

## Using Reading Games to Support Children with Dyslexia

Here are some tips and strategies to support your child's learning as well as their interaction with the app.

### TEACHING PRINCIPLES

**Approaches to support children struggling with literacy:**

**Little and Often:** short, frequent sessions are best. Aim for 15 minutes, 3 times a week.

**Multi-sensory:** apps are great for capturing many senses (vision, hearing, touch) and making learning fun.

**Avoid learning confusion:** focus on one thing at a time and introduce new content gradually.

**Scaffold learning:** step-in and demonstrate what is required if your child finds the task too difficult. Break down the task to increase engagement.

**Encourage meta-cognitive talk:** ask your child to verbalise how they completed the task. This will raise their awareness of the strategies that they can use and may help them to problem-solve if they encounter a difficult scenario in future gameplay.

### WHERE TO LOOK FOR SUITABLE APPS

- Navigo is available on Android: <https://www.iread-services.eu/onlinePilot/en/main>
- Spectronics website: 'Apps for Literacy Support'. <https://www.spectronics.com.au/apps-for-literacy-support>
- The British Dyslexia Association has compiled a list of Apps to support children with dyslexia: [bdatech.org/what-technology/small-portable-devices/apps/](https://bdatech.org/what-technology/small-portable-devices/apps/)
- CALL Scotland 'Wheel of Apps'. Categorized according to difficulties faced by people with dyslexia. <https://bit.ly/3fUCDEm>
- Educational App Store: <https://www.educationalappstore.com/>

### TIPS TO GET THE BEST OUT OF APP USE

1. **Observe your child:** – do they need help with navigating through the game? Did they miss the instructions? Do they understand all of the terminology, or can you help?
2. **Link game play to school work where possible:** make connections (e.g., can you also use that phonic pattern in reading and spelling), use the games as reinforcement of a concept.

### Useful links and further reading

- 'What works for children and young people with literacy difficulties' – Greg Brooks: <http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>
- 'Hungry Little Minds' FEED test for choosing an app: <https://hungrylittleminds.campaign.gov.uk/#information>
- How do you know if a reading app is any good? (TES article): <https://www.tes.com/news/how-do-you-know-if-reading-app-any-good>

[iread-project.eu](http://iread-project.eu) | [@iRead\\_Project](https://twitter.com/iRead_Project) | [iread@ucl.ac.uk](mailto:iread@ucl.ac.uk)



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A glossary of common reading-related vocabulary that children are introduced to.

**Grapheme** A letter or number of letters that represent a sound (phoneme) in a word. It is the letter or letters that spell a sound in a word e.g. th r ough . The sound /oo/ is represented by 'ough'.

**Phoneme** Smallest unit of speech distinguishing one word (or word element) from another e.g. 'p' in 'tap' differentiates it from 'tab', 'tan' etc.

**GPC** (Grapheme-phoneme correspondence) the relationships between the sounds (or phonemes) and letters (or graphemes). Knowledge of GPC means knowing the sound /t/ is represented by the letter 't'. It also requires knowledge that the sound /s/ can be represented by more than one letter 's' as in soft or c as in city.

**High Frequency or Sight Words** Commonly used words that young children are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print without having to use any strategies to decode.

**Phonology** Study of sound patterns that occur within languages. An inventory of sounds and their features, the roles which specify how sounds interact with each other.

**Blending** Involves looking at a written word, then at each grapheme and using GPC knowledge to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. The basis of reading.

**Segmenting** This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. The basis of spelling.

**Root or Stem** A basic word that does not have a prefix or suffix added.

**Prefix** A word part that can be added to the start of a root/stem word to change its meaning e.g. 'un'.

**Suffix** A word part that can be added to the end of a root/stem word to change its meaning e.g. 'ing'.

**Digraph** A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** A grapheme containing three letters that makes just one sound (phoneme).

### Useful links and further reading

- National Curriculum Glossary for English:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)
- iRead Project open access research papers: <https://iread-project.eu/iread-publications/>

[iread-project.eu](http://iread-project.eu) | @iRead\_Project | [iread@ucl.ac.uk](mailto:iread@ucl.ac.uk)



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