**Websites Useful for Dyslexia Home Learning:**

Below are a number of websites that are useful for dyslexia and home learning. Some are more suitable for adults to navigate and share with their children, while others are suitable for children to log on independently and develop their own learning. We have tried to include a description of each website and a brief summary of their uses to help navigate and help you choose what is best for your child’s home learning.

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| **Website name** | **Address** | **Brief description** | **Useful for:** |
| **Addressing Dyslexia** | <http://addressingdyslexia.org/supporting-children-and-young-people-home-covid-19> | A useful guide for parents and carers on learning from home.  An example timetable of what children need during this time.  Links to useful websites the government recommends.  Access to dyslexia-specific resources. | Dyslexia information  Parent information  Government advice  Good strategies and resources list for specific targeted areas  Not made for children to navigate independently |
| **GDSS EAL Service and Glasgow Dyslexia Support** | <http://www.gdss.glasgow.sch.uk/PlainText/PlainText.aspx?SectionId=79606497-6b1c-44c2-a7c3-f4ac6512ee9c> | A government website with dyslexia specific activities and suggestions, being updated as the situation continues. | Great for different activities for **reading, writing, spelling, memory and handwriting.**  Expert dyslexic advice from the government  Suggestions for online and at home activities  Not made for children to navigate independently |
| **Unwrapped Dyslexia Scotland** | <https://unwrapped.dyslexiascotland.org.uk/> | A lovely support website for people with dyslexia, having advice, support, games and activities as well as learning strategies for people with dyslexia of all ages. | Great **support website** for people with dyslexia  Games and videos available  Age-appropriate advice and suggestions for children with dyslexia    Made for children to navigate independently  No educational games or learning content |
| **Audible** | www.audible.co.uk | Audible have a range of free audiobooks for children during the pandemic. | A range of free **audiobooks**  Listen instead of read to a range of popular stories  Needs adult assistance getting set up |
| **Scottish Book Trust** | <https://www.scottishbooktrust.com/> | In the “home activities hub” there’s a range of book-related activities that include book activities, writing challenges and authors live talking about their books. | A range of learning resources for children for **reading and writing**  Live author readings from their books    Popular rhymes and songs    Writing activities with tutorials    Reading suggestions    Reading games to do with your children  Needs help to navigate to the correct page and needs adult assistance to complete some of the activities |
| **Dance Mat Typing** | <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> | A fun way to learn touch typing, useful for computer skills, spelling and literacy. | Independent activity    Scaled skill level    Useful for **spelling and literacy** skills |
| **Doorway Online** | <https://www.doorwayonline.org.uk/> | A collection of free, accessible games that can help learners with literacy, numeracy, time and money, typing and memory. Select the menu from the top to access their games. | A selection of free online games  **Maths, literacy, typing and memory** games available    Independent |
| **Phonics Play** | <https://new.phonicsplay.co.uk/> | A collection of resources and games designed for the learning of phonics.  Free access during the pandemic with:  Username: **march20**  Password: **home** | Online games to play, starting with basic **rhyme** games to developing **sound and letter** correlation.  **Grammar** games to develop **sentence** development and how sentences work. (Phase 3/4/5)    Tricky word **reading**  Can be independently navigated once in game area |
| **Sumdog** | <https://pages.sumdog.com/> | A useful collection of games and maths practice, assigned and checked by your child’s teacher. | Independent **maths** activity  Relevant to child’s development as the class teacher is setting tasks    Can be replayed and explained |
| **Maths Frame** | <https://mathsframe.co.uk/en/resources/category/22/most-popular> | A range of maths games designed to develop different skills. All of the games have the advantage of being very fun! | Children can independently navigate **maths** skill games    Fun activities    Maths only |
| **PE With Joe** | <https://www.thebodycoach.com/blog/pe-with-joe-1254.html> | Joe Wicks posts everyday at 9am live on YouTube a PE session for kids. These sessions involve a lot of movement and can help children to release some energy! | Great for **activity**  Independent task for children  Helps to keep children active and release energy |
| **Cosmic Yoga** | <https://www.youtube.com/user/CosmicKidsYoga> | A fantastic indoor resource focused on yoga and mindfulness. Encased in a story, follow the instructor in completing the yoga activities. | Great for **activity**    Great for mindfulness    Independent task for children |
| **iMoves** | <https://imoves.com/the-imovement> | A website focused on activity, with dance and PE as well as literacy, science and health and wellbeing activities. Their videos are quick and fun for children to get involved in! | Great for **activity**    Independent tasks for children  Gym classes, not just dance activities    Active maths/literacy/topic |



**At home activities/games to play with your child**

Below are lists taken from the GDSS government website, suggested to help your children with their learning. These are short, simple games that often require little to no preparation. These games can assist in quickly developing mental skills.

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.

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| **Focus of Activity** |  |
| **Vocabulary**  Look for all chances to talk and develop your child’s knowledge of words. | 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.  **Animal/ vegetable/ Mineral**  Someone thinks of an object that falls under the category of either animal, mineral, or vegetable.  Once they think of a category they tell the other players which group it is in.  The players then take turns asking questions that can be answered with a YES or NO.  For example, if the object is a marble it's made from glass so it's mineral.  The questions in this instance could be:  'Is it alive?'... 'No'  'Can I use it?'... 'Yes'  'Is it useful?'...'No'  'Is it small?'...'Yes"  'Can I play with it?'...'Yes'  'Is it a marble?' 'Yes'  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.  **Name game**  Pick a category — be it animals, countries, cities, TV shows, songs or actual names.  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.  **Grow a Story**  Each person must take turns to say a set number of words. The next player continues the story where the previous left off.  **Triple Threat**  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. |
| **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. |
| **Syllables**  Activities focussing on syllables are proven to be helpful for learners with dyslexia – to support reading and spelling | 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=9S7DY2lgJlU> |
| **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.  Practise working out what sound you hear and where you hear it | **I Spy** with my little eye…. Something that begins with  Something that ends with  **I hear** with my little ear something that rhymes with……..  **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)  <https://www.readingrockets.org/strategies/blending_games>  lots of ideas in above |
| **ICT – Key board skills**  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. | <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>  <https://www.doorwayonline.org.uk/typing/>  These two websites offer practise at touch typing at lots of levels. |

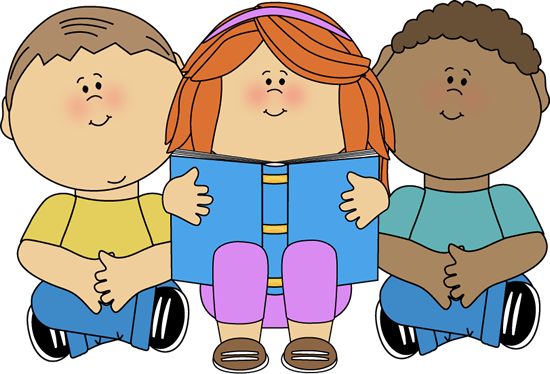
**Playing with Stories**

** **

**Read Together**

**Developing Talking and Listening skills**

**And Rhyme Awareness**



**Read Together**

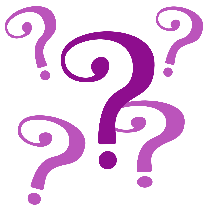
Find a comfortable place to sit and read with your child.

Talk about the title, picture on the front / back cover and ask your child to think about what the book might be about.

Read the story aloud to the child.

Use different voices for the characters in the story.

Ask questions about the story which will help them to understand the story. Use these question words -

**What? Where? Who? Why? How? When?**

e.g. Where does the story take place?

Encourage child/children to ask you questions about the story.

**Chat Together**

The ideas below can be applied to any book to develop **listening skills.**

It is important to increase your children’s vocabulary by introducing new words.

Ask your child to make noises relevant to the story such as animal noises.

In rhyming books, ask your child to say a word which rhymes with a word in the story.

Go for a ‘sound walk’ and take an appropriate book: for example – A book about the park and then listen for various noises.

Birds singing, dogs barking, children shouting, a river flowing, ice cream jingles, bees buzzing etc

* Why not make up some actions together?

It is important that your child can discriminate between similar sounds as they will be doing this when they learn phonics. They need to be able to hear the difference between similar phonemes such as /p/ and /d/

Play a listening game where your child has to distinguish between different sounds behind a screen or curtain. Use things you already have in the house that make a noise, such as shaking pasta in a jar.

or use any musical instruments

**Recommended Books for developing Listening skills**

**Higgly Hen AxelScheffler**

**P… Pig AxelScheffler**

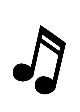
**Usborne Peep inside the Zoo Simona Dimitri**

**Any book is suitable for developing listening and talking skills**

**Chat Together**

The ideas below can be applied to any book to introduce **rhyme.**

Practise singing/saying nursery rhymes



* sing Row, row, row your boat
* sing 1,2,3,4,5 once I caught a fish alive
* say nursery rhymes e.g. Jack and Jill, Humpty Dumpty
* Say nursery rhymes in funny voices i.e scary voice, baby voice, monster voice or tiny mouse voice.

Play ‘I hear with my little ear’ something that rhymes with sun (bun, fun, gun, run)

Read the stories often with your child and begin to miss out a rhyming word e.g. Twinkle twinkle little star, how I wonder what you \_\_\_\_\_\_\_\_\_

Make mistakes when reading nursery rhymes and rhyming stories and let your child catch you out e.g.

Jack and Jill went up the road

Next bath time why not sing ‘Five Little Ducks’ with rubber ducks?



**Recommended Books for Rhyme**

Each Peach Pear Plum Janet and Allan Ahlberg

Duck in a Truck Jez Alborough

A Squash and a Squeeze Julia Donaldson

The Gruffalo Julia Donaldson

Room on the Broom Julia Donaldson

A Dragon in a Wagon Lynley Dodd

There was a Wee Lassie Kate McLelland

Who Swallowed a Midgie

Recommended websites:

Get Ready to Read:

Play Talk Read: <http://playtalkread.scot/>

Read Write Count: <http://www.readwritecount.scot/>

Words For Life: [www.wordsforlife.org.uk](http://www.wordsforlife.org.uk)

Scottish Book Trust: [www.scottishtrust.com/bookbug](http://www.scottishtrust.com/bookbug)

British Council Website: [www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org)

National Literacy Trust: [www.literacytrust.org.uk/talk\_to\_your\_baby](http://www.literacytrust.org.uk/talk_to_your_baby)