



Home – the student & parents/carers

Below are some generic supportive strategies that could be used when supporting your child with their homework and/or classwork. Please refer to the child's individualised Dyslexia Report for strategies that are specific towards them.

Areas	Strategies to Help
Spelling	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Create a glossary of key vocabulary for each unit and have these readily available when completing written work.<input checked="" type="checkbox"/> Have commonly used vocabulary around your learning area (desk at home) e.g., there, their, they're.<input checked="" type="checkbox"/> To use an electronic, voice-controlled spell checker where possible.<input checked="" type="checkbox"/> To use a 'speech-to-text' device to help form sentences prior to handwriting them.
Handwriting	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Break work into smaller chunks and set timers so that you are only working for 5-10 minutes at any given time.<input checked="" type="checkbox"/> Frequent short brain breaks.<input checked="" type="checkbox"/> Support in letter formation – handwriting lines may be supportive.
Reading	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Access to audio books – following the text as you listen.<input checked="" type="checkbox"/> Break larger chunks down into smaller texts when reading printed documents. Highlight the page into smaller sections.<input checked="" type="checkbox"/> Make notes alongside the text to help you recall key events and information.<input checked="" type="checkbox"/> Follow the text with either a ruler or your finger to help isolate words.



Cheshire Dyslexia Services

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Short-term / working memory	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Try a variety of multi-sensory revision techniques to find the ones that help you remember information easier. Use practical, hands-on strategies, use rhythm and rhyme; and play to your visual strengths. As an example, if you need to learn an order of events in history, create a visual timeline around the home environment and walk yourself through it.<input checked="" type="checkbox"/> Create yourself a routine for set parts of the day to help you become more organised. For example, have a list of what you need to pack for school the following day.
Speed of processing	<ul style="list-style-type: none"><input checked="" type="checkbox"/> When given a set of instructions, say these back to yourself repeatedly to help you remember them.<input checked="" type="checkbox"/> Mentally <i>tick</i> an instruction off your list as you progress through.<input checked="" type="checkbox"/> To use the computer more frequently at home to develop the use of touch typing. You may wish to use a programme such as the BBC Dance Mat Typing Edition.
Phonological Awareness	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Incorporate games where possible to make learning enjoyable. The following are examples of suitable games:<ul style="list-style-type: none">- Mrs Wordsmith's Blah Blah Blah- Trugs- Spelling Frame (online resource)<input checked="" type="checkbox"/> Model sounding words out when trying to read.<input checked="" type="checkbox"/> When practising spellings, alternate between two colours – to demonstrate the different phonemes and graphemes to the learner.