



Wiltshire Dyslexia Association 2025 - Issue 4

Welcome to the
latest edition of
our WDA
newsletters.

5 June 2025

WILTSHIRE NEWS

Hi everyone,

Another bumper edition covering our usual topics – news, reports, events, training opportunities, resources, offers and dyslexia stories.

The much-anticipated documentary made by Jamie Oliver - **Jamie's Dyslexia Revolution** - will be broadcast on Monday evening on Channel 4 at 9pm. Please see details on pages 12 and 13. (Jamie is also mentioned on page 9.)

We're looking forward to holding a **celebratory event** in July at County Hall when the latest group of schools who have completed their dyslexia friendly training will receive their Quality Mark certificates from the BDA. SSENS are sending out the invitations to all the schools involved and individuals. Many of the schools are listed here: [Dyslexia Friendly Quality Mark Holders - Schools - British Dyslexia Association](#)

I'm wondering if anyone can help us, please . . . we would like to put together a display with **words of encouragement from dyslexic adults** in Wiltshire, for our dyslexic learners in schools.

The suggestion is that in one paragraph, what words of encouragement or advice would you give to a young dyslexic learner in Wiltshire?

Contributions would be hugely appreciated – and could be displayed anonymously if wished. Please send to me – Caroline Fowke at caroline.fowke@btinternet.com

A big thank you to our members who attended our recent **AGM**. We welcomed quite a few members including two new members – Dawn Crowle and Toria Thomas.

I thank Toria for kindly offering to assist with WDA admin/secretarial work. Toria is taking over the responsibility of our Facebook page, setting up Instagram, and will be dealing with any updates on our new website – more news to follow!

During the AGM I briefly commented on the reports I had circulated previously.

A discussion followed which was led by **Alison Szalay** who reported on the Dyslexia Friendly Schools programme. The second group of schools have now completed their training (a 2-year process) and are undergoing their verification visits. It is hoped that an additional 14 schools will qualify for the quality mark by October.

Alison also reported on her involvement with Jamie Oliver's dyslexia campaign. She had been approached by Jamie Oliver a year ago and recently met him at the meeting at Westminster where they were filmed talking about the proposed free Universal Screener which is about to be piloted by two schools in Wiltshire.

Helen Ross spoke about her new role as a lecturer at Birmingham University and her first book, ten copies of which will be donated to Wiltshire libraries shortly.

Toria Thomas reported on completing her AMBDA course in July to become an assessor.

Dawn Crowle talked about her daughter and the reason for writing a book 'Sophie's Superpower' which was published by SEN Books and launched in May. I had the pleasure of attending the event in Chippenham. Copies will be available to borrow from Wiltshire libraries as soon as they have been catalogued.



*Arran Smith, SEN Books
Rhiannon Jones – Illustrator
Dawn Crowle - Author*

Upcoming events:

Thursday 17 July – next WDA committee meeting.

Following a very successful half day AT Workshop for teachers which was funded by the WDA recently, we are delighted to support further training. I have booked the Assembly Room at the Town Hall in Devizes for two full day events for teachers on **20 November 2025 and 21 May 2026**. These conferences will focus on dyslexia friendly teaching and details will be available to schools on Right Choice.



The WDA has been paid £17.96 by easyfundraising, with thanks to our amazing supporters who raise free funds for us when shopping online.

If you're not signed up yet, please do join and you can raise free donations for the WDA every time you shop online. All the big names like John Lewis & Partners, Argos, eBay and many more are ready to make a free donation at no extra cost to you.

Plus, if you sign up, we could win a £500 donation:

<https://join.easyfundraising.org.uk/wiltshiredyslexia/0XRQZC/c2s/ZdU7Z020/CE941/facebook/>

I hope the following pages will be of interest and helpful.

Caroline Fowke



What is the Needs Led Approach?

Information Session for Parent Carers

The Wiltshire Parent Carer Council (WPCC) is running information sessions about the Needs Led Approach in Wiltshire for families of children and young people who may be neurodivergent .

Why Are We Offering these Sessions?

From January 2025, families are required to follow the Needs Led Approach if they are considering the Neurodevelopmental Pathway assessment process for their child or young person.



The Needs Led Approach is an holistic approach to support and empower families in a creative way that aims to help everyone to understand whether an assessment will meet the needs that have been identified.

It is usually completed in partnership between home and settings to improve outcomes and experiences for children and young people who may be neurodivergent.

The Needs Led Approach will not affect children who are already on the Neurodevelopmental Pathway and is only required for new referrals.

The WPCC is offering these free to attend sessions for parent carers who want to understand more about the process.

Come and join us at our next community session where we will provide more information and do our best to answer questions.

Refreshments will be provided.

Date: Friday 20th June

Location : Riverside Centre, Melksham, SN12 6LP

Time : 10.30am to 12.30pm

Can't make this session or the location is not convenient?

We will be hosting a number of sessions across Wiltshire over the coming months.

BOOKING IS ESSENTIAL

Spaces limited to 30 people

To Book Your Place

Scan the QR Code



Moving Up in School Webinar - YouTube

Wiltshire Council invited parent carers of children and young people with SEND to join a free online webinar in May about supporting parent carers to help their children through times of change.

This webinar discussed useful advice and support to help prepare children and young people to move up in school.

Useful resources and information available on our Local Offer as well as other websites with great content and support:

Local Offer: <https://localoffer.wiltshire.gov.uk/>

Primary (5 to 11): <https://localoffer.wiltshire.gov.uk/a...>

Secondary (11 to 16): <https://localoffer.wiltshire.gov.uk/a...>

Preparing for adulthood (16+): <https://localoffer.wiltshire.gov.uk/a...>

Transitions, 16+: <https://localoffer.wiltshire.gov.uk/a...>

growing_up_and_moving_on_guide: <https://localoffer.wiltshire.gov.uk/m...>

Starting primary school - BBC Parents' Toolkit - BBC Bitesize:

<https://www.bbc.co.uk/bitesize/groups...>

Tiny Happy People - Activities: <https://www.bbc.co.uk/tiny-happy-peop...>

Home - Starting Reception: <https://startingreception.co.uk/>

Family hubs: <https://spurgeons.org/how-we-help/fam...>

All Together Wiltshire: <https://wiltshiretogether.org.uk/allt...>

Family and Community Learning (FaCL): <https://workwiltshire.co.uk/family-an...>

Dingley's promise: <https://rightchoice.wiltshire.gov.uk/...>

SEND Newsletter May 2025 including this news and resource:

Do you feel your child or young person might need extra help at school?

This new video explains how to work with your child's school to build a strong support system, ensuring they get the help they need. Learn about the different types of support available in all education settings.

For more information, visit the [Wiltshire Council Local Offer](#) and explore the Support in School pages.

Watch the video

Caroline writes:

I was pleased to attend their 10th anniversary event in Melksham on 15th May. Here are highlights from their latest annual report, and volunteer opportunities.

North & West Wiltshire - Annual Review - October 2023/September 2024

Around **2.4 million** adults in England have low or no reading or writing skills. That is almost **8000** people in our part of Wiltshire. When you pause and consider how much we use reading, every day in all aspects of our life, it is not surprising that those without this skill feel the impact in a range of ways and have to develop coping strategies.

What does Read Easy North & West Wiltshire do?

We are affiliated to Read Easy UK (Registered Charity 1151288) to offer local people:

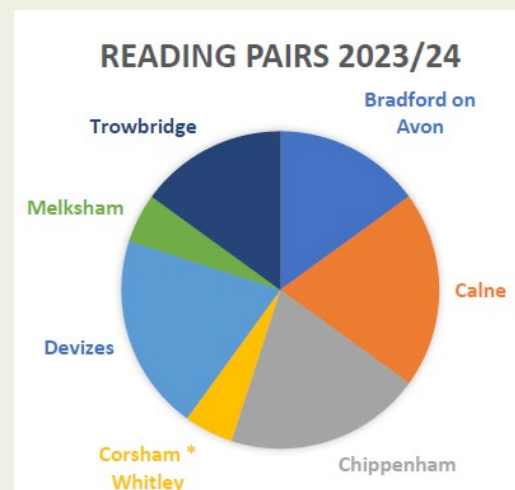
- *Confidential, 1 to 1 reading coaching
- *Friendly, flexible, free support
- *Half hour sessions twice a week
- *Approved local venues
- *Training to become Volunteer Reading Coaches
- *A community-based, volunteer led and run service

We raised **£5,623.00** from grants and donations. We spent **£4,649.54**.

(80% of our resources were spent on books, coach training and volunteer expenses).

Our wholly local volunteer-led and run team is here to **help more readers, support volunteers well and provide a high-quality service** across Bradford on Avon, Calne, Chippenham, Corsham & Whitley, Devizes, Melksham and Trowbridge.

See diagram - 3 Bradford on Avon, 4 Calne, 4 Chippenham, 1 Corsham & Whitley, 4 Devizes, 1 Melksham, 3 Trowbridge



Our highlights:

- o enrolled **6** new local readers
- o celebrated **2** graduations
- o coached **21** readers
- o supported **20** volunteer coaches to help readers
- o invested in improved resources for reading pairs
- o welcomed **7** new coaches, **1** new coordinator and **2** new management team members
- o transformed our safeguarding processes embedding it in our recruitment practice
- o prepared to register with the Charity Commission



Volunteer Opportunity Literacy Specialist

Provide support with literacy issues

Identify teaching approaches & activities

Share insights and inputs with reading coaches



Read Easy North & West Wiltshire

We are looking for additional **Literacy Specialists** with time, energy and enthusiasm to join our team.

If you have a **background in teaching reading and literacy** and are looking for a challenging and rewarding volunteering opportunity as part of a committed team, look no further!

- Do you have a good knowledge of phonics and literacy skills and a positive problem-solving mind set?
- Do you have a willingness to share or research resources and approaches which help to unlock learning?
- Are you highly organised and a good communicator with strong people skills?
- Do you have experience of supporting learners with learning difficulties & disabilities?
- Would you enjoy working collaboratively in your community with reading coaches, readers, coordinators and existing Literacy Specialists ?

To find out more about this exciting opportunity: www.readeasy.org.uk

Visit our North & West Wiltshire vacancies page <https://readeasy.org.uk/groups/northwestwiltshire/>

Email our Volunteer Recruiter, Sue nwwrecruiter@readeasy.org.uk



Volunteer Opportunity Locality Coordinator: Devizes or Calne



Help us transform the life of an adult who can't read.



Read Easy North and West Wiltshire

We would love an additional **Coordinator** in Calne or Devizes to join our friendly team.

Are you highly organised with strong **communication** and **people skills**. Do you have time, energy and enthusiasm?

Are you looking for a rewarding, flexible and challenging volunteering opportunity? In this role you will:

- Enrol new readers
- Use our reading assessment
- Match readers with Coaches
- Visit and support reading pairs
- Collaborate and use initiative
- Keep records and use your IT literacy

To find out more about this exciting opportunity:

Visit the Read Easy website www.readeasy.org.uk

Visit our Read Easy North and West Wiltshire vacancies page www.readeasy.org.uk/groups/northwestwiltshire

Email our Volunteer Recruiter Sue Williams to arrange a chat on nwwrecruiter@readeasy.org.uk or call 07367 100 936



Volunteer Opportunity Administrator & Trustee



Are you highly organised with an eye for detail? Are you committed to improving the lives of the people Read Easy helps?



Read Easy North & West Wiltshire (helping adults learn to read in Bradford on Avon, Calne, Chippenham, Corsham, Devizes, Melksham, Trowbridge)

We are looking for a new **Administrator** to join our team!

Are you **organised, efficient, a great team player** with good IT skills? We need your administrative and organisational skills to keep us on schedule. You will be a valued Trustee & active member of our small local Management Team supporting our smooth running, so that we can efficiently and effectively help local adults learn to read. In this role you will:

- Plan, organise and minute Trustee and other meetings
 - Use IT (Teams, Microsoft 365 and SharePoint)
 - Use your initiative, work independently & as part of a team
 - Volunteer as a Trustee, abiding by Read Easy policies & procedures, with a non-judgemental attitude & respect for others, with a commitment to equality and diversity, so that we can make everyone feel valued & included
 - Bring energy and enthusiasm (for an average 2-5 hours a week)
- If this sounds like the volunteering opportunity you've been looking for:

Visit the Read Easy website www.readeasy.org.uk

Visit our North & West Wiltshire Read Easy vacancies page www.readeasy.org.uk/groups/northwestwiltshire/

Email our Volunteer Recruiter Sue nwwrecruiter@readeasy.org.uk

If you live close to Dorset and have a library card there . . .

Looking for work and to learn new skills?

Borrow an iPad for up to six weeks **Free**



 Available from all Dorset Council libraries

Easy to use – instructional video and digital support from library staff

Fully loaded – information on trusted job searches, claiming benefits and health and wellbeing

Free data – no internet connection required, county-wide coverage



For more information and to apply go to dorsetcouncil.gov.uk/borrow-an-ipad



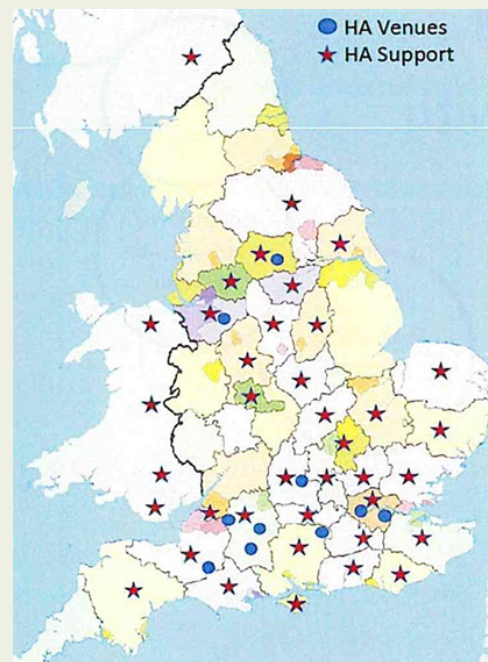
Our mission is to **Inspire, Connect and Enable** our communities



Their latest e-newsletter is available to download as a PDF [here](#).

The charity's main operating base over recent decades has been near Farnham, close to the Surrey/Hampshire border.

Their [latest annual report](#) shows how they are expanding. They now have bases in Wiltshire in Amesbury and Salisbury . . . and in nearby Bath too.



OTHER NEWS



The British Dyslexia Association is delighted to share that bursary applications are once again open, for funded dyslexia assessments for young people aged 12-21, from low-income households.

This wonderful opportunity is thanks to [Theo Paphitis](#) and the amazing [Ryman](#) team who for the last few months have been undertaking all manner of fundraising activities - hiking, running, soaking, gunging... you name it!

We couldn't be more thankful, but a recent bursary recipient sums it up; "This is a life-changing moment. We don't seem to have any wins, just battles and I'm so grateful (for this) opportunity for my son".

The [British Dyslexia Association](#) will continue working relentlessly to influence the system and campaign for an inclusive society that acknowledges, accepts and empowers everyone living with dyslexia.

Full details, including eligibility requirements, available here: <https://lnkd.in/eKedZTkF>



[Michelle Catterson](#)

We need your help: <https://lnkd.in/eQ8ipmWi>

There are suggestions that [The Labour Party](#) are considering removing EHCPs and changing the law to accommodate this.

Our voice must be loud and clear that this suggestion is nothing less than crazy! We need to protect those vulnerable children who need this legally binding document to ensure their needs are met: [Retain legal right to assessment and support in education for children with SEND - Petitions](#)

The Government has just responded to the petition:
"[Retain legal right to assessment and support in education for children with SEND](#)".

[Addressing the dyslexia GCSE divide: urgent call for educational reform - British Dyslexia Association](#)

Important news received today from Ellen Broomé, CEO at the BDA:



We're proud to let you know that today we have launched a powerful new report – **Mind the Gap: GCSE results and the dyslexia divide** – which sheds light on the ongoing and unacceptable barriers faced by dyslexic young people in our education system.

The findings are stark. Just **21.6% of students with dyslexia achieved a grade 5 or above in both English and maths GCSEs in 2023/24** – compared to 51.9% of students with no identified special educational needs. Even at the most basic pass level (grade 4), only **39.5% of dyslexic students passed both subjects**, compared to over 72% of their peers.

This gap has barely changed in over a decade. It's clear that too many dyslexic students are being left behind – not because of lack of potential, but because the system isn't built to recognise or support them.

That's why our report calls for urgent action, including:

- A National Dyslexia Strategy and leadership within government to drive change.
- Early screening and consistent support in every primary school.
- Fairer exams that reflect a wider range of skills and don't penalise dyslexic students unfairly.
- Training and tools for teachers, and access to assistive technology from a much earlier age.

We're incredibly grateful to have had backing from Jamie Oliver, who has shared his own experience and offered a personal quote for the launch:

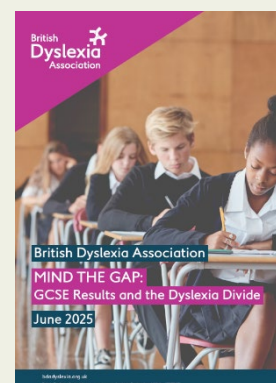
"This report simply confirms what so many teachers, parents and dyslexic individuals already know, which is that it's time for our education system to have a complete overhaul. We must support ALL kids in the classroom – we need to implement neurodivergence screening, and we need appropriate training and support for our hardworking teachers.

I came out of school with just two GCSEs, so reading this report really resonated with me and brought back many of those negative feelings from my school days, and not enough has changed since then. But I was lucky – I found cooking and that saved me, who knows where I would have ended up otherwise. We need urgent action. And I'd say this is an amazing opportunity. We should be celebrating ALL children and their brilliant minds, and they ALL deserve a school system that helps them grow in confidence and thrive."

This is a crucial step in our mission to make education fairer for all dyslexic children. Thank you, as always, for standing with us and for your support. Together, we can ensure that every dyslexic child has the support they need to reach their potential.

[You can read the full report here.](#)

(Details also on BDA website at: [Addressing the dyslexia GCSE divide: urgent call for educational reform - British Dyslexia Association](#))





Your June update

We're always speaking up for children, young people and their families - and over the last month, we've had some important opportunities to do so directly with policymakers.

We know many of you will be feeling concerned following [recent media reports](#) about possible changes to education, health and care (EHC) plans. While we want to reassure families that no formal government proposals have been made, we know the speculation alone is worrying - reinforcing just how critical it is that the voices and experiences of children and young people with SEND, and their families, are central to any decisions about the future of the system.

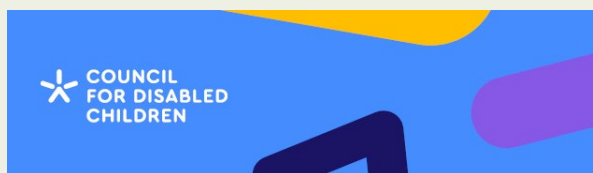
That's why we've been working to make sure the needs and rights of children and young people are at the heart of current discussions. Last month, [we gave evidence to MPs on the Education Select Committee](#), making clear that the SEND legal framework isn't the problem - the real issue is that it's not being followed, placing a huge burden on families who are left to fight for support their children are legally entitled to. We also [took part in a parliamentary roundtable](#) to call for stronger support for children and young people who don't have an EHC plan.

Keep reading to find out more - and how you can add your voice by [contacting your MP](#).

[READ: Our message to MPs on 'Solving the SEND crisis'](#)

[DOWNLOAD: Our template to email your MP](#)

[Read more about what we said, why it matters and what needs to change >>](#)



Welcome to the Spring edition of the CDC Digest: [Click to download](#)

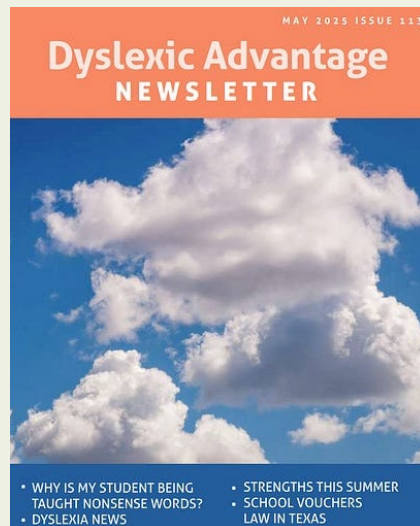
In this Digest we aim to offer a range of articles and resources to keep you up to date with the work of CDC and the sector as a whole. We hope there is plenty for you to read and engage with.

A snapshot of this quarter's digest includes:

- An update from Amanda Allard
- A SEND Policy Update
- A blog on our Youth Voice Matters Conference
- A round-up of e-learning, training & resources
- Highlights from CDC teams
- The latest from the What Works in SEND Programme



Link to April Newsletter
<https://joom.ag/dZjd>



Link to the May Newsletter
<https://joom.ag/kpsd>

See past issues by signing up for a free registration:
<https://www.dyslexicadvantage.org/newsletter-archives/>

Read and listen to more articles in our [DYSLEXIA LIBRARY](#).

Whole School SEND nasen Funded by Department for Education

Short Hop Learning Journeys
FREE SEND CPD THAT'S OUT OF THIS WORLD!
Bring your friends on board for the chance to win a £50 John Lewis voucher!

Start Now

teach PRIMARY AWARDS 2023 WINNER

Win a £50 John Lewis Voucher!

As a **nasen** member, you have full access to the training and resources provided through the **Universal SEND Services programme**. The **better news**? Thanks to funding from the [Department for Education](#), it's all completely **FREE**!

The programme centres on bite-sized Online SEND CPD Units, each tackling one of 20 common learning barriers with clear, specialist-led guidance on effective teaching adaptations across all ages.

99% of users report greater confidence in identifying and meeting learners' needs. With the proven impact of inclusive teaching, why not log in and start your first short hop learning journey today?

[Explore the Online SEND CPD Units](#)

Once you've completed your first unit, help us spread the word and **you could win a £50 John Lewis voucher!** Just visit our LinkedIn page and follow the instructions to enter our free prize draw.

[Visit Whole School SEND on LinkedIn](#)



Join our FREE webinar

The SEND journey and your rights as a parent/carer

Monday 9 June, 12.30 - 1.30pm

WWW.IPSEA.ORG.UK

Join [I.P.S.E.A](#) on Monday 9 June for their FREE webinar, 'The SEND journey and your rights as a parent/carer'.

They will be explaining what support children and young people with SEND are legally entitled to, what you can do if the law is not followed, and where to find further help and guidance.

Spaces are limited, so book your place here <https://tinyurl.com/5yee5hu8>

If you can't attend on the day, you can also request a copy of the webinar recording via the link above

APPG - Teacher Training: Getting it Right

The next meeting of the APPG for Dyslexia will take place in person in Westminster on Monday 9 June at 4 – 5.15pm. This parliamentary event will be chaired by Juliet Campbell, MP.



The following speakers will discuss: **Teacher Training: Getting it Right**

- **Sarah Rappaport**, Campaigns Manager, Jamie Oliver Group
- **Caroline Bateman**, Senior Lecturer, Kingston University, Specialist Dyslexia Tutor
- **Charlotte Noble**, CEO of 1 in 10
- **Ros McNeil**, Assistant General Secretary, National Education Union
- **Ellen Broomé**, CEO of British Dyslexia Association.

Please note that this is an in-person only event and will not be recorded.

Attendance at the meeting is limited and by invitation only.

For further information, email policy@bdadyslexia.org.uk

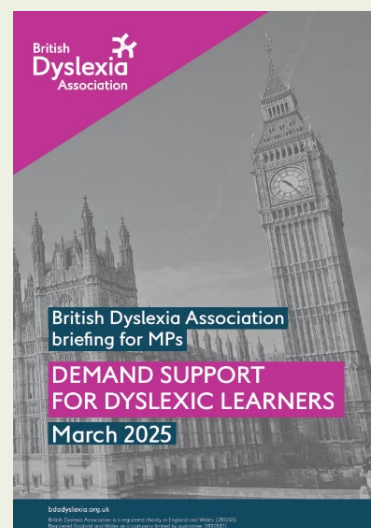
All attendees will be required to show an official invitation to gain entry into the meeting.

A synopsis of the meeting will be published on the BDA website after the event.

Parliamentary briefing:

Demand Support for Dyslexic Learners

- Summary
- What is dyslexia?
- The impact
- Invisible in policy
- Overlooked in practice
- Recommendations for change
- How you can support us





To watch '**Jamie's Dyslexia Revolution**', tune to **Channel 4 on Monday, 9th June at 9pm**. Jamie Oliver explores the challenges and issues faced by thousands of school children with dyslexia who are left behind in an archaic education system and asks: what more can be done?

What are we asking for? Why?

- 1. SPOT THE SIGNS EARLY**
How can we help kids if we don't even know they need support? Early screening is key—it lets us catch it early, before they're left to struggle.
- 2. SUPPORT OUR TEACHERS TO SUPPORT OUR KIDS**
Of course, they want to help every child, so let's make sure they get the training and support to do it.



BBC Two - Inside Our Minds, Inside Our Dyslexic Minds

It's thought that as many as one in ten people in the UK are dyslexic, making it the most diagnosed type of neurodivergence. But despite this, Chris feels that dyslexia is frequently ignored and often misunderstood. He meets two dyslexic people frustrated that the people in their lives don't fully understand them.

Teaming up with top filmmakers, animators and graphic designers, they create evocative short films which explain to family and friends how they're truly feeling inside - and what's really going on inside their dyslexic minds. A school counsellor explains to her brothers how being dyslexic impacts her life, and a builder from south Wales becomes the star of his very own musical.

Also available:

[BBC Two - Inside Our Minds, Inside Our Autistic Minds..., Episode 1](#)

[BBC Two - Inside Our Minds, Inside Our Autistic Minds..., Episode 2](#)

[BBC Two - Inside Our Minds, Inside Our ADHD Minds](#)

Gloucestershire
PATOSS

<https://patoss-glos.wixsite.com/patoss>

Marcia Brissett-Bailey, also known as @theblackdyslexic, is a trustee of the British Dyslexia Association and co-founded the BDA Cultural Perspective Committee. Marcia is a dedicated champion for individuals with dyslexia and an internationally renowned speaker, author and advocate for change. She strives to empower fellow dyslexics and young people with neurodiverse backgrounds to cultivate self-esteem, confidence and embrace their unique strengths. She has been recognised as one of the Rising Stars 100 Winners of 2024 and named among the Top 50 Influential Neurodivergent Women in the UK. Marcia has worked across all levels of education, from primary to further/higher education, most recently as a Special Educational Needs and Disabilities Information, Advice, Support, and Service Officer (SENDIASS) in a London authority.

Marcia Brissett-Bailey

Dyslexia through
a Cultural and Intersectional Lens

WEDNESDAY 18TH JUNE 2025

Talk starts @ 7.00pm

Registration/Refreshments from 6.30pm

**Alderman Knight School, Ashchurch Rd, Ashchurch,
Tewkesbury GL20 8JJ**

Parking: Ample parking can be found at Alderman Knight School.
Look out for signage indicating the venue.

Open to PATOSS members and SpLD/SEN/Educational professionals

Payment by BACS transfer please

£5 Local Group Members; £10 National Members; £15 Non-members

To book a place contact us by email at patossglosevents@yahoo.co.uk



SEND Show 2025

10th-11th October 2025

Location: Business Design Centre, London

Why attend? This is the leading SEND learning programme in the UK, featuring a SEND Leadership Summit, 42 expert led seminars, and over 100 exhibitors.

[Welcome | Tes SEND Show 2025](#)



A Hyve Event

21st-23rd January 2026

Location: ExCel, London

Why attend? The UK's leading EdTech event, with a bigger and better SEND Village.

[Bett UK: Leading EdTech Event | 21-23 Jan 2026, ExCel London](#)

Positive Dyslexia Presents

www.positivedyslexia.co.uk

Positive Dyslexia Conferences
2025
Edge Hill/Twickenham/Liverpool

Dyslexia Conference , Twickenham

AYO 18th September 2025 **hogrefe**

OPENED BY ELLEN BROOME CEO BRITISH DYSLEXIA ASSOCIATION

Speakers include

- Lynn Lovell Head of Professional Standards BDA
- Louise Selby
- Jo Rees
- Sam Garner
- Dr Sarah Mosely and many others

For further information on speakers etc click on the QR code



Free webinar recording:

[RNIB BookShare and TextAid webinar.mp4 - Google Drive](#)

RNIB Bookshare membership is for educators supporting learners with print-disabilities and is provided **FREE to Schools in the UK**. There is an annual membership fee of £150 for Online Schools, Learning Support Centres, Tutoring Services, and non-UK organisations.

You can find out more about RNIB BookShare on their website: www.rnibbookshare.org



Exploring Dyslexia:

Hear real people's stories of the advantages and challenges of dyslexia at [Dyslexia Explored - YouTube](#)

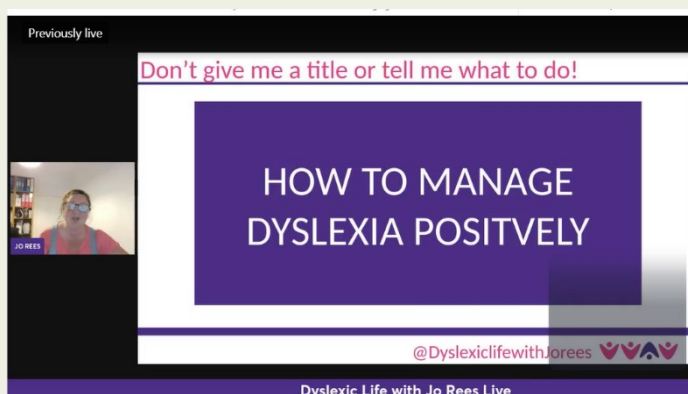


[Sports, ADHD, and Dyslexia Resilience with Liz Day](#)

In this episode of the Dyslexia Explored Podcast, host Darius Namdaran introduces Liz Day, a dedicated teacher, and mother who shares her experiences with dyslexia through both her profession and her son's journey.

They discuss a range of topics, including the importance of touch typing for dyslexic learners, the unique challenges and advantages dyslexia presents in sports, the interrelation between ADHD and dyslexia, and the significance of mental health.

Liz also shares her academic pursuits towards a PhD in mental health literacy among young neurodivergent individuals, highlighting the need for more inclusive educational and health policies. Join this insightful conversation to explore strategies and stories that underscore the strengths and challenges of living with dyslexia and ADHD.



[Jo Rees](#)

[Proven strategies to manage dyslexia positively](#)

Here it is the FREE ½ hour webinar with NO interruptions!!!

Just me talking a million miles an hour and spilling all my dyslexic tea to help empower you!!!!

In this webinar I share how I manage my dyslexia (and ADHD) on a day-to-day basis!!!!

Dyslexia Action

Training and Professional Development

Continuing Professional Development Courses

At Dyslexia Action Training, we offer a wide range of short online CPD Units and Awards for those looking to build a better understanding and approach to **supporting learners** with dyslexia, literacy, specific learning difficulties (SpLDs), numeracy and well-being.

Each online CPD Unit comprises **20-30 hours** study over an **eight-week** period allowing new skills to be brought into the support environment. There is no 'live' delivery, providing the flexibility to access educational content at any time and courses are suitable for those working in primary/secondary, for those supporting adults and for those working overseas.

Our next online cohort – 23 July.

What can I study?

We offer a range of short online Units including:

- [Dyslexia and Co-occurring Difficulties](#) (new content)
- [Supporting Individuals with Memory Weaknesses](#)
- [Structured, Cumulative Multisensory Tuition for Learners with Dyslexia](#)
- [Developing Reading Skills in Learners with Dyslexia](#)
- [Developing Writing Skills in Learners with Dyslexia](#)
- [Developing Spelling Skills in Learners with Dyslexia](#)
- [Supporting Adults with Dyslexia and Co-occurring Difficulties](#)
- [Supporting Study Skills in Adults with Dyslexia](#)
- [Developing Writing Skills in Adults with Dyslexia](#)
- [Dyslexia in Multilingual Settings](#)
- [Developing Numeracy Skills in Learners with Dyslexia and Dyscalculia](#)

Our level 4 and 5 Units are accredited by [The CPD Standards Office](#).

How can I find out more?

For information about our online training or for training advice in general, you can contact us via email at trainingcourses@dyslexiaaction.org.uk or call us on 01784 222304.

We also offer training for those looking to become Specialist SpLD Teacher/Practitioners and Assessors. Please visit [our website](#) for a full list of our courses and qualifications available.

['It's so boring': Gen Z parents don't like reading to their kids - and educators are worried](#)

Last week, former elementary school teacher Spencer Russell posed a question to parents who follow his Instagram [account](#), Toddlers Can Read: "Why aren't you reading aloud to your kids?"

The responses, which Russell shared with the Guardian, ranged from embarrassed to annoyed to angry. "It's so boring," said one parent. "I don't have time," said another. One mother wrote in: "I don't enjoy reading myself."

Read whole article at ['It's so boring'](#)

[Succeed with Dyslexia](#)

[Jarone Macklin-Page](#)

If you're interviewing right now, this is worth reading.

I share the process I use to navigate interviews and how it's helped me achieve a 100% success rate.

Read Now:

<https://www.prodyslexic.com/.../job-interview-tips-for...>

Interviews are hard.
They're even harder when your brain doesn't work like everyone else's.
You blank. You ramble. You freeze.
Not because you're not capable, but because no one taught you your way of doing this.
Until Now.
💡 If you're dyslexic, this blog will change how you approach interviews.
💡 No fluff. Just strategies that actually work.
👉 Read now: <https://www.prodyslexic.com/.../job-interview-tips-for...>
Because you can do this. You just need the right tools.



[What causes ADHD? What we know, don't know and suspect](#)

[Neurodevelopmental disorders](#) are a diverse group of conditions that affect the brain from early development. They include attention-deficit hyperactivity disorder (ADHD), autism and learning disabilities, such as dyslexia.

These conditions usually become more evident over time. This is because delays in the skills a child is expected to have developed at each age become more apparent.

ADHD is the most common neurodevelopmental disorder. It affects around [8-10% of children](#) and [2-5% of adults](#).

Read full article at: [What causes ADHD? What we know, don't know and suspect](#)



The dark side of exam accommodations

23 April 2025

Exam accommodations unlock success for dyslexic students

If you're here, then you already know that [access arrangements](#) are changes made to exams to ensure students with SEN can demonstrate their knowledge and skills. If you've got dyslexia, they often look like...

- Extra time
- Access to a reader
- Separate rooming
- Access to text-to-speech tech
- Larger font exam papers

They're all great ways of unlocking the exam paper, and boosting access to fair grades... but are they all created equal when it comes to how they make students *feel*?

Today, we're looking at how two common GCSE exam accommodations—readers and separate rooming—can have a net negative impact on exams in some learners, and what we can do about it.

Read on at [The dark side of exam accommodations | LinkedIn](#)

7 of the Best Revision Tips for Dyslexic Brains!

7 May 2025

Revision can feel a little bit like academic toothache. It can go from a dull, nagging pain to a dramatic one to an emergency very quickly—especially for dyslexic students.

Which is why it's so important we realise it's not about doing *more*, it's about doing it *smarter*. We've pulled together a super-simple, creativity-informed list of revision tips that support memory and reduce overwhelm... without turning that all-important study time into a snoozefest.

Let's go!

Read on at [7 of the Best Revision Tips for Dyslexic Brains! | LinkedIn](#)

Does teacher stress impact the whole classroom?

21 May 2025

Between ever-increasing expectations, [pay challenges](#) and long hours, it's hard to find a teacher who *isn't* stressed. And the data backs it up: recent surveying from the NEU reports that [around nine in ten teachers experience stress at work at least 20% of the time](#), and [a third feel stressed nearly all the time](#).

...But the impact of teacher stress isn't just felt by teachers *themselves*. Like all things in the educational ecosystem, it ripples out—often affecting the students they teach.

Read on at [Does teacher stress impact the whole classroom? | LinkedIn](#)

Dyslexia ‘invisible’ in schools amid parent-teacher divide on support | Nottingham Trent University

Parents of children with dyslexia feel that the condition is largely ‘invisible’ in schools, with a lack of recognition leading to inconsistent and ineffective support.

By Helen Breese | Published on 24 March 2025

A study carried out by researchers at Nottingham Trent University (NTU) and the University of Birmingham explored the real-life experiences of parents and teachers regarding children who have reading and writing difficulties, and whether a formal diagnosis of dyslexia improves support.

Findings of interviews with 39 participants highlighted a disconnect between parents’ concerns for their children's long-term wellbeing and teachers' focus on short-term classroom management. The study identified 40 factors that appeared to work in different combinations to influence if a child’s access to education was on a positive or negative trajectory.

The families saw dyslexia as something that affects not just reading and writing skills, but also their child's confidence, ability to learn in the usual school environment, their overall wellbeing, and importantly their inclusion. They felt that their children were not truly included and supported, leading to a loss of independence and frustration for both the children and their parents.

While teachers acknowledged the need for literacy support, their perspectives were often shaped by the immediate need to manage a diverse group of learners within existing policies and resource limitations. Their focus tended to be on the collective progress and the smooth running of the classroom. They were also constrained by varying levels of knowledge about dyslexia.

However, the study did reveal areas of best practice when teachers were well-informed through experience or additional training and were able to meet a child’s needs and foster a sense of inclusion and community within their schools. Effective communication and shared understanding between parents and teachers also resulted in more successful outcomes.

The paper, [published in the journal *Dyslexia*](#), also considered the value of a formal dyslexia diagnosis and its impact on support, as many parents sought a diagnosis to help them navigate the education system.

This research highlights the harm faced by children with literacy difficulties and underscores the importance of diagnosis for visibility, awareness, and effective management. Our study found dyslexia to be relatively invisible in mainstream schools.

Lead researcher Dr Angela Thompson, Visiting Scholar, NTU Psychology

[Professor Julia Carroll](#), Professor of Psychology in Education at the University of Birmingham, said: “We believe that the gap between parent and teacher perspectives can be partially bridged through the effective and consistent diagnosis of dyslexia, which serves as a conduit

for shared communication and understanding, making a child's unique needs more visible. This visibility is crucial, as dyslexia can affect various aspects of life both in and beyond school. This underscores my recent work on an updated definition of dyslexia.”

[Professor Clare Wood](#), director of the [Centre for Research in Language, Education and Developmental Inequalities](#) at NTU, added: “The identification of dyslexia is important in improving the visibility and understanding of a child's learning difficulties. The absence of a diagnosis can, and did, result in significant negative consequences for a child’s education.

“We found that some schools did not acknowledge or act on a diagnosis, instead falling back on local policies. A diagnosis alone does not currently guarantee appropriate support, and its value is realised only when it is acknowledged and acted upon by those responsible for the child's education.”

[Read the full paper](#) on the *Dyslexia* website.

Also reported in detail at [Seeing, Being Seen and Being Able to See Dyslexia in English Schools: Parent and Teacher Perspectives - Thompson - 2025 - Dyslexia - Wiley Online Library](#)



[Mental Health, Disability, and the Transformative Power of Assistive Technology - Aventido Ltd](#)

The relationship between mental health and disability represents one of the most significant yet frequently overlooked aspects of individual wellbeing and organisational success.

At Aventido, we've witnessed firsthand how properly implemented assistive technology bridges crucial gaps, providing meaningful support that transforms lives across both education and the workplace.

Read blog at

[Mental Health, Disability, and the Transformative Power of Assistive Technology](#)



Is this Dyscalculia?




New perspectives on diagnosing mathematical difficulties

In our latest article, Assessment Consultant Sarah Sainty breaks down the recent guidance from the Specific Learning Difficulties Assessment Standards Committee (SASC) to support assessors in reaching diagnostic conclusions when assessing mathematics and what it means in practice. You'll also find information on some widely used measures in this area, or you can see some of our featured tests below. [Go to article.](#)

Anna Bird • Chief Executive Officer at Contact

There's nothing 'special' about a child having a school place. Enjoying school. Feeling safe there. Learning. But the reality is that for too many children, these things are out of reach.

Nurseries, schools and colleges should provide extra support - called SEN Support - for children with SEND who need it.

-  SEN Support is there to make local schools more inclusive.
-  Schools get funding to put it in place.
-  Government guidance tells schools how it should work.

But it's not happening.

[Contact](#) and [IPSEA - Independent Provider of Special Education Advice](#) surveyed 2,000 families with children who have additional needs but don't have an education, health and care plan (EHCP). We found the majority of children are not getting support, and this is driving demand for EHCPs and leading to children missing school.

So what do we do about it? We think there is a very simple solution.

We're asking Government to amend section 66 of the Children and Families Act 2014 so that all schools, colleges and nurseries have a primary legal duty to:

1. Identify a child's special educational needs.
2. Identify the support required.
3. Deliver and review the support.

If education settings must, instead of should, provide SEN Support, it will create a fundamental shift in the system. It will mean:

- mainstream schools become more inclusive and more children can be educated locally.
- Fewer families will need to go through a painful, lengthy legal process to get an EHCP.
- Schools that fail to provide support will be held to account more effectively.

The provisions are already there, we just want them to have more teeth. And we can do that with a simple amendment to the current act. This is the message [Contact](#), [IPSEA - Independent Provider of Special Education Advice](#) and eight fantastic parent campaigners took to Westminster today.

If the government is serious about making schools more inclusive, strengthening SEN support is the place to start.

[Explore the guide ↓](#)

for details under the following headings:

Understanding Dyslexia

- What is dyslexia?
- Research data

Supporting Dyslexia


- Diagnosis – is it necessary?
- Accommodations for students with dyslexia

Personalised Learning

- How can teachers provide personalised support at scale?

Teacher Workshop

- Supporting Literacy with Read&Write
- Supporting Literacy with OrbitNote
- Sign up for a free class or school-wide trial



Everway
formerly  texthelp

Supporting Dyslexia

Discover how technology can help you minimise literacy barriers and maximise learning outcomes.

<p>Further resources:</p> <ul style="list-style-type: none"> International Dyslexia Association British Dyslexia Association Australian Dyslexia Association Dyslexia Foundation of New Zealand Little Voices Literacy and Dyslexia Support 	<ul style="list-style-type: none"> Alphability Toward a Consensus on Dyslexia - Delphi Study 2025 AUSPELD – Understanding Learning Difficulties Guide NHS Guidance on Dyslexia Diagnosis British Assistive Technology Association
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Summer Pack: Filled with 32 bright activities, children can learn about the fascinating lifecycles of butterflies and frogs, build their summer vocabulary, colour in vibrant scenes, or even write postcards from sunny places they'd love to visit.
[Download Free](#)

Our 'Staying Safe In The Sun' resource encourages sun-smart habits like covering up, finding shade and staying hydrated.
[Download Free](#)

DISCOVER NEUROBOX FREE RESOURCES

[neurobox](#)

Thank you to [British Dyslexia Association](#) for helping us put this print out [hashtag#FactSheet](#) together.


You can find this and other downloadable resources here

👉 <https://lnkd.in/ewhyQTRx>


- Handy Resources
- Infographics
- Templates
- Videos

FACTS & FIGURES


What is Dyslexia?
Dyslexia is a neurodifference, that shapes the way someone processes information.
A dyslexic person may have skills and abilities in problem-solving, creative thinking and general knowledge. Common difficulties include breaking down sounds in words, remembering verbal instructions, accurate spelling and fluent reading.



Over **3.3** million adults in the workplace have dyslexia




Over **1** million school children in the UK have dyslexia



Many are undiagnosed

Many are undiagnosed

Strengths: resilience, adaptability, and problem-solving.
Challenges: It can cause distortion, eye sensitivity and discomfort, which makes reading difficult and tiring.



British Dyslexia Association

neuro box

#NeurodiversityCelebrationWeek

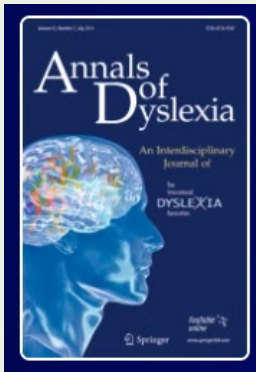
[The Neurodiversity & Disability Glossary | Neurobox](#)

Welcome to our mini-glossary guide of working definitions for all things neurodiversity and disabled-related!

In our mini-glossary, you'll find working definitions and an overview of key terms. We've included the main neurodifferences that have, over time, become part of the neurodiversity and disability-inclusion conversation. The resource is a 'quick start' guide for those new to the subject. It includes short summaries that can be supplemented by further detailed definitions and stats found in our Full Glossary Resource.

As part of the process of putting this guide together, we recognise that labels can be potentially reductive and limiting. We acknowledge that we are all individuals, and our experiences will differ from person to person. Many factors, including facets of our identity, culture, biology and the environment, shape our experience, and it's vital to see the person, not the label.

We know that terminology and definitions are complex, a source of ongoing discussion, and continually evolving, so we welcome ongoing input from our community to refine the guide further.



[Georgia Niolaki](#)

We are so pleased that our paper '**The role of self-compassion in adults with dyslexia**' is now published!

The findings indicate that self-compassion plays a critical moderating role in the relationship between self-esteem, self-efficacy, and anxiety among adults with dyslexia. If you're interested in learning more, be sure to check out the full paper in the Annals of Dyslexia!

[Home](#) | [Annals of Dyslexia](#)

Annals of Dyslexia is dedicated to the scientific study of dyslexia, its co-morbid conditions, and other language-learning disorders, especially those affecting literacy acquisition. *Annals of Dyslexia* publishes original studies, significant reviews, and well-documented reports of evidence-based instructional practices to remediate and prevent reading difficulties.

['I'm still not tired of it': the best books to read aloud to kids, according to parents](#)

Story by Guardian readers *Compiled by Alfie Packham*

'Lovely, relaxed rhymes with a touch of sci-fi and horror thrown in' ... an illustration from *Sleep Tight, Disgusting Blob* by Huw Aaron.

Photograph: Huw Aaron



New research has shown a decline in the number of parents reading aloud to young children, with only 41% of 0 to four-year-olds now being read to regularly, down from 64% in 2012. The survey, conducted by publisher HarperCollins and book data company Nielsen, also found that less than half of parents find reading to kids fun.

[My Cat Likes to Hide in Boxes](#)

Eve Sutton and Lynley Dodd

My Cat Likes to Hide in Boxes is fantastic for children who might not like sitting still for long. We started reading the story to my daughter from when she was about 18 months old. Each cat in the book does something the child can copy, from playing the violin to flying an aeroplane and getting stuck in a doorway. When she was four, my daughter had a pyjama party with some nursery friends for her birthday, and all the children loved joining in when we read it. **Rebecca, Birmingham**

[Mini Rabbit: Not Lost](#)

John Bond

Mini Rabbit: Not Lost by John Bond was such a favourite for my first child when they were two. The character of Mini Rabbit jumps off the page and makes it so easy to come up with an appropriate voice and rhythm that adds so much energy to the book. The final page sting, where Mini Rabbit has lost interest in the very thing he has been questing for is a perfect way to end the book and gets a laugh every time in its abruptness. Bond has given a real gift to parents who may struggle with comedic timing (often necessary in the funniest kids books) by making it flow so naturally from the writing and matching art style. He has also given my family many giggling fits over the years. **Matthew, 39, Liverpool**

Nature Trail

Benjamin Zephaniah and Nila Aye

My daughter Iris, two, loves Nature Trail by Benjamin Zephaniah, illustrated by Nila Aye. It's about the wonderful world of gardens and green spaces, from creepy-crawlies to snails and owls, animals big and small. It appreciates the beauty of the everyday, and it rhymes. Even on my most tired nights, I can remember it by heart and read it as the light dims. **Miranda, 40, Newcastle upon Tyne**

Sleep Tight, Disgusting Blob

Huw Aaron

I'm a primary school teacher with two children under three at home. As a reception teacher I spend a lot of time reading children's books out loud. With my own children I like a book that is calm and gives me something as well as them. Sleep Tight, Disgusting Blob by Huw Aaron is my new favourite: Lovely, relaxed rhymes with a touch of sci-fi and horror thrown in. Children who can read or appreciate the pictures love the idea of a "scary" bedtime story, and those who can't, get the rhythm and time with a happy, giggling parent. **Patrick Clark, Leeds**

How to Train Your Dragon

Cressida Cowell

The How to Train your Dragon books by Cressida Cowell get better and better for both the child and adult reader, and finish with the most perfect, satisfying ending. The characters are brilliant, especially Hiccup, the unlikely hero, and Toothless. It was my younger daughter who first got into them when she was five and we finished them when she was eight-and-a-half (about 24 hours after the last book was published). These books meant we kept reading together for longer than we might have done as even my older child, aged 11, was captivated. **Kathy, East Lothian**

The Book With No Pictures

BJ Novak

The Book With No Pictures is a great book to read aloud with kids aged about three to six. I've used it while teaching in a classroom and at bedtime with my son and it has always been a hit. The point of the book is that the adult reading is forced to read the words in the book "no matter what". Therefore, they are "forced" to say silly things such as: "My head is made of blueberry pizza." The more drama and faux-reluctance the reader can bring the better in my opinion! **Helen Black, Hastings**

The Gruffalo

Julia Donaldson and Axel Scheffler

The Gruffalo is by far one of the best books to be read aloud to children. It's such a dynamic read and as the parent you don't have to think about how you're going to get around it. It has been done for you. Just let yourself be carried by the words. I have probably read it more than 200 times and unlike other books, I'm still not tired of it and neither is my son. **Clementine, 38, London**

The Pirates Next Door

Jonny Duddle

I have two small children who are two and five. We found a book called The Pirates Next Door by Jonny Duddle and both of my children have separately fallen in love with it. The premise is that a pirate boy named Jim Lad and his family move next door to Matilda in a charming seaside town. Their strange ways annoy the neighbours – fixing their ship on the driveway, eating horrible food, turning up to school without uniform. They are nice but misunderstood, and Matilda makes friends with Jim. It's incredibly fun to read for parents as each neighbour has their own voice. **Jack, 38, Clonakilty, Ireland**



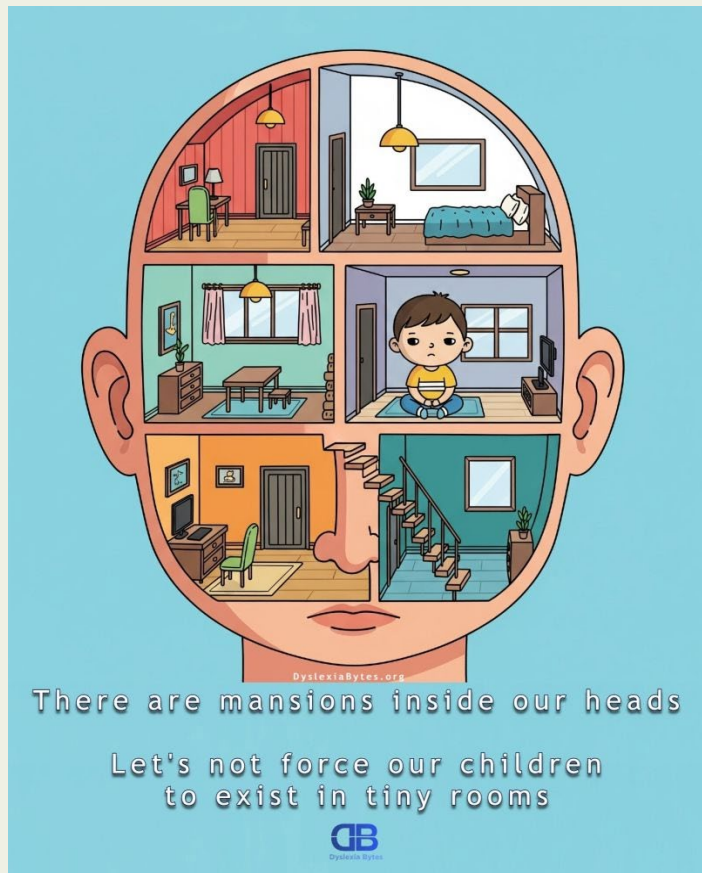
Dr Martin Bloomfield

I haven't produced an infographic for a while, so I thought I'd offer this.

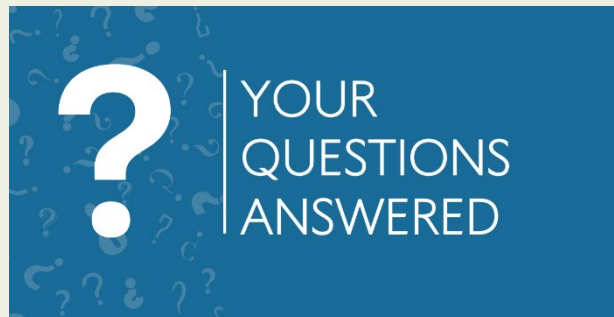
I was thinking recently, prompted by something I heard online: it's as though there are mansions, palaces, and whole estates in our heads, and yet we content ourselves to live in one or two tiny rooms. We fail to explore all there is to offer within our own minds.

And then I thought - if that's how we content ourselves to live, what on earth are we doing to our children through the structures of education and their pathways into work?

See more infographics, here:
<https://lnkd.in/egvwe53A>



The BDA team of helpliners answer many questions . . .



[Taking notes in meetings? - British Dyslexia Association](#)

[Disclosure on job applications - British Dyslexia Association](#)

[Reading struggles - British Dyslexia Association](#)

[How do I find a good Assessor - British Dyslexia Association](#)

[Answer exam access arrangements for work based exams - British Dyslexia Association](#)

[Answer - planning and organisation apps - British Dyslexia Association](#)

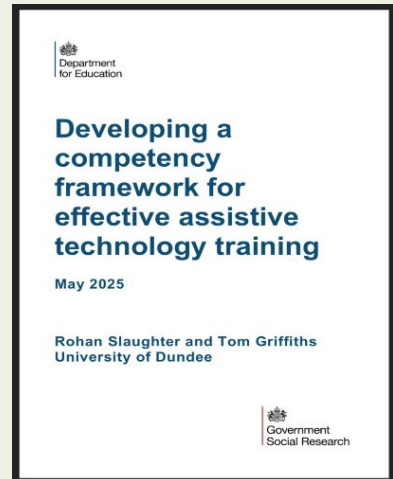
[Supporting Employees in the workplace - British Dyslexia Association](#)



Tom Griffiths

**A big day for our team at [hashtag#Computing University of Dundee](#), led by [Annalu Waller](#) - we are delighted launch our new [Department for Education](#) commissioned report entitled “Developing a competency framework for effective assistive technology training”:
<https://lnkd.in/etMGEhpk>**

Authored by [Rohan Slaughter](#) and myself with a research team including staff from [Ace Centre](#), [Karten Network](#) and [Natspec](#), the report examines the skills and knowledge needed by staff in special schools and colleges to use digital assistive technology effectively.



The report includes a review of current literature, an in-depth study including multidisciplinary expert voices, and a Competency Framework for professionals at all career stages to understand and benchmark their skills and training needs. Huge opportunities for future research exist in this area and we enthusiastically encourage and support this through our research and our teaching programme on our distance learning MSc [hashtag#EduAT](#). Details of which, and the application procedure, are available here: <https://lnkd.in/eBTx7hXU>

We are thrilled to be launching this report as part of the All Party Parliamentary Group for Assistive and Accessible Technology ([hashtag#ATech](#)) Spring Reception in parliament, chaired by [Josh Fenton-Glynn MP](#) and featuring speeches from [Annalu Waller](#), [Beth Moulam PLY](#), [Laura Brown](#) and [Robert McLaren](#). [hashtag#AssistiveTech](#) is a ministerial and research priority, we are thrilled to share our work and hope to capitalise on its impact for professionals and Assistive Technology users.



Vasilis Strogilos posted this on LinkedIn:

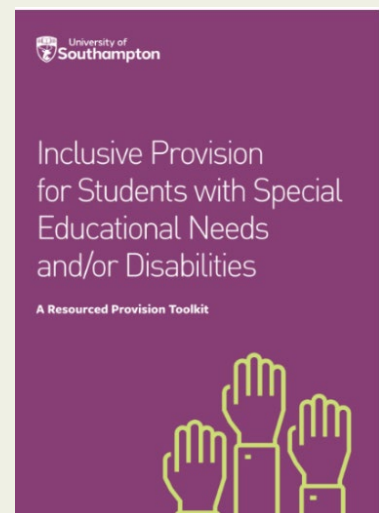
In light of the government's plans to increase the number of students with disabilities in mainstream schools and to enhance specialist support, I'm sharing again a resource provision toolkit I co-created with Cleo Barron and Becky Ward and three mainstream schools in Hampshire.

The toolkit includes eight areas that schools need to consider for students with SEND when educated in resource provision and mainstream classrooms.

[Resource Provision Toolkit - FINAL-1.pdf](#)

By reflecting on the toolkit's practices, schools can consider:

- i. How to improve the education of students with special educational needs and/or disabilities and their inclusion in the mainstream school
- ii. How to improve school collaboration with external professionals, and the parents of these students
- iii. How to improve educators' learning about mixed provision



iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



The "Wheel of Apps" is not comprehensive, but attempts to identify relevant, useful apps and to categorise them according to difficulties faced by people with dyslexia.

Note that some apps address a range of difficulties. In some cases, we have not placed individual apps into multiple categories, but have listed them under a single category that is particularly relevant to the app.

Links on the electronic version of the poster are 'clickable' and will take you to the Applet App Store.

Free apps (no in-app purchases offered)
 Some apps are free or low cost but have any in-app purchases for full functionality.

The iPad has a range of built-in tools to support reading and writing. To find out more, view our range of short video guides: <https://www.callscotland.org.uk/resources/technology-to-support-dyslexia/>

We also have a free online module on using the iPad to Support Literacy: <https://www.callscotland.org.uk/resources/technology-to-support-dyslexia/>

Try our free online Technology to Support Dyslexia Masterclass course: <https://www.callscotland.org.uk/resources/technology-to-support-dyslexia/>

Version 3, May 2020 CALL Scotland, The University of Edinburgh
CALL Scotland is part funded by the Scottish Government
An electronic version of this poster can be downloaded from: <https://www.callscotland.org.uk/resources/technology-to-support-dyslexia/>

Updated app wheel - iPad Apps for Learners with Dyslexia is available to download

Our renowned App Wheel, "iPad Apps to Support Learners with Dyslexia and Reading/Writing Difficulties," has been updated to Version 3!

iPad Apps for Learners with Dyscalculia/ Numeracy Difficulties



iPad Apps for Learners with Dyscalculia/Numeracy Difficulties is by no means comprehensive, but tries to find apps that will make it easier to understand, memorise and use mathematical concepts and methods. Individual apps provide useful practice and reinforcement, but are not a substitute for sound teaching.

If you use the electronic version, clicking on the individual app names or icons will take you to information on each app in the Apple App Store.

To find out more about CALL Scotland courses visit: www.callscotland.org.uk/masterclass/

Additional online resources:

- [Commonplace](#)
- [Cuisinart](#)
- [Concrete Blocks](#)
- [Maths with Mrs P](#)
- [Maths Placement](#)
- [Numberblocks](#)
- [Numberblocks: Numbers](#)
- [Numberblocks: Maths](#)

Version 3, 2020, CALL Scotland, The University of Edinburgh
CALL Scotland is part funded by the Scottish Government
An electronic version of this poster can be downloaded from: <https://www.callscotland.org.uk/resources/technology-to-support-dyscalculia/>

Updated app wheel - iPad Apps for Learners with Numeracy Difficulties

Our popular Wheel of Apps: "iPad Apps for Learners with Dyscalculia/Numeracy Difficulties" has been refreshed with a brand-new design and updated app selections.

You can now download the latest editions from the [Posters and Leaflets](#) section of our website.

ChromeBook Tools for Learners with Dyslexia / Reading and Writing Difficulties

A new updated wheel of apps to support learners with dyslexia using Chromebooks and the Chrome browser.

Simple Ideas for Embedding Literacy and Communication Into the School Day

A new series of blogs where we'll be sharing practical, easy to implement ideas to help you embed literacy and communication into the school day.

Take advantage of our no-cost Technology to Support Dyslexia online Masterclass!

Our popular online masterclass course Technology to Support Dyslexia has been updated and is better than ever.



[Dyscalculia Network | Leading Support Network for Dyscalculia](#)

For parents:

[Dyscalculia for Parents](#) - for the following topics including a free [Dyscalculia Checklist](#).

[Top Tips For Parents](#) - how you can help your dyscalculic child/young person at home – including [Dyscalculia-Information-Sheet-For-Parents-Carers](#)

[Maths Anxiety](#) – including many links to external resources to organisations and individuals.

[Accommodations & EHCPS - Dyscalculia Network](#) - includes links to:

[Primary School - Accommodations](#)

[Secondary School - Accommodations](#)

[Factsheet about Access Arrangements](#)

[Blogs & Resources for Parents](#) – including blogs and case studies.

For educators:

[The Jenga Effect / Assessment](#)

[Intervention Top Tips](#)

[Training Opportunities](#)

[Resources for Educators](#)

For adults:

[Dyscalculia for Adults](#)

[Masking & Unmasking](#)

[Workplace Support for Adults](#)

[Strategies for Daily Living](#)

[Resources for Adults](#)

For the workplace:

[What is Dyscalculia and What are the Potential Impacts?](#)

[Diagnosis, Disclosure, Reasonable Adjustments and Access to Work](#)

[Creating a Dyscalculia Friendly Workplace](#)

[Strategies to Support Employees with Dyscalculia](#)

[Workplace Case Studies](#)



FREE resources

[Neurodiversity Celebration Week](#) - ADHD

[Neurodiversity Celebration Week](#) - Autism

[Neurodiversity Celebration Week](#) – Dyscalculia

[Neurodiversity Celebration Week](#) - Dyslexia

[Neurodiversity Celebration Week](#) – Dyspraxia

SEND Group Dyslexia Empowering Your Achievement.

Dyslexia is a specific learning difficulty that primarily affects reading, writing, and spelling. Dyslexia is not linked to intelligence but rather to how the brain processes written and spoken language.

Areas affected include:

- Reading fluency and accuracy
- Spelling and written expression
- Working memory and processing speed
- Phonological awareness (identifying and manipulating sounds in words)
- Organisational and sequencing skills

Dyslexia can also impact self-esteem, confidence, and emotional well-being.

All dyslexic pupils are different. Their challenges and strengths vary, so treat them as individuals.

Many dyslexic students may experience frustration or anxiety related to literacy tasks. Supporting them effectively requires understanding their needs and providing appropriate accommodations.

Dyslexic students often benefit from multisensory learning approaches, assistive technology, and structured phonics-based interventions.

Things to consider:

- Provide extra processing time for reading and writing tasks.
- Use audio books, voice-to-text software, and visual aids to support learning.
- Encourage the use of different (dyslexia friendly) fonts to improve readability.
- Give clear, concise instructions and break tasks into manageable steps.
- An individualised learning programme with step-by-step instructions on each area of weakness.



Crossbow Education | Visual Stress | Dyslexia resources

Big savings until the end of June!

Tinted Half Page Overlays

SAVE 50%

Available in mixed colour (10 pack) & single colour (5 packs)

[Buy Here](#)

A5 Tinted Spiral Bound Notebooks

SAVE UP TO 45%

Available in 6 colours: Aqua, Sky, Yellow, Green, Purple & Pink

[Buy Here](#)

Half Page Overlays

10 Pack - mixed colours
Was £11.99 now **£5.99**

5 Pack - single colours
Was £9.59 now **£4.79**

BIG SAVINGS



A5 Tinted Notebooks

Was £4.49 now **£2.99**

Or buy 5 for only **£2.49**



Our New Overlay Colour Range

We now have 16 colours in our Reading Rulers & Page Overlays.

Our six new colours are Sunflower, Lilac, Red, Deep Blue, Bluebell & Deep Green.



We're all familiar with that moment of panic when you realise you have 10 minutes to prepare for a staff INSET and you have nothing. There's no time to scan the internet and digest the research – you need something now!

In these articles I'm offering you 5 zero prep ideas for staff CPD. The focus is on dyslexia, but bear in mind that the most impactful CPD focuses on strategies for high quality teaching, which, of course, are helpful for all learners, not just those with dyslexia.

[CPD Made Easy – Part 1: Working memory](#)
[read more](#)

[CPD Made Easy – Part 2: Stabilisers or balance bike? Lead a scaffolding workshop](#)
[read more](#)

[CPD Made Easy – Part 3: Dyslexia Friendly Learning Environment Audit](#)
[read more](#)

[CPD Made Easy – Part 4: Spelling analysis to inform intervention \(for primary staff\)](#)
[read more](#)

[CPD Made Easy – Part 5: Dyslexia across the secondary curriculum](#)
[read more](#)



Exciting Improvements in EasyReader

Dolphin has released an update to EasyReader app to make your reading experience better - and more accessible - than ever!

Now available in all major app stores, EasyReader version 12 has a host of new features that remove even more barriers to reading and improves the reading experience for people with dyslexia, vision impairments or other print disabilities.

[New in EasyReader](#)



"It's taken me four or five drafts to put this together into something that makes sense. I've really wanted to do this since I saw your stories shared on linked in. I really like this project, I feel its empowering for our community. My year 13 students have just left for their A level exams, so I have had a free morning to think and put this down."

Where it began

My mum was brought to tears teaching me to read, I remember it being a pain, childish frustration as the words I read out were always different to the ones expected. I've always been grateful for her dogged perseverance. Combined with Dads love of oral stories and history, often told with great flair to mask his own illiteracy, fostered a love of books in me despite my early problems.

By the time I reached secondary school I was able to burn through books, often making up words and names in my head to gloss over the words I couldn't pronounce. In lessons I always struggled with copying, often being called out for poor spelling by teachers. At this point I wasn't Dyslexic, instead I was lazy, needed to use a dictionary or was not reading the board.

The 90's education saw dyslexia as a bit of a joke...

...an excuse for middle-class families to explain away their children's poor grades. For the working-class neurodivergents in education, we had to find our own coping mechanisms. Looking back, I see that many of us would end up clustered together in friendship groups of a mash-up of misfits whose humour, music and subcultures were just a little out of place with most of the school.

I developed a bit of a gift of the gab, impressing the teachers I cared about (often History teachers) with brilliant verbal answers to make up for poorly structured paragraphs and mixed-up e's and a's. I managed to scrape into university.

My essays were always a mess. I would spend weeks in the library, reading and writing notes. When it came to structuring words into a paragraph it felt like I was dragging shards of glass from my brain. I would cry with anguish as the arguments in my head would never show on the written page. I would watch other people type, and see sentences full of sense flow from their fingers. It left me Baffled. Even now I can watch people type with amazement.

It all finally makes sense

After a particularly painful essay a lecturer took me aside and told me that if this was the regular quality of my work then I should go to student support. To me this was a great insult, the idea that my work was soo poor that I would need help, especially when I was working my hardest.

I decided to take up his advice when I heard that student support could arrange a free laptop. I figured if I could fool this lot into passing me a nice new laptop then I should go ahead and try this test. Within minutes of my assessment I realised I was actually deeply in need of support. The puzzles spun me around; the tests triggered my frustration. The only relief was when we moved to a verbal part of the assessment where I felt I could chat freely and prove I had brain. I received a diagnosis for Dyslexia. A lap was forthcoming

(which did help) but even more helpful was the amazing staff at Essex University student support.

I was able to learn new coping strategies to help with my studies. I discovered many of my foibles like as mispronouncing words were a linguistic reflection of my Dyslexia. I began to mull back over on my education and felt a degree of anger that I had not been offered support sooner. There was also a shame, compared to other neurodivergent people I believed myself to be an imposter, I could read and (kind of) write, where others seemed to grapple with lives more than I did.

It took a long time to accept my neurodivergence

Meeting fellow travellers with Autism an ADHD helped me take ownership and strength from my differences. I started a job supporting children with special needs. Non-verbal Autistic children who taught me how much love and joy can be gained from a world experienced in a different way.

The confidence I could give children struggling in school when I shared with them my Dyslexia stories. We'd joke about which letters we spell backwards, and they would often react with amazement when I explained that Dyslexia was about more than just spelling.

Many had been diagnosed but no one had really explained to them how they worked differently, their short-term memory, organisation. That the letters dancing around was just one of what made us different. These pupils gave me the courage to become a teacher. I celebrated my Dyslexia during my training seeing it for the first time as assets rather than a hinderance. I realised I could see bigger picture patterns which people focused on smaller details could often miss.

When I look back

I found some of my old problems from school stinging pretty sore when some of the older teachers mocked my spelling mistakes on the board or in reports. This helped me embrace my Dyslexia further. My current school allows a much greater space for Neurodivergence. Now when I start with a new class, I take 10 minutes to explain my Dyslexia. A new class will pick out my spelling mistakes on the board, within a week they ignore them, writing the words correctly in their books. If they cannot spell a word I've misspelled, then we ask the best speller in the class for help.

Once this did go too far, I misspelt King Cnut's name on the board in giant letters. The whole class ignored the hilarious spelling mistake for the whole lesson except for one boy who left the class in a giggling fit. I wish the pupils had called me out on that one. For Dyslexic awareness weekly, I was deeply proud to be asked by my school to share my story with the entire school across assemblies. I now get young people walking up to me and telling me how they too are Dyslexic with a degree of dignity and self-respect that actually makes me a little envious of them.

It makes me feel that Dyslexia has been accepted today as "genuine" by society. My neurodivergent imposter syndrome has faded, but I feel a worry as instead people with ADHD get the eye role that we were once were met with. Quips about overdiagnoses combined with a lack of understanding about ADHD persist. I hope this fades, and that for today's neurodivergent children with schools today capable and willing to support so much more that they get to grow up with fewer barriers.



Kate Griggs • Made By Dyslexia
Founder/CEO

"I always felt I was a visual person."

We LOVE this clip of singer, Anne-Marie, describing how she learned to love reading again.

Being dyslexic, she explains how she preferred to watch stories, rather than read them. But as she got older, she fell in love with books again. And ended up writing one of her own - that went on to become a Sunday Times bestseller!

It sounds as though Anne-Marie is a born Storyteller! In the 7 Dyslexic Thinking kids archetypes, Storytellers just love stories! Some love listening to them, while others love watching them on TV.

Listen here: <https://lnkd.in/e4Hsqd8i>



Made By Dyslexia

"My mom taught me that you're not born with stick-to-it-iveness: you have to develop the habit of persevering even when you don't want to and it would be easier to give up, giving up never happened for me."

We were thrilled to recently announce that renowned environmental activist Erin Brockovich is our new Global Ambassador. Erin is a proud supporter of our work and says that her Dyslexic Thinking skills helped her win the biggest environmental lawsuit in American history.

In the latest edition of Hello! Erin discusses why she is supporting our mission to empower Dyslexic Thinking in every home, every workplace and every school, raising resilient kids and seeing Julia Roberts play her onscreen.

Read the full article here: <http://hellomagazine.com/.../erin-brockovich-surprising.../>

Made By Dyslexia

💡 Dyslexics are dreamers. We use our Dyslexic Thinking skills to THINK BIG and see an idea come to life – clearly in our minds.

Even when others don't see the vision, or have the same belief, we persist - using our passion and determination to make it happen. 🤪

Because we don't see the world as it is, but how it could be. 🌍

⚽ That sort of visionary thinking led Dyslexic Thinker, Tom Vernon, a former talent scout for Manchester United (who reported directly to Alex Ferguson) to start a whole new kind of football academy. 100% scholarship, fully residential, that aimed to create world-class players and give them an Ivy-League education, from Ghana, Ivory Coast, Egypt, America, Mexico and Scandinavia.

Because everyone has a Right To Dream! 🚀



Tune in to hear how his Dyslexic Thinking helped him do things differently in football, and how he went on to create 100s of world-class players, who lit up the Premier League and played in the World Cup. ⚽

🎧 Listen to Tom's full episode on Apple, Spotify or Amazon: <https://apple.co/3P2uX6m>.

🎥 Or watch it here: bit.ly/3DuQbXQ

**Jo
Malone**

PERFUMER

“
My dyslexia means I've
learned how to see around
walls, climb ladders and
spot potential in something
that others don't.
”

#MadeByDyslexia

[Countryfile star Matt Baker reveals 'terror' in hidden dyslexia battle ahead of new show - The Mirror](#)

[Laura Carreno-Müller](#) 27 May 2025

Fronting a new show honouring Brits, Matt Baker has opened up about his journey with dyslexia and admitted the condition sometimes left him in challenging situations



📷 Matt Baker fronts an inspiring new show honouring the people behind the UK's landscapes (Image: Steven Landles / Channel 4)

While he's now at ease with his dyslexia, Matt Baker still remembers a more difficult time in his life, when his condition triggered dread more than empowerment.

[Matt Baker](#) is no stranger to an adventure. From vaulting over obstacles on [Blue Peter](#) to delving into topical discussions on [The One Show](#) and traversing landscapes in [Countryfile](#), he's become a staple of British television - equal parts charm, grit and gumboots.

Now, at 47, the presenter returns to our screens with [Matt Baker's British Isles](#) on [More4](#) - a four-part love letter to the UK's landscapes and, more importantly, the people who shape them.

When he's not on the road filming, Matt's life is slower-paced, grounded in the routines of the farm life he shares [with his wife Nicola](#) and [their two children, Luke and Molly](#).

The family now lives in Hertfordshire, but in 2021, they moved to the [Durham Dales](#) to help his mother, Janice, tend to the family farm during the pandemic.

It's a rhythm he's kept up - returning to embrace rural life in all its muddy, windswept glory. "There's nothing quite like taking the [dogs](#) out, seeing the sheep and doing some DIY," Matt says. "I love building things and getting messy."

And Matt doesn't mean the odd shelf or cupboard. From sheds to patios to entire barns - he's tackled it all. "Right now, I'm building a pathway and some [gardening](#) beds," he says, "I have loads of projects. Some are still resting. Growing up on a farm teaches you these things."

For Matt, there's another comfort in working with his hands. "I'm very practical [because I'm dyslexic](#)," he says, "Reading isn't really my thing. I prefer making things and painting."

His diagnosis has shaped not only how he learns, but also how he connects. "I don't know what it's like to not have dyslexia," he says. "When I was younger, I've never been more terrified than I was when asked to read aloud."

But he's learned to live with his condition wholeheartedly. Even now, working on TV can throw curveballs. "When somebody throws a name in front of you on live TV, you have to read it," he says, "But I just read what I think it says and hit it with confidence."

Matt's outlook is refreshingly grounded and inspiring. "I wouldn't change a thing," he says. "Being neurodivergent means you think differently. You keep telling yourself, 'I'm ready for this. And you can. Dyslexia has taught me you can achieve anything.'"

Full story (more about his programme) at [Countryfile star Matt Baker reveals 'terror' in hidden dyslexia battle ahead of new show - The Mirror](#)

[How Idris Elba is acting on the need for assistive tech for dyslexia](#)

By [Madeline Bennett](#) January 13, 2025

The actor used his own experience of dyslexia to co-develop a script-reading app, highlighting the need for more workplace support for neurodiversity



Idris Elba might be better known for playing brilliant yet unconventional detective Luther, DJ-ing sets from Glastonbury to Ibiza superclubs, and constantly touted as 'the first Black James Bond'. Now, he can add tech entrepreneur to that long list of credits with the launch of a smartphone app.

Working in the film and TV industry might be a dream job for many, but for people with dyslexia, getting their big break comes with an additional challenge. The ability to read scripts and learn lines is a core skill for any aspiring actor or director, but it's one where dyslexics require extra support.

Elba acknowledges that reading scripts is tough for him. Too often, he has had the painful experience of sitting in a traffic jam, listening to scripts with Voice Over, hearing the watermarks, page numbers and headers being read on every page, all in the same voice. He notes: *I was desperate for an app that could read me scripts in a simple easy way, dumping all the stuff I didn't need to hear and getting me into the story.*

It's a similar story for Stefan Schwartz - a fellow dyslexic who Elba worked with on *Luther* - as a freelance director he often has a pile of scripts. He's often dreamed of an app that would read them to him automatically, making use of his time commuting or sat on a plane.

So Schwartz and Elba teamed up with AI engineer Manon Dave to create Talking Scripts, an app that lets people read and rehearse scripts in a hands-free, accessible way.

How does it work?

Users can import any PDF script into the app, which then automatically analyses it to ascertain all the character names. The app will then identify the four main characters based on dialogue volume and assign them unique voices from its built-in database.

Talking Scripts will then read the script aloud, disposing of unnecessary elements like headers and watermarks, and letting users adjust the pace, pitch and character assignments. Creatives on shows including *The Walking Dead* and *The Boys* have already made use of the app, which is currently available on iOS.

Dave says the goal was to develop a streamlined, user-friendly tool that makes script reading a simple and accessible experience, leaving dyslexic creatives to focus on their craft.

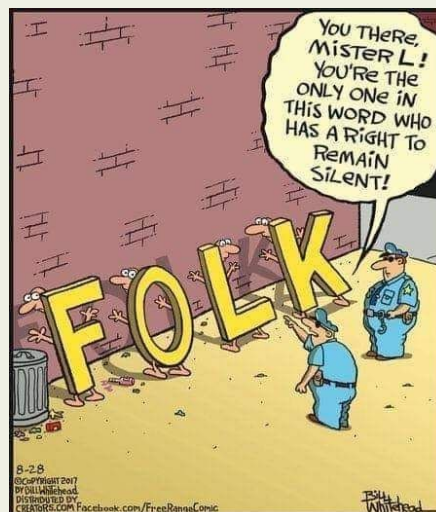
Apps like this could also go some way to helping creative industries address issues around diversity and inclusion. According to the Writers Guild of America West [Screen Inclusion Report](#), just 0.5% of screenwriters identify as disabled; this compares to 26% of the US population in general. Dave notes: *Talking Scripts is designed to ensure that those individuals that can often be overlooked by the industry receive the support and consideration they deserve.*

Read on about more apps at [How Idris Elba is acting on the need for assistive tech for dyslexia](#)

And finally . . .



When a child at school is anxious about going home, concerns would be raised. But when a child is anxious about going to school, we as parents are expected to encourage them to go no matter what. Think about that for a second.



Caroline Fowke

Caroline Fowke
Volunteer Administrator & Helpline
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