

Beat dyslexia programme

The Beat Dyslexia intervention is a multi sensory programme. It was designed for those children who struggle with working memory issues or have been screened for dyslexia and show a high probability of dyslexia.

Dyslexic children find sequential skills, organisation and spatial operations in maths more challenging, and require resources and patient teaching.

The "Beat Dyslexia" intervention has been designed to support those students struggling to read, write or spell. The comprehensive programme develops literacy skills by combining successful phonological approaches with the very best of conventional, multi-sensory and structured teaching methods. The series takes pupils from the earliest stages of letter recognition through to full literacy. Using a wide range of imaginative approaches, the activities are carefully structured so that all the goals are small and attainable. The children gain confidence through consolidation and success as they develop their reading skills and build a sound understanding of basic spelling and grammar. The wide variety of phonic activities are based on multi-sensory techniques that assist the adult in maintaining pupils' interest and enthusiasm - making them ideal for those with short concentration spans. Although primarily designed for dyslexic pupils of all ages, in one-to-one or small group sessions, the careful use of visual and aural approaches, in a clearly structured progression, make them suitable for any pupil struggling to acquire literacy skills.

What is dyslexia ?

The first remediation method is the phonic alphabetic code chart which is followed through our Read Write Inc. phonics lessons. This phonic chart can help children understand the fundamentals of how the English language works. It shows exactly what sounds go with which letter combinations

Decoding unfamiliar words

If a word is hard to decode when reading it syllable by syllable try breaking it down into smaller pieces. Children generally find it easiest to read unfamiliar words two letters at a time.

If children find a word particularly hard to read try breaking it down into different combinations of two or three letters. For example:

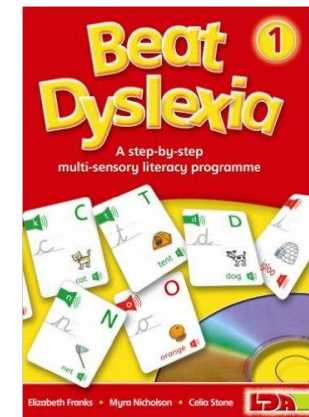
Sec ret ary Or Se cre tary

Try not to allow the child to skip difficult words even if they have read them before. The hard ones are the best for practice.

Try to read challenging books. It's difficult to say what a challenging book is as everyone's literacy ability is different. Don't pick a book that is too difficult for the child to read as you want them to read for enjoyment. You don't want to make it a chore.

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at Stonehill School - Information for Parents / Carers



Children can find it can be difficult to know how to pronounce unknown words. I try to pronounce unfamiliar words the way that sounds most English. Or to put it another way, the way that sounds most like a real word. The majority of the time it is correct.

Writing can, at times, seem overwhelming and confusing. However the more the child breaks their writing down and plans everything out the easier it becomes. The child may be thinking they don't have the time to plan everything down to the individual sentences. This is what is known as a false economy. The more they plan the more time they save in the long run.



The following items should provide useful guidelines for teachers and parents to follow and support :

In the class:

Of value to all children in the class is an outline of what is going to be taught in the lesson, the teacher will end the lesson with a resume of what has been taught. In this way information is more likely to go from short term memory to long term memory.

When homework is set, the teacher will check that the child correctly writes down exactly what is required. They will try to ensure that the appropriate worksheets and books are with the child to take home.

In the front of the pupils' planner or home school book is the schools telephone number so, if there is any doubt over homework, a call can be made to check, rather than worry or spend time doing the wrong work.

The teacher will make sure that messages and day to day classroom activities are written in a letter or jotted in the planner, and not sent verbally. i.e. music, P. E. swimming etc.

Each class have a pictorial timeline which will help encourage the child to develop their own self-reliance and responsibilities.

Encourage the child to have good organizational skills by using folders and dividers to keep work easily accessible and in an orderly fashion.

The child should be supported to break tasks down into small easily remembered pieces of information.

If their visual memory is poor, copying must be kept to a minimum. Notes or handouts are far more useful and will be given by the teacher if necessary .

The child will generally be seated fairly near the class teacher so that the teacher is available to help if necessary, or they can be supported by a well-motivated and sympathetic classmate.

Copying from the blackboard:

The teacher will use different colour pens and type for each line if there is a lot of written information on the board, or underline every second line with a different coloured pen. The teacher will ensure that the writing is well spaced. They will also leave the writing on the whiteboard long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying

Maths:

Whilst some dyslexic children are good at maths, it has been estimated that around 90% of dyslexic children have problems in at least some areas of maths. General mathematical terminology words need to be clearly understood before they can be used in calculations, e.g. add, plus, sum of, increase and total, all describe a single mathematical process. Other related difficulties could be with visual/perceptual skills, directional confusion, sequencing, word skills and memory. Dyslexic students may have special difficulties with aspects of maths that require many steps or place a heavy load on the short-term memory, e.g. long division or algebra.

Encourage pupils to verbalize and to talk their way through each step of the problem. Many children find this very helpful. Encourage a dyslexic child to use a calculator. Make sure they fully understand how to use it..

Put the decimal point in red ink. It helps visual perception with the dyslexic child.