

SUPPORTING CHILDREN WITH DYSLEXIA

A Volunteer's Guide



Schoolreaders CIO, Registered Charity in England and Wales; Charity Number: 1159157

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BRENDA FERRIE – AN INTRODUCTION

Brenda has worked in the Dyslexia world for over 30 years. She has spent the last 10 years with the British Dyslexia Association, developing their first online level 5 course for specialist teachers of dyslexia, followed by their level 2/3, 5 and level 7 courses for specialist teachers/teaching assistants of dyscalculia.



She now works as an independent consultant and trainer in fields of dyslexia and dyscalculia / maths learning difficulties, deploying all the knowledge and expertise she has gained over these years to work with other organisations.

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DYSLEXIA

- Affects 10% of the population
- Inherited
- Biological Basis
- Primarily difficulty with processing sounds in language that underpins the development of reading and writing
- First observed in 1896 – Doctor Pringle



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DEFENITION OF DYSLEXIA

Dyslexia is a set of processing difficulties affecting reading and spelling acquisition, often rooted in phonological processing impairments, and impacting other skills like mathematics and comprehension, while also frequently co-occurring with conditions such as dyscalculia and ADHD.

Definition of
Dyslexia

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PHONOLOGICAL AWARENESS

Most children are able to:

I can clap syllables

I can isolate / count phonemes

I can split words into onset and rime

I can make rhymes

I can blend sounds



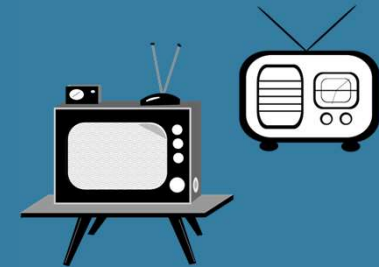
I can segment sounds

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CHILDREN WITH DYSLEXIA – DIFFERENT EXPERIENCES

Disturbances in the visual and auditory transient pathways

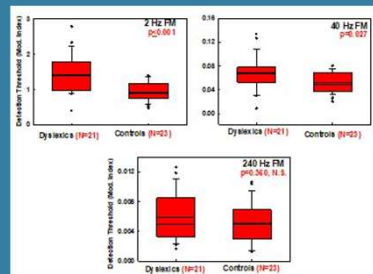


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CHILDREN WITH DYSLEXIA – DIFFERENT EXPERIENCES

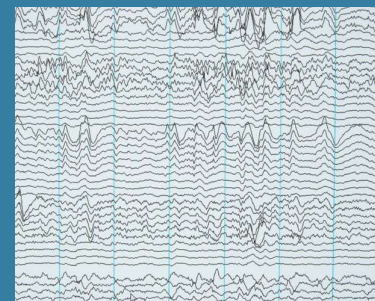
Tendency to be less sensitive to changes in sound frequency and intensity



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CHILDREN WITH DYSLEXIA – DIFFERENT EXPERIENCES



p d b

Confusion with distinguishing similar sounds

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CHILDREN WITH DYSLEXIA – DIFFERENT EXPERIENCES



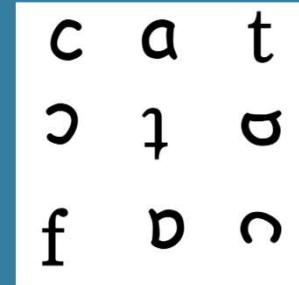
If a child with dyslexia can't differentiate the sounds, they will have great difficulty mapping sounds to letters.

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CHILDREN WITH DYSLEXIA – DIFFERENT EXPERIENCES

How letters can rotate to make new words

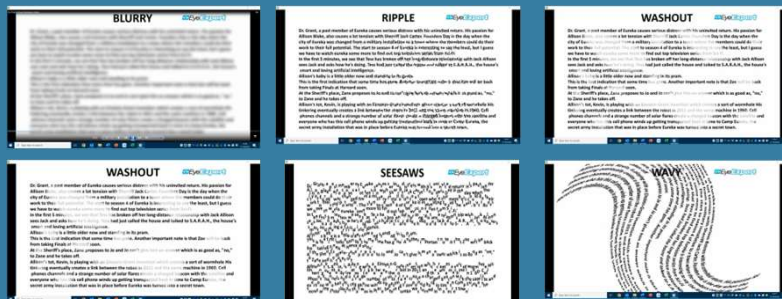


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CHILDREN WITH DYSLEXIA – DIFFERENT EXPERIENCES

Visual disturbances or visual stress where letters move.



Screenshots with permission from The Eye Expert

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LEARNING TO READ

For a child who doesn't experience difficulties:

- Learn that letters make sounds
- Identify the sounds and blend them together to make words using the correct pronunciation
- With multiple exposures to the same word, they make a lexicon or image and can recognise the whole word without having to use sound.



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MAKING A LEXICON

Fawcett and Nicholson

Typical learners:

View a word 400 times before it becomes a lexicon

Learners with dyslexia:

$\sqrt{400 \times 400} = 8000$ times

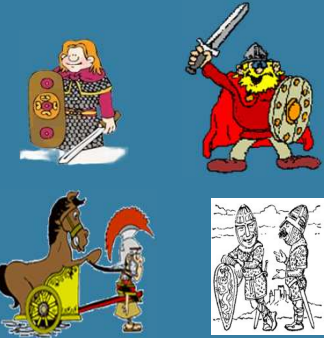
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WHY IS ENGLISH SO MUCH MORE DIFFICULT THAN OTHER LANGUAGES?

English is an opaque language without one-to-one correspondence

Mixture of other languages



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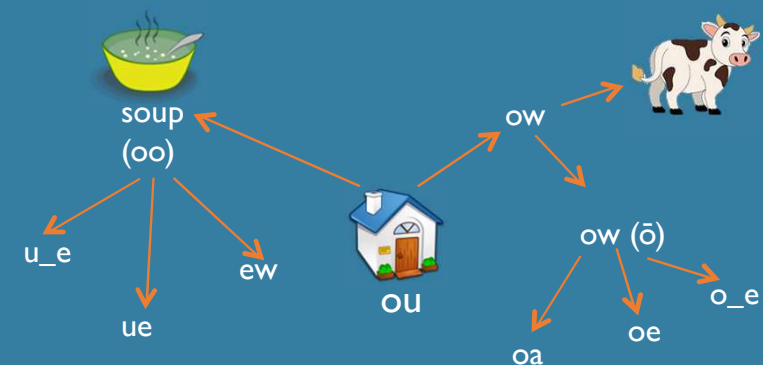
WHY IS ENGLISH SO MUCH MORE DIFFICULT THAN OTHER LANGUAGES?

Unlike languages like Spanish, which has one to one sound to letter mapping, English has:

- Multiple ways of spelling the same sound - (ē long e as ea in cream, ee in sheep, ie in chief, ei in receive, y in baby)
- The same grapheme can make more than one sound - (ea can make the sound ā in steak, ē in cream, ě in bread)
- How many different ways can you think of to spell the sound (or)?

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DIFFICULTIES FOR A READER WITH DYSLEXIA

- Difficulty recalling the sounds
- Difficulty remembering the order of sounds to blend them together
- Confusion of letter names and sounds
- Difficulties with digraphs
- Difficulty with similar sounding words (ship and sheep)



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OTHER DIFFICULTIES FOR A READER WITH DYSLEXIA

- Mispronunciations (row a boat or row (as in cow) a boat)
- Slow effortful decoding
- Lack of reading fluency using sound by sound rather than whole words
- Lack of recognition of unfamiliar words
- Confusion with words that are phonically regular and phonically irregular
- Comprehension is compromised

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ACTIVITY

In the next passage, the p, d, b, and q are inverted, the n and u are inverted, the spacing between words is altered.

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Ouce ndonat imet here saw ad riuce audaqrincess
Once upon a time there was a prince and princess
whol ovep blayin gwith thei rboobl ein the woop.
who loved playing with their poodle in the wood.
Ouep aythey becepeb to gofo ra dicnic pya donp.
One day they decided to go for a picnic by a pond
The group saw to *opamd* tosit ouso the yprodqed
The ground was too damp to sit on so they propped
the mselve son agol toeat the irlnuch. Thed uqby
themselves on a log to eat their lunch. The puppy
went for a daqple ina dupble. "Bap, gop" said the
went for a paddle in a puddle "Bad, dog", said the
qriuce "You're all tew, weshall have to take yonh
the prince "You're all wet, we shall have to take you home to
ometo the pueeu whow ills end yonto deq."
the queen who will send you to bed.

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VISUAL PROCESSING



Sed?
Wrod?

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AUDITORY PROCESSING



Fing
Thirty or
thirteen

Row or row

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WORKING MEMORY



Forgot what sounds
there were
Forgot what the
teacher just said

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PROCESSING SPEED



My brain does not
work that quickly!

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AUTOMATICITY



I knew the answer
yesterday but
today it's gone

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SELF-PERCEPTION



I'm so tired
I'm so stupid

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WAYS TO SUPPORT?

- Allow the learner to choose the reading material if in-line with school guidance
- Don't worry if it is cartoons rather than text-heavy books
- Give the word quickly if they become stuck
- Don't make them "sound" out the word
- Echo read to give confidence
- Check understanding by talking about the book
- **Make reading fun**
- Check visual processing. If the child is struggling to read, ask them to describe what the text looks like to them
- Speak to a teacher if concerned or you have questions



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HOW TO SUPPORT READERS WITH ECHO READING

- ✓ Read alongside the learner in a whisper just a fraction of a second after them
- ✓ If they get stuck, you can increase your volume slightly and give them the word without interrupting the flow. This sustains engagement with the text
- ✓ Gives the learner confidence
- ✓ Helps maintain comprehension
- ✓ Other helpful methods
- ✓ You can also take turns if the learner starts to get tired by reading alternate paragraphs, sentences or just letting them read certain words

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QUESTIONS?

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THANK YOU!

We remain here to support you.

Any feedback, questions or suggestions please get in touch.

Phone: 01234 924 111

Email: admin@schoolreaders.org

Facebook group:
[Schoolreaders Volunteers](#)

We are always looking for more volunteers.

Please share the news with your friends and family.

New volunteers can apply directly at www.schoolreaders.org or request a paper application by phone.

Please complete our forum survey – link in the chat

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