

Dyslexia — Parent Support Guide

Educational information only; not medical advice. Check local policies, talk to a qualified clinician, and follow NICE/NHS guidance.

DYSLEXIA — PARENT SUPPORT GUIDE

- What to look for: persistent difficulties with phonics, slow or inaccurate reading, poor spelling and weak phonological awareness. Ask school SENCO about assessment and support.
- What helps at home: short daily practice (10–15 min). Prioritise (1) phonemic awareness games, (2) systematic phonics review, (3) decodable texts, (4) paired oral reading and (5) morphology (prefixes/suffixes). Celebrate effort; track confidence and stamina.
- School partnership: request clear targets; ask for dyslexia-friendly formatting and extra processing time.
- Tools: text-to-speech, audiobooks, tinted overlays, chunking and keyword outlines for writing.

References & Sources

NICE CG170 (under 19s): [nice.org.uk/guidance/cg170](https://www.nice.org.uk/guidance/cg170); NICE CG142 (adults): [nice.org.uk/guidance/cg142](https://www.nice.org.uk/guidance/cg142); NICE NG87 (ADHD): [nice.org.uk/guidance/ng87](https://www.nice.org.uk/guidance/ng87); NHS: [nhs.uk/conditions/autism](https://www.nhs.uk/conditions/autism), [nhs.uk/conditions/dyslexia](https://www.nhs.uk/conditions/dyslexia); National Autistic Society: [autism.org.uk/advice-and-guidance](https://www.autism.org.uk/advice-and-guidance); Gov.UK Access to Work: [gov.uk/access-to-work](https://www.gov.uk/access-to-work); Gov.UK Reasonable adjustments: [gov.uk/reasonable-adjustments-for-disabled-workers](https://www.gov.uk/reasonable-adjustments-for-disabled-workers); NHS England AAC: [england.nhs.uk/wp-content/uploads/2013/12/aac-easy-read.pdf](https://www.england.nhs.uk/wp-content/uploads/2013/12/aac-easy-read.pdf); BDA Dyslexia: [bdadyslexia.org.uk](https://www.bdadyslexia.org.uk)