



Encourage ownership of learning

Measure their own progress

Provide ways for your pupils to record their own literacy progress. For example a progress chart they complete or writing a letter home about their targets and achievements.

Dyslexia resource booklets
Practical suggestions for teachers and parents produced by West Sussex County Council.

<http://bit.ly/16PRcwB>

During literacy support sessions provide a visual checklist of activities and give your pupils responsibility for checking off each activity as it is completed.

Have a checklist of activities

TOTKO - takes one to know one
Guide to following SEN news on twitter

<http://totko.org/2013/09/23/its-here-ultimate-guide-to-sen-on-twitter-v-1/>

Directed discovery learning

Empower your pupils to find answers on their own. Allow them to self-mark their work and discover their own mistakes, providing them with opportunity to develop problem-solving skills.



Supportive learning environment

Ensure your pupils know trying is more important than getting the right answer and it is ok to skip a word or be unable to do something. Frequently reward effort and ensure your child regularly experiences success.

Foster a "have a go" environment

Dyslexia, so what is it all about
Short animated film explaining dyslexia issues

<http://www.youtube.com/watch?v=HDUfVCo6ito>

Short, focused and achievable tasks

Break lessons/activities into chunks and take small steps when introducing new content. Ensure majority of content in a session is familiar and if your pupils are struggling move on.

Rose Review
A government report providing recommendations for teaching children with dyslexia

<http://www.interventionsforliteracy.org.uk/rose-review/>

Provide different options for presentation of text and allow your pupils to choose their preferred option. Also provide different modes of expression e.g. visual, verbal, kinesthetic.

Allow choice of text presentation



Produced by the iLearnRW project

Building Self Esteem

An information booklet for parents and non-specialist teachers of children with dyslexia

Based on contributions from:

- ★ Dyslexia Action, Bath
- ★ Dyslexia Action, Chelmsford
- ★ Brandlehow School, Putney
- ★ Dulwich Hamlet Junior School, Dulwich Village
- ★ Rye Oak Primary School, Peckham Rye



Develop dyslexia understanding

Resolve negative beliefs

Explicitly discuss your child's negative beliefs about themselves, identify the reasons for these beliefs and between you agree how these can best be addressed.

My dyslexic mind: Try being me
An interactive experience about what it feels like to be dyslexic

<http://www.bbc.co.uk/newsround/20789777>

Talk about successful people with dyslexia who despite (or because of) literacy difficulties and prior setbacks have been extremely successful.

Discuss famous dyslexics

Xtraordinary people
Highlights extraordinary achievements of people with dyslexia

<http://www.xtraordinarypeople.com>

Explaining dyslexia to others

Prepare your child to be able to explain what dyslexia is to others, how it feels to be dyslexic and what they specifically have difficulties with. Emphasise that it is not a reflection of intelligence.

Highlight strengths/achievements

Note down any successes your child has in a home-school record book. Celebrate small successes in literacy through praise or rewards. Regularly look back and discuss positive progress made over time.

Record big and small successes

The Yale Center for Dyslexia and Creativity
An article on talking with your child about their dyslexia

<http://dyslexia.yale.edu/parentstalkC.html>

Praise effort as well as accuracy

Ensure that you praise your child for the content of their work as well as the effort put in even if not 100% accurate. Highlight areas they have done well and outperformed peers.

Dyslexia Advantage
An online community that highlights the strengths and talents of dyslexics

<http://dyslexiaadvantage.com>
<http://pinterest.com/dyslexicadv/dyslexia/>

Acknowledge the world outside of reading and writing and encourage your child's individual interests and talents. Try to link these interests in with literacy work to increase motivation.

Emphasise interests/talents

Find out more about the iLearnRW project...

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<http://www.ilearnrw.eu>

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