

Where can I find out more?

Useful websites where you can find support and up-to-date information and resources:

www.dyslexiascotland.org.uk/dyslexic-young-person Ask advice and get your voice heard. Includes information on Dyslexia Scotland's Young Ambassadors.

www.unwrapped.dyslexiascotland.org.uk Dyslexia Unwrapped – Dyslexia Scotland website for young people with dyslexia (ages 8+).

www.callscotland.org.uk A 'dyslexia' search on this site will give a list of the latest apps and software.

www.nessy.com/uk/dyslexia Information and strategies.

Books that children and young people have found helpful to read with their parents:

Dyslexia: Talking it Through by Althea Braithwaite
Dyslexia Explained by Mike Jones
So, You Think You've Got Problems? by Rosalind Birkett
Dyslexia Pocketbook by Julie Bennett

Dyslexia: Information for learners (Primary)



What is dyslexia?

Dyslexia is neurological. This means the brain of someone who has dyslexia processes written and spoken information differently.

Dyslexia can make it difficult to read and write. It can also affect other areas of your learning, like understanding what you read, following instructions, how well you remember things, maths, and how well you organise yourself.

Lots of people have dyslexia – 1 in 10 people – and it can affect you a little or a lot. It can affect people of all abilities. Dyslexia can run in families. You may know someone in your own family or a friend who has dyslexia. There are likely to be 1 or 2 other people in your class who have dyslexia.

Just as everyone is different, not everyone with dyslexia has exactly the same difficulties or strengths.

Dyslexia should not hold you back from doing whatever you want to do!

Homework

- * Try to get into a routine.
- * Divide homework into small chunks.
- * Take breaks between tasks.
- * Be clear about how long homework should take. If you are taking far longer than others, speak to your teacher.
- * Make time for your after-school activities.



Don't be afraid to ask for help

Transition to high school

Primary and secondary school teachers meet and talk together to make sure your move to high school is a smooth one. Transition meetings ensure high school staff are made aware of your dyslexia, your strengths and the supports and strategies that help you learn best.

Spelling

- * Focus on a few words at a time and practise often.
- * Practise spelling in a fun way – use different fonts, sizes and colours on your computer, create raps or sing.
- * For tricky words, say them the way they look, eg say MOTH–er, or WED–NES–DAY.
- * Mnemonic memory strategies help spell tricky words, for example to remember how to spell 'SOME', remember 'Some Odd Monkey Exploded'.
- * Create a personal word bank of words you use often.
- * Use a spellchecker – hand-held or on your computer.

Maths

- * Remember times tables by singing them, or learning them in a fun way.
- * Use real objects when you need to.
- * Use a times table chart.
- * Tell 10 people a number fact you are trying to learn.
- * Use ICT games or apps to practise mental arithmetic.

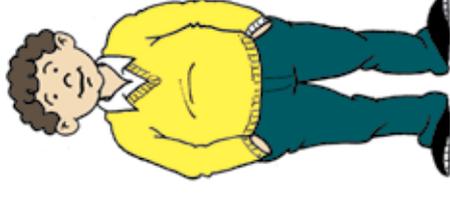
Getting organised

- * Pack your bag the night before.
- * Create a personal checklist – tick when tasks are completed.
- * Put resources away as soon as you are finished with them.
- * Put post-its on your wall as reminders.
- * Set up reminders on your phone.

Children with dyslexia can have lots of skills and strengths

You may be:

- * very creative and practical. You could be an actor or writer.
- * really good at visual thinking and imagining objects in your head. You could be an architect or an engineer.
- * really good at speaking to and meeting people. You could work in marketing and sales.
- * very good at seeing things from a different angle and coming up with new ideas. You could be an entrepreneur.



Some of the most successful people in the world have dyslexia

- * Richard Branson (entrepreneur)
- * Keira Knightley (actor)
- * Walt Disney (film maker)
- * Jamie Oliver (chef)
- * David Beckham (footballer)
- * Albert Einstein (scientist)
- * Agatha Christie (author)

Focus on what you are good at and use your strengths to help you learn

- 'I am good at inventing the best games for my friends to play.'
- 'I am a confident speaker as long as I have time to think about what I am going to say.'
- 'I am very good at drawing. My great imagination helps me come up with great ideas for pictures.'
- 'My brain allows me to see patterns so I am great at maths.'
- 'I am able to use my good ideas to help me to write a book.'



These children told me about their strengths

More tips to help you in school

Reading

- * Use a reading ruler or a post-it note to keep your place.
- * Use a highlighter on key words, or to mark the main points.
- * Listen to audio books. Following along the text as you listen can help your reading. For example, see www.listening-books.org.uk.

Writing

- * Talk about what you are going to write.
- * Try telling a story in pictures first, then words.
- * Record what you plan to write and listen back to it.
- * Use mind maps to help plan or take notes.
- * Use ICT with predictive text and a program that will read your work back to you.
- * Develop keyboard skills.

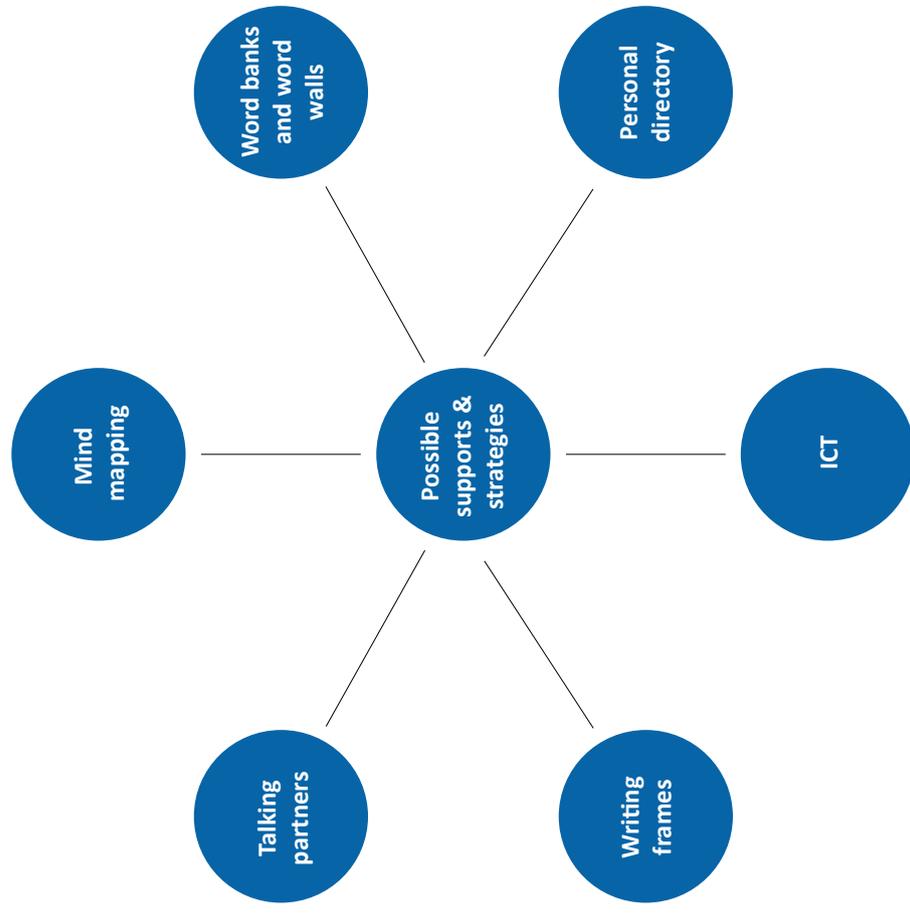
Handwriting

- * Try to learn cursive handwriting – it helps with spelling.
- * Use lined paper.
- * Take your time to write and lay out your work.

Support in school

Learning which helps you to use your preferred learning style and uses all your senses is called multi-sensory learning.

Your class teacher will use multi-sensory teaching, and other teaching and learning strategies and resources, to support you and your friends in your learning.



If there are particular strategies and resources that you know work for you, let your teacher know.

How do you learn best?

Everyone has a mix of learning styles, but you can have a dominant style of learning.

It's important that you understand how you learn best and that you get the help you need



There are three main learning styles

You:



Are you a visual learner?

- * learn best through pictures and imagining
- * like to use pictures, colours and shapes to help you think
- * easily picture objects and plans in your head
- * have good spatial awareness and can imagine how objects and spaces connect
- * have a good sense of direction
- * like to draw, scribble and doodle, especially with colours
- * like art, craft and design
- * like watching films
- * like working out pictures, doing puzzles and playing picture games
- * remember faces

You:

- * learn best through sound, music, song and rhythm
- * like to sing and often hum or tap to a song
- * know lots of songs off by heart
- * like to read out loud and talk your thinking out loud
- * have a good sense of pitch and rhythm
- * like singing or playing musical instruments
- * like listening to music, rhythms, or raps
- * can explain the meaning of music and charts
- * notice music played in the background in films or on TV



Are you an auditory learner?

You:

- * learn best through doing things with your hands
- * understand, think and learn using your body and sense of touch
- * like being shown how things are done
- * like to get up and move around to learn
- * like to handle objects and make models
- * like taking things apart and putting them back together
- * like sports and exercise
- * like acting
- * like drawing, craft, construction and solving puzzles
- * use hand gestures and other body language to communicate



Are you a kinaesthetic learner?

Here are some ideas from children in Edinburgh primary schools

'Being given a printed copy of anything that needs to be copied helps me.'

'The teacher knows to come and check that I have understood the instructions without me having to put my hand up.'

'I have a TO DO list so that I don't need constant reminders.'

'Seeing practical examples of how to do maths calculations helps me.'

'Choose a really helpful elbow partner.'

'Taking the time to look up the meaning of words I don't know helps me understand what I am reading.'

'Using ICT helps me write and read.'

