

**Dyslexia/
Literacy difficulties
Information Session
for Parents and Carers
City of Edinburgh Council Guidelines**



**St Johns Primary
School
October 2024**

Overview of sessions

Week 1

Overview of dyslexia/literacy difficulties

Strategies to support reading & spelling

Week 2

ICT support with accessibility features

CEC Adopted Definition

‘Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities.’

Literacy and Dyslexia Guidelines:
Definition developed by the British
Psychological Society 1999

Reading

Writing

Spelling

**Reading
comprehension**

**Associated
difficulties**

Memory

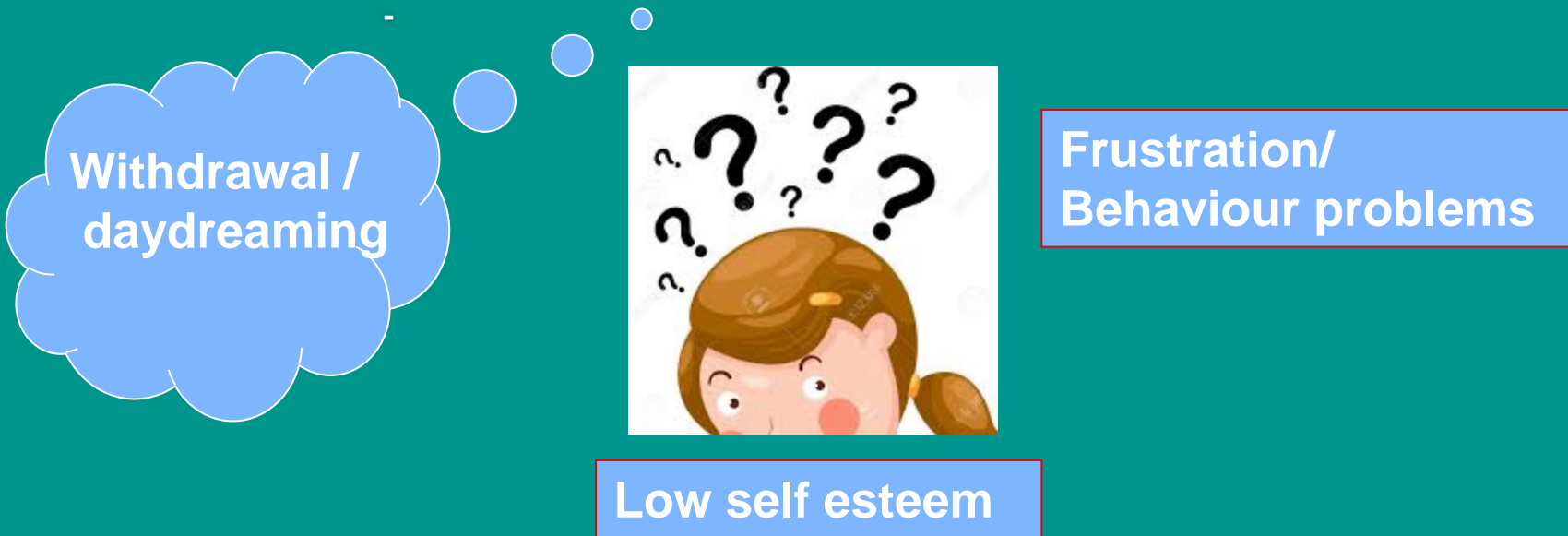
**Emotional/
behavioural**

Organisation

Processing

Implications for the pupil

- Puzzled / worried
- Feels something is 'wrong'
- Hides problem
- Adopts strategies – copying/ memorising/ work avoidance



<https://www.dyslexiascotland.org.uk/our-leaflets> –
Dyslexia and self esteem

What is it like to have Dyslexia?

First-hand account from Lachlan Rogers



Working Memory

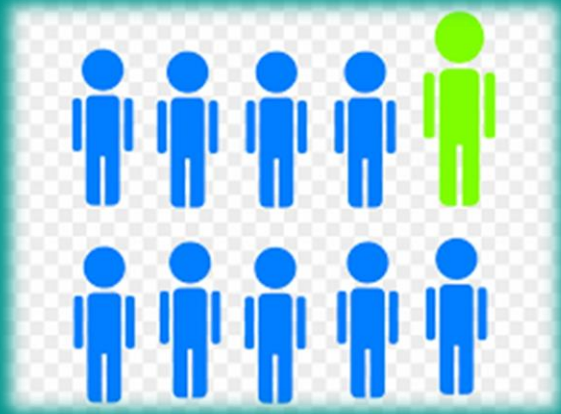
Hints and Tips to support your child

Working Memory - the ability to **hold** and **use** information for a short period of time

- Short simple sentences/ instructions
- Check he/she can remember instructions – repeat back
- Regularly repeat instructions - in the same words
- Break processes down into key steps
- Give more time to process/ complete activities
- Minimise distractions
- Provide visual supports
- Use colour coding/ numbering – hooks & clues
- Model activities
- Build on prior knowledge



Dyslexic Population



1 in 10 (10%) people

4% with severe literacy difficulties

Range - from mild to severe

All cognitive abilities

Assessment is a **PROCESS**

See Dyslexia Differently



Dyslexia –Associated Strengths

See the bigger picture

Highly creative

Enjoys and good at practical tasks

Picture Thinkers

Problem solvers



Improved pattern recognition

Good spatial knowledge

Good verbally

Strong visual thinkers

Business entrepreneurs

Useful Websites



Made by Dyslexia

Dyslexia Unwrapped

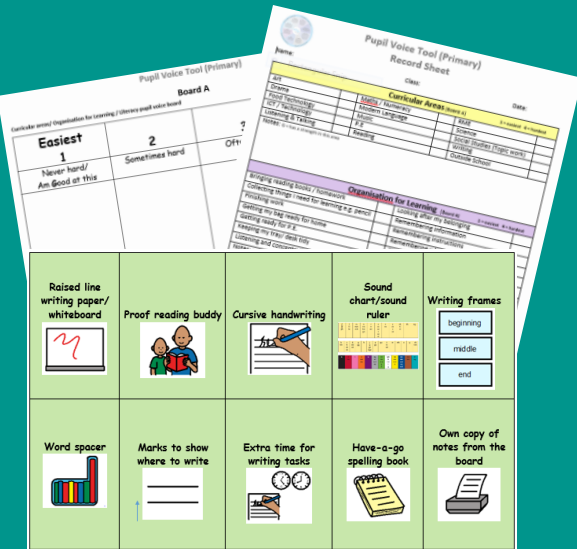
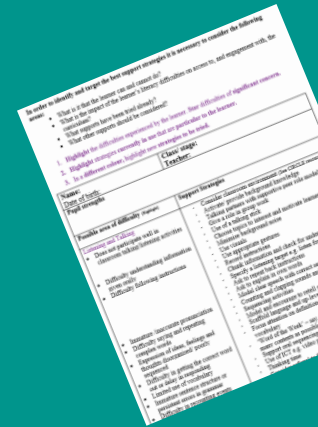


Identification and Support in School

- School staff can identify dyslexia
- No external assessment needed
- Educational Psychologist not required

Main Tools

- Checklist
- Parent/ Carer information form
- Gather evidence over time
- Pupil views
- Dyslexia Identification Report



- Support/ advice available to school from ASL Service - Literacy / Dyslexia Support Team

Strategies and Resources -helpsheets

Edinburgh Sound Chart

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	se	ce	se	ci		
b	d	g	h	j	qu	t	w	wh	x	ch
bb	dd	gg	hh	jj	qu	tt	ww	wh	xx	ch
ck	ed			ge	pp	ed				
ch				ge	pp	ed				
a	e	i	o	u	ay	ee	igh	oa	ow	ou
ea	i	aw	au	ai	ai	ea	ie	ow	ew	ow
				a-e	a-e	e-e	e-i	o-e	u-e	ou
				ea	ea	e-e	e-y	o-e	u-e	ou
				ea	ea	e-e	e-y	o-e	u-e	ou
				ea	ea	e-e	e-y	o-e	u-e	ou
				ea	ea	e-e	e-y	o-e	u-e	ou

Assisted blending

For reading

Five finger test

A quick method to help learners choose a book at a suitable level



Three read strategy – Individual support

Providing and choosing texts

Use to ensure learners are provided with reading material at the correct level – texts they can decode and understand

Paired reading

A well researched strategy for developing reading fluency and learner confidence

Reading together

The tutor and the learner read out loud together, the tutor matching their speed to the learner's. Allow the learner a little time to lead in, so that the learner is not just copying the tutor's reading.

If the learner struggles and then reads the word correctly, the tutor should:

- not jump in to correct
- give a word of praise or some other (non-verbal) cue

If the learner struggles too long or gets a word wrong, the tutor should:

- wait 5 seconds and then say the word
- ask the learner to repeat the word correctly

Reading aloud

When the learner is confident, he/she can

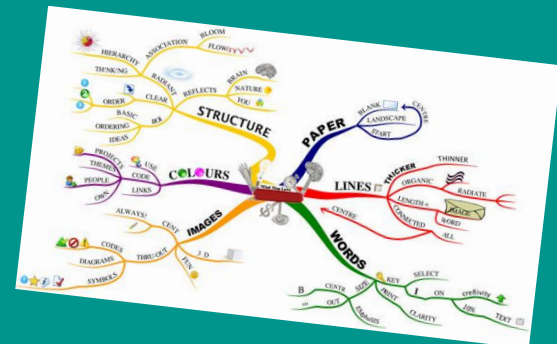
use

use some elastic

use

Strategies to support dyslexia – numeracy and maths

Possible area of difficulty	Strategies
Processing and sequencing information	<ul style="list-style-type: none"> Present the learner with small chunks of information. Read examples on the board out loud. Visual representations of maths vocabulary. Visualisation techniques – highlight; colour-code symbols. Give out a sheet, rather than ask to copy from board. Note down sequence of steps – visual sequence. Go through/model examples step by step. Encourage use of learner's own strategies.
Language of maths/problem solving	<ul style="list-style-type: none"> Focused teaching of the language of maths, eg 'take away' is the same as 'subtract' and 'minus'. Teach the concept before using more abstract vocabulary. Glossary of key vocabulary with meanings (plus symbols/visuals where appropriate). Use informal vocabulary alongside formal terminology. Practise language use by discussing with/teaching a peer. Read examples/problems out loud to learners. Use concrete materials/draw diagrams/use simple images. Mind map or storyboard problems/questions. Teach learners how to identify key information and write it down; draw pictures/diagrams. Have learners make up their own word problems to learn how questions are constructed.
Mathematical symbols	<ul style="list-style-type: none"> Link words and symbols – use visuals/flashcards. Overlearn the relationship between symbol and process. Teach how to highlight a symbol or key phrase.
Number bonds/learning tables	<ul style="list-style-type: none"> Overlearn number bonds to 10. Use memory hooks to relate new facts to learned facts, eg show the link between 5+5 and 5+6 with counters. Visual fact cards.



Literacy Support in School

Universal Supports (in class)

- Checklist
- Visuals - sound charts, tracking rulers, modelling, visual examples
- Adult support - Class teacher/PSA
- Differentiated tasks

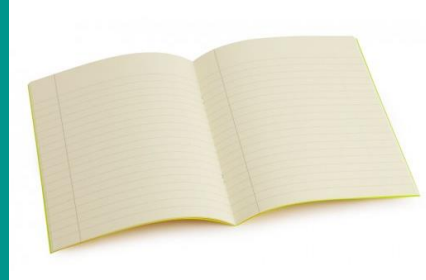


Targeted Support (individual or group support with SFL or PSA)

- Phonics
- RWI
- Fresh Start
- Toe-by-Toe
- Reading
- Writing

Resources to support

- IPADS
- Overlays
- Coloured jotters
- Sound charts
- Decodable books
- Visuals
- Spell checkers



Edinburgh Sound Chart

f	ff	l	ll	m	mm	n	nn	r	rr	s	ss	v	zz	sh	th	ng
ph		le		mb		kn	gn	wr		se	ce	ve	se	ti		
b	bb	c	ck	d	dd	g	gg	h	j	p	qu	t	w	wh	x	y
		ch		ed					g	pp		tt				ch
a	e	i	o	u	ay	ee	igh	oa	oo	ou	oi					
	ea		aw		ai	ea	ie	ow	ew	ow	oy					
			au		a-e	e-e	i-e	e-o	u-e	ou						
					ea	ea	y	o	ue	oul						
						e	y									



A B C			a b c	bed b d
Use capital letters	Write on the line	Use conjunctions	Use correct letter formation	Use the correct letter
 P	 q	clear writing		
Use the correct letter	Use finger spaces	Make your writing clear to read	Use full stops	Say the sentence in your head first

Supporting effective transitions

- Before the early years stage
- From early years to primary stage
- From class to class in primary
- From school to school (e.g. child/ young person moving into the area)
- From primary to secondary stage

Primary/ Secondary Transition – Literacy/ Dyslexia form

Primary/ Secondary Transition
Literacy/ Dyslexia

This document is for use by primary school staff to ensure relevant information for learners with literacy difficulties/ dyslexia is passed on to secondary school Support for Learning staff.

Primary school:
Learner name: DoR:

- Is identified as dyslexic
Documents attached. Please tick box below:

- Identification of Literacy Difficulties/ Dyslexia Summary and Conclusions Framework*

- Is in the process of being identified as dyslexic
Documents attached. Please tick box(es) below:

- Identification of Literacy Difficulties/ Dyslexia Summary and Conclusions Framework* including evidence of access to appropriate learning opportunities

- Recent CEC Literacy/ Dyslexia Guidelines Checklist for identifying needs/ Supports And Strategies

AND/ OR

- CIRCLE Participation Scale with related Skills Supports and Strategies sheet

OR

- School Supports and Strategies sheet

- Has literacy difficulties
Documents/ information attached. Please tick box.

- Evidence of access to appropriate learning opportunities at each stage e.g. in class/ SS/ PSL

- Recent standardised assessments – reading/ spelling

Staff name: _____
Date: _____

Reading and Spelling strategies

How do children learn to read?

○Phonic words **c-a-t**

○Common words **said**

e.g. **I have** a black cat.

The dog is in the garden.

Edinburgh Sound Chart

f ff ph	l ll le	m mm mb	n nn kn gn	r rr wr	s ss se c ce ci	v ve	z zz s se	sh ti ci	th	ng
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b bb	c k ck ch	d dd ed	g gg	h	j g ge dge	p pp	qu	t tt ed	w	wh	x	y	ch tch
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a	e ea	i	o aw au	u	ay ai a-e ea	ee ea e-e y e	igh ie i-e i y	oa ow o-e o	oo ew u-e ue oul	ou ow	oi oy
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flip
huff
phone

stay
hair
same
break

coat
snow
home
go

Reading - Hints and Tips to support your child

- Be encouraging and understanding. Help them find their own strategies
- Talk about the book/ pictures before reading
- Help them find books or text that they are motivated to read
- Read a bedtime story to your child

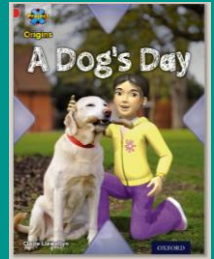
MAKE IT
ENJOYABLE



Reading – Resources and websites



- Call Scotland: Books for All - [booksforall](#)
- EPIC!
- DEKKO Comics
- Oxford Owl website [Oxford Owl ebook](#)
- Chapter books with combination of pictures and text
- Barrington Stoke
- Audiobooks:
 - Library app - Libby
 - Audible app
 - Listeningbooks.com
 - BBC Scotland – [Time for a Story](#)





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Specially modified font to encourage a smooth read



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RA 8 | IA 8-12



VIRUS (VIRTUAL KOMBAT #2)

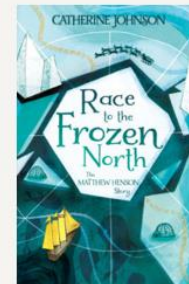
£6.99
RA 8+ | IA 8-12



BALI RAI POSTER



ARMISTICE RUNNER POSTER



RACE TO THE FROZEN NORTH: THE MATTHEW HENSON STORY

£6.99
RA 8 | IA 8-12



THE LOST DIARY OF SAMI STAR

£5.99
RA 8 | IA 8-12

Is your child reading at a suitable level?

Five finger test



1 finger: this book is ok

2 fingers: still good

3 fingers: could give it a try but it could be a bit hard to understand

4 fingers: could be too difficult to read and understand

5 fingers: should choose another book

Three Read Strategy

- **Introduce story**
- **Read 1** to decode independently
- **Read 2** to comprehend
- **Read 3** for fluency & expression

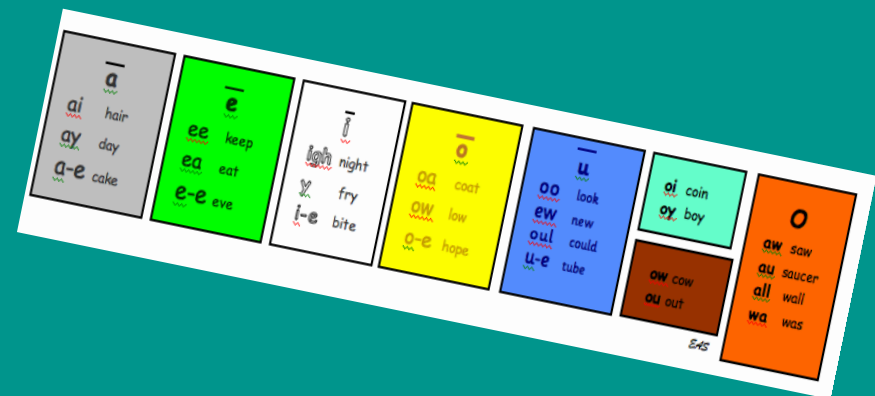
Spelling

Hints and Tips to support your child

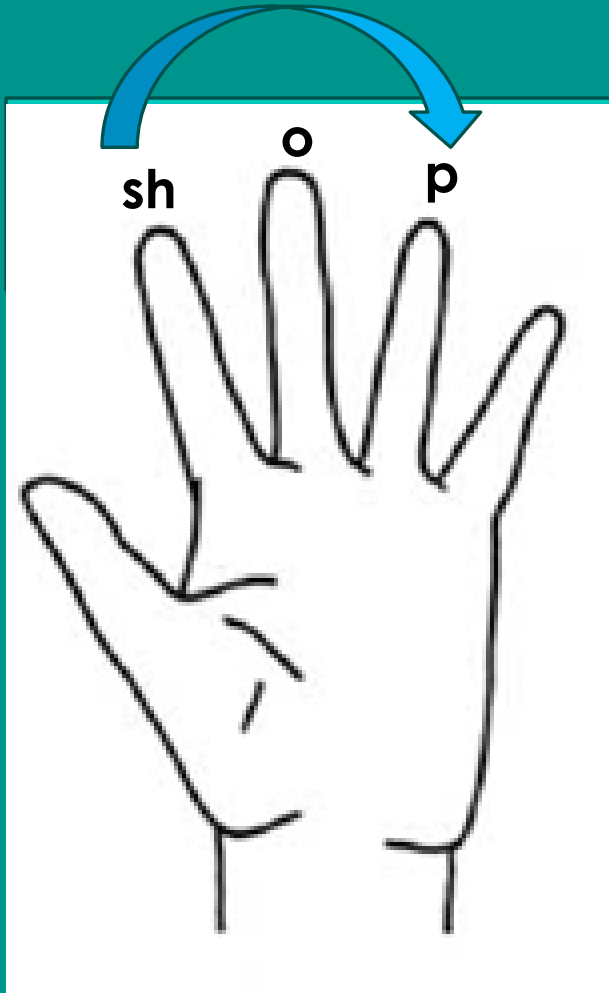
Learning spelling words:

- Little and often is best
- Use as many senses as possible:
 - Look, Say (sound out), Cover, Write, Check
- Try ICT games, colour, rap, singing
- Simultaneous Oral Spelling – to learn common words
- Finger spelling
- The Edinburgh Speed Sound Chart/ Sound Ruler

Edinburgh Sound Chart													
f ff ph	l ll le	m mm mb	n nn kn gn	r rr wr	s ss se c ce ci	v ve	z zz s se	sh ti ci	th	ng			
b bb	c ck ch	d dd ed	g gg	h	j g ge dge	p pp	qu	t tt ed	w	wh	x	y	ch tch
a	e ea	i	o aw au	u	ay ai a-e ea	ee ea e-e y e	igh ie i-e i y	oa ow o-e o	oo ew u-e ue oul	ou ow	oi oy		



Finger Spelling / Finger Writing



sho.p

Simultaneous Oral Spelling (SOS)

Used to learn spelling of common words (tricky words)

- Fry's list
- Words child uses a lot in writing
- Parent prints word, saying letter names
- Parent says whole word
- Child repeats word
- Look for tricky bit together -highlight
- Child writes in joined script, saying letter names as writes
- Child repeats word
- Child does this 3 times
- Parent covers words
- Child writes word and checks it is correct



Writing

MAKE IT
ENJOYABLE

Hints and Tips to support your child

- Encourage as many opportunities to write/type as possible e.g. the food shopping list
- Discuss together to help to understand the task
 - Help generate ideas before they start work
 - Plan/ organise thoughts using Mind Mapping
 - Collect key/ interesting words
- Encourage to learn touch typing skills using a typing program
 - [Doorwayonline](http://Doorwayonline.com)/ BBC Dance Mat/ Typingclub.com

