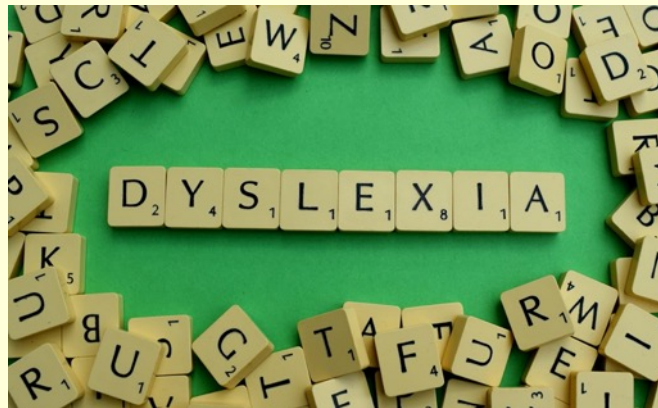


How to support a learner with dyslexia during school closures



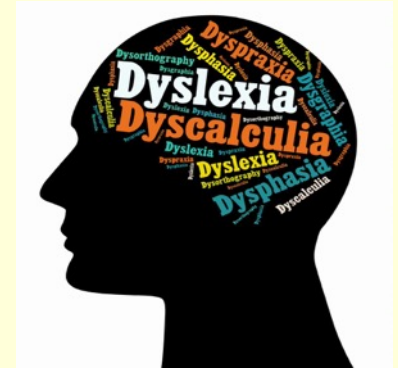
Karen Mace

**Head of Assessment, Education and
Training**

Aims of the session

- How best to support their education
- Useful resources
- Further support the BDA will be hoping to offer during the schools closures
- Advice on where to go for more information, training and support






Key Principles



- Accept the new norm in this situation
- Weigh up how much support you can provide along with other responsibilities; other children, work, looking after friends/relatives etc
- Don't put too much pressure on yourself or your children
- Keeping everyone's emotional and mental health stable

Key Principles

- Routine is important for everyone, especially learners with dyslexia and other Neurodiverse conditions
- Create a timetable for the day
- A visual timetable (using pictures) is very useful for young learners or those on the Autistic Spectrum
- Create a learning space at home
- Get to know what they should know at their age/stage

Before 9am	Wake up		Have breakfast Get dressed Brush your teeth Make your bed Tidy your room
9 – 10am	Exercise Time		If possible: morning walk or indoor exercise. Sensory Processing, Yoga, 'Wake and Shake', Star Jumps etc... See ' <i>Exercise Ideas</i> ' on page 3.
10 – 11am	Academic Time		<u>No Electronics</u> School work packs, reading/ sharing a book.
11 – 12pm	Creative Time		Lego, drawing, colouring, craft activities, singing, music, cooking/baking together.
12pm – 1pm	Lunch/Relax		<u>Controlled Electronics</u> iPads/tablets, computers and games consoles. Please remember online safety and supervise your children.



It's not all about reading and spelling

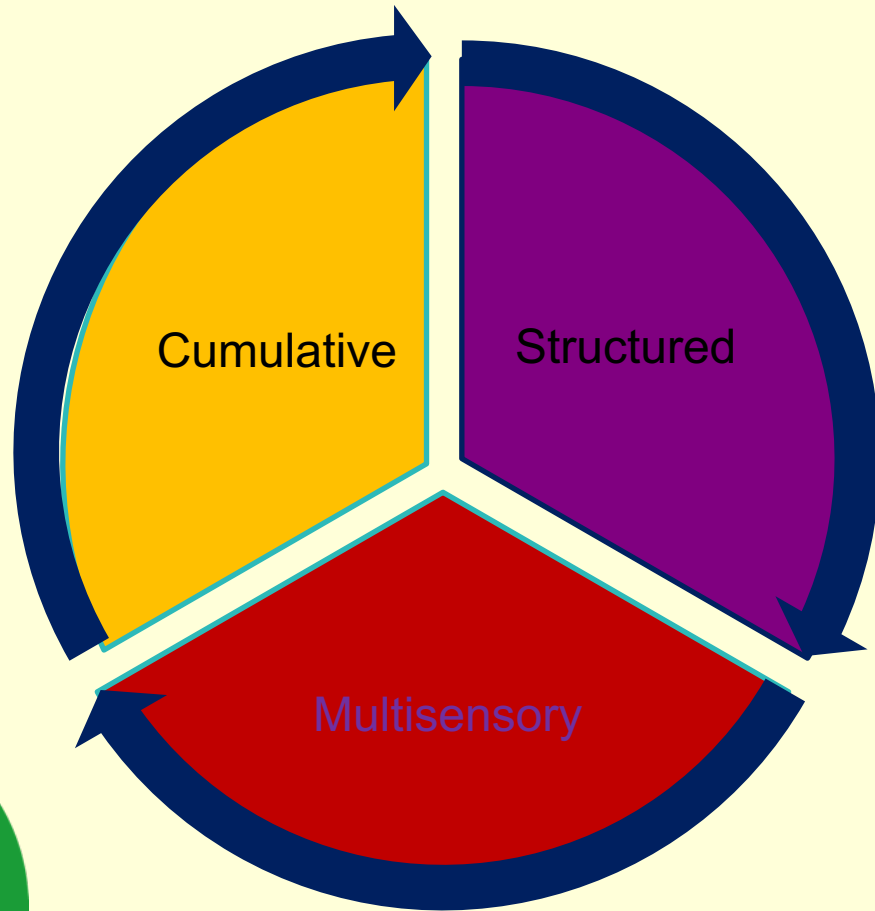
- Get some fresh air and exercise; virtual workouts, virtual yoga, gardening etc
- Life skills – cooking, cleaning, learning to use the washing machine etc
- Playing board games
- Knitting, sewing, painting, drawing, making models etc
- Online socialising with friends/family

What works best for learners with dyslexia?

- Multisensory
- Bitesize chunks
- Overlearning



Structured, multisensory, cumulative learning



Structured, multisensory, cumulative learning supports memory by activating different parts of the brain and promoting meaningful connections between concepts.

Multisensory learning

‘Multisensory teaching builds on learners’ strong channels while also developing the weaker ones and will help to develop neural pathways. It involves making clear links between the visual, auditory, kinaesthetic, and tactile senses (VAKT). A ‘link’ means that two (but preferably three of four) senses should be **simultaneously** engaged in any activity. This means an activity should include at least two of: seeing something (visual); hearing something related to what is seen (auditory); some form of related movement of muscles, for example speaking or writing (kinaesthetic) and touching or feeling something (tactile).’

Kelly and Phillips (2014)

Multisensory learning

- Give learners the opportunity 'do, play, act, discover'
- Meaningful links are made as opposed to trying to remember information from just hearing or seeing it.
- It is a more natural way of learning.



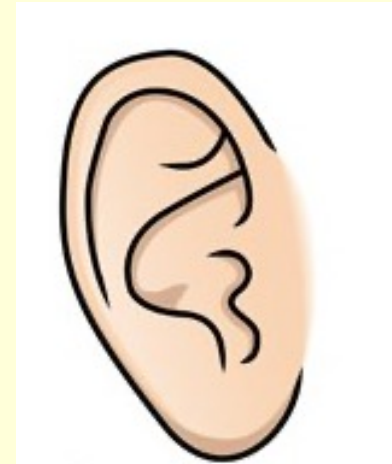
Visual Learning Techniques

- Pictures
- Mind maps
- Charts and diagrams
- Posters
- Sticky notes
- Symbols
- Visualisation
- DVDs



Auditory Learning Techniques

- Paired work
- Recording ideas
- Verbalising their learning to themselves or someone else
- Asking questioning
- Discussion
- Clips from Videos, DVDs
- Sound effects
- Music, raps, rhymes
- Clapping rhythms
- Audio books



Kinaesthetic Learning Techniques

- Hands on – practical activities
- Create pictures, diagrams, flow charts
- Sticky notes
- Create mind maps
- Note taking
- Experiments
- Making models
- Movement and dance
- Role play



Example of a multi-sensory learning sequence



- Lay out the alphabet arc.
- Sing the alphabet song while touching each of the letters in turn.
- Discover the letter being introduced by taking items out of a bag which begin with the same letter.
- The learner feels the objects and names them then pulls them out to check if they are right.
- Identify the target sound and letter name.
- Demonstrate how to form the letters on a whiteboard.
- Learner explores forming the letter in sand, shaving foam, using wiki sticks etc

Simultaneous Oral Spelling Technique (SOS)

- Highly effective in **improving spelling**.
- It combines audio (hearing), visual (seeing) and kinaesthetic (touch/ doing) methods, **helping children remember how to spell the words they practice**.
- It's a very easy method to use but **you must ensure you don't miss out any steps**.

Simultaneous Oral Spelling Technique (SOS)

Equipment: paper, pencil, coloured pencils or felt tips.

Environment: you should be seated next to the learner at an uncluttered desk or table. There should be little or no background noise.

Simultaneous Oral Spelling Technique (SOS)

1. First, **say the word**. This is **repeated** by the child.
2. Next, **write the word**. **Say each letter as you write it**. Use the letter name, not the letter sounds.
3. **Say the word aloud** when you have finished writing it.
4. Now **the child writes the word**, saying each letter as s/he writes it.
5. The child **says the word aloud** when s/he has finished writing it.

Simultaneous Oral Spelling Technique (SOS)

6. Next, **the child takes a coloured pencil or felt tip and traces over the letters**, again naming each letter as s/he writes it.
7. The child **says the word aloud** when s/he has finished writing it.
8. **Repeat steps 6 and 7 a few times**, until the child feels confident s/he can remember how to spell the word.
9. Take away the paper and **ask the child to write the word**.
10. It's best to learn only **2/3 words per session** in this way.

Word Lists

- Spellings on their IEP
- Common Exception words

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

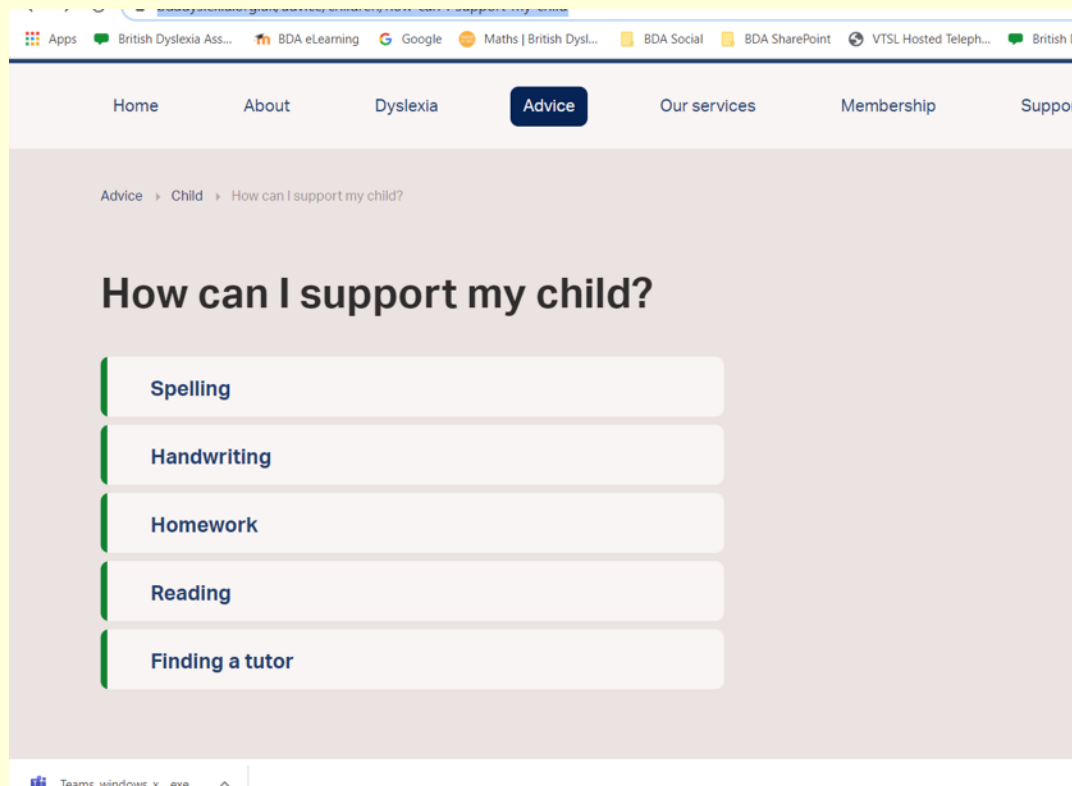
Learn to Touch Type

- Doorway online – free
- BBC dance mat – free
- Kidztype
- Touch type Read and Spell – offering significant discounts at the moment
- English Type Junior/Senior
- Nessy Fingers



BDA website

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>



BDA website

Funded by

 Department for Education

 British Dyslexia Association

 Dyslexia Action
Taking Action • Changing Lives

 Springboard
Life-changing Literacy

Sound Check

A booklet for parents and carers to support their child with reading, spelling and writing.

Ideas to use for blending and segmenting (skills needed for reading and spelling)

BBC Bitesize

Learn & revise >

Primary

Age 3 to 11

[Go to Primary >](#)

Secondary

Age 11 to 16

[Go to Secondary >](#)

Post-16

Age 16+

[Go to Post-16 >](#)

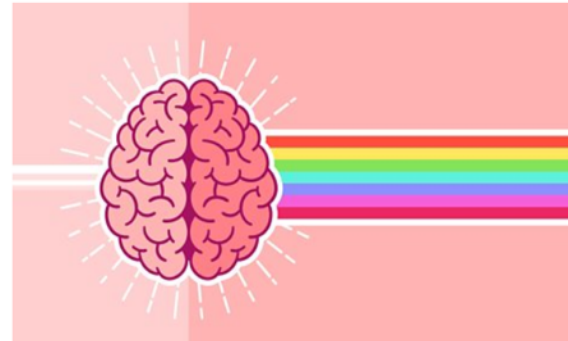
Support >



Five ways to keep your children learning at home

BBC TEACH

Careers >



Neurodiversity at work: It takes all kinds of minds

CAREERS

BBC Bitesize

The j sound

Part of [English](#) | [Phase 3 phonics](#)

+ Add to My Bitesize

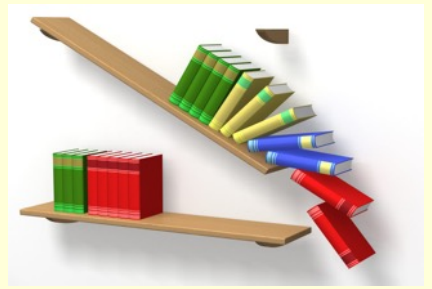


Reading

- Paired Reading
- Audio books (and the text)
- RNIB Bookshare - thousands of digital books
- Accessibility options on the iPad/computer



Reading



- Epic Books for kids – up to 12 years – unlimited free access for two months
- Teach your Monster to Read (phonics) app – free
- Audible Stories – free books up to teenagers
- World Books online

Spelling

- SirLinkalot – animations to improve spelling
- Spellzone – free trial and discounts
- Nessy Licenses (Reading and Spelling) – free for schools who already use it



Writing

- Write letters/send pictures to local nursing homes, people in isolation
- Writing around your child's interests – questions to prompt research, make notes, make posters, leaflets etc.

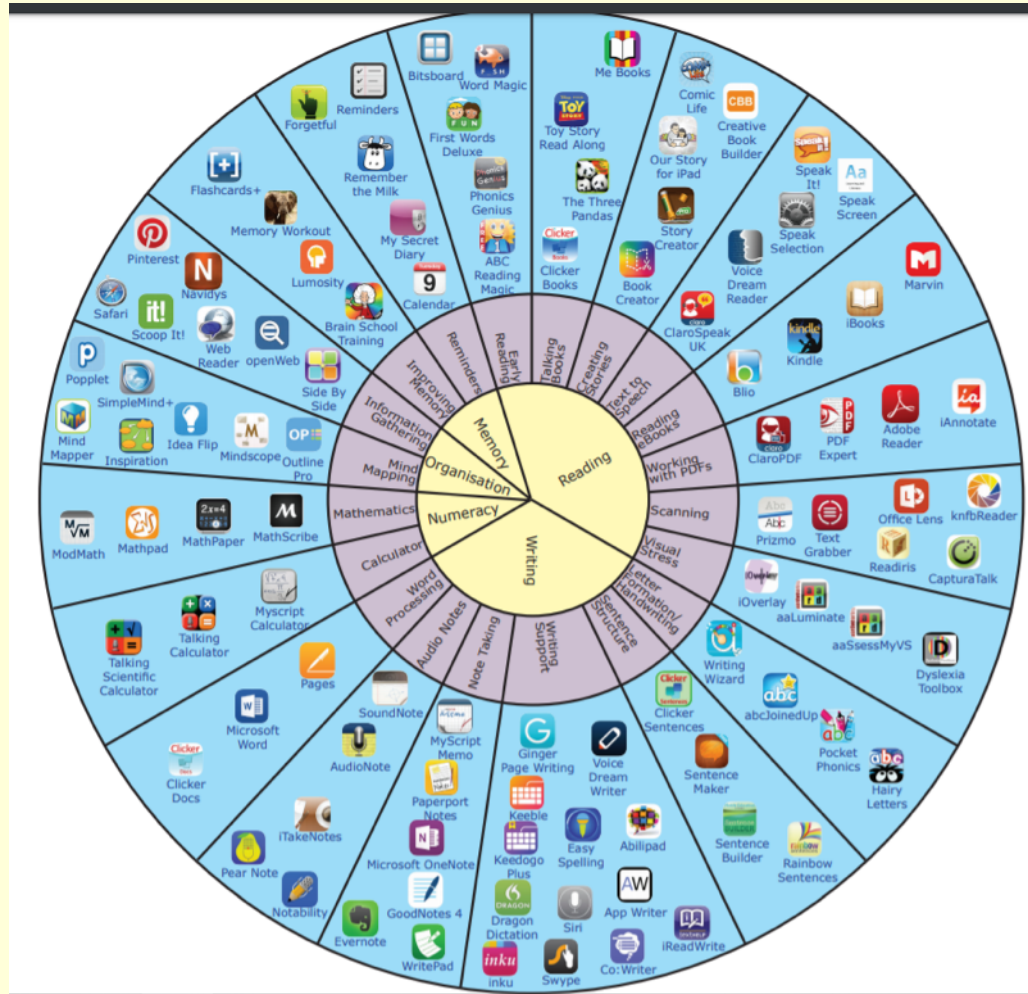


Maths



- Top Marks + other subjects (free)
- Maths Frame – KS 2 (free)
- Maths is Fun – up to secondary (free)
- The Maths Factor (free for 14 days)

Wheel of Apps



Other websites/Ideas

- Twinkl – Resources currently free including a parent’s guide
- National Literacy Trust – Early Years to Secondary – free
- Child’s interests e.g. Orca (whales and dolphins) – interactive lessons Q & A, NASA, online tour of Parliament @ 2pm 26th March
- Joe Wicks – The Body Coach 9am workout, Oti Mabose 11:30am today, England Rugby workout

What next from the BDA?

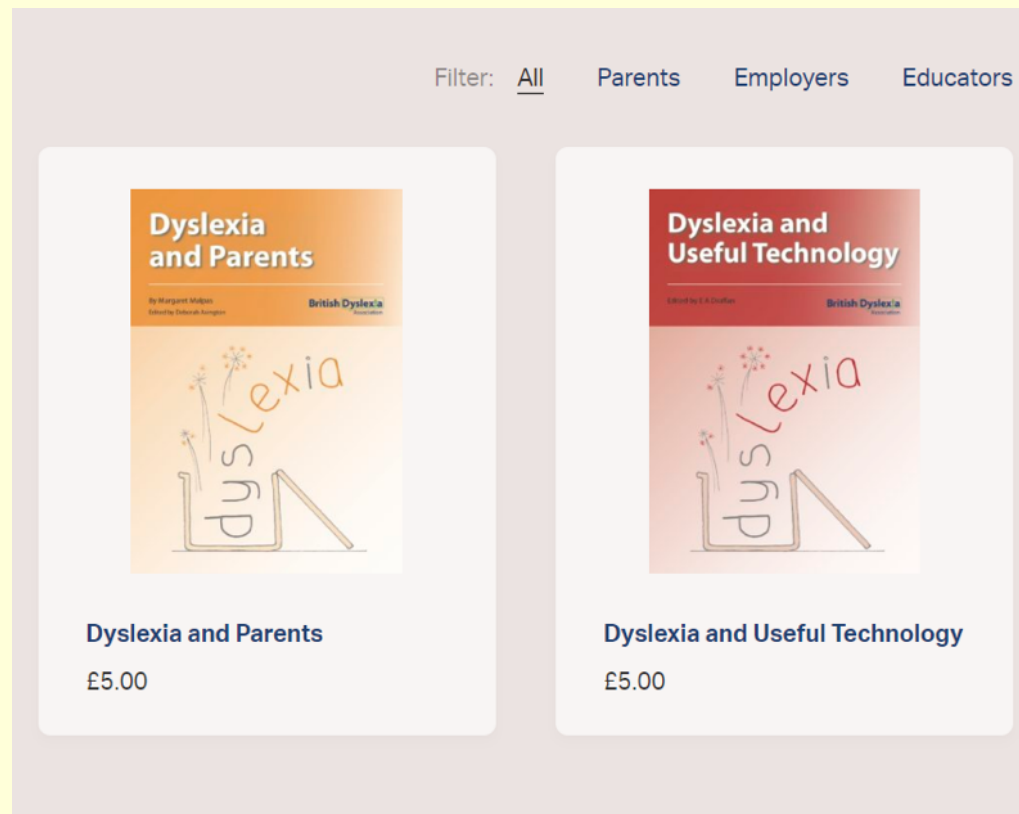
- We are planning some bite-sized webinars on more detailed aspects of dyslexia support such as how to support phonological awareness
- Continue to post ideas onto Social Media
- Possible Q & A sessions for parents supporting children of a similar age

Other BDA resources

- eLearning modules to support your knowledge in specific areas such as in reading, writing and spelling etc
- Go to training@bdadyslexia.org.uk

Other BDA resources

BDA Shop (digital downloads):







British **Dyslex!a** Association