



The Abbey CE VA Primary School

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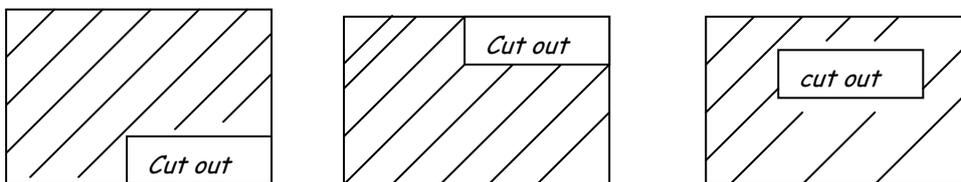
Practical activities and information for parents to support their child at home with dyslexia or dyslexic tendencies

At Abbey School we aim to be a 'Dyslexia Friendly School' for all children. Your child does not need to be dyslexic to benefit from these strategies, you can pick out bits that you feel most useful for your child.

Practical activities for school aged children

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.



Reading cards

3. Paired reading- use a card to keep place.
Read with your child at bedtime and let him/her read parts to you. When he/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 (www.barringtonstoke.co.uk) is highly recommended and publish books that are edited and designed to minimise some of the obstacles that can stop struggling, reluctant or dyslexic readers getting into a book. They choose popular authors/titles and retype on cream paper with short manageable paragraphs and chapters.
6. Play syllable games and break long words into chunks. There are lots of games which can incorporate syllables such as charades, Pictionary, Brainbox reading cards

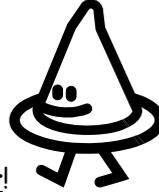




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Spelling

1. Use a vowel card, children can keep this in their pencil case at school and use as a prompt when writing.
2. Use syllables for 'chunking' words. Show your child how easy it is to spell long words by breaking them into smaller parts.
3. Mnemonics and acronyms can be very helpful for learning small words, which do not follow a regular phonetic pattern. Eg. **does** : **d**oes **O**liver **e**at **s**weets? The mnemonic should start with the word you are trying to learn, and should be accompanied by a drawing to reinforce



memory. Use pictures to help recall eg. **What** a **hat**!

4. Use ridiculous pronunciations eg. People (pee.....opple)
5. Rhyme when you cannot remember how a word is spelt. Often dyslexics get sudden blanks and just cannot recall what a word looks like. This happens to us all but it happens more to dyslexics. Rhyming words can often unlock the key to memory. Even if the word is misspelled it will be phonetically based so it can be understood.
6. Older students will find it helpful to learn to spell key subject words. Choose 6-8 words that are important to a particular subject they are studying. Put the words on a card and find a good way of learning them. You should aim to learn up to 6 per week.
7. Dictaphones can be very useful for senior students, particularly if they are slow to write as they often forget what they intend to say because of the demands of the writing and spelling process.
8. Spell checkers are more useful than dictionaries. This one; [Franklin LWB1216 Childrens Dictionary & Spellchecker](#) can be found on Amazon and I am reliably informed that it is a good one.
9. Word processing is ideal if your child enjoys using a computer, as an automatic spell checker can be used.

Writing

1. Use a white board, or a fridge door, with a dry-wipe marker pen for practising spellings.
2. If your child's handwriting is poor, start by using a large, fat crayon or white board pen, then gradually progress to paper. 5 minutes practice every night, counting the number of words written and keeping a graphical record, then giving a reward at the end of the week is a good, regular way to improve writing. Do not forget that writing can be used to make patterns, which can then be coloured in. Borders around drawings can be made in this way and often make interesting designs.
3. Give starting sentences and phrases to older students. Often, students have lots of ideas but do not know how to start. Once they have been given a starting sentence they can proceed.
4. Planning is important. Try mind mapping and then prioritise the points. Each point will become a paragraph. "Mind maps for kids" Tony Buzan.

Memory

1. Label as much as you can in your home.
2. Have spares of everything - ready labelled.
3. Train your child to say things aloud - it helps recall.
4. Use sticky notes next to the phone. Teach your child to make drawings of information when someone calls. Doodling is much easier than writing.



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5. Use visualisation techniques. If you have to remember a list of groceries such as eggs, cream, lettuce etc. imagine a fried egg on a bright green lettuce, and a thick frothy dollop of cream on the top. The picture will help recall.
6. Use fingers. Write information you wish to remember on the tip of each finger, one important word should summarise the information to be remembered.
7. Older students should read or watch the video of 'Use Your Head' by Tony Buzan. It has excellent ideas for remembering such things as telephone numbers etc.

Organisation

1. Use a calendar and check it together every Sunday evening. Use a wall planner for showing the year's events by month.
2. Pin a school timetable on the back of the front door so you can see before leaving which books and equipment you should have in your bag.
3. Routine is important. Always pack bags the night before school. If you start this routine whilst your child is young, it is more likely to become a habit.
4. Your child's room could have two boxes - one for 'goodies' and one for 'baddies'. When the room gets untidy, you can help by asking 'goody' or 'baddy?' Goodies are kept and tidied later, and baddies are thrown out.
5. when something has to be remembered during the school day, sticky tape the information, or list, on the inside lid of the school bag so your child will see it every time he/she opens the bag.
6. Tidy desks on a weekly basis so tidying remains manageable.
7. Colour code subject folders.

Practical activities for pre school and young children

The following activities need to be made into games rather than 'exercises'.

Develop listening skills

1. Listen for sounds (musical notes, scrunching paper, shaking keys etc)
2. Play direction games
3. Play 'Simon Says'
4. I spy (listening for beginning, end and then middle sounds)
5. Rhyming games
6. Sing nursery rhymes, poems, silly stories, dramatic stories that incorporate 'what comes next?'
7. Listen to story tapes/audio.

Develop auditory sequential memory

1. Clapping, dancing to different rhymes.
2. Repeating a story in correct order.
3. Following a series of instructions eg. Go to the sofa, lift up a cushion, then go to the desk and open the top drawer etc. this can be made into a 'search for the treasure' game.
4. Copy tapped out rhythms.
5. Memory games such as 'I went to the market' or Kim's game- several items on a tray, the child looks at them, tries to memorise them, they are then covered over and the child has to remember as many as they can. Try using items all beginning with the same letter.
6. Repeating a series of words or numbers.

Developing visual skills

1. Copying
2. Matching games.
3. Drawing games - recognising a picture as it gradually develops.



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4. Classification of objects and shapes.
5. Spot the difference.
6. Dot-to-dot
7. Completing a pattern.
8. Tracking. Buy large print books from jumble sales, choose a letter (eg. 'a'). Track from left to right highlighting all the 'a's in a specified time, eg. 1 minute, timed with a stopwatch. Parents do this activity at the same time, then swap books and check each other's work for missing letters. Please make sure that you miss some, for your child to discover. Later, key words can be chosen such as 'the', 'and', etc.
9. Bingo- symbols and pictures.
10. Snap.
11. Dominoes, starting with shapes and progressing to letters.
12. Mosaics, jigsaws, pegboard designs.
13. Odd one out games eg.
o o o x o o o x o o o
m m m m n m m m n m m
bd db bd bd pd bd bd bd db
14. Copying a sequence oxmoxmoxmoxm and then underline all the 'm's.

Develop visual sequential memory skills

1. Reproduce simple patterns from memory.
2. Sequence pictures to tell a story.
3. Lay a series of objects out in a line, look at for a few seconds, then hide them and see if your child can remember them in the correct order. Children enjoy this if you start with something like small sweets. If they can remember them correctly, they can eat them! Later, you can introduce small, similar objects, then letters and numbers.
4. Play left/right games as long as your child does not find this too difficult.
5. Mazes, dot-to-dot puzzles and simple word searches are also useful but only use words which go horizontally, from left to right.

We hope you find this useful.

Yours faithfully

Miss Emma Fenn (Headteacher)