



### **1. Be POSITIVE:**

- a) acknowledge and praise strengths – build on these to keep child motivated – boost confidence and self esteem
- b) never compare to brothers and sisters
- c) encourage leisure activities
- d) praise even minor improvements – and not just reading and spelling, e.g. being able to draw/swim/ride a bike
- e) “I’m dyslexic – I can’t do it”  
“Yes, you’re dyslexic and it will take you longer but you can do it”.

### **2. Be PATIENT:**

- a) with child – allow plenty of time; teach him/her to help him/herself
- b) with teachers and school – talk and work together; progress may be slow but it needs to be at a rate child can cope with.

### **3. Be AWARE:**

- a) look for symptoms and signs of difficulty – stress/frustration/tiredness
- b) avoid failure situations at home – try to prevent child from feeling inadequate
- a) recognise areas in which s/he will fail and help him/her to avoid them – don’t let them turn into problems
- b) keep motivating - praise nearly right spellings and nearly right words when reading; help with the ‘tricky’ bits.



### **‘This book doesn’t make sens cens sns scens sense’ – J. Auger (Whurr Publishers Ltd)**

“A really good read and tremendously heartening to know that someone else has been in the same boat. The author’s three sons, their different problems and responses are really interesting. It provides helpful ideas for all parents. It is a book that could easily be given to other family members who may not understand the effects of dyslexia” (Dyslexia Review)

### **‘Dyslexia: A Parents’ Survival Guide’ – C. Ostler (Ammonite Books)**

“An extremely practical book which offers not only useful advice but is very realistic and humorous account of personal experiences of raising two children, one of whom is dyslexic” (Dyslexia Review)

### **‘The Reality of Dyslexia’ – J. Osmond (Channel 4/Cassell)**

“A can’t put it down book. It touches every nerve a parent of a dyslexic feels. I’ve been there, got the T-shirt and it is relieving to know that others have too” (Dyslexia Review)

### **‘Dyslexia: A parents’ guide to dyslexia, dyspraxia and other learning difficulties’ – Dr Valerie Muter and Dr Helen Likierman (4 Sep 2008)**

“I found this book very informative. It told it in “plain English” and gave lots of advice and support. I very often pick it up and refer back to it. The questionnaires in the book are good for those parents who are just on the brink of getting their child diagnosed. Very helpful and reassuring.... like talking with a good friend!” (Parent Review)

### **Dyslexia – A Parent’s Guide by Maria Chivers (16 Nov 2011)**

“As my Son has recently been diagnosed with this condition, finding a book that was straight to the point, but more importantly easy to understand for Parents and lay people, this book has to be one of the best on this subject. I think anyone interested in this subject cannot go wrong with buying this book. Well done to the author and thank you for writing this book.” (Parent Review)

### **FURTHER INFORMATION (SUPPORT AND ADVISORY SERVICES):**

#### **Dyslexia Action**

Dyslexia Action House, 10 High Street, Egham, Surrey TW20 9EA

Tel: 0300 303 8357

e-mail: [info@dyslexiaaction.org.uk](mailto:info@dyslexiaaction.org.uk)

website: [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

#### **British Dyslexia Association**

Unit 8 Bracknell Beeches, Old Bracknell Lane, Bracknell, RG12 7BW.

Office, Administrative and Customer Services Enquiries

Tel: 0333 405 4555 Fax: 0845 251 9005.

Tel: 0333 405 4567 (helpline, opening hours  
Tues – Thurs 10 am – 1pm)

Helpline: [helpline@bdadyslexia.org.uk](mailto:helpline@bdadyslexia.org.uk)

Admin and customer services:

[admin@bdadyslexia.org.uk](mailto:admin@bdadyslexia.org.uk)

website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

#### **Specialist Teacher Training and Accreditation Enquiries**

Tel: 0333 405 4567

Email: [accreditation@bdadyslexia.org.uk](mailto:accreditation@bdadyslexia.org.uk)

#### **The Dyslexia Association of Bexley, Bromley, Greenwich & Lewisham (DABBGL)**

Community House, South Street, Bromley, Kent BR1 1RH.

Tel: 0300 999 1800

e-mail: [info@dyslexiawise.co.uk](mailto:info@dyslexiawise.co.uk)

#### **4. THINGS TO DO WHEN READING**



- a) read to child – let him/her choose the book
- b) don't make him/her read to you – only if s/he wants to
- c) Which book? Do the 5 finger trick – tell your child to put a finger on every word on page s/he thinks s/he will need help with. If more than one hand is needed - book is too difficult.
- d) How long? Only read for very short periods
- e) Making sense of an unknown word:
  - give thinking time
  - praise a 'nearly' right try
  - blend the first 1 or 2 sounds in the word
  - look at the pictures for clues
  - read to the end and go back
  - identify any other sounds in the word – give help with 'tricky' sounds
- f) tell him/her the word if s/he still doesn't get it - don't make a fuss - just carry on with the book
- g) Recap on story now and again to make sure s/he has not lost the plot!

#### **5. THINGS TO DO FOR WRITING AND SPELLING**

a) create reasons for writing: shopping lists/note to delivery person/"My room – private"/ birthday cards / invitations/ thank you notes/messages on post it notes

b) type up into 'best' for him/her

##### **helping with spelling of individual words**

- c) how many sounds can you hear? – draw dashes on scrap paper
- d) write the first sound here? and the next one here? etc.
- e) help with writing of unknown sounds
- f) help him/her to learn spellings for tests – look for the tricky part of a word and make up a way to remember:  
eye – two eyes and a nose  
was – say the word as it is spelled (quietly)

#### **6. OTHER WAYS TO HELP**

- a) watch and talk about TV
- b) play board and card games
- c) encourage hobbies
- d) play alphabet games (say the sound of the letter: youtube: 'sounds of the phonic code')
  - take turns naming a football team/animal/food with a particular initial sound
  - I spy with my little eye something beginning with ...
  - ten things/names beginning with a given sound
  - same letter pairs: angry ant, busy bee, cute cat.

- e) teach independence - shoe laces, left from right, doing jobs, using the phone, etc
- f) let him/her put into words what s/he is doing
- g) be positive about homework and help him/her to enjoy it
- h) help him/her to get organised - make a timetable – e.g. Monday PE Kit – but s/he does the remembering
- i) 'right order' games/activities
  - days of week and months of year
  - the day with times: "At 7 o'clock we get up. Have breakfast at 7.30 ..."
  - telling the time
  - memory lists: "I'm going on holiday and I'm going to take ..."
  - order the family, by e.g. age/height/alphabetical order
  - doing things in order e.g. taking a bath/making a cup of tea, etc.
  - putting pictures into the right order, e.g. cut up comics, muddle order and ask to put together again; also order holiday pictures
- j) sounds around
  - clapping and rhyming games
  - nursery rhymes, silly poems, songs
  - words that rhyme with names or objects

