St David's College, North Wales, is a co-educational boarding and day school for ages 9 to 19, nestled between the magnificence of Snowdonia and the grandeur of the Irish Sea.

St David's College has over 40 years' experience providing specialist support for Dyslexia and additional learning needs. The Cadogan Centre, a specialist on-site department for learning support, is home to around 16 fully qualified one to one teaching staff.

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- Small class sizes, 8.5 pupils average with 5 pupil average in 6th Form.
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Accessible formats of B.D.A. Contact are available on [www.bdatech.org](http://www.bdatech.org) in the B.D.A. members page. Password is bda1972.


B.D.A. Helpline Number: 0845-251-9002. 
Helpline e-mail: [helpline@bdadyslexia.org.uk](mailto:helpline@bdadyslexia.org.uk)


Editor: Dominic Llewellyn Jones.

Front cover: Pictures taken from our Art and Awards evening at Guy's Hospital.

You can use a free downloadable App QR Code Reader on your smart phone to access the page.

The audio files are available on disk from B.D.A. office 0845-251-9003.

Views expressed by the author of any article in *Dyslexia Contact* are their own and do not necessarily represent those of the British Dyslexia Association (B.D.A.).

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Copy deadline for the May 2014 issue of *Dyslexia Contact* is 4th April 2014.

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B.D.A. website — [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
Welcome to 2014.

It gives me great pleasure to be able to write this introduction to what promises to be a fantastic year full of great events and activities on the back of a great end to 2013 and another successful Dyslexia Awareness Week.

Dyslexia Awareness Week 2013 was one of the best attended weeks we have had in recent years. Thank you must go out to all the people involved in schools, colleges, workplaces and local associations, putting on events and raising awareness. The level of engagement and interest has been unprecedented with thousands of you taking to social media to get involved.

There were some fantastic events during the week, including a showcase of dyslexic art at Guy's and St Thomas' Hospital, the premiere of the Big Picture film, directed by James Redford, focussing on the difficulties his son had at school before a diagnosis of dyslexia changed his life and he got the support and help he needed to reach his full potential.

I was delighted to be able to attend the premiere and be part of a panel after the film to answer questions from the audience. I sat alongside former Eastenders actress Kara Tointon and the director, James Redford, son of Robert Redford. It was heart-warming to see so many there to support the dyslexic cause and wanting to learn more.

The event at Guy’s Hospital was a wonderful evening and we were delighted to have so many of the competition entrants there with us alongside the award winners. More details and pictures can be found from page 12.

We are extremely excited about our forthcoming International Conference. Taking place between 27th and 29th March, this 3 day event will bring together some of best speakers on dyslexia from around the world together and is a wonderful opportunity for people to be able to learn and develop greater understanding.

We are delighted to have such preeminent keynote speakers as Professor Usha Goswami from Cambridge University and Professor Linda Siegel from University of British Columbia in Canada joining us alongside distinguished guest Sir Jim Rose, author of the Rose Review.

The conference is aimed at both academics and practitioners and for those interested in changing and enhancing their practice we have practitioner trails that highlight sessions that will be of particular interest. All this and much more information can be found on the international conference and a further prelude to the event can be found on page 11.

We are greatly looking forward to our conference in June looking at the SEN reforms and the impact this is going to have on schools across the country. This will be the perfect opportunity for teachers, teaching assistants and SENCOs to learn more about the changes and how best to use them to help children with specific learning difficulties.

Here is to an exciting 2014!

Dr Kate Saunders,
Chief Executive.
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For dyslexic boys and girls aged 3 to 16 years.
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A specialist CReSTeD DSP dyslexia school.
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info@workingwithdyslexia.com

We are a team of experts specialising in the assessment of dyslexia, dyspraxia & specific learning difficulties.

Contact us for assessments and support at senior school through to college, university & the workplace.

Our professional CPD training days are SASC approved and receive consistent ‘excellent’ feedback. They run regularly throughout the year in small supportive group settings.

We are now taking bookings for the 2014 full day courses in London and Manchester

ADHD Training & the New SASC Guidelines // Dyspraxia // Writing Reports to APC Standards // Diagnostic Assessment & Overlapping Conditions // Dyslexia and the Workplace,

and a range of half day Workshops.

Psychometric Testing & Statistics.
Dyspraxia: Assessment & Support for 16+.
Writing Diagnostic Conclusions & Making Recommendations.

Contact the office for full course details, booking forms and all enquiries, or see Training Professionals on our website: www.workingwithdyslexia.com

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aDShe
Do you work with students in H.E. and feel you’re on your own?
Join aDSHe where you’ll find a supportive professional network, a chance to air your concerns and opportunities for CPD, including accredited training.
If you are working with students in Higher Education please get in touch with us – through our website: www.adshe.org.uk, or by e-mailing adsheuk@gmail.com

aDSHe was set up to share knowledge and to inform good practice in working with students with dyslexia, and other SpLDs, in Higher Education. aDSHe has since expanded its influence significantly and now has an active role in addressing relevant issues at a national level.

aDSHe aims to:
- Work towards establishing parity of provision so students will be assured of appropriate support throughout the HE sector.
- Establish commonly accepted codes of good practice.
- Allow members to share experiences and overcome feelings of isolation.
- Provide CPD for members.

With a membership of over 600 individuals and over 70 HEIs, aDSHe offers members opportunities for CPD and networking. Join us at one of our National events, or join your nearest Regional Group: contact us at adsheuk@gmail.com for details.

CPD Dates for your diary in 2014:
Professorial Development Day, February 1st 2014, York St John University: a repeat of the successful event held in London in September 2013

Annual Conference, June 20th, Aston University Conference Centre, Birmingham, on the theme of Quality Professional Development Day, September, TBA.
NEWS ROUNDUP.

Apprenticeship update.
The British Dyslexia Association has been working alongside Lord Addington to campaign for better support for dyslexics as they go through apprenticeships. In order to get on to an apprenticeship programme, students must have a minimum level in English and maths and if not, they must sit functional skills tests. Previously this has not had the support and measures that other exams have received for children with dyslexia. We are pleased to say that following lobbying by ourselves and Lord Addington, we are pleased that the Government and Ofqual are working towards ensuring that all apprenticeship providers give the required support to all dyslexic students, in regards to reasonable adjustments and also to look at how better to incorporate assistive technology in future exams.

Joyce Gordon.
We were very sad to hear of the recent passing of Joyce Gordon. Joyce dedicated her life to education, was a former Head Teacher and established the Mid-Surrey Dyslexia Association in April 1987. Joyce also served for several years on the Management Board in the early 1990s. We are eternally grateful for all the hard work and dedication she has given to the B.D.A. over the years and our thoughts are with her family.

Red Zebra working hard in Hove.
Sheila Brooks, founder of Red Zebra, has recently run a campaign at Barclays Bank, Hove. B.D.A. posters and leaflets helped spread the message of the impact of dyslexia, and what can be done to help. Sheila was in attendance through the week, running drop-in sessions and talking to members of the public of all ages.

Sheila says "I am very grateful for the support from Barclays Bank, who allowed me to use their space in a popular shopping area. I have met some fantastic people during the week, many with stories to tell of difficulties that they faced at school when they were younger. I also heard some wonderful success stories from people that got support and battled against the odds to get to university, to get a good job or start their own business. I am passionate about improving the life chances for young learners with dyslexia, hence creating the Red Zebra Group to support those who are 'different from the herd'."

Keep up with B.D.A. online.
The British Dyslexia Association has many online portals that you can get involved with.

- [www.facebook.com/bdadyslexia](http://www.facebook.com/bdadyslexia)
- [www.twitter.com/bdadyslexia](http://www.twitter.com/bdadyslexia)
- [plus.google.com/+bdadyslexiaorguk/](http://plus.google.com/+bdadyslexiaorguk/)
- [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

By Rosie Wood and John Levell.

Edited by Arran Smith and Laura Merceron.

The British Dyslexia Association is first and foremost a membership organisation representing the interests of dyslexic people. Our membership includes Individual and Professional members, Local Dyslexia Associations and ‘Organisational Members’ (O.M.s) all of whom contribute in different ways to the whole. In recent years the range of ‘O.M.s’ has widened with the growing recognition and involvement of businesses, industry and service organisations as well as educational establishments, such as schools, colleges and dyslexia centres.

Gradually B.D.A. Organisational Membership has attracted organisations from the developing commercial field and we have been joined by the providers of resources and assistive technology. More recently still, enlightened businesses and organisations who realise that understanding and support for their dyslexic employees or members adds to their value and worth have begun to join as OMs.

It has been a source of much satisfaction to welcome these diverse organisations of varying sizes and different needs and we feel it is therefore time to reconsider the structure of Organisational Membership to reflect these changes.

From January 2014, O.M.s renewing their membership and those applying to join for the first time will be offered a choice of 4 different Membership Levels – so they can select the one that best fits their scale, resources and needs. Details are set out below.

Secondly, we will be introducing 6 Categories of member that describe what the organisation does. That will help us better target the support that B.D.A. offers to the O.M. and how the O.M. can reciprocate by adding their wealth of experience to B.D.A. We anticipate a ‘Win-Win’ situation for dyslexics in society and for society due to maximising dyslexic talents and skills.

The categories of Organisational Members are:

- **Employers** – Non Government employers who do not fall in to one of the other categories and whose primary relationship with B.D.A. is as an employer.
- **Government and Armed Forces** – All government and public sector bodies not covered by the Education Category.
- **Education** – for Primary, Secondary, Further and Higher Education.
- **SpLD Professional Organisations** – providing assessment, training and support.
- **Assistive Technology and Resources** – providing dyslexic people and their professional supporters with resources for learning support and processing information.
- **Membership Organisations** – such as professional bodies and unions who represent individuals.

The Levels of Organisational Members are linked to a scaled membership fee which will have a proportionate level of benefits; organisations will be welcome to ‘scale up’ as they grow and require a higher level of services from B.D.A. to benefit their staff and population.
Why have levels of membership? Because each level of membership reflects a different size of organisation, working on a different financial budget and possibly at a different stage of maturity or need for B.D.A. services and support.

**The new levels are:**

**Bronze Organisational Member:**
This is the standard membership offering the basic package of membership benefits for the lowest cost. This type of membership is likely to be appropriate for small organisations or those with emerging knowledge of the relevance of dyslexia within their workplace.

**Silver Organisational Member:**
Silver membership is the natural "upgrade" as organisations become larger and/or have growing awareness of dyslexia and its impact on their staff and population. The additional benefits at this level will make this attractive from a practical standpoint as they provide added value to the organisation.

**Gold Organisational Member:**
Gold membership is regarded as the most likely destination for mid-sized organisations which do not have the scale or resources to take advantage of the benefits offered to Platinum Members but wish to provide a service to maximise the support they give to dyslexic employees or staff and the benefit they derive from their employment.

**Platinum Organisational Member:**
Platinum membership is intended for large organisations which have the resources to fund this level and are sufficiently large to benefit from the additional services it provides.

---

**Addendum**

**Arran Smith**

On behalf of the British Dyslexia Association I would like to thank John Levell and Rosie Wood for their wholehearted support regarding the strategy planning of the new Organisational Membership structure. During the last six months their determination has resulted in important structural changes in Organisational Membership and they have created a unique and supportive way for organisations to become or remain involved with the work of the British Dyslexia Association.

---

**Dyslexia in the Workplace**

In this book on dyslexia in the workplace, Margaret Malpas and her collaborators have successfully condensed the large amount of information now circulating on this subject into a succinct yet comprehensive book. It is written in a clear non-jargony style and is therefore an accessible read for both employers and dyslexic workers.

The book covers the nature of dyslexic difficulties, and also describes associated difficulties, such as dyspraxia, ADHD, dyscalculia, Asperger's syndrome, visual stress. It explains the various types of assessment that can be done – screening, diagnostic, workplace needs – and gives a detailed account of the help and support that can be provided to a dyslexic employee in the form of training, technology, and reasonable adjustments and also covers legal issues.

This book forms part of a series of 10 books on all aspects of dyslexia and co-occurring difficulties including dyscalculia and ADHD.

All 10 books are available online from our shop, [www.bdastore.org.uk](http://www.bdastore.org.uk).
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**Core benefits:**

- Representation on the B.D.A. Management Board.
- An invitation to the B.D.A.’s AGM.
- Key membership consultation right e.g. to table a resolution.
- Voting rights at AGM council meetings.

* Discount of 10% on only one open training course, limited to 2 members of your O.M., not available on accredited courses.

** Maximum two hours presentation (expenses not included, payable by O.M.),

To find out more details about the organisational membership restructure please go to the membership sections B.D.A. website or contact Arran Smith on membership@BDAdyslexia.org.uk.
A day in the life of the Dyslexia Teaching Centre

by Joanna Petty, Director.

The Dyslexia Teaching Centre is a busy teaching and assessment centre in Kensington. We provide highly specialised support for both children and adults. Our multi-disciplinary team includes

- Specialist teachers and assessors;
- Physiotherapists and occupational therapists;
- Educational psychologists;
- Maths specialists;
- Speech and Language therapists.

This team of on-site experts allows us to provide a multi-disciplinary approach for each student and to design a teaching programme, specifically tailored to the individual.

Our caseload is very varied. The majority of the children we see attend mainstream school and come in to us for specialist tuition two to four times a week, depending on the level of need. Close liaison with the school is organised and maintained.

The Centre is also known for managing children with a complex range of needs. We support a few children who, for a variety of reasons, do not attend school at all – not even a specialist school. For these children the aim is to improve their skills and confidence to enable them to return to full time education.

We aim to provide support for our students at every level: literacy and numeracy skills, revision skills and exam techniques; from senior school entrance to university and onwards to post-graduate studies and into the workplace. In addition to one-on-one tuition, the Centre runs touch-typing classes and intensive handwriting classes. On Saturday mornings, six children attend a reading club. Tuition continues through school holidays and half-term breaks and the intensive handwriting and touch typing classes are particularly popular.

Earlier this year, we launched The London Dyslexia Initiative to enable us to expand our work into local state primary schools helping disadvantaged children struggling with dyslexia. One of our tutors writes, "A typical morning on our outreach programme sees three tutors converging on the SenCo's room at a local primary school and hauling our resources off to their stylish new library. Having set up in three corners of the room, we then disperse to collect our first pupils just as the corridors swarm with backpacks and cries of, "Where's my homework?" Calm restored, we each work with our respective child for an hour in a number of ways. The children build words with letters, review key words using game cards, read comprehension texts to us and write dictated sentences. How many times have I dictated, "The snail gets wet in the rain?" But despite the essential repetition for both the pupil and ourselves, every lesson is different. Perhaps the child is inspired by a recent school trip or a victory in a school football match the day before. Or maybe this is a tricky day. No breakfast? A late night? Or is it just despondency at having to work that much harder than peers at learning to read? Maybe it's time for a game and a dose of Dr Seuss!"

The Centre had an interesting beginning. It was founded in 1978 by Sister Mary John, a redoubtable nun belonging to the Religious of the Assumption Order who had moved to Kensington Square in 1859. Her dedication and drive led to the Centre becoming a registered charity in 1985 with a Board of Trustees and a bursary fund. In March 2009, the convent sold a large part of the site to The Society of Jesus (Jesuits) with Heythrop College, University of London, managing the campus and the Centre is lucky enough to be able to continue its important work in this peaceful haven in the heart of London.
This is an exciting and busy time in the B.D.A.'s diary... The B.D.A. conference team and our International Conference Academic team; led by I.C.:2014 Conference Chair, Dr Julia Carroll are preparing for our 9th International Conference 'Creating impact through innovation'.

G Live Guildford will be hosting the conference.

The International Conference takes place every three years and showcases the most up to date thinking in dyslexia and its related issues. The call for papers has been sent out and our academics have worked hard reviewing all submissions. This year we were overwhelmed with excellent submissions, which means we have the opportunity to present the best of the best! We are confident you will enjoy the exciting mix of academic research and practical advice our sessions will provide. To the B.D.A.’s credit, our team remain committed to the International Conference, despite challenging global economic factors. We see this conference as a unique opportunity to welcome those from across the world; who like us remain passionate about inclusion and accessibility.

Our mission to share and spread knowledge and understanding about dyslexia continues and our International conference is a beacon of that commitment. We hope this inspirational conference will therefore enhance your existing knowledge and further develop your understanding of dyslexia and co-occurring issues. I.C.:2014 presents sessions on for example, dyslexia and multilingualism, an ongoing issue which we feel is of great importance. We are also excited to offer sessions –exploring assistive technology, dyscalculia, music, and much, much more! In order to explore what’s on offer during the conference please visit our I.C. website pages: bdainternationalconference.org.

Here’s to a fantastic conference!

Dr Julia Carroll,
International Conference Chair.

The conference's title “Creating Impact through Innovation” reflects the conference's long standing commitment to showing how cutting edge research can create an impact in classroom and clinic practice. Our nine internationally renowned keynote speakers describe examples of this, giving examples from their own research and its impact on identification, assessment and support for children with reading difficulties. In addition we have 24 practitioner workshops, 12 symposia and almost 200 individual papers and posters describing relevant research, together with lots of opportunities for networking and meeting like-minded colleagues.
Dyslexia Awareness Week 2013.

We have had our best Dyslexia Awareness Week yet! Awareness activities were put on by thousands of people and our events were a resounding success. We have really enjoyed receiving all the pictures of events and hearing all about your strengths and coping strategies so a very big thank you from us! If you put on an event please do let us know.

Below is a little round up of the week and what we did:

Resources.

This year’s resources were very successful with over 2000 people downloading our packs, posters and presentations to raise awareness in their schools, colleges, universities and workplaces. If you haven’t downloaded them already they are still available and mainly suitable to use all year round bdadyslexia.org.uk/get-involved-and-fundraising/dyslexia-awareness-week.html

Annual Awards and Competitions.

Our Annual Awards and Competition event was a delight. We had a really wonderful evening. It was fantastic to get to meet our competition entrants and award winners. Ben Glover-Adams our winner of the art prize in the secondary category said;

“I was very excited as I arrived at Guy’s Hospital where my piece of art work was framed and on display. I have never felt so happy. I enjoyed looking at the other entries and was called up in front of everyone to receive my certificate from Lord Addington. I had my photograph taken with him and felt ever so proud.”

Ben’s art work and that of our other winners is still being exhibited alongside the work of professional artists with dyslexia in Atrium 3 of Guy’s Hospital and will be there until the 14th November so please do go and view it.

Artwork Auction.

We launched our online auction of art at the evening to fundraise for our National Helpline. It gives vital support to more than 20,000 people a year. To continue providing this essential service we rely on generous donations from people like you. If you did not bid on the night but would like to there is still time to. The more that we raise the more calls we can answer so please feel free share information about the auction with your friends and family.

To bid just visit: myworld.ebay.co.uk/british.dyslexia.association.

The postcards on display at Guy’s Hospital during Dyslexia Awareness Week 2013.
The Big Picture Premiere.

James Redford, son of Robert, has made a film about his son Dylan and his struggles with dyslexia. The film is The Big Picture and it received its UK premiere on Thursday 17th October at the Prince of Wales cinema in Leicester Square, London.

Our CEO Dr Kate Saunders was invited to attend and take part in a question and answer session after the film, alongside James Redford and former EastEnders actress Kara Tointon.

The screening was sold out, which meant that there were many who weren't able to see this. For those that would be interested in screening the film, they should contact Dartmouth Films about arranging it.

www.dartmouthfilms.com/big-picture-rethinking-dyslexia

My Special Day.

Hello, my name is Ben Glover-Adams. I am 13 years old and this is my story of winning the British Dyslexia Association's art competition. First of all I'd like to tell you about me. I have both dyslexia and autism. I am lucky to go to Applemore College near Southampton which has a dyslexia support base which means that I get some extra help, mainly with English but also my teacher Mrs Williams helps me in all aspects of school life. It was her suggestion that I enter the competition. I chose to base it on my relationship with my dog Woody. I enjoyed making my piece of art work and could not believe it when I won. - I never win anything!

On Tuesday the 15th of October I travelled to London with my Mum, Dad and sister. I was very excited as I arrived at Guys hospital where my piece of art work was framed and on display.

I have never felt so happy. I enjoyed looking at the other entries and was called up in front of everyone to receive my certificate from Lord Addington. I had my photograph taken with him and felt ever so proud. Everyone at school has been congratulating me and Mrs Williams is especially happy with me.

By Ben Glover-Adam.

Dyslexia Friendly Schools Good Practice Guide

This is a celebration and collection of good practice from Local Education Authorities, regional children's services and schools across the UK. The result is a hugely valuable resource of tried and tested practical teaching tips and methods, within a whole school approach.

Along with contributions from eminent specialists, this book will enable specialist teachers, classroom teachers and teaching assistants to see the best strategies and ideas for working with dyslexic children. It will also enable policy makers, advisors and senior leadership teams in schools to adopt and embed Dyslexia Friendly good practice. The guide is available now and can be purchased through our shop, www.bdastore.org.uk.
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Annual Awards 2013.

Dyslexia Awareness Week 2013.

Awards and Competition Winners.

**Awards.**

- **B.D.A. volunteer award:**
  Frances Curwen.

- **Lifetime contribution:**
  - **Academic award.**
    Bob Burden.

- **Lifetime Outstanding Contribution to the Field of Dyslexia:**
  Annabel Walker

- **Outstanding Achievement Award – Adult Category:**
  Pauline Draper,
  David Brady,
  Ben Hopper,
  Joe Beech,
  Claire,
  Andrew Forrest,
  Jane Yates.

- **School:**
  Sheldon School.

- **Student commendation for services to dyslexic individuals: School 2013:**
  I love Dyslexia.

- **Teacher:**
  Gill Wheeldon,
  Marion Andrews.

- **Teaching Assistant:**
  Mrs Acanfora.

- **Outstanding Achievement Award for a Secondary pupil:**
  Lois Tucker.

**Art.**

- **Primary:**
  Aurora Bucca,
  Stephen Josef Brown,
  Dylan Hutton,
  Ella Brown,
  Albert Castle
  Abby Little,
  Ellie Malcom,
  Oliver Perrott,
  Lilia Brookes,
  Alessandra Motta,
  Emily de Kretser.

- **Secondary:**
  Toby Pearson,
  George Henry Farmer,
  Ben Glover Adams,
  Christina Vassiliades,
  Finley Twigg,
  Michael Callen,
  Jake Weller.
  Lucy Valentine,
  Callum Home.

- **Adult:**
  Carl Edwards,
  Graham Todd,
  Eleanor MacFarlane.

**Writing.**

- **Primary:**
  Nell Lavington-Owen,
  Adia Lang Maddox,
  Aurora Bucca,
  Emmie McGeown,
  Jack Doran,
  Stephen Josef Brown,
  Ella Brown,
  Abby Dowsett.

- **Secondary:**
  Morgan Creer,
  Lucy Valentine,
  Georgia Caboche,
  Cameron Taylor,
  Stephen Savory,
  Paizley Miller Wilson.

- **Adult:**
  Elizabeth Cox,
  Robert Savory,
  Carol Lee,
  Yavor Konov,
  Louise Wilding,
  Emily Phipps,
  Reena Jaisiah,
  Stewart Smith,
  Rory Legge,
  Amy Rose Townsend.
Dyslexia Friendly Quality Mark awarded to first UK University.

Birmingham City University’s Faculty of Health has become the first Faculty of a UK University to be awarded the highly prestigious Dyslexia Friendly Quality Mark by the British Dyslexia Association (B.D.A.).

The B.D.A. Dyslexia Friendly Quality Mark is an external sign of approval that is widely recognised not only in the UK but also internationally. This award is issued only to those organisations that have met its rigorous quality standards and demonstrates public recognition that they provide high quality practice for dyslexic students.

The University’s Faculty of Health – located in Edgbaston – is one of the UK’s largest health faculties with more than 7,000 students enrolled on healthcare courses, from nursing and midwifery, to speech and language therapy and paramedic science.

The B.D.A. commended the Faculty on its learning and teaching resources, as well as its supporting culture and environment.

Student Nurse Amy Richardson said: “The support I have received for my dyslexia has changed things for me so much. The support advice and guidance from the Disability Tutor has been invaluable. I am lucky to be studying at such a supportive University, and I’m glad I made the right choice with BCU.”

Faculty of Health Disability Tutor, Nick Gee, who led the project said: “I am delighted that we have been recognised for the support and resources we provide for all our students, including dyslexic students. I would like to thank everybody who was involved with the steering group, and took part in the stake-holder consultations.”

“Traditionally the Dyslexia Friendly Quality Mark has been the bastion of schools and we are really pleased to see more and more H.E. and F.E. organisations taking it up, thereby giving dyslexic individuals the support they need through the course of their education,” says Joanne Gregory, Quality Mark Development Manager at the B.D.A. “Birmingham City University’s Faculty of Health demonstrated huge commitment to this initiative and their understanding and awareness of the needs of their dyslexic student base shone through in their determination to meet those needs,” adds Joanne.

The University is so delighted with its achievement that it recently invited the Lord Mayor of Birmingham to unveil a commemorative plaque which now stands proudly in the Seacole Building on the Edgbaston campus.

For further information on the B.D.A.’s Quality Mark initiative please visit www.bdadysexia.org.uk

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Did you know that the British Dyslexia Association delivers webinars?

Whether you are a teacher, a parent or a student, we provide a wide range of webinars that will be helpful and interesting to you.

We have a full calendar of webinars for the rest of 2014 so be sure to check out the website at the address below to get more information.

Previous Webinars include:

**Tips for Teaching Assistants.**

Focussing on practical tips for teaching assistants to use in the classroom, this webinar built on the topics discussed in our book, Dyslexia in Education: A Guide for Teachers and Teaching Assistants, to help teaching assistants recognise the early indications of dyslexia.

**Working memory and dyslexia.**

Hosted by Tracey Alloway, this webinar looked at working memory and its relationship with dyslexia.

**Maths and dyslexia.**

This webinar talked through the difficulties that dyslexic individuals can face with maths and provided practical and useful tips on how to improve maths function.

**Funded Reasonable Adjustments for Workers with Dyslexia.**

The Government provides funding via its Access to Work scheme for the employed and self employed who encounter difficulties in performing their work, as a consequence of their dyslexia. This webinar will show you what the scheme covers, how to access it and how employers can use it to fund dyslexia awareness training for staff, and how it helps the self-employed.

Full details on all of our webinars and how to sign up go to: http://www.bdadyslexia.org.uk/courses-and-events/webinars.html
Talking about my research with other people is one of the best things about being a PhD student. In fact, doing anything that doesn't involve reading journal articles, making sense of words like 'epistemology' or writing up 80,000 words is always a joy. Although when I'm asked the question "so what's your thesis about?" my throat goes dry for the fear of going blank, I almost always manage to say something like "I am researching dyslexia in the context of actor training and the profession" or words to that effect. Nine times out of ten, my inquisitor's ears prick up as it evokes a thought or memory within them. Enthusiastic responses range from "Oh how interesting, I / my friend / family member is dyslexic" or "An actor I worked with recently is dyslexic and had trouble with...", to "There are so many dyslexic actors - why is it?"

Some drama schools report that as many as 30% of their students are dyslexic. The media too is awash with star stories of dyslexic actors: Tom Cruise, Whoopi Goldberg, Orlando Bloom and Kara Tointon to name but a few. Some of the media coverage tells of how these actors have triumphed over dyslexia, suggesting that dyslexia is something to be overcome in order to reach one's potential. Orlando Bloom, for example, talking about the challenges of line-learning and reading, discusses how he has "learnt to live with it, learnt to overcome" and Keira Knightley says she "worked hard to get the better of it and by the time I got to secondary school, it was much better". This idea of triumph over adversity is linked to the medical model of dyslexia, which views dyslexia as a 'deficit' and dyslexic learners as 'deficient' in some way.

Yet the high numbers of dyslexic learners in the acting profession may suggest that dyslexia is not a 'deficit' but a strength. After all, many actors view dyslexia as a source of their creativity. Former Eastenders actress Carol Harrison recognises that: "... having dyslexia has made me a better actor because instead of just saying the words, you have to feel them very, very deeply, take them inside of yourself, process them and bring them out again."

Actor and comedian Eddie Izzard believes that "dyslexia tends to make you go off in a weird direction" and helps him to think outside the box. Additionally Fred Newman suggests that precisely because of poor working memory his "dyslexia forces [him] to continually live in the moment, to be more creative."

However, alongside these perceived abilities there are often a number of reported challenges, the most documented of which is line learning. The recent television programme 'Don't call me Stupid' with Kara Tointon revealed her struggle to learn lines and her experiment with a multi-sensory learning strategy. Other difficulties, such as sight reading, can be a major barrier to audition success. As part of my research, I've been working with dyslexic actors to develop a sight-reading strategy, which aims to harness the individual's instinct and creativity, and shore up difficulties with the decoding of written language. The work is outlined in the recent book, 'Music, other Performing Arts and Dyslexia', published by the British Dyslexia Association.

Yet it would be misleading to suggest that dyslexia is solely confined to an individual's difficulty with sight reading. Other aspects can include auditory memory, sequencing, coordination and organisation. Legislation such as the Disability and Discrimination Act (2005) and the Equality Act (2010) mean that Higher Education Institutions and employers have a legal responsibility to make their learning and work spaces as inclusive and dyslexic friendly as possible. But what do these terms 'inclusive' and 'dyslexic friendly' mean? These terms are discussed in detail in a forthcoming article 'Enabling performance: dyslexia, (dis)ability and 'reasonable adjustment' in the journal, 'Theatre, Dance and Performance Training' (available online February 2013). My research has found that despite evidence of good practice in training institutions and the industry, a number of core values, policies and practices that hinder dyslexic learners (and possibly other kinds of learners as well) remain.

The question of who is responsible for any 'intervention' and whether it is the individual actor, training institution or employer, is one of the most emotive and complex questions I have put to the numerous actors, teachers, directors, agents and casting directors. If you would like to share your views or experiences, please do get in touch with me at d.leveroy@kent.ac.uk.

Deborah is an assistant lecturer and PhD candidate at the University of Kent's drama department and a dyslexia tutor at the Actors Centre in London.
Putting the fun into fundraising...

Liz Taylor.

Major Donor & Trusts Fundraiser.

It is fair to say that we are not alone in operating in the most challenging funding environment for many years. However, we should be optimistic. We should still aim to grow our fundraising donations enabling us to help many more dyslexic people who really need our support.

Aside developing relationships with trusts, major donor and corporate partners – we are working to build the number of fundraising events we run increasing our supporters and to raise more money.

So, what are the exciting B.D.A. fundraising milestones in 2014?

**London Marathon. April 14.**

Applications for our 2014 Virgin London Marathon charity places are now open! We're really lucky to have 10 bond places this year – and we have 8 registered runners to date, so if you feel like shifting all that Christmas excess why not sign up today? Just contact Liz on lizt@bdadyslexia.org.uk.

The London Marathon is an amazing event, and there's a high demand for places. Make your application stand out by including as much info as possible. As a member of the B.D.A. team for the 2014 London Marathon, we'll look after you from the moment we offer you a place to the moment you cross the finish line – and beyond.

**Dress up 4 Dyslexia.**

Everyone loves to dress up, whether it's wearing your wedding dress to work, or a feather boa to brownies! Last year was the first time that we ran this fundraising event and we encouraged you and your friends, family, workplace or schools to dress up to help raise money for the B.D.A.

This year we're going BIG! We want to sign up loads of people up and down the country to dress up in crazy outfits... watch our website for more news on dates and how to join in.

**Dyslexia Awareness Week.**

As you will have read in this issue, we made a dramatic increase in influence and interest during AW. However, there is work to be done to sign more people up to fundraise for us during the week. If you want to be involved then please contact us on fundraising@bdadyslexia.org.uk.

**Christmas Appeal 14.**

Shush.... just to mention we will create a compelling dyslexia campaign throughout 2014 the highlight of which will be our first Christmas Appeal. Make your voice count.

When you fundraise for the B.D.A. your efforts will make a real difference to people with dyslexia. Take part in an event, bake cakes, shave your head - or do something completely different. Find all the ideas, inspiration you need on our website.

We'd love to set up a Fundraising Newsletter to help our supporters stay in touch with all the latest news and exciting events. Watch this space for more funky fundraising initiatives throughout the year... here's to a great one!
Exhibition roundup.

SEN London.

11 to 12 October 2013.

Business Design Centre, London.

This year was another excellent exhibition and one of the busiest there has been. Once again held at the Business Design Centre, SEN London is an opportunity to talk all things SEN from assistive technology to new learning techniques and best practice.

It is always a great show and being able to talk to teachers and SENCos about incorporating dyslexia-friendly practices into their classrooms and providing advice and insight is fantastic.

Thanks must go to Eorann, Conrad, Cara and Alan for all the help across the 2 days. We are excited about being back there next year and hope that we will see you too.

Education Innovation.

27 to 28 February 2014.

Manchester Central.

Next year will see the second Education Innovation conference and exhibition. We were delighted to be part of the inaugural edition and are looking forward to being back there. Technology and software play such an important part in education and being able to see the latest innovations and meet with developers about future projects and help them develop more dyslexia friendly programs.

Once again, we shall be speaking at the conference. Jill Fernando will be talking about our latest project, working with primary schools in 3 locations, including Manchester, to help improve early identification of dyslexia.

We will be on stand A20, so do come down and visit us, it's free to attend, all you have to do is go to their website and register. educationinnovation.co.uk
Phonological Processing: Is that all there is?

Dr Julia M. Carroll, University of Warwick, UK.

N.B. This article is part of The Dyslexia Handbook 2014. Available now from the B.D.A. Shop.

For decades now, the dominant causal explanation of dyslexia has been in terms of a deficit in phonological processing, most specifically phonological awareness. It is well established that phonological awareness is causally related to reading difficulties: children with dyslexia tend to show deficits in phonological awareness, and training in phonological awareness helps children progress more quickly in reading. But we have always known that this isn’t the full story.

One approach to investigating the cognitive impairments that cause dyslexia is to carry out a longitudinal study of children with a family history of dyslexia. Much of my work has centred on this group of children. We know that around 40% of these children will go on to show reading difficulties, so we can examine which deficits are most closely associated with reading. Previous family risk studies have indicated that children who go on to be dyslexic show both language and phonological processing weaknesses in the preschool years. In contrast, family risk children who do not go on to become dyslexic tend to show some mild phonological processing impairments, but good language skills (Snowling, Gallagher, & Frith, 2003). The authors suggest that children with good early language skills are able to overcome minor phonological processing difficulties.

We have recently carried out a study of this nature, following children with and without a family risk of dyslexia from shortly after school entry to middle childhood (Carroll, Mundy, & Cunningham, submitted; Carroll & Myers, 2010). We included a large comparison group, which allowed us for the first time to compare poor readers with and without a family history of dyslexia. This is important to show whether the children with a family history of dyslexia are an unusual sample in any way. We found that the two groups of poor readers were similar in most respects, except that those with a family history of dyslexia were more likely to have delayed speech in addition to their literacy difficulties.

These studies indicate that children with a family history of dyslexia are more likely than average to have speech and language difficulties, and that these difficulties are associated with problems in written language. However, a further analysis we carried out showed that even after controlling for speech and language levels, risk status accounted for further variance in literacy outcomes. In other words, the literacy difficulties that these children show are not purely due to speech and language difficulties.

Individual differences in developmental dyslexia.

Classical theories of dyslexia were generally based on group level analyses. When dyslexics as a group were compared to average readers at the same reading ~level, they showed lower phonological awareness, and average group progress in training conditions which include phonological awareness is faster. This does not entail that every child with dyslexia has an impairment in phonological awareness, or that training in phonological awareness will help every child, but this aspect of research has been relatively overlooked.

More recently, there has been an increased emphasis on establishing the profiles that dyslexic children show as individuals, rather than at the group level. The results have been interesting, and much more complex than anticipated. While children with dyslexia often show phonological awareness
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difficulties, it is by no means universal, and these children show a wide range of additional difficulties. For example, (White et al., 2006) showed that only half of their sample of twenty-two 8 to 12 year old dyslexics showed phonological awareness scores that were out of the normal range. Five of the children showed deficits in none of the areas tested, while others showed deficits in auditory processing, visual processing or sensorimotor skills.

A key difficulty in literacy research is that learning to read actually helps the development of other skills, including phonological awareness. As children get better at reading, this improves their phonological awareness, probably because they can visualise words and letters to support the sounds they are working with. Conversely, in children who have already fallen behind in their reading, it is possible that they have lower phonological awareness because of their reading difficulties rather than vice versa. One way to deal with this issue is to examine skills in children before they begin to learn to read.

In a recent study that I carried out with Dr Laura Shapiro (of Aston University) and Dr Jonathan Solity, we used a prospective longitudinal design to examine just this issue. We asked full classes of children to take part in a wide range of assessments at school entry, including phonological awareness, short term memory, visual search, vocabulary, auditory processing, rapid naming and so on. We then assessed their reading skills at the end of Reception, Year 1, Year 2 and Year 3. 267 children completed the baseline assessments and at least one follow up assessment, and of this sample 48 showed significant reading delay. We then examined what deficits these children had shown at school entry.

The clearest finding was a lack of clarity! While all but three of poor readers showed deficits in one or more of the areas tested, there was no particular deficit which was present in the majority of the poor readers. Deficits in early print knowledge were present in around half the sample. Deficits in phonological awareness, short-term memory, visual search and rapid naming each occurred in 30-40% of the sample. We feel that our research fits a multiple deficits view of dyslexia suggested by (Pennington et al., 2011). In this view, dyslexia is caused by a combination of deficits in two or more areas of processing. While phonological awareness deficits are among the most common and the most reliably measured, they are by no means universal, and children with phonological difficulties in isolation are likely to be able to overcome early difficulties (this has been suggested by studies of children with a family history of dyslexia, who often show early difficulties in phonological awareness but go on to become normal readers). There is also support for this interpretation from recent genetic evidence indicating that dyslexia is caused by multiple combinations of up to 14 candidate genes, rather than having a single genetic underpinning.

References:

Carroll, J M, Mundy, I R, & Cunningham, Anna. (submitted). The roles of family history of dyslexia, language, speech production and phonological processing in predicting literacy progress.


Guidelines for Submission of Articles/Items for the B.D.A. Professional Supplement within Contact Magazine.

The Editorial Board warmly welcomes contributions from all those working in the Specific Learning Difficulties field or with an interest in this area. Articles can relate to teaching experiences, teaching suggestions, assessment, the workplace, reports of personal research such as M.A.s or PhDs, reports from courses or conferences or reviews (of books, materials, I.C.T., videos etc.) These can be concerned with SpLD across the age ranges.

Guidelines for Submissions:

1. Articles can be of any length (250 to 3000 words).
2. Please send articles preferably by e-mail, as an attachment, or on a disk in a WORD document format, font: Arial size 12 in black and white. If you do not have a personal computer, we can accept clear handwritten articles. Please send contributions marked for the attention of Contact Editor via the e-mail admin@bdadyslexia.org.uk entitled ‘For Contact Professional Supplement’.
3. Any illustrations including photographs can be scanned into your document or sent on plain white A4 photocopiable paper. Graphs, photos and tables etc. can be included in WORD as an e-mail attachment or sent on disk/C.D. or as a hard copy which can be photocopied or scanned.
4. Reviews should be as objective as possible, to give an accurate picture.
5. Readers may be mainly professionals working in the SpLD field and articles will be selected to reflect a wide range of relevant interests, age ranges and sectors.
6. Resources (books, websites etc.) cited should include details in full, including author, publisher, ISBNs and correct websites or e-mail addresses.
7. Prior permission must be obtained by the sender from the original publisher for articles which have previously been published in another form, before submission to the Professional Supplement.
8. Your name, e-mail address and telephone number should be on the contribution sent. Contact details (e.g. professional postal address, e-mail and or telephone number) may be included at the end of the article if you wish when it is published.
9. Contact is published three times a year, in January, May and September. Please send contributions 6 weeks previous to these deadlines, so by 12th November, 25th March and 29th July.
10. All articles/materials for review are posted at the sender’s own risk and cannot be returned.
11. Articles will be acknowledged on receipt.
12. Submission of articles does not automatically guarantee inclusion in any publications of Contact. For individual queries or guidance on writing articles please contact the Editor, whose decision is final through admin@bdadyslexia.org.uk

Dyslexia Practitioner Editorial Team:
Dr Kate Saunders, Dr Rebecca Larkin, Julia Carroll, Professor Ian Smythe, Professor Angela Fawcett.
The Children and Families Bill –
A mix of opportunities and concerns
by Dr Kate Saunders.

In February the Children and Families Bill was first read in Parliament. This Bill will bring in the biggest reforms to SEN in 30 years. The Bill has good aspirations to involve young people in their own provision and to connect up education and healthcare professionals in searching for the right answer for a child. However, the reality of many of the changes are that the provision for children with dyslexia and other SENs will be weak.

There are 4 big changes listed below but you can find the full Bill and draft SEN Code of Practice here: http://www.education.gov.uk/a00221161/children-families-bill

Education, Health and Care Plans.

These are the first major changes that will be brought in by the Bill. Education, Health and Care Plans (EHC) will replace statements as an assessment of need for those with severe difficulties. The plans require Local Authorities and healthcare services to join up their services and plan for the whole need of the child. Healthcare services becoming more involved with the needs of SEN children is a positive move. Those in the dyslexia world have been fighting for a long time for dyslexia to be recognised as a neurologically based, lifelong condition, not just an educational issue. It is vital for children’s GPs to be able to recognise the signs of dyslexia and signpost appropriately. Hopefully this is a step towards this.

Another positive to the EHC plan is that they cover an SEN pupil from 0 to 25 years. Statements at the moment only last until 16. This means that those who need longer to complete their education or have to take time out from their education are covered for longer. This extended period will also hopefully help with the transitional period to sixth form and further education that many dyslexic people can find difficult. Higher Education provision will continue to be covered by the Disabled Students Allowance (DSA).

However, there are real concerns about the form of EHC plans. At the moment Statements have a prescribed form set out in the regulations. This has not been done for EHC plans. This means that each Local Authority can have its own system which may lead to huge variations in how an EHC plan is obtained and what provision is outlined in it. Charities are also worried that the lack of regulations will make it very hard for them to advise parents and young people on the process of EHC plans, for instance how to apply for them and what they will cover. This will leave parents and young people on their own to work through what is likely to be a very complicated system.

Unfortunately, very few dyslexic people will qualify for the EHC plans. This leaves a real concern about what provision there will be available for dyslexic pupils, especially since the current cover for them under the ‘school action and school action plus’ system will be stopped.

Local Offer:

The main provision in the legislation for those who do not qualify for EHC plans will be the ‘Local Offer’. The Bill requires Local Authorities to publish the provision available in their area and those services outside their area they feel would benefit the children they are responsible for. This publication will be called the Local Offer. It is hoped that this will improve transparency and help parents and children to choose what provision they need. The increased empowerment of parents and pupils to choose the provision they need is a very positive measure. However there is no mandatory requirement of what
has to be in this offer which may lead to a postcode lottery for resources. Furthermore, there does not appear to be any obligation for the Local Authorities to provide any of the services that are listed within the Local Offer. This is a real concern for dyslexic pupils as if this legislation is not strengthened the provision they have access to may be severely reduced.

Identification and Assessment:

The Children and Families Bill puts responsibility on Local Authorities to make sure their services are geared towards identifying all the children in their area with special educational needs. It is extremely important that dyslexic children are identified early, as this enables them to be taught in the way that they learn and to develop coping strategies from the beginning of their schooling. This means children are caught before they have fallen too far behind and have started to lose confidence. In the long run early identification also saves money, as less intensive interventions are necessary and all dyslexic people are then more able to contribute to society as they have the literacy and numeracy skills they need to get jobs.

A parent or young person retains the right to ask for a Statutory Assessment in order to receive an EHC plan which they have now with Statements. This means that parents and pupils do not need the backing of their school to ask for an EHC plan. Young people will now also be able to launch an appeal against a Local Authorities decision about their EHC Plan, at the moment only parents are able to do so. This is particularly welcome given that the plan will last until a person is 25 and therefore may want to represent themselves.

Sadly, the timelines that govern a Local Authorities response to a request for a Statement have been removed for an EHC plan. At the moment a Local Authority has 2 weeks from the Statutory Assessment to decide whether they will issue a Statement and to notify the parent of this decision. This is not in the draft regulations for the EHC plan. The only time limit is that a Local Authority has to issue a final plan within 20 weeks. This leaves parents and young people in limbo as it is not until the Local Authority has made a final decision that they can appeal. Gaining a statement for a dyslexic child at the moment is a long and difficult process. Making these decisions take longer will harm children who desperately need help. Dyslexic children who are put forward for an assessment are typically already around 5 years behind their age in terms of their reading skills. Time is of the essence to help them gain the skills they need. The Green Paper on SEN that this bill sprung from focused on trying to make support more timely for parents and young people. This seems to be being reversed by the bill.

School Action and School Action Plus:

School Action and School Action Plus have been removed in the new (draft) SEN Code of Practice. It is replaced with a single category of Additional SEN Support (ASS) for all children needing SEN support who do not qualify for the EHC Plan. Additional SEN Support requires schools to ensure parents and young people are fully consulted and that an agreement is reached with them on how the child’s needs will be met. It also requires there to be a review held at least once a term to judge the progress of the child. A plan should then be created that focuses on the outcomes that are expected and the support that will be provided. Parental and pupil involvement and regular reviews are vital in providing the correct support for dyslexic students so it is good news that the ASS focusses on this. However, the graduated approach that School Action and School Action Plus provided has been removed. The concern that this will cause difficulty in receiving escalated support within a school. In addition parents, LAs and Tribunal judges may struggle to see if a school has responded to a child’s need and provided increased support, information which is necessary to a Statutory Assessment for an EHC plan. Furthermore although the draft SEN Code of practice recommends a plan within the school to implement support, this will no longer be an Individual Education Plan (IEP) that parents have an automatic right to be shown. There are no rights written into the bill for parents to see this plan or the reports written from reviews, although parents may be able to demand to see these under other legislation. The removal of IEPs will also reduce the consistency across schools.

The Children and Families Bill has the ethos of providing parents and young people with more information and more choice about the provision for their children. However the reality of the bill for dyslexic pupils may turn out to be reduced support. The B.D.A. is campaigning with other partners for amendments to be brought to the Bill to make it more in keeping with the original positive plans of the SEN Green Paper.
Conference Update.

The B.D.A. put on a number of conferences throughout the year, 2014 will see the 9th International Conference. Here we look back at 2013 and reflect on two of our most recent events.

Dyslexia and Co-occurring Difficulties Conference.

28th June 2013.

The day was full of excellent speakers and we are extremely grateful to Dr Madeline Portwood, Dr John Rack, Fintan O'Regan, Caroline Hattersley, Dr Kim Rochelle, Cathy Parvin and Jane Emerson for taking the time to be with us during the day. There were some excellent presentations and delegates were delighted with the information, resources and advice that was given.

With such an array of speakers and topics, we were able to recap the day by ending with something new for a B.D.A. conference: a question and answer session. The audience were able to discuss particular issues or areas that had been brought up during the day with the panel.

Also at the conference were many exhibitors from companies like Claro, SEN Books and Jelly James, showing their tools, resources and materials to the delegates.

Working Memory and Dyslexia Conference.

18th October 2013.

We were delighted to have Professor Susan Gathercole deliver a keynote address at our working memory and dyslexia conference in October 2013.

Professor Gathercole is one of the most eminent practitioners in her field and it was a wonderful opportunity to hear her thoughts and discuss her latest findings in the area. Working memory is wide ranging and can affect many parts of a child's learning and development and can manifest itself in a variety of ways, often accompanied with other specific learning difficulties like dyslexia, dyscalculia and ADHD.

Also speaking during the day were Dr David McLoughlin and Dr Kim Rochelle alongside our CEO, Dr Kate Saunders. Dr McLoughlin gave a fascinating talk on working memory and how a multi-sensory approach to learning supported by a good use of memory aids like notes, recordings and pictures, can make things much more manageable.

Coming Up:

Our next conference is entitled 'SEN reforms and dyslexia – Understanding the SEN changes in England' and will be taking place on 6th June 2014 at the Holiday Inn, Regent's Park in London. More details can be found on our website: [http://www.bdadysexia.org.uk/courses-and-events/conferences.html](http://www.bdadysexia.org.uk/courses-and-events/conferences.html).
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Events Programme  
Spring 2014.
Diagnostic Assessment: Renewing Your Assessment Practising Certificate.
18th January – London.
26th March – Southampton.
21st May – London.
Diagnostic Assessment: Confidence in Your Tests.
29th January – London.
Specialist Assessment: Principles & Practice in Assessment for Access Arrangements
12th February – London.
Diagnostic Assessment: Test Management & Interpretation of Tests: WIAT-III UK T BPVS/ PPVT & WRIT.
25th February – London.
TOMAL2, CTOPP2.
26th February – London.
Diagnostic Assessment at Primary Level: Testing and Reporting.
12th March – London.
Diagnostic Assessment: Identifying Dyspraxia in Post 16 Education.
7th June – London.

PATOSS Annual Conference—Bookings now Open.
22 March—London.
Keynote: Understanding the Barriers to Success in Mathematics by Dr Camilla Gilmore.
Plus a full programme of seminars.
For details and to book any of our events go to the Patoss website: www.patoss-dyslexia.org
Patos Ltd; PO Box 10, Evesham, Worcs, WR11 1ZW
Tel: 01386 712 650. Fax: 01386 712 716.
E-mail: patoss@sworcs.ac.uk
Website: www.patoss-dyslexia.org

Sheila Ferrari
Dyslexia Centre
492 High Road
Woodford Green
Essex IG8 0PN
Contact: Fay Cookson Tel: 0208 559 0708
Email: avonhousedyslexiacentre@msn.com
Web: New site under construction.
AN INDEPENDENT centre providing support for students with dyslexia, offering a range of professional services to children, adults, schools and Universities.
Assessment, 1:1 tuition, Counselling, Play Therapy,
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Brown’s.
Brown’s School provides intensive support for pupils aged 6 to 16 years who have specific learning difficulties and social communication problems.
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Tel: 01689 876 816.
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Mobile technology.

Revised by Kevin Brunton, New Technologies Committee.

Recent years have seen an explosion in the use of smartphones, tablets, e-book readers and hybrid devices which combine laptop and mobile functions. Whilst some of the small portable devices that have been recommended in the past are still available, it is often worth considering whether a smartphone or tablet can run an app or provide a function that achieves the same task more effectively. This page provides an outline of the main types of devices available as well as the most common operating systems that run on these devices. It also looks at what you should consider when deciding what is likely to work best for you or those that you are supporting.


Many mobile devices today are powerful computers and even more versatile than a desk top PC of 10 years ago. In addition to standard phone functions they can run an increasingly broad range of apps that provide office type software, e-book readers, assistive technology, a calendar, e-mail, Web browser, GPS, camera, video and audio players and recorders and educational tools. Whilst PDAs (Personal Digital Assistants) have become far less common, a few, such as Apple's iPod Touch and arguably, Samsung's Galaxy camera, still remain. These have many of the functions of smart phones, but without the phone.

With manufacturers providing an increasing number of devices, which do not sit neatly in any one category, it is becoming ever more important to think about what you will use a device for. The following features are key things to consider when choosing a mobile device:

- **The operating system.** This will have a major impact on the number of apps available as well as the accessibility features that have been included as standard. Apple’s iOS and Google’s Android currently provide the widest range of apps and features but the recent release of Microsoft’s Windows 8 may provide other options. There are multiple versions of each system available at any one time and some apps may not run on older systems. If you want to use a specific app then you can check what version of an operating system is recommended by going to Apple’s App Store or Google’s Play Store.

- **Built in accessibility features.** All of the main operating systems include an increasing number of accessibility features, which resemble cut down versions of the more expensive assistive technology. For users with SpLDs some functions are more useful than others.

- **Text-to-speech** functionality can be limited, e.g. choice of voices, control over how the function works. This may be because this feature is aimed primarily at those used to working with programs for visual impairment. Amazon have now removed all text-to-speech functionality from their basic Kindle e-book readers.

- **Speech-to-text** varies between each operating system. Windows 8 most closely resembles the commercial Dragon Naturally Speaking, i.e. it includes training and requires users to build up profiles of their voices. Android’s version works offline from version 4.0 onwards. This means that older devices tend to require an internet connection. Apple’s iPhone and iPad version requires an internet connection as it sends a recording of the user’s dictation for transcription. This means that users cannot see what they have said until they have finished, which could be quite a strain on working memory in terms of checking accuracy. You are also limited to about 150 words or 30
seconds, at which point what you have said is automatically sent for transcription.

- For many dyslexic readers, the **format of the text** is a key part of their reading experience. It is therefore worth investigating what options an e-book reader has for changing the font style, the font size, the line spacing, the text colour and the page colour.

- **The screen resolution.** If the clarity of the text is particularly important to you then you should consider devices with higher screen resolutions. An example of the differences that are currently available can be seen in the [Apple Store](https://www.apple.com). An iPad 2 has a resolution of 1024*768 pixels and the iPad 4 has a resolution of 2048*1536 pixels.

- **Memory.** Some assistive apps can take up a lot of memory. This may mean that they cannot be installed on lower specification mobile phones. Low memory will also limit the amount of video and audio recordings that can be stored.

- **Front and back cameras.** Some popular devices such as Amazon's [Kindle Fire](https://www.amazon.com) and Google's [Nexus 7](https://www.google.com) only have a front camera. This is useful for communication, e.g. Skype, but can limit the potential for using the device as a learning tool. In practical settings the back camera can be used to counter memory issues, e.g. taking a picture of the board if you are unable to take down notes quickly enough. It can also be used in conjunction with text-to-speech apps, which enable the conversion of a picture of text into audio. The quality of the camera is particularly important for the latter, as a poor quality photo will not scan into a high quality text document. This will mean that the resulting audio contains a high number of inaccuracies. Capturatalk recommends a minimum camera specification of 5 megapixels.

- **Connectivity.** This is important if you want to connect external devices such as higher quality microphones, storage cards and cameras, e.g. Apple use their own ports and the various adaptors are very expensive.

- **Multi-tasking.** Viewing multiple pages or programs at the same time reduces the risk that someone with a weak working memory will forget what they have just read when switching between screens e.g. when switching between a web browser and Microsoft Word. Apple mobile devices do not generally allow for viewing multiple apps. Some Android devices do, e.g. the Samsung [Galaxy 10.1 Note tablet](https://www.samsung.com) allows some apps to be used on a split screen in the same way as a standard Mac or Windows computer. Windows 8 allows for two apps to be viewed alongside each other.

**Dragon products** and Capturatalk are available from [B.D.A. store](https://www.bda.org).

### 2. Digital voice recorders and pens.

Digital Voice Recorders are useful for a range of tasks including:

- taking personal reminder notes,
- noting homework and other things to do,
- recording meetings, lectures and seminars,
- playing back audio files e.g. those created with text-to-speech software,
- learning lines.

This can be useful if you:

- have a slow handwriting speed,
- find it difficult to write neatly,
- get distracted when trying to think about a spelling,
- have problems writing, copying or taking notes whilst listening,
- struggle with recall when revising.

Whilst tablets and phones can potentially be used for these purposes, the quality of the microphone and the rapid draining of the battery make them impractical to use for extended recordings. There are some options for trying to address this, e.g. a microphone adaptor for the iPad from [Conversor Pro](https://www.conversorpro.com).
2a. Note-taking software.

Many users have reported that they make numerous recordings but then fail to take any meaningful notes from them. This has led to the creation of various apps and software programs that aim to join up the audio and the text, e.g. AudioNote for most operating systems including mobile ones, Audio Notetaker (Mac and Windows). These enable typed notes to be synchronised with the original audio file. Notes can be typed up live during the session or added at a later time. Some programs are more powerful e.g. Audio Notetaker includes the option to split the notes into more manageable chunks using track marks from the audio files. Track marking functions only tend to be available on more expensive voice recorders, e.g. Olympus DM450 or DM670.

2b. Digital Recording Pens.

A smart pen like the Livescribe writes on special paper, records your writing and can record the sound at the same time. You can record lectures and meetings and tapping your handwritten notes will instantly take you to the part of the audio recording where you made your note. If your handwriting is legible, you can download your notes to the computer and turn them into text with a handwriting recognition program (MyScript).

Some users report finding the noise of the pen scratches as being quite distracting. Using the optional microphone headset can prevent this.

Olympus recorders and LiveScribe pens and accessories are available from B.D.A. store.

3. Portable electronic dictionary and thesaurus.

Using a traditional paper dictionary and thesaurus can be extremely difficult. Words appear in between numerous similar looking words and explanations are provided in a very small font size. When reading paper materials, a portable electronic device can alleviate these difficulties. Whilst devices such as those made by Franklin provide comprehensive solutions, many readers will already have access to potential resources via their smartphone. This means that considering what functions an app or device provides is important before deciding what to use.

- What dictionary and thesaurus? Does the device or app use a UK or US English dictionary?
- Speech based search. Some apps allow for speech based search which addresses spelling concerns.
- Predictive text and/or autocorrection. Some devices and apps provide options if you are not sure how to spell a word.
- Text-to-speech. Some devices and apps provide the pronunciation of a word and in some cases the definition. While many use computer generated voices, some, such as WordWeb, use UK English actors.
- Hyperlinks. Some devices and apps provide links to similar words and definitions of explanatory words.
- The Literacy Word Bank contains the entire Oxford primary dictionary and is aimed at the National Curriculum and the National Literacy Strategy.

Franklin speaking dictionary and Franklin dictionary thesaurus are available from B.D.A. store.

4. Reading Pens.

These pens enable the user to scan in a word by running the pen over it. Depending on the pen, the user can then listen to the word and possibly the definition. Using a device like this again reduces the strain on working memory when compared to using a paper dictionary.
Reading Pen TS and C-Pen are available from B.D.A. store.

5. GPS.

Dyslexic people often have difficulty in finding their way about, in map reading and navigating from place to place.

Most smart phones now have GPS (Global Positioning System) and Satellite Navigation (SatNav) built in.

Or you can get purpose built SatNav for your car.


Whilst USB memory sticks have long been used to back up work, the more recent advent of cloud storage could reduce the risk that work will be lost. An internet connection is essential as files need to be synchronised to the web. Popular services include DropBox, Google Drive, Microsoft’s Skydrive and Apple’s iCloud. Most services are free for the first 2 to 15GB and then charge for higher volumes. Saving files in these services also avoids issues with sharing files that are too large to be e-mailed.

This page, with links, is at http://bdatech.org/what-technology/small-portable-devices


Copies of this page may be made providing it is unchanged and the source is acknowledged.

Wizcom Exam Pen Review.

by Abi James, New Technologies Committee Chair.

The Wizcom Exam Pen is a version of their Reading Pen. This special edition has been produced to comply with the latest Joint Council for Qualifications (JCQ) exam access arrangements. This now allows the Exam Pen to be used to support candidates who are able to use the “Read Aloud” arrangements, or for those who qualify for a human or computer reader (including in exams that assess reading).

The Exam Pen unit is shaped, and held similarly to a pen. The nib end consists of 2 rollers and the scanner. The pen is moved over printed text like a highlighter pen, with the text aligned between the 2 rollers. The word (or words) then appears on the screen and is read aloud with a computerised voice. The voice is heard through the in-built speaker, or by connecting earphones (supplied with the pen). To enable its use in exams, the Exam Pen does not provide any dictionary definitions, or save scanned words.

The option of using an Exam Pen in assessments may provide a discreet solution for some candidates who would need assistance with recognising words.

However, as it relies on scanning and recognising text, there is a risk that not all words will be recognised and spoken correctly. Therefore we would recommend that it is only used by candidates who need to check the odd word or phrase, and are able to recognise if the word is scanned incorrectly.

It is also very important that candidates practise with the pen on past papers, as it can take time to develop the correct method of scanning accurately. The pen comes with a training guide and a foot which fits to the nib of the pen and aids with correctly positioning. It is particularly important that pen nib is kept upright and is moved over the text in a consistent speed. It is also helpful to start scanning from the end of the previous word, so that the scanner picks up the blank space and the beginning of the word to be read aloud.

The Exam Pen is available from www.scanningpens.co.uk for £190 per pen.
DABBGL (Dyslexia Association of Bexley Bromley Greenwich & Lewisham).

Dyslexia Adult Workshops Series.

'Dyslexia at work' how to manage and succeed!

On the eve of the official Dyslexia Awareness Week October 2013, the local Adult Dyslexia Association finished its series of four Saturday morning workshops (held at Community House, Bromley) led by Peter Stanton and funded by the Big Lottery Fund.

These workshops were well attended with an average of 12 out of 14 participants who had registered. The dyslexic participants came from all walks of life and employment or education with an age range from 18 to 50+. This motley crowd thoroughly enjoyed the entertaining, informative and audience participating sessions with gusto from day one. Peter presented in an indefatigable and light hearted manner the intensively prepared series that covered a whole range of topics relevant to dyslexics in the workplace and in F.E./H.E. education alike.

Topics, such as:

- Learning styles.
- Organisation.
- Note taking.
- Reading for meaning.
- Planning written work and spelling.
- Memory tools and techniques.
- Future learning.
- The law and dyslexia.

Every session was generously sprinkled with attractive, animated power point slides, colourfully illustrating the subject in discussion. Together with the lively hands-on audience participation Peter aimed for a lively, truly multisensory delivery of the content. On several occasions attendants were invited to form groups so team work was warmly encouraged. At times the room was buzzing with activity like a healthy, thriving beehive. For every workshop hand-outs were available and homework tasks set.

During the regular breaks an enthusiastic team of DABBGL volunteers (mainly committee members) offered spirit lifting sustenance for body and mind. A most enticing spread of wholesome titbits as well as gorgeous looking and deliciously tasting cakes and biscuits, together with a varied choice of drinks was greatly appreciated by the party. Moreover, these welcome breaks also provided ample opportunity for the members to get to know each other, to network and even to cement friendships. Often the volunteers, who were not only the official 'meeters and greeters' but also hovered unobtrusively in the background during the duration of the course, could be seen getting involved with and/or offering support to the participants on various occasions. They performed a fantastic and most necessary task.

At the end of the fourth session, the back-up team and the enthusiastic and inspiring presenter Peter Stanton were warmly thanked by the party for their considerable contribution to a most successful series of workshops for adult dyslexics. Many attendants praised very highly the quality of the course, the insight gained and tips and hints learned about how to manage dyslexia and to succeed. The post workshops evaluation sheets provided resounding evidence of this enormous success with an overwhelming demand for more of the same. This demand for a continuation of the series was firstly realized during the regular first Wednesday of the month DABBGL meeting for adults on November 6th, when Peter Stanton reviewed and built on what had been learned. This will be followed secondly, on February 5th 2014, at 19:45, by presenter Eleanor May-Brenneker, who will introduce the Super Spell Well Strategy at Community House, Bromley.

Author: Eleanor May-Brenneker MA Ed; PgDIP, SpLD; AMBDA

'Tudor Manor', Beckenham Place Park, BECKENHAM Kent U.K. BR3 5BP Tel. 020-8658-6657.

Lecturer, Linguist, Researcher, Therapist, Dyslexia/ND/SpLD Consultant for Adults & Students (Hon. Member DABBGL)
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BDA 9th International Conference

27 to 29 March 2014.
G-Live Guildford

Held only once every three years!

Keynote speakers include:

- Professor Usha Goswami, (Cambridge University).
- Professor Linda Siegel, (University of British Columbia).
- Professor Brian Byrne, (University of New England, Australia).
- Professor Donald Compton, (Vanderbilt University).
- Professor Pol Ghesquiere, (University of Leuven).
- Dr Kate Cain, (Lancaster University).
- Professor Michele Mazzocco, (University of Minnesota).
- Professor Joel Talcott, (Aston University).
- Dr Julia Carroll, (Warwick University).

This international event presents:

- Cutting-edge academic research.
- Good-practice strategies.
- Topical symposia.
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- Interactive poster sessions.
- Keynote lectures by world-leading experts.

To book and for more information:

E: conference@bdadyslexia.org.uk
W: bdainternationalconference.org
T: 0845 251 9003.

Rates start from £169.
Places are limited.
Book Now!

The British Dyslexia Association International Conference is a high profile conference with the key aim of linking academic researchers with practitioners.

The conference will be held over 3 days at the G-Live conference centre, Guildford.

The conference will cover all aspects of research related to dyslexia, including identification, theoretical views, intervention and support for children, students and adults.
Meaning, Morphemes and Literacy.
Essays in the Morphology of Language and its Application to Literacy.
E Neville Brown and Daryl J Brown.

Meaning, Morphemes and Literacy takes a retrospective look at the research that led to the establishment and continued success of the Maple Hayes Dyslexia School and Research Centre in Staffordshire. Even today, Maple Hayes is the only school in the world that takes an integrated morphological approach to literacy acquisition.

The book details the theoretical underpinning of the morphological school of thought, along with its application in a range of learning environments, developing the system beyond mere morphology and into an overall theory of language in terms of semantic primes.

Meaning, Morphemes and Literacy E Neville Brown and Daryl J Brown