



**SpLD**

<b>What is SpLD?</b>	<b>SpLD stands for Specific Learning Difficulty. This can cover the areas of dyslexia, dyspraxia, dysgraphia and dyscalculia.</b>	
<b>Children with SpLD may have difficulties with:</b>	Working memory	Their short term memory which is used to hold onto information whilst they use it
	Processing disorder	Difficulty processing information. This can be auditory, visual or sensory
	Visual disturbance	This occurs when reading where text can be distorted, making it difficult to track words across the page. This is usually recognised when there is black text on a white page, causing a high contrast, making the text hard to decipher
	Sensitivity	This can mean that a child is sensitive to visual stimuli and sound stimuli, they can also have an inability to cope with busy environments
	Organisation	Difficulties sticking to a multi layered task, also difficulties with time management.
	Written evidence	Sometimes the child's written work does not reflect the standard of their oral ability, in terms of the range of vocabulary and ideas expressed. They may produce work with many crossings out, inconsistent handwriting or with certain letters confused such as p and g or b and d. Within one piece of work there may be evidence of the same word spelt a number of different ways.
	Reading	Reading may be hesitant and laboured. Your child may find it hard to recognise familiar words or to blend words together. This will have an impact on their ability to understand the text.
	Maths	A child may have difficulty remembering sequences such as the months of the year, be confused by symbols such as + and x. They may also find the concept of time difficult.
	Motor skills	Some children may have poor fine motor skills which will lead to a weakness in speed, control and accurate use of a pencil.

<b>How can you help your child?</b>	As a parent or carer for a child with a Specific Learning Difficulty you want to provide the best possible support for them. Your child will be working hard because of the processing difficulties associated with their short term memory. So your child may come home exhausted or frustrated. Be encouraging. If your child feels confident, then they will keep trying	
<b>Some strategies you can use at home:</b>	Homework:	<ul style="list-style-type: none"> <li>• Break homework into short blocks to help with concentration</li> <li>• Go over homework requirements to ensure your child understands it</li> <li>• Read instructions aloud together and discuss <i>how</i> to tackle the problem</li> <li>• If necessary, practise the first example or two with them</li> </ul>

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	<ul style="list-style-type: none"> <li>• Read longer texts to them to help them complete the task</li> <li>• Check work together at the end with your child</li> </ul>
Longer texts or tasks	Use a highlighter or coloured pencils to identify key pieces of information within the question and also to highlight important information within a longer piece of text. Help your child to generate ideas by jotting down notes
Reading	<ul style="list-style-type: none"> <li>• Frequent opportunities for reading are essential to practise key skills. Look at decoding unknown words together and asking questions about what your child has read.</li> <li>• Read to your child from a book slightly more difficult than they can read themselves. This can help with learning new vocabulary, generating ideas and also an enjoyable experience for both of you.</li> <li>• If possible, get your child to read along a book with an audio tape to improve their reading fluency and pace of reading</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• Practise spelling in a variety of ways to help embed them in your child's memory</li> <li>• Spelling strategies include: <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul>
Handwriting	Encourage your child to use cursive or pre cursive handwriting to help when they need to join up their letters. Developing a continuous cursive handwriting style helps improve speed and spelling as they create a 'physical memory' of words and are less likely to reverse letters.
Working memory	<ul style="list-style-type: none"> <li>• Play games that involve using your memory, such as Uno where the cards that have been played have to be remembered</li> <li>• Play games that involve matching pairs of objects from memory</li> <li>• Use mnemonics to remember important information. <b>B</b>ig <b>E</b>lephants <b>C</b>an <b>A</b>lways <b>U</b>se <b>S</b>mall <b>E</b>lephants helps spell the word 'because'.</li> <li>• Look at car registration plates or telephone numbers. Ask your child to memorise them by chunking them into parts and then later try to recall them forwards and backwards.</li> <li>• Describe an object for your child to guess, for example, it is a red or green fruit that is juicy and sweet</li> <li>• Make a list together or all the objects needed to complete a task. E.g. what is needed to make a cake</li> </ul>
Organisation	It is helpful to make a list of what is required for a task. For example, a list of what is needed for the child's school bag the next day. This can then be followed the night before school and placed somewhere, such as by the front door, for easy collection in the morning.







