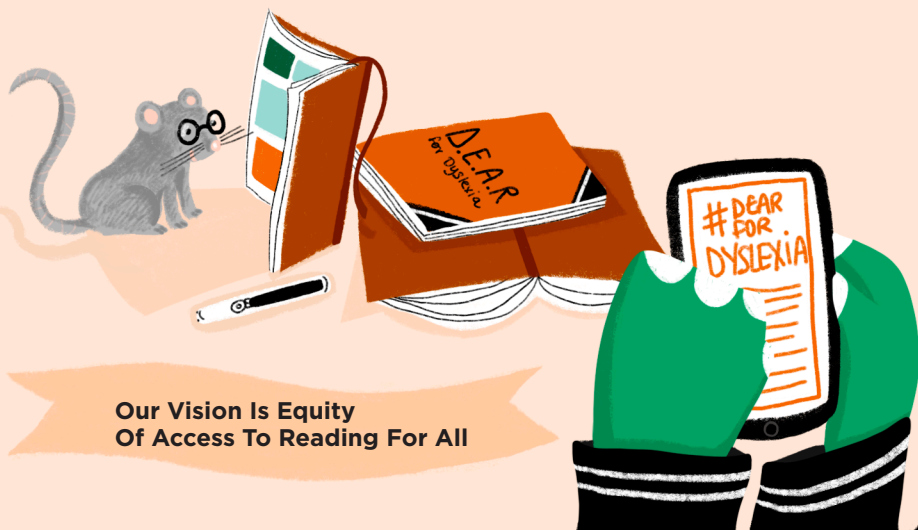




DROP EVERYTHING AND READ FOR DYSLEXIA



#DEAR FOR DYSLEXIA



Our Vision Is Equity  
Of Access To Reading For All

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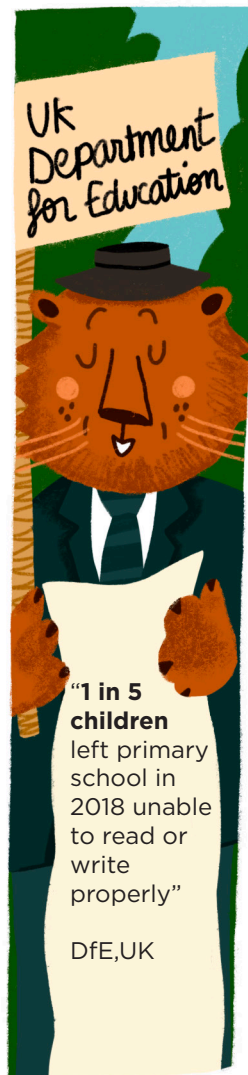
# WHAT IS D.E.A.R FOR DYSLEXIA

D.E.A.R stands for 'Drop Everything and Read'.

It's a celebration of reading where for a short period of time everybody stops what they are doing to **focus on reading**. From fantasy novels to comic books, textbooks and eBooks, it's a shared experience where everybody comes together to create a reading community that's focused on developing a love of reading.

Often, it is the learners with **unidentified literacy difficulties** or dyslexia who struggle in silence during reading activities. The reading challenge, rather than being a pleasure, can feel very daunting or stressful.

D.E.A.R for Dyslexia is about **reading enjoyment** for everybody. We want to provide you with the tools to help learners with reading difficulties.



Throughout the year, we challenge you to 'Drop Everything and Read for Dyslexia'.

D.E.A.R for Dyslexia

# GET INVOLVED

There are lots **strategies** that can help reluctant readers to join in.

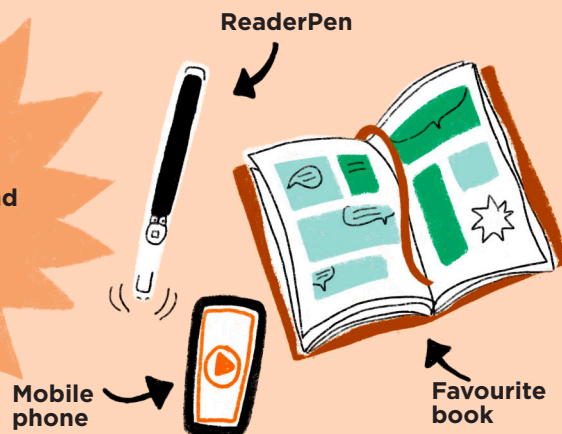
**Supporting reading enjoyment** can be as simple as providing audiobooks, or reading with helpful tools like reading lines or page turners.



**Our goal** is to improve reading strategies for all learners and to share your success stories.

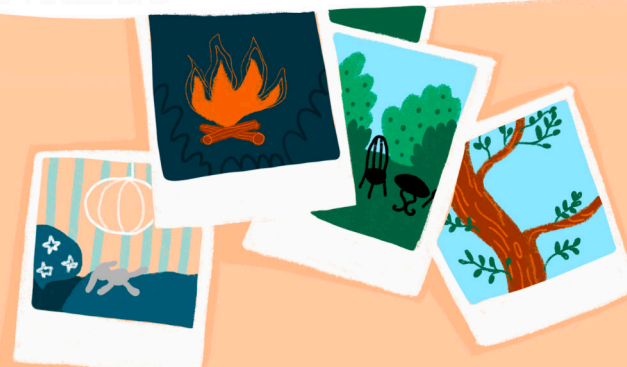
OUR GOAL

We can help you to share success stories and raise the profile of reading in your school.



# SHARE YOUR D.E.A.R EXPERIENCES

Share your **D.E.A.R experiences** with us using **#DEARForDyslexia** on Facebook, Twitter and Instagram. You can do this by:



**Showing us where you like to Drop Everything and Read.**

This could be a classroom book corner or a den that children learning remotely have made at home. We'd also like to see **your adventurous side!** Send us your zaniest extreme reading locations, from swings to treehouses!

**Tagging us in short (15-30 second) videos**

of learners celebrating their enjoyment of reading – from sharing their favourite stories to what reading means to them.



**TOP TIP:** be careful not to force a child to read aloud in front of their peers unless they are happy to do so.

**Educators and parents can join in!**

Take a photo of you with your **favourite book**.

Or share a short video talking about what reading means to you.



# CELEBRATE THE BOOKS YOU LOVE

This is our curated book list chosen for enjoyment, appeal and engagement created by our Dyslexia Specialist Teachers.

## BOOK LIST

- 3-4 years - **Dear Zoo**, by Rod Campbell
- 4-5 years - **Full, Full, Full of love**, by Trish Cooke
- 5-7 years - **Look Up**, by Nathan Bryon
- 7-9 years - **What Should Danny Do?**, by Ganit & Adir Levy
- 9-11 years - **The Girl Who Drank the Moon**, by Kelly Barnhill
- 9-11 years - **Trapped in a video game**, by Dustin Brady
- 11-14 years - **Wink**, by Rob Harrell
- 15-19 years - **Stamped**, by Jason Reynolds & Ibram X. Kendi



# CELEBRATE THE BOOKS YOU LOVE

Some books are instant favourites!

Tell us about the books that your learners love to read.

TELL US

Is there a book that you would recommend?

What is your most borrowed book?

Can you tell us about a book that helped a reluctant reader on the journey to a love of reading?



Share all of your wonderful reading recommendations to teachers, parents and children all over the world.

You can send your reading recommendations to [info@succeedwithdyslexia.com](mailto:info@succeedwithdyslexia.com) or upload them via social media using #DEARForDyslexia





## ACTIVITIES

There are also lots of **fun and engaging resources** you can find on our website.

Find out how you can make reading time inclusive for learners with dyslexia.

**Download our PDF here:**



**Visit our resources page to find your D.E.A.R activities:**



## ACTIVITIES

**Print and Colour** our reading heroes and create your **own bookmarks** here:

FUN





## SUPPORT STRATEGIES



**Reading is essential, but have we considered the needs of all our readers?**

Springtime heralds a renewed focus on reading. Supporting reading in a variety of ways opens the door to enrichment, improved wellbeing, and new opportunities.

How can we ensure that there is reading equality for all learners?

**We consider the needs of all readers.**

Dyslexic learners and those with unidentified learning differences?

Learners who don't have access to books or resources at home?

Learners with combinations of challenges and learning differences?

Those who experience anxiety or who act out at reading time?

**\*Recent research from the National Literacy Trust tells us that:**

1 in 11 families won't have access to books at home.

4.6 million children living in poverty in the UK have already started school with vocabularies 19 months behind their peers.

Around 1 in 5 children have Special Educational Needs at some point in their school years.

\*Source: The National Literacy Trust  
<https://literacytrust.org.uk/blog/mitigating-significant-impact-covid-19-literacy-disadvantaged-children/>



## SUPPORT STRATEGIES

**There are many ways to support students with dyslexia.**

The great news is that strategies for dyslexia are also great strategies for many other learners.

Sometimes **multiple challenges** conspire to make reading an unwelcome activity.

Rather than sharing the joy of reading we can inadvertently present a **high level of challenge** with a low level of support.

A good place to start the journey towards better support is a **technology toolbox**.

**Do we understand what the reader is experiencing?**

Reluctance or resistance to reading can indicate that additional support would help.

**Good questions to ask are...**

Are you comfortable?

Are you able to see the words?

Can you track the words on the line?

How many of the words do you recognise?

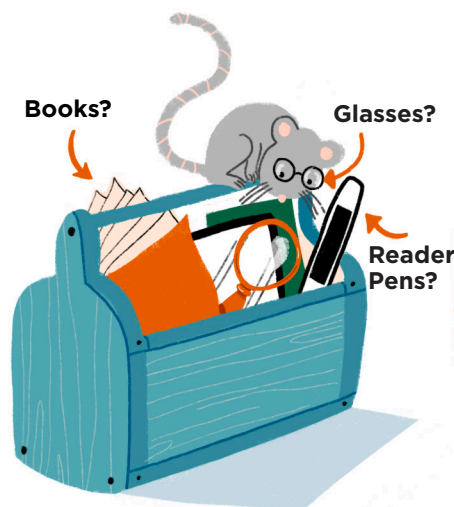
What sort of books do you like?

Do you think that this book is too tricky or too easy?

**What might be in the toolbox?**

**Assistive and adaptive technology tools** can provide simple ways to help at home or school. Many of these tools are inexpensive, require no training to use, and might provide the extra help needed to move a reluctant reader towards reading engagement.

**Discover more** about the toolbox approach in, **The Studying With Dyslexia Blog**, by John Hicks:

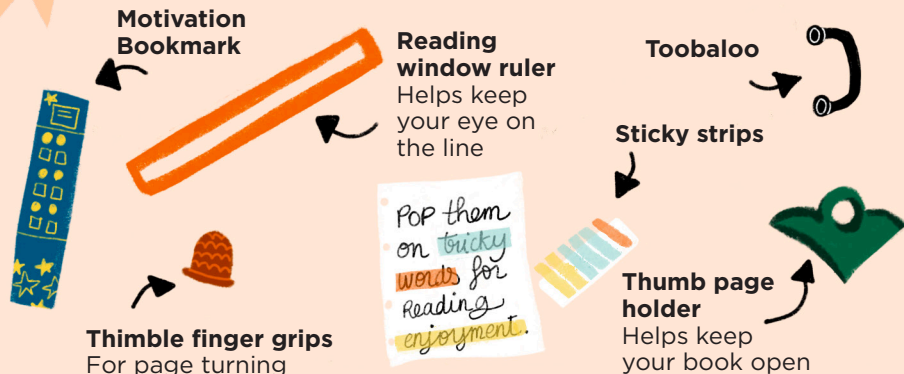




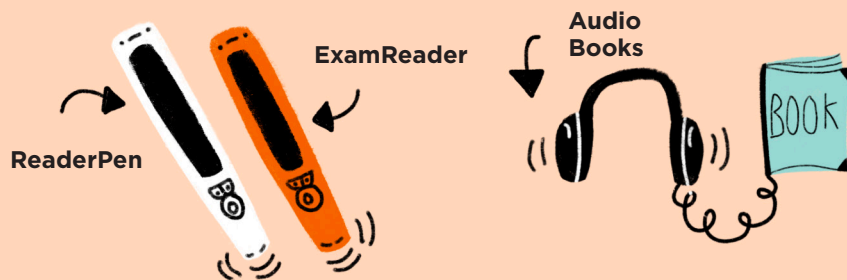
# TECH TOOLBOX

What is in the Toolbox?

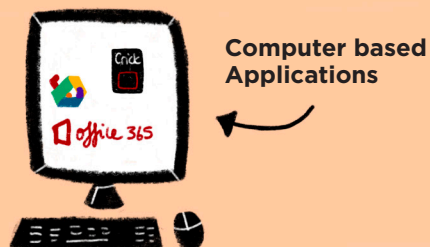
## Low Tech Tools



## Mid tech Tools



## High Tech Tools



**Teacher Tip:**  
These are top tools for your reading Toolbox



# TECH TOOLBOX

What reading challenges can be supported?

Sometimes the trick to sustaining reading is about **comfort**.

**Comfortable seating** is important and so is comfort for hands and fingers.

### Examples include:

Help for gripping a book and page turning

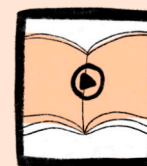
Reading lines to help with visual tracking

Colour overlays to help see words more clearly

Remember to ask about vision and how the print appears to the learner.

Why not watch this webinar with Carol Allen exploring this topic?

Inspiring a Love of Reading in Reluctant Readers



# DECODING, FLUENCY AND COMPREHENSION

What might a learner with dyslexia be struggling with?



**Breaking apart words**  
(decoding) in an automatic way.  
Also called "automatic word  
recognition."

**Reading fluency**

**Remembering basic sight words**

**Comprehension**

**Spelling words accurately**

**Writing**

**Finishing schoolwork or  
homework on time**

**Taking notes accurately**

**Reading at age/grade level**

You can find out more here:



# DECODING, FLUENCY AND COMPREHENSION

**Decoding is the ability to use letter-sounds  
knowledge to pronounce written words. Smooth  
accurate decoding builds fluency.**

- 1 Say the sounds in a word then slide them together
- 2 Break off chunks like pre/suffixes or letters that stay together like sh, ch, th, wh
- 3 Keep your eyes on the words

**Learn more about decoding practice at:**  
Tiny Steps Make Big Strides

[www.tinystepsmakebigstrides.com/what-is-decoding](http://www.tinystepsmakebigstrides.com/what-is-decoding)



**Fluency is the ability to read smoothly, with  
expression, and at a natural speed.**

- 1 Model fluent reading for a learner
- 2 Let learners read the same text aloud over and over again
- 3 Give positive and corrective feedback
- 4 Colour a graph to show how many words are read and celebrate progress

Timed repeated readings are a fun and effective way to offer support.

**Learn more about fluency practice at:**  
Reading Rockets

[www.readingrockets.org/strategies/timed\\_repeated\\_readings](http://www.readingrockets.org/strategies/timed_repeated_readings)

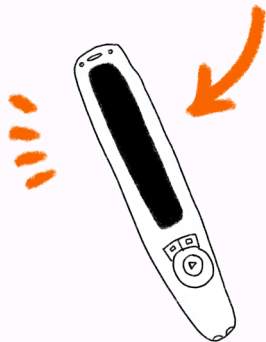
## DECODING, FLUENCY AND COMPREHENSION



### Comprehension is supported when decoding and fluency come easily

While learners continue to build their decoding and fluency skills, Assistive Technology can **support** comprehension.

**ReaderPens** provide access to paper-based text



Computer text reading software from **Microsoft, TextHelp, and Claro**, provide access to digital text.

**Learning Ally and Audible** provide access to grade level audio books for “ear reading”.

Learn more about ReaderPens here:



Learn more about comprehension here:



## TABLETS, MOBILE PHONES AND COMPUTERS



There are lots of resources for reading that can be accessed through accessibility tools. There is a huge range of online resources available.

**So, why should we be encouraging learners to read books?**

### 2 Hours Screen Time Limit

The American Heart Foundation recommend a maximum of 2 hours screen time per day (2018). Paper-based books are an obvious alternative.

At present many children are spending their time online learning. Wouldn't it be great if we could **unplug and encourage a digital detox** through reading?

There is a wonderful feeling of anticipation about books. The **tactile experience** of holding, turning the pages and feeling their reassuring weight in your hands.

The **cost** of books in comparison to digital solutions is low and no technology is required. With screen time becoming such a significant feature of learning at the present, it is essential that we present reading books not just as an opportunity to read but as a **support for health and wellbeing**.



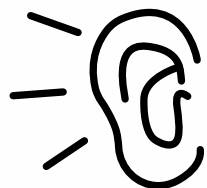
# READING AND LISTENING

Where text can be supported by simultaneous highlighting, learners make significant **progress in decoding and comprehension.**



**“Children who are better listeners are also better learners.”**

- North University of Texas professor emeritus Sara Lundsteen



**85%**

of what we learn, we learn by listening.



Combining print and audio increases recall **40%** over print alone.



TEST SCORES INCREASED

**21%**

when engaged in multi-model learning versus single-mode.

INCREASES MOTIVATION BY **67%**



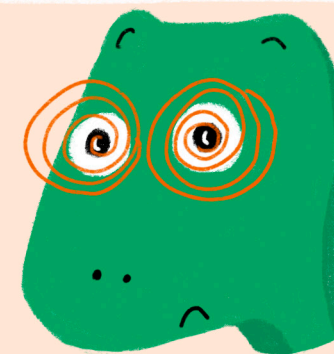
**27%**

of the K-12 population are auditory learners.



# READING AND LISTENING

You can **find out more** about the free booklet that helps learners to use a ReaderPen here:



Reading digital text can be very helpful but be mindful of **screen fatigue.**



A **ReaderPen** is a technology to help support reading independently and confidently while reading instruction continues. ReaderPens are hand-held text readers that can be used with **paper or books.** They come with headphones for discreet support.



**The Helping Hand Detective Agency** is a reading comprehension activity book that helps students to learn how to use a ReaderPen.

DROP EVERYTHING AND READ FOR DYSLLEXIA



#DEARFORDYSLLEXIA

See you soon



For more information:  
[www.dearfordyslexia.org](http://www.dearfordyslexia.org)

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