

Learners with Dyslexia benefit from a multi-sensory approach – meaning they like to hear, to talk, to see and to feel. Activities using all their senses are more fun and more memorable.

The following is a short list of activities you might be able to do at home, out in the park, or on journeys. You might remember playing some of these as a kid... have fun and enjoy sharing with your child.

Focus of Activity	
<p>Vocabulary</p> <p>Look for all chances to talk and develop your child's knowledge of words.</p>	<p>I went to the shops and I bought.....</p> <p>Players take turns to add an item to the list bought. At each turn the player has to recite what has been bought so far in the right order.</p> <p>Animal/ vegetable/ Mineral</p> <p>Someone thinks of an object that falls under the category of either animal, mineral, or vegetable.</p> <p>Once they think of a category they tell the other players which group it is in.</p> <p>The players then take turns asking questions that can be answered with a YES or NO.</p> <p>For example, if the object is a marble it's made from glass so it's mineral. The questions in this instance could be:</p> <p>'Is it alive?'... 'No'</p> <p>'Can I use it?'... 'Yes'</p> <p>'Is it useful?'... 'No'</p> <p>'Is it small?'... 'Yes'</p> <p>'Can I play with it?'... 'Yes'</p> <p>'Is it a marble?' 'Yes'</p> <p>After 20 questions, if the object hasn't been guessed already, everyone has one last go and then it's the next person's turn to choose an object.</p> <p>Name game</p> <p>Pick a category — be it animals, countries, cities, TV shows, songs or actual names.</p> <p>For an example, if the category is animal, the first player might say pig. The next person must name another animal starting with the last letter of the previous animal. In this case “G” is the last letter in pig, so the second person might say gorilla.</p> <p>Grow a Story</p> <p>Each person must take turns to say a set number of words. The next player continues the story where the previous left off.</p> <p>Triple Threat</p> <p>This is a story where the parent/ leader chooses three nouns. For example, table, hat and witch. Each player or storyteller is expected to create a story that has these three objects included.</p>

Memory

Kim's Game

Place a number of objects on a tray or whatever is handy.

Child looks at these then you cover with a cloth and they try to remember what's there.

You can adapt by taking an item away and asking them which is missing?

The following link might be useful

<https://www.tes.com/teaching-resource/kim-s-game-visual-memory-exercises-sen-6056194>

I went to the shops and I bought.....

Players take turns to add an item to the list bought. At each turn the player has to recite what has been bought so far in the right order.

"Do you remember?"

Recall a special event in your family and in recalling it allow the child to remember parts e.g.

"What were you wearing?"

"Who was late?"

"Where did we have our tea?"

Television Games

Before the start of an episode of a serial recall with help from the child what happened last episode.

Fetching

Send the child on an errand to bring a number of items e.g. "Go to the kitchen and bring me my paper, a pen and my slippers."

Again build up the number of items as success is met.

Shopping

Let the child remember some items you need to purchase when grocery shopping.

"I want you to help me remember to get coffee, milk and soap."

Again build up the list with success.

Cards

Put 3 cards face down on the table. Allow the child to turn them over, look and then replace. Then ask the child to find you one of the cards.

Photographs

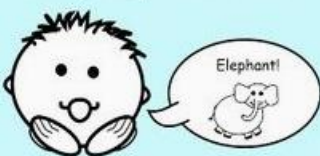
Go over family pictures and invite the child to contribute to the recalling of the events surrounding the photograph.

Activities to support Dyslexic Learners at Home

Syllables

Activities focussing on syllables are proven to be helpful for learners with dyslexia – to support reading and spelling

To count the number of syllables in a word, have kids put their hands under their chins as shown, and say the word NORMALLY.



Feel the number of times the chin "bumps." THAT is what they count! Now tell the kids to count those "chin bumps" on their fingers as they say the word!

All words have syllables. A word might have one, two, or even more syllables.

Reading has two syllables: read (clap)—ing (clap).

Clap as you say each syllable to demonstrate the breaking sound between syllables.

Red has one syllable: red (clap).

Purple has two syllables: pur (clap)—ple(clap).

Now you try. Clap your hands for each syllable in the word happy.

You can use the above syllable counting to play lots of games;

BINGO – on a scrap of paper draw a grid with 6 squares and write the numbers, between 1 and 4, **randomly** in each – this is your bingo grid.

2	4	1
4	2	3

Then the caller speaks a word and players have to count how many syllables and can score that number from their grid.

e.g.

mobile = mo / bile which is 2 syllables – score off number 2

computer = com/ pu/ ter which is 3 syllables – score off number 3

cup = cup which is one syllable – score off number 1

In the Park/ Playground:

Syllable Run: Label the four sides (or more!) 1, 2, 3 and 4, or place 4 numbered 'spots' on the ground.

"I am going to say a word, you need to work out how many syllables it has and then run to that wall/ spot..."

- just before lunch you might use chicken, fish, pasta, salad, broccoli...
- with a weather topic you might use rain, thunder, wind, temperature...

Syllable Hop: learners hop out the number of syllables in a word given to them, either in a line or on a hopscotch grid.

Syllable kick/ bounce: using footballs/ tennis balls/ soft balls. Say a word slowly, the learners repeat it as they kick/ bounce out each syllable.

What's/ who's in the bag: fill a bag with objects/ picture cards. Pick a card from the bag... "its got 3 syllables and begins with /t/" others can ask questions on the basis of the yes/ no game... can we eat it?, is it green?, etc... When guesses are given get them to check the syllables as the first step to checking if it could be correct.

Calendar: at start of month model counting out the syllables in the name of the month, repeat at odd points through the month. Similarly use days of the week

You will be able to find information on syllables online, for example <https://www.youtube.com/watch?v=9S7DY2lgJIU>

Activities to support Dyslexic Learners at Home

<p>Phonemes/ sounds It is important to make sure when you are pronouncing phonemes that you keep them as short as possible. Have a look at Phoneme Chart and Pronunciation to find out more.</p> <p>Practise working out what sound you hear and where you hear it</p>	<p>I Spy with my little eye.... Something that begins with Something that ends with I hear with my little ear something that rhymes with.....</p> <p>Beginning, middle, end – ask your child where they hear the sound in a word /p/ where do you hear the /p/ in paint? (beginning) /p/ where do you hear the /p/ in stamp? (end) /p/ where do you hear /p/ in apple? (middle)</p> <p>https://www.readingrockets.org/strategies/blending_games lots of ideas in above</p>
<p>ICT – Key board skills</p> <p>Developing faster typing skills is of benefit to all learners. Those with dyslexia will find this very useful. Build up skills slowly. Short and frequent sessions are likely to be most effective.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr https://www.doorwayonline.org.uk/typing/</p> <p>These two websites offer practise at touch typing at lots of levels.</p>