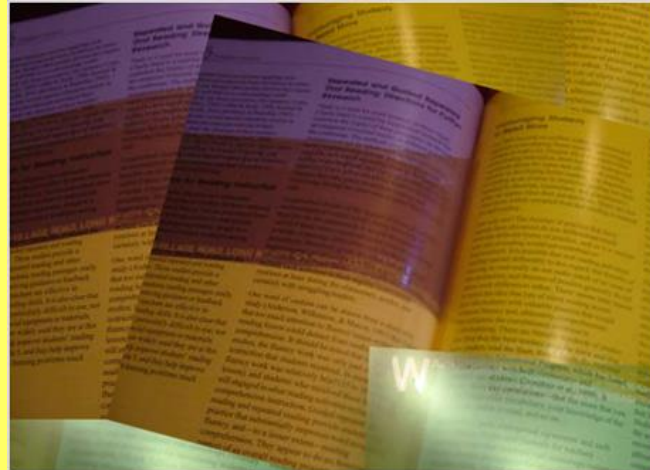


Are the images moving?



Using a coloured overlay or tinted filter glasses slows down the neurons and enables the reader to see the image without distortion.

Experts are still not sure why it works but they all agree that it does work.



Skills needed to be able to spell

- Link a sound in a word to the letter pattern
long a - ai ay ey, , ei, ea, a-e, eigh
gain, away, they, vein, name, weigh
- Be able to remember the sound as you write it down.
 - Select the correct letter pattern
day , dai, dey, dei, dea, ?
 - Use visual memory – *does it look right.*
 - Use common spelling rules
'i' before 'e' except after c

Have a look at these words



A

- discendo discimus
- superbiam
- multa paucis

Now look at these words



B

- glass
- cup
- bowl
- plate

How many can you remember?



Which one was easier A or B and why?

What you child might be thinking

"I hate reading!" or "This is stupid!".

What they would like to say is:

- I don't know any words that rhyme with cat.
- I'm not sure how many syllables are in my name.
- I don't know what sounds are the same in cat and mat.

How can you help?

Practical Ideas

Make it FUN

Make it multisensory

(sight, touch, smell,
taste, hear)

**Make sure
the activities
are short**

**Avoid allowing
your child to get
frustrated**

**Help your
child build
sound skills**

- **Help your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds.**
- **Make up silly sentences with words that begin with the same sound, such as "Nobody was nice to Nancy's neighbour".**
- **Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (go – no) or blending simple words (/d/, /o/, /g/ = dog).**
- **Read books with rhymes. Teach your child rhymes, short poems, and songs.**
- **Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.**
- **On car/bus journeys play the number plate game. Make up silly sentences using the letters from a number plate **FVZ Freddie's Violin , Zapped!****

Mnemonic It

Big elephants cause accidents under small elephants → because

Big elephants cant always use small exits → because

Have a look around the room at the activities on each table

- Spelling Windows
- Salt tray (could use sugar although children less likely to eat it!!!)
- Spelly feet
- Memory games
- Alphabet Arc letters
- Magic writing
- Rapid recall activities
- Visual Memory Skills
- Auditory Memory Skills
- Syllable cards
- Mnemonics
- Reading rulers

Useful Dyslexic Websites

<http://www.readingrockets.org/helping/target/phonologicalphonemic>

<http://www.bdadyslexia.org.uk/>

<https://www.helenarkell.org.uk/>

Useful Education Websites

<https://www.topmarks.co.uk/>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://www.primaryhomeworkhelp.co.uk/literacy/>