

How parents can help

- * Be positive about your child's progress
- * Be patient with your child
- * Find every occasion to praise and encourage your child
- * Try to avoid or minimise stressful situations
- * Listen to, engage with and understand your child's difficulties
- * Keep a sense of humour
- * Learn to recognise signs of boredom or lack of concentration in your child and know when to change the activity
- * Allow time for your child's favourite activities
- * Work with your child independently if other siblings are more able or more likely to distract your child from the task at hand
- * Share your observations with the school - this will help us to help your child more
- * Help to establish routines to minimise organisational issues
- * Help with homework but do not do it for them
- * Encourage regular practice in problem areas.

Useful links: Cornwall Dyslexia Association:

www.cornwalldyslexia.org.uk

British Dyslexia Association: [www.bda-](http://www.bda-dyslexia.org.uk)

[dyslexia.org.uk](http://www.bda-dyslexia.org.uk) Dyslexia Action UK:

<http://dyslexiaaction.org.uk/>

To be an effective and independent learner pupils will need:

- A suitable bag for school
- Labelled clothing
- A quiet place to work at home
- All equipment ready at hand
- A dictionary and thesaurus
- A place at home to store school books
- Encouragement to keep things tidy
- Good routines to set a time for every activity
- Organisational tools, such as lists, diaries, charts, calendars and time-tables
- Help to plan use of their time
- Help to complete the work in convenient chunks

If you have any concerns or need any further information about the school's support for dyslexic pupils, please contact me in school, by the attached form to:

Mrs D Bartlett

SENDCo

Dyslexia



Advice for parents



Introduction

Does your child have:

- particular difficulty learning to read, write and spell
- a preference for construction toys (e.g. Lego) to books
- persistent and continued reversing of letters and figures (e.g. 15 for 51 and b for d)
- difficulty telling left from right
- difficulty learning the alphabet and multiplication tables
- difficulty remembering sequences such as the days of the week and months of the year
- difficulty in kicking or catching a ball or skipping
- difficulty with tying shoe laces and dressing
- difficulty with concentration and paying attention
- a family history of dyslexia

but in other ways is a bright and alert child.

This leaflet is to tell you what we can do to help your child learn and achieve in school. People with dyslexia have strengths and abilities that we want to encourage and develop.

What is Dyslexia?

Dyslexia is best described as a combination of abilities and difficulties that affect the learning process in one, or more of the areas of reading, spelling and writing.

Accompanying weaknesses may be identified in areas of speed of mental processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills.

It is particularly related to mastering and using written language (which may include alphabetic, numeric and musical notations. Some children with dyslexia have outstanding creative skills, while others have strong oral skills.

Dyslexia occurs despite normal teaching and is independent of social-economic background or intelligence. It is, however, more easily detected in those children with average or above average intelligence.

(British Dyslexia Society)

The form on the following page is a checklist for you to complete if you suspect that your child might be dyslexic. If your child is 7 years old or older we can arrange a screening test.

Please complete and return to:

**Mrs D Bartlett - SENDCo,
St Stephens Community Academy**

Dyslexia Referral slip

| | YES | NO |
|---|-----|----|
| Finds it easier to achieve in spoken work than written work | | |
| Persistent problems spelling, including 'easy' words | | |
| Miscopies work, especially from the board or from a distance | | |
| Loses place when reading in a series (for example a recipe or instructions) | | |
| Difficulty in realising and seeing errors in letter formation, and spelling | | |
| Handwriting poorly constructed or below average for age | | |
| Does not thrive under usual teaching methods | | |
| Can be described as a 'quick forgetter' rather than a 'slow learner' | | |
| Finds organisation planning and structuring their work and routines difficult | | |