

# Ways to help your child at home

Acacias Community Primary School



## What are some of the characteristics of children with SpLD?

Children with Specific Learning Difficulties may have difficulties with:

- Working memory - their short term memory that is used to hold onto information while they use it
- Processing information they hear or read
- Visual disturbance when reading so text can appear distorted, making it difficult to track words across the page
- White paper or backgrounds appearing too dazzling, making print hard to decipher
- Sensitivity to visual stimuli and sound and an inability to cope with busy environments
- Organisation
- Time management
- Written work - your child's written work may not reflect the standard of their oral ability, in terms of the range of vocabulary and ideas expressed. They may produce work with many crossings out, inconsistent handwriting, or with certain letters confused, such as p and g. Within a piece of work, the same word may be spelt in several different ways.
- Reading - Reading may be hesitant and laboured. Your child may find it hard to recognise familiar words or to blend words together. This will have an impact on their ability to understand the text.

- Maths - Your child may have difficulty remembering sequences such as the months of the year, be confused by symbols such as + and x or by the concept of time.
- Motor Skills - Some children will have poor motor skills, which will lead to weaknesses in speed, control and accurate use of a pencil.

## How can you help your child?

As a parent or carer for a child with a Specific Learning Difficulty you want to provide the best possible support for them. Your child will be working hard because of the processing difficulties associated with their short term memory. So your child may come home exhausted or frustrated. Be encouraging. If your child feels confident, then they will keep trying.

Establish a homework routine:

- Break homework into short blocks to help with concentration.
- Go over homework requirements to ensure your child understands what to do.
- Read instructions aloud and discuss how they will tackle their work.
- If necessary, practise the first example or two with them.
- Read longer texts to them.
- Checking work over when it is finished is a valuable skill.

If your child is completing a longer project for homework, show him/her how to make notes using coloured pencils and how to highlight important information. Help your child to generate ideas by jotting down notes.

Frequent opportunities for reading are essential to practise key skills. An additional sheet is provided with strategies to help with decoding and comprehension.

Read to your child from a book slightly more difficult than he/she can read themselves. This can help with learning new vocabulary, generating ideas and can be an enjoyable experience for both of you. Your child could also read along with books on tape or CD.

Practising spellings in a variety of ways will help to embed them in your child's memory. Some strategies are provided on the cards in your pack.

Encourage your child to join up their handwriting. Developing a continuous, cursive handwriting style helps improve speed and spelling as they create a "physical memory" of words and are less likely to reverse letters.

To help your child improve their working memory and the speed they process information:

- Play games that involve using your memory, such as Uno, where the cards that have been played have to be remembered.

- Play games that involve matching pairs of objects from memory
- Use mnemonics to remember important information. **B**ig **E**lephants **C**an **A**lways **U**se **S**mall **E**lephants helps to spell the word 'because'
- Look at car registration plates or telephone numbers. Ask your child to memorise them by chunking into parts and then later try to recall them forwards and backwards. In the school phone number there are 3 chunks, 0161 224 1598
- Describe an object for your child to guess, for example, it is a red or green fruit that is juicy and sweet.
- Make a list together of all the objects needed to complete a task, for example, what is needed to go on a picnic

If organisation is an issue, it is helpful to make a list of the equipment needed each day in school and make sure that everything needed for the next day is packed up the night before and placed somewhere, such as by the front door, where it can easily be collected in the morning.

The following website may be helpful for further advice:  
[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

If you have any further queries, please contact Susan Whittaker, the designated SpLD teacher.