

A white line-art icon of a lit lightbulb with rays emanating from it, positioned to the right of the main text box.

TOP TIPS

FOR SUPPORTING
A DYSLEXIC CHILD

About us

We believe that everyone with dyslexia should be able to reach their full potential in life. We campaign for an inclusive society that acknowledges, accepts and empowers individuals with dyslexia so that we can help create a kinder, fairer and stronger world.

Around 10% of the population has dyslexia. Dyslexia doesn't discriminate, occurring across all ethnicities and in people from all social groups. A vast number of individuals are undiagnosed and do not receive adequate support.

As a result, they face daily barriers: in education, in the workplace and in life. They may be excluded from activities, shamed for their differences or simply disregarded. Too many children and adults with dyslexia find it hard to thrive within a system that often fails to recognise, value or encourage them. And as a society, we are poorer for it.

At the British Dyslexia Association, we want all children and adults with dyslexia to have the opportunity to flourish. We believe that our world should welcome different ways of thinking and celebrate neurodiversity. By representing our community as the voice of dyslexia, we aim to ensure that all members of society, and especially those most disadvantaged and least privileged, receive the support they deserve.

We welcome you on this journey with us as, together, we create a dyslexia-friendly society.








Top tips

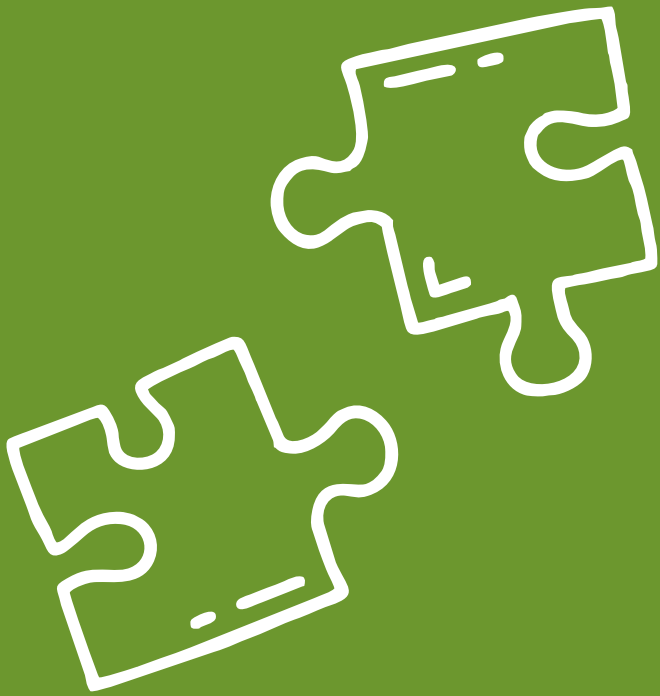
All dyslexic children will have their own individual challenges and strengths. Some will require more support than others. As the parent or carer of a dyslexic child you can play a vital role in encouraging and enthusing their learning, finding ways that work for your individual child. Here are some tips for you to try.

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Reading

-  Read together for a short time each day and talk about what you have read.
-  If your child makes a mistake say the word without comment to keep the flow going - you can discuss the difficult words afterwards.
-  Echo reading - you read a short section of text then your child reads it to you.
-  If a book is too hard then read as a 'pair'. If a child makes mistakes with more than 1 or 2 words in every 10 words, the book is likely to be too challenging for them to read fluently.
-  Explore technology like Reading pens, screen-reading on computer, eReader, tablets, audiobooks.
-  Choose reading topics that your child enjoys - both stories and non-fiction books.
-  Look for chances to read together outside of books: in shops, on signs, menus or packaging at home.



Spelling



Break words down into chunks.



Write words out in different coloured pens, use the same colour for repeating letter patterns.



Use mnemonics – silly sentences where the first letter of each word make up the word to be spelled, e.g. Big Elephants Can't Always Use Small Exits = because.



Highlight tricky bits of words and letter patterns:
when,where,what: playing, parking taping.



Make it fun - use paint, shaving foam, plasticine, wooden or magnetic letters, letter stamps with ink, or draw words in sand or on steamed up mirrors and windows.



Highlight the parts of words which the child has spelled correctly as well as talking about the errors.



To learn spellings try using: Look at it, Cover it, Say it, Write it and then Check it.



Spelling can be tricky so don't forget to praise your child!



Story writing

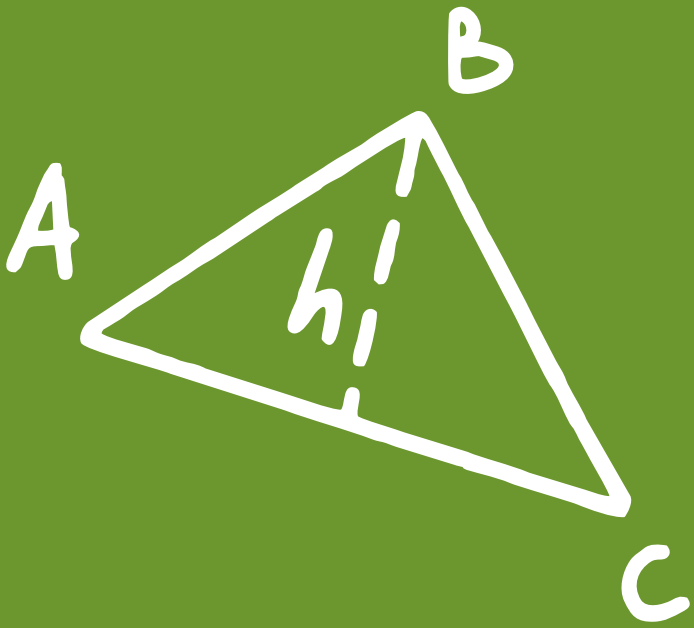
Dyslexic learners can be very creative, but many find writing hard because they struggle to get their ideas down on paper and will try to avoid writing. Here are some ideas to help.

Planning a story – Use mind maps or a story mountain to help.








Telling a story – Get your child to share their story verbally and you can write down what they say. Perhaps they might want to use props and act it out as a little play – try to make it fun!

Recording a story – Encourage your child to try speaking and recording a story on a phone, tablet or other device. Or use software or an app that writes as they speak. Children love to see their words appear on the screen as they speak.

Writing a story – Encourage your child not to worry about spelling or handwriting, let the ideas flow, and help them to edit afterwards.










Maths

-  Talk through, write out then draw the maths problem in colour.
-  Break the task into steps and identify and highlight key words e.g find the difference/ how many more / what is the total/ how many altogether.
-  Use real life cues and physical objects such as cutting up an apple or cake into fractions, 2p coins to count in 2s.
-  Do short, frequent review sessions – 10 minutes a day is better than one hour a week.
-  Try to make maths part of everyday life, for example “The bus was due at 11:20 but it’s 11:35 now, how late is the bus?”
-  Encourage children to measure in baking or crafting, count coins or work out sports scores.
-  Find age-appropriate maths and counting games.









Homework

-  Try and find a quiet place to work, free from distractions such as the tv or mobile phone.
-  Establish a routine and read the homework tasks together to check understanding.
-  Colour code subjects and make colourful mind maps and flashcards.
-  Create a tool box with pencils, sharpeners, pens etc. so all the tools that the child will need are easy to find.
-  Discuss and make a plan for a topic. Use a visual planner or whiteboard, write out the tasks and deadlines. Small chunks are less overwhelming than a huge project.
-  Help your child check their work, but also encourage the use of a laptop or a smartphone so that they can use the spelling and grammar checking and become more independent.
-  Make a To Do list - crossing off completed tasks leads to a sense of achievement.



Revision

-  Create a revision timetable, put the deadlines in, use something visual like a wall planner or an app such as Trello or Notion.
-  Schools often produce handouts with suggested revision topics.
-  Try using different techniques for revising and reviewing, e.g. mindmaps, cue cards, discussion or recording voice notes. A multi-sensory approach may work well.
-  Take regular short breaks from revision. Dyslexia can make revision even more tiring.
-  Trial school revision sessions – but be aware that they do not work for all dyslexic students who may need a more multi-sensory approach to revision.
-  Explore revision podcasts / webinars/ YouTube clips. Remove visual distractions such as TV. Some students may work better when listening to music.



Organisation



Help your child to list and colour code their regular tasks. Create a visual timetable of their day.



Encourage them to use sticky notes or a whiteboard or phone app for reminders.



Help them set up a calendar app with alerts for appointments or homework deadlines.



Many schools now use homework apps with all the tasks and deadlines recorded. Alternatively use a homework diary to keep everything in one place.



Encourage them to find specific places for objects e.g. always keep school bag in the same place.



Keep things in groups e.g. always keep football boots and shinpads with the sports bag.



Colour code books for the same subject and keep them together.



Concentration

Work out what distracts your child:



If it is noise, use headphones with or without music.
Find quiet areas for homework so that they can focus.



Encourage them to sit with their back to windows or doors,
so that you minimise visual distractions.



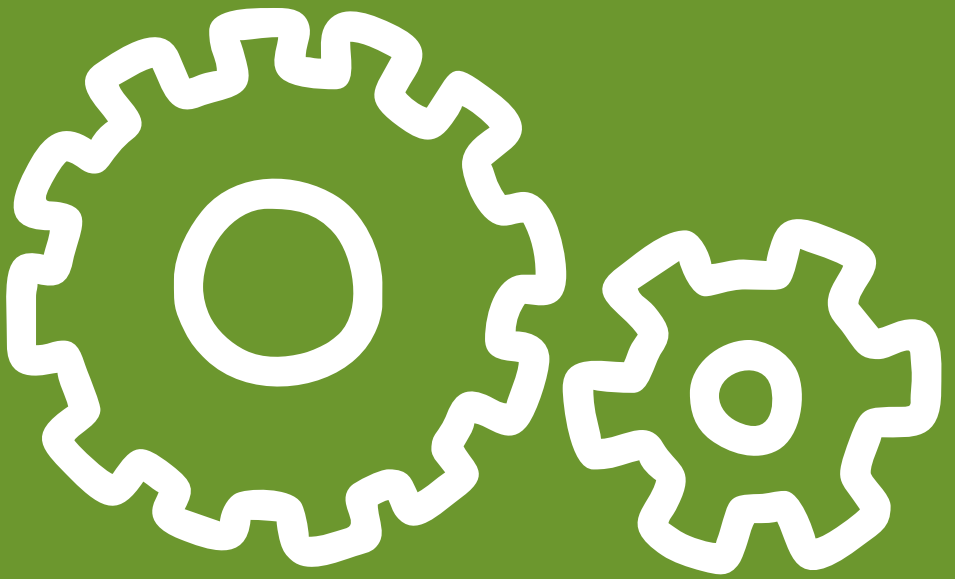
Build in regular rest breaks.



Alternate tasks between those that require longer periods of
focus and those which are quick to complete.



Tick off completed tasks so your child can see their progress.



Memory



Make a list of activities your child does each day and start a routine so that it becomes automatic.



Break down instructions into small simple steps and get them to repeat them back to you.



Make written or visual checklists for them to use - e.g what goes in their school bag, or PE bag. What items do they need for school on specific days of the week.



Invent rhymes and mnemonics to help remember things such as spellings, for example Big Elephants Can't Always Use Small Exits = because



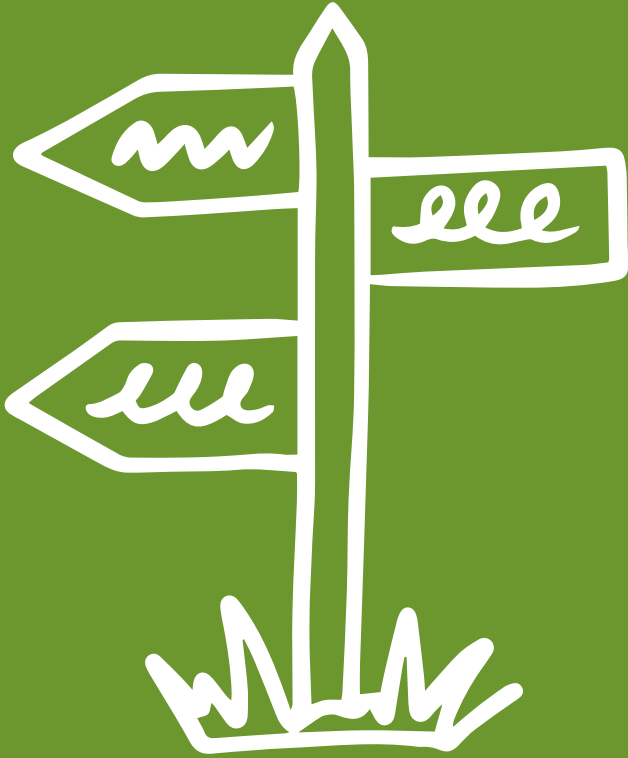
The first letters of this phrase can help you remember the order of the planets from the sun: My Very Educated Mum Just Served Us New Potatoes



Think of numbers as pictures e.g. 1 = a stick, 2 = a duck, 3 = a bird flying in the sky, 4 = a sailing boat, and then use these pictures to help remember important numbers



Help them use visualisation techniques to remember things.



Further Information

For more information on how to support your child visit our website:
<https://www.bdadyslexia.org.uk/advice/children>

Contact the British Dyslexia Association Helpline

Our helpline offers free, confidential, impartial information and signposting.

Call: **0333 405 4567**

email: helpline@bdadyslexia.org.uk

or direct message our team through Facebook and Instagram.

Visit our website: bdadyslexia.org.uk

Visit our [Youtube channel](#).



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British
Dyslexia
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The logo consists of three overlapping, stylized human figures in white, arranged in a triangular pattern. Each figure is composed of simple geometric shapes, giving it a modern and abstract appearance.

bdadyslexia.org.uk



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