

# Teaching Dyslexic Children

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Do we know what dyslexia is?  
?....?

Do we know how dyslexics feel?  
Well, let's try...

**Dyslexia**

[illegible]

**When you see:**

**q**

**d**

**b**

**i**

**e**

**w**

**uo**

**z**

**pronounce as:**

**d**

**b**

**p**

**e**

**i**

**er**

**w**

**ys**

q = d  
d = b  
b = p

i = e  
e = i

z = ys  
uo = w  
w = er

Qzlixea es a languagi-dasiq liarneng qesadelety. Qzlixea riffws to a clustw of symbtoms, uohech risult en biobli haveng qeffeculteis uoeth sbicefec languagi skells, barticularly riqeng. Stuqints uoeth qzlixea may ixbweinci qeffeculteis en othw languagi skells such as sbilleng, uoreteng, anq sbiakeng. Qzlixea es a lefi-long status, houoiw, ets embact can changi at qiffwint stagis en a bwson's lefi. Et es riffwiq to as a liarneng qesadelety dicausi qzlixea can maki et vwy qeffecult for a stuqint to succiiq acaqimecally en thi tybecal enstructeonal inveronmint.

## Here's the translation:

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking. Dyslexia is a life-long status, however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment.

## Now a little quiz:

- How many times can you see number 16?

61, 61, 61, 16, 61, 61, 16, 61, 16, 61, 61, 61  
- - -

- What letters are missing?

ABCD FGH JKLM OPQ STUVWZ  
E I N R XY

- What is  $8 \times 4 =$  12? 23? 32?

- Can you name the months of the year? J..., ....., .....  
Backwards? ....., ....., .....

Now let's try writing.

Take a pen and hold it in a hand you don't normally use for writing.

Copy the text from the board.

Write a **+** instead of all letters **e**

Write a **?** instead of letters **a**

Write an **X** instead of letters **r**

You've got **4 minutes** for that, so do your best!



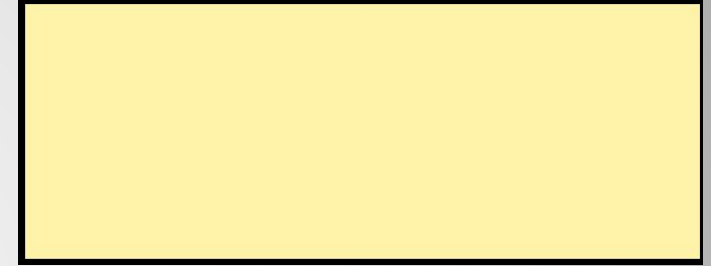
Read Regular is created without copying or mirroring shapes. Therefore the frequency of repeated shapes in a text is decreased. This results in a minimum chance of visual distortions (swirl-effect). The aim is to create interesting typography that will maintain the readers' interest and will prevent them from getting bored or frustrated. Diversity in text knows many variations. We must understand the fact that typography for a novel is different from a magazine or a publication for education. Even so a novel has the potential to be clear and interesting. This can be achieved in any level of creativity, thinking on type size, leading, the amount of words on a sentence and the character/paper combination.

# Dyslexia affects listening

- distracted by background noise
- cannot concentrate on “an important source of sound”  
sit in a front row
- struggle taking notes  
provide with notes from the teacher
- problems with dictations  
write just a few words of a sentence – can finish later

# Dyslexia affects reading

- needs to re-read
- text moves or overlaps
  - use coloured paper to copy
  - use a proper font
  - for books use coloured overlays
- lose place in text
  - “reading slit”
- cannot read loudly in front of the class
  - Yes, they can and they should, but leave them some extra time to get ready



OpenDyslexic Comic Sans Times New Roman

I can do it with your help!

# Dyslexia affects writing

- difficulty finding the right words  
play with words
- struggle getting ideas onto paper  
ask them to tell you instead
- organisational problems  
practise constantly, monitor and provide help

# Dyslexia affects spelling

- struggle 'hearing' sounds  
play with sounds
- confused by similar sounds  
compare and contrast similar words
- unable to remember what words look like  
play SKY, ROOT and GROUND letters games



k, h, d, b, t

sky letters

j, y, q, p

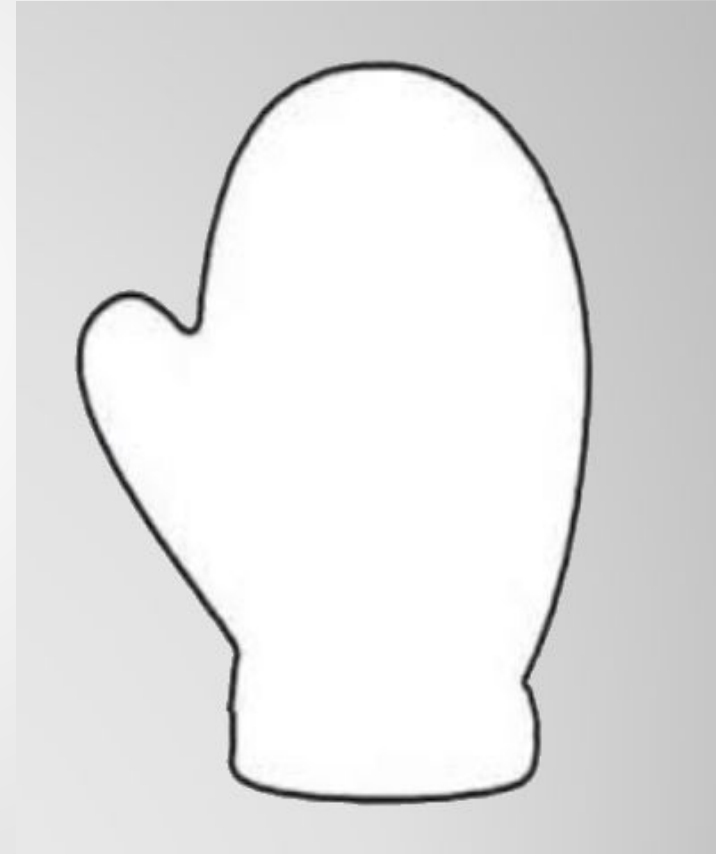
root letters

a, s, m, v, e, o, z

ground letters

# Dyslexia causes spatial-temporal problems

- they easily get lost
- confuse left and right
- struggle telling the time



# Dyslexia causes memory difficulties

- issues with sequencing
  - alphabet, days of the week, months, dates  
offer them visual props
  - times tables  
try with movement
  - re-telling stories, coherent talk  
sequencing pictures

**Practise, practise, practise!!!**



# Dyslexia recognises motor control problems

- difficulty handwriting
  - pencil control drawing, fine-motor skills activities
- issues with co-ordination
  - movement, action games, circle games, manipulation



# Can we cope with all this?

Well...

We can try at least...

Or we can start fighting troubles  
in a proper time and an appropriate way

**When?**

Before children reach 7 years of age!!!

**How???**

## ● **What can they do?**

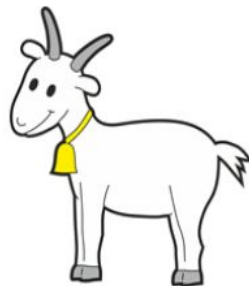
- Cultivate hearing and distinguishing sounds
- Train phonological awareness
- Develop sense of rhythm of speech
- Combine rhythm and sound (chants)
- Practise visual perception of words without real reading (connecting sounds to shapes)
- Train short-term and long-term memory
- Use songs (rhythm, consistency, memory) !!!
- Build sequencing and ordering skills



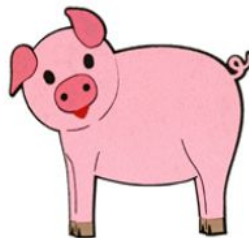
dog



cat



goat



pig



cow



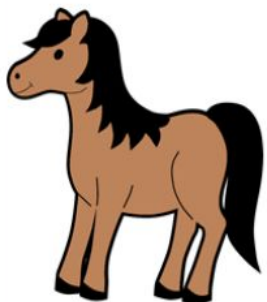
sheep



calf



piglet



horse



rabbit



mouse



turkey



cock



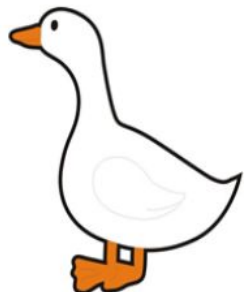
hen



lamb



chick



goose



duck



bee



foal



bunny



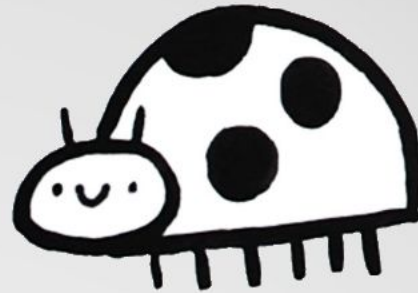
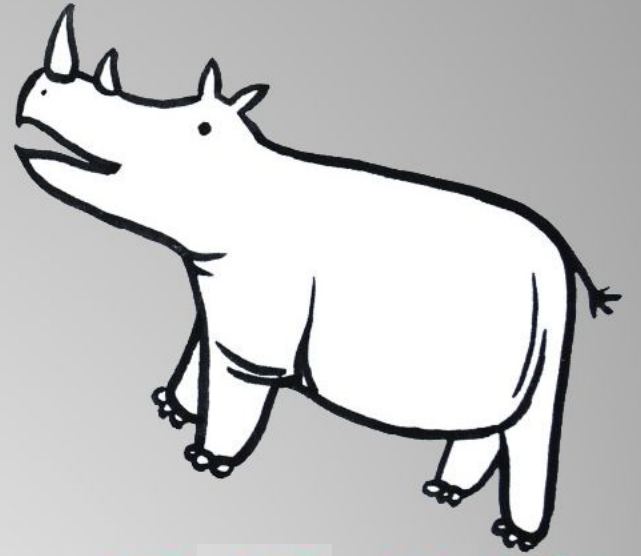
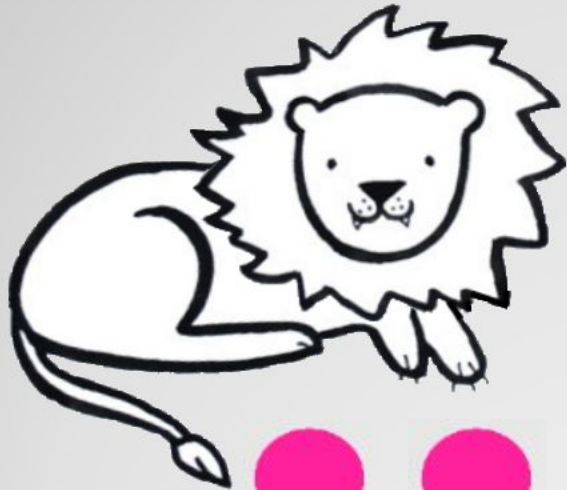
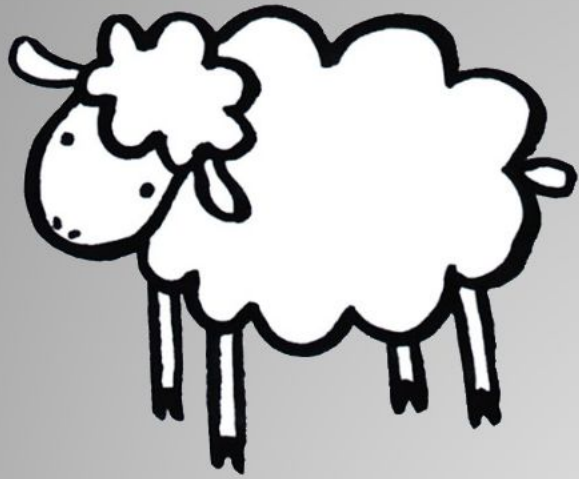
duckling



puppy



kitten

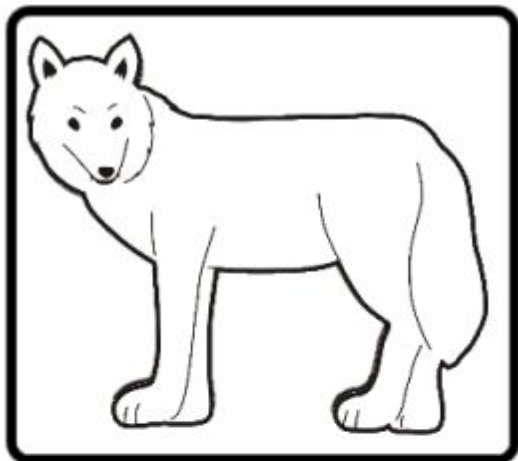


# Geese

Round the pond and on the path  
You can see some geese.  
If you go around their flock  
Will you count them please?

One goose,  
Two geese,  
Three, four,  
Five geese.





# Wolf

What do you know about it?

.....

.....

.....

Wolf lives .....

It eats .....

It's life span is .....

The young .....

A pack of wolves .....



# Hunter

What do you know about him?

.....

.....

.....

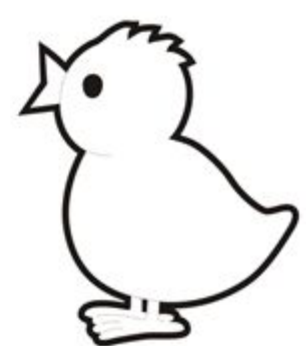
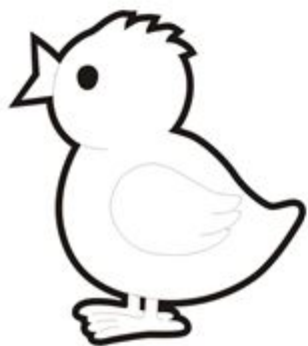
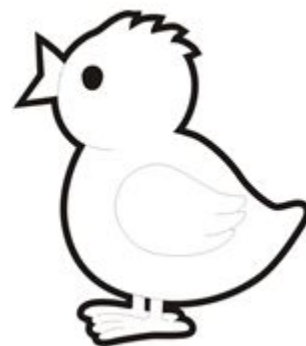
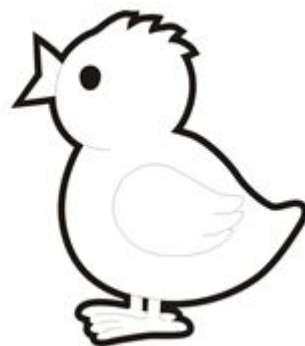
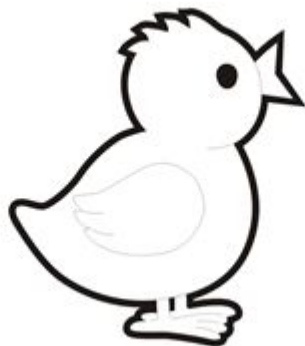
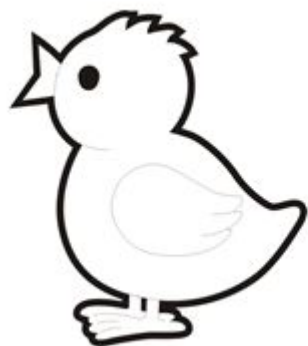
He wears .....

He lives .....

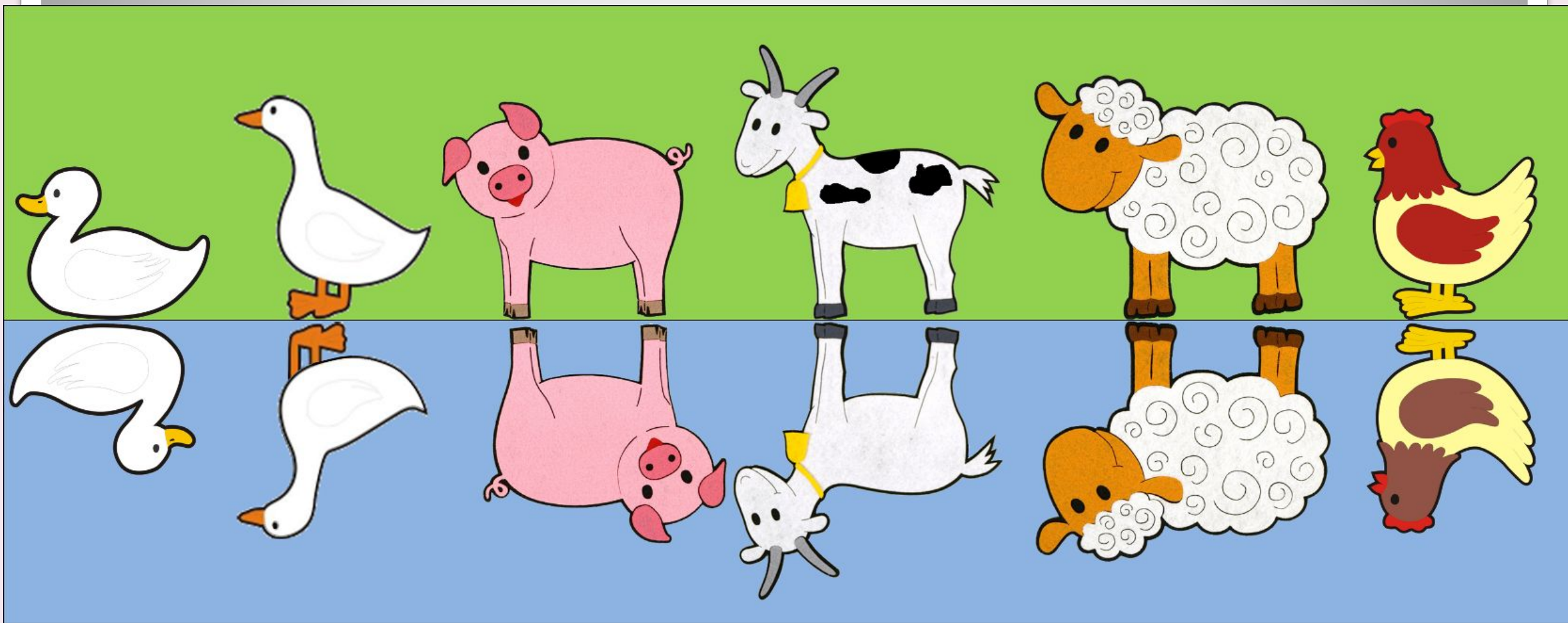
He works .....



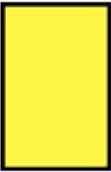

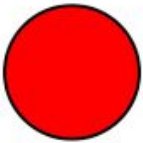
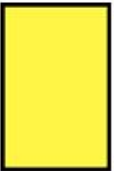
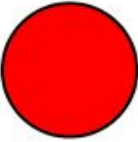


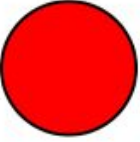
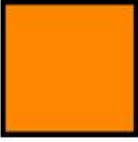




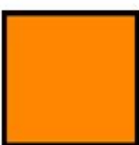
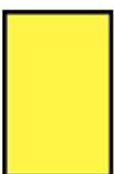
He .....

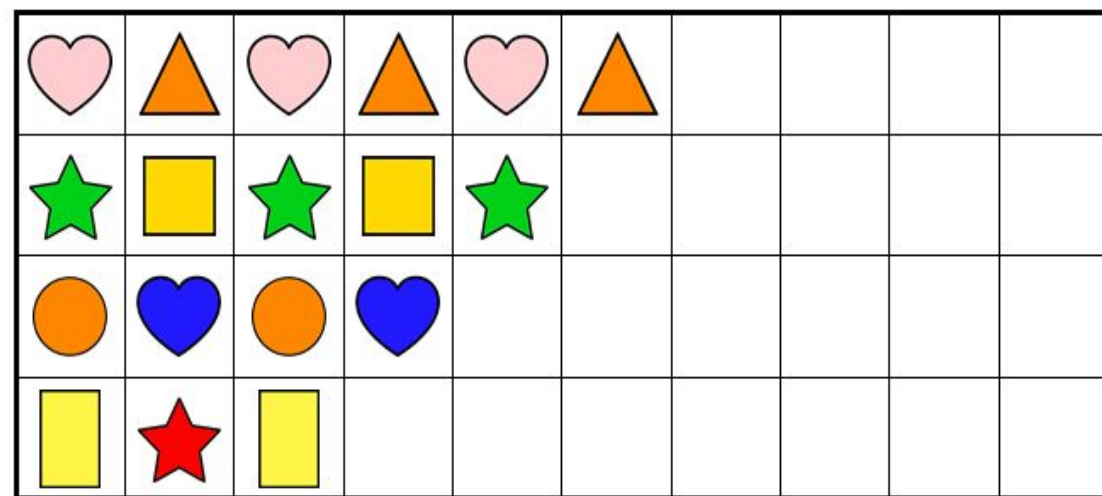
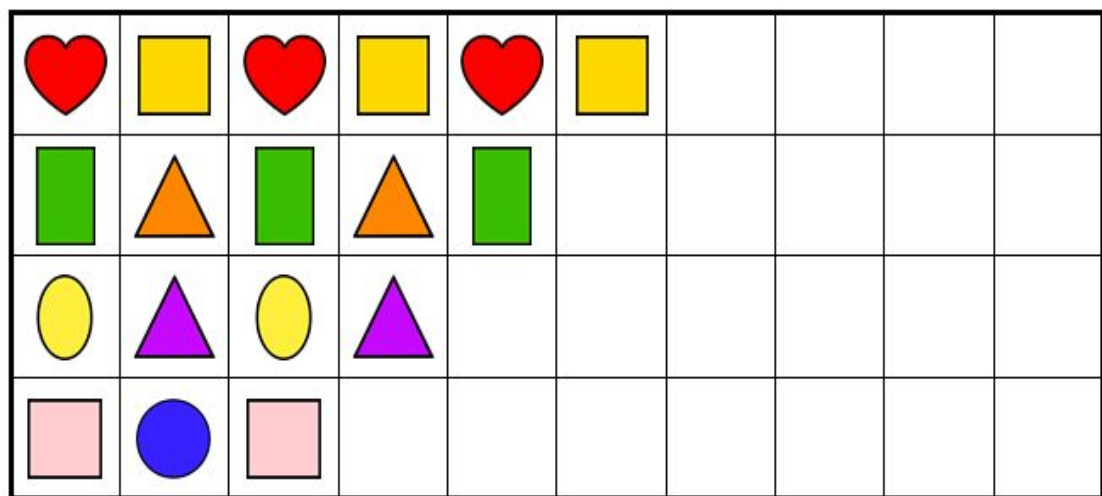
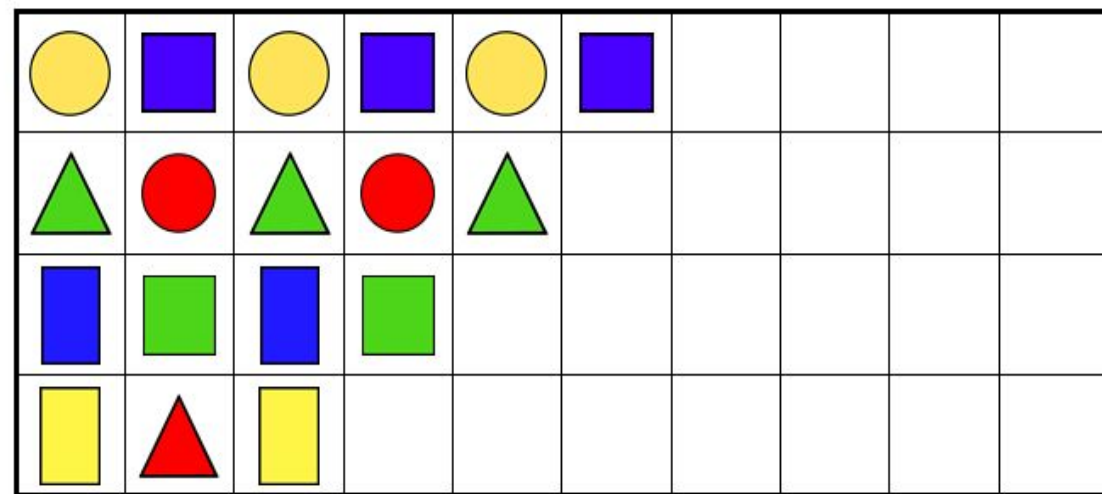
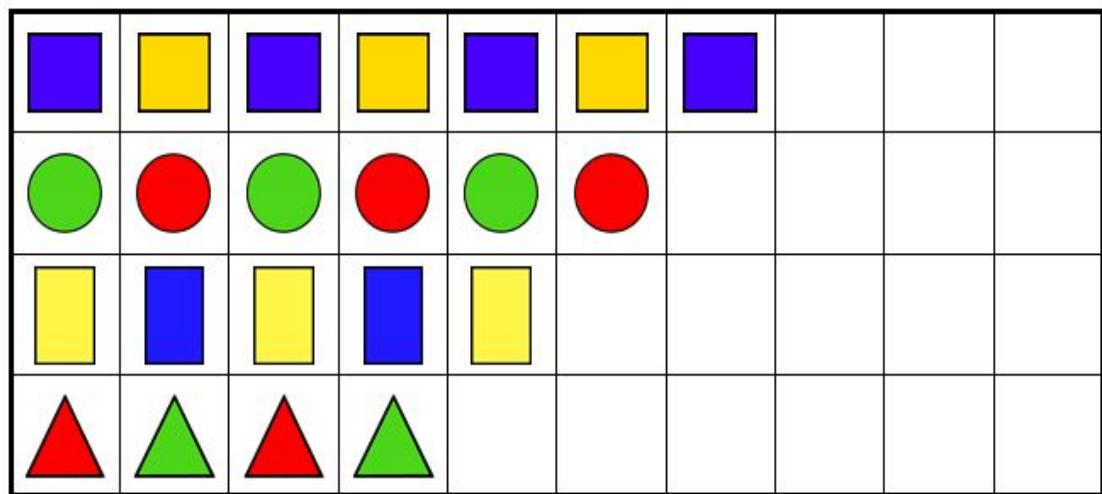
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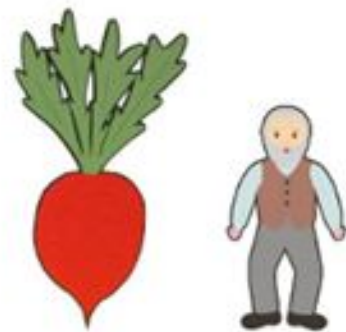


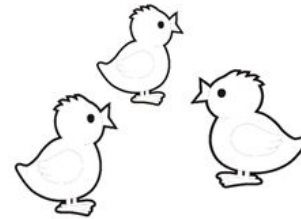
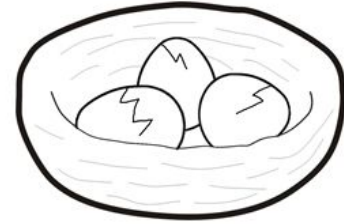
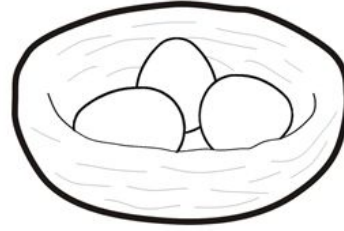
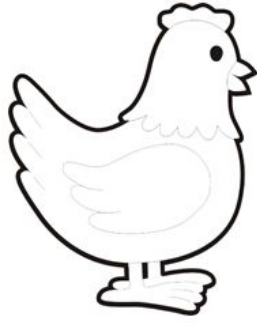
				
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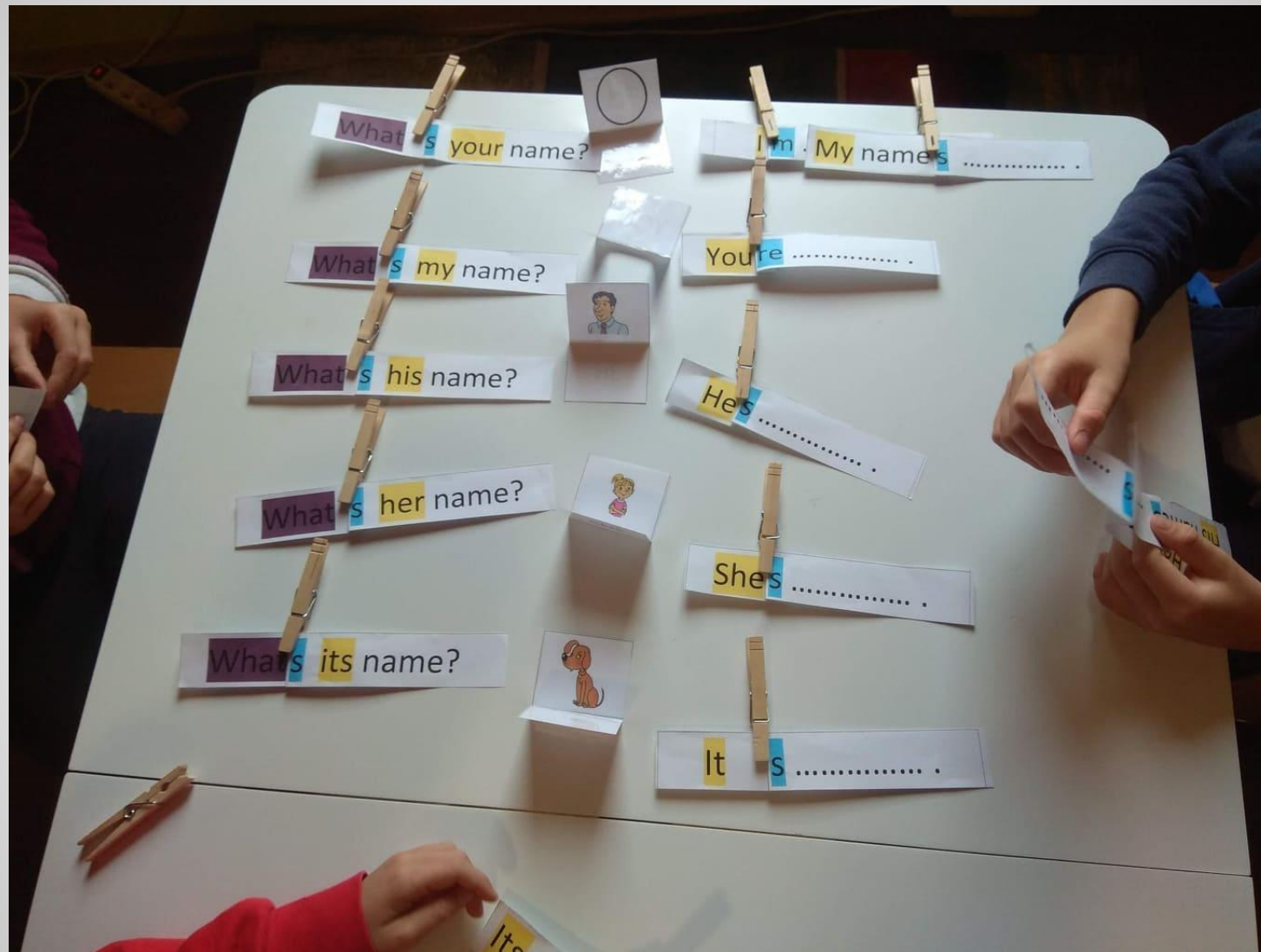






- What can we do with older children?

**Distinctive visual props!!!**





If this is to help just one child,  
it's worth trying.

## Resources:

DysTEFL, MUNI Brno 2012

Teaching English to Dyslexics, University of Lancaster, 2015

Story-Based Teaching project, S. Doláková

Private school for homeschooled children, Slovakia

Language school Easy English, summer course, Czechia

**Thank you!**

[www.sylviad.cz](http://www.sylviad.cz)

[www.fb.me/storybasedlearning](http://www.fb.me/storybasedlearning)

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(practical aspect)