



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



Cheshire Dyslexia!a Services

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Short-term / working memory	<ul style="list-style-type: none"> ☑ 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. ☑ 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"> ☑ When given a set of instructions, say these back to yourself repeatedly to help you remember them. ☑ Mentally <i>tick</i> an instruction off your list as you progress through. ☑ 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"> ☑ 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) ☑ Model sounding words out when trying to read. ☑ When practising spellings, alternate between two colours – to demonstrate the different phonemes and graphemes to the learner.

Registered with PATOSS, The BDA and SASC.

