



Common Signs of Dyslexia in Preschool

The following difficulties may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. To verify that an individual is dyslexic, he/she should be tested by a qualified testing examiner.

- May talk later than most children
- May have difficulty pronouncing words
i.e., *busgetti* for *spaghetti*, *mawn lower* for *lawn mower*
- May be slow to add new vocabulary words
- May be unable to recall the right word
- May have difficulty with rhyming
- May have trouble learning the alphabet, numbers, days of the week, colors, shapes, how to spell and write his or her name
- May have trouble interacting with peers
- May be unable to follow multi-step directions or routines
- Fine motor skills may develop more slowly than in other children
- May have difficulty telling and/or retelling a story in the correct sequence
- Often has difficulty separating sounds in words and blending sounds to make words
- Stuttering
- Constant confusion of left versus right
- Late establishing a dominant hand
- A close relative with dyslexia
- Difficulty learning to tie shoes

Suggestions for Parents

Ways to Build Print Knowledge

- Have children's books and magazines easily available for your child to enjoy on his or her own. Set up a special place for your child to enjoy looking at books independently.
- Talk about how books work. When reading aloud, let the child open the book and turn the pages. Ask your child to follow along with his finger as you read the words on each page and identify any words he may know.
- Point out letters and words that you run across in daily life. Show how reading helps you get things done every day, such as cooking, shopping and going to school. Read aloud recipes and labels as you cook. Read your to-do list aloud as you write it.
- Provide activities to promote alphabet knowledge. For example, pick a "letter of the day" and write it in jello or whipped cream. Put magnetic letters on the refrigerator and practice naming them, identifying the sound each letter makes and arranging the letters in alphabetical order.

Encourage Phonological Awareness

- Sing songs that include rhyme and repetition of certain sounds. Emphasize the sounds as you sing. These activities help children hear the sounds of speech.
- Play games to help your child hear the sounds of speech. Through clapping and tapping, children can increasingly understand that longer sound units are divided into parts (sentences into words, words into syllables and words into sounds).
- Read and reread stories and poems that have predictable sound patterns. When children hear the same text several times, they begin to notice the sound patterns.

- Encourage verbal play. Children love jokes, riddles and silly verses. Encourage them to add their own verses and variations.

Build Oral Language Skills

- Read stories to your child every day. Ask them to show you pictures of certain objects or identify pictures by attributes or classification (i.e., which one is furry, which one is a vegetable). Ask your child to name certain pictures on each page and use oral language to describe it to you. Encourage your child to talk about the story. At appropriate times, ask your child to predict what might happen next.
- Play listening games such as “Simon Says.” Gradually increase the length of oral directions to include 2 and 3 parts.
- Correct grammatical errors and model appropriate grammar usage. For example, if your child says “I runned down the street,” say the sentence correctly and have him repeat it.
- Encourage your child to add descriptive words when they speak. For example, if your child says, “I want my shirt,” model a longer sentence such as “I want my blue long-sleeve shirt.” Ask him to repeat your sentence. Be sure to verbally reward your child as he uses more sophisticated language when speaking.

**For more information, contact Judy Sweatman at 256-799-6192 or
jsweatman@randolphschool.net.**