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Maths For The Dyslexic A Practical Guide

Elaine Miles, Tim Miles



Maths For The Dyslexic A Practical Guide:

Maths for the Dyslexic Anne Henderson, 1998 A guide for parents teachers and SENCOs who help dyslexic students who struggle with mathematics The book recommends strategies that can be used with students of all ages and the illustrations show ways in which to tackle complex concepts It presents an overview of general difficulties including assessment techniques and the language of mathematics and examines specific problems relating to the attainment targets of the National Curriculum number algebra shape space measures and handling data **Dyslexia, Dyscalculia and**

Mathematics Anne Henderson, 2013-05-02 Dyslexia Dyscalculia and Mathematics will be an essential resource for teachers classroom assistants and SENCOs who help dyslexic and dyscalculic children with their understanding of mathematics Written in an accessible style with helpful illustrations this practical book reveals helpful ways in which to tackle both simple and complex concepts with students of all ages This second edition has been updated to include references to using technology that will help children with dyslexia and dyscalculia reinforce their mathematical skills and also contains a number of photocopiable resources that can be used in the classroom Written by Anne Henderson who is experienced in teaching language and mathematics to pupils with dyslexia and dyscalculia this book outlines current thinking in the field and shows how the research methods that have been proven as successful can be used with whole classes of children This book encourages flexible methods and gives teachers the confidence to discuss alternative solutions with their pupils and help them achieve success It is an ideal handbook for parent teacher programmes and is also suitable for in service training

An to Z Practical Guide to Learning Difficulties Harry Ayers, Francesca Gray, 2013-04-03 Accessing up to date information about general and specific learning difficulties is made easy with this indispensable reference book Covering difficulties that relate to children adolescents and adults it includes crucial legislation to keep practitioners in the know useful addresses telephone numbers and websites It also includes explanations of learning difficulties including those less than well known syndromes such as semantic pragmatic difficulties *The Effective Teacher's Guide to Dyslexia and other Specific Learning*

Difficulties Michael Farrell, 2006-03-29 With around one in ten children affected by specific learning difficulties such as dyslexia or dyspraxia this practical guide examines the central issues facing teachers today Mathematics for Dyslexics Steve Chinn, Richard Edmund Ashcroft, 2006-11-02 Mathematics for Dyslexics Including Dyscalculia 3rd Edition discusses the factors that contribute to the potential difficulties many dyslexic learners may have with mathematics and suggests ways of addressing these difficulties The first chapters consider the theoretical background The later chapters look at practical methods which may help dyslexic learners The book is designed to be comprehensive and to help teachers support assistants and parents understand the learner and to learn a range of skills and thus develop confidence and competence in working with dyslexic pupils **The SENCO Handbook** Elizabeth Cowne, 2012-06-14 Shortlisted for nasen Awards 2009 Book to

Promote Professional Development SENCOs have a key role to play in developing and implementing an inclusive framework

for meeting Special Educational Needs The fifth edition of this best selling SENCO Handbook provides up to date information and advice in relation to three key government publications Removing Barriers to Achievement The Government's Strategy for SEN 2004 Every Child Matters Change for Children in Schools 2004 and the Disability Discrimination Act 2005 particularly the disability equality duty and accessibility plan Elizabeth Cowne offers clear and practical guidance to SENCOs enabling them to meet the demands made on them by the latest legislation and practice This comprehensive companion introduces the reader to the key concepts and issues of SEN and inclusion provides detailed information for SENCOs head teachers and governors about developing whole school policy and practice for children and young people with SEN advises on essential aspects of the SENCOs role including the management of support staff working in partnership with parents and outside agencies and the improvement of teaching and learning enables those working in education to debate discuss and reflect on the issues presented in relation to their work in schools or other settings includes a photocopiable section of staff development activities gives information on further reading and source materials The SENCO Handbook remains essential reading for all those responsible for special educational needs working in early years primary secondary and FE settings

Dyslexia and Mathematics Elaine Miles, Tim Miles, 2013-04-15 In this revised and fully updated second edition of the classic bestselling text the formidable team of expert contributors including Professor Tim Miles OBE draw on their extensive experience in the field The outcome is a wealth of material based on individual case studies supported by practical and accessible teaching strategies The new material includes discussion of the latest thinking in the field ideas on dyscalculia information from a survey of primary school children guidance on suitable testing material innovative contributions on practice The long awaited second edition of Dyslexia and Mathematics is unique in terms of its coverage and authority and is a must buy text for teachers student teachers and special needs co ordinators *The Dyscalculia Assessment* Jane Emerson, Patricia Babbie, 2014-12-08 The Dyscalculia Assessment is a tool for investigating pupils numeracy abilities It is designed to inform a personalised teaching programme for individuals or small groups of pupils who have difficulties with numbers The assessment was devised at Emerson House a specialist centre in London supporting pupils with difficulties in numeracy and literacy The bestselling first edition of the book written by Jane Emerson and Patricia Babbie was the winner of the ERA Best Special Educational Needs Resource 2011 This fully revised and updated second edition features a brand new design making the step by step assessment even easier to navigate and use with by SENCOs or those with no specific special needs training The suggested script for each stage of the investigation that runs alongside the photocopiable assessment sheets make this book an extremely user friendly accessible teaching and learning resource This book also includes an introduction to dyscalculia and co occurring conditions guidance on how to conduct the assessment including tips on behaviours to look out for information on the equipment you need and how to use it instructions on how to interpret the results of each stage of the assessment and how to produce a personalised teaching plan games and activities to engage the

pupils and reinforce numeracy skills The Dyscalculia Assessment is ideal for use with primary school children but can easily be adapted for older students and is invaluable for SENCOs TAs educational psychologists and mainstream teachers keen to support students with numeracy difficulties in their class

EBOOK: Teaching Adult Numeracy: Principles & Practice
Graham Griffiths, Rachel Stone, 2013-09-16

This book offers friendly guidance on how to work with adult learners to develop their numeracy and mathematics skills It brings together current research and practice on teaching adult numeracy into one handy volume and covers the major issues faced by teachers of adult numeracy such as current policy perspectives and implications for teaching practice There are reflective tasks throughout which encourage you to develop and apply your theoretical knowledge to your own experiences Key features include Reviews of existing policy and research and implications for practice Reflective tasks with commentary encouraging you to develop and apply your knowledge Case studies of real student experiences Practical activities and ideas to support the planning teaching and assessment of adult numeracy Drawing on the substantial experience of the contributors who have a wealth of experience as practitioners and researchers in the field this book is an essential resource for trainee and practising teachers of adult numeracy and mathematics It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults Contributors Jackie Ashton John Barton Carolyn Brooks Martyn Edwards Janette Gibney David Holloway David Kaye Beth Kelly Barbara Newmarch Helen Oughton David Prinn Diana Spurr Rebecca Woolley This is a quite unique book about teaching adult numeracy which will be invaluable to the many practitioners in this field The chapters contributed by a group of experienced and successful lecturers and practitioners include all aspects of this field from methods of teaching specific mathematical topics to more general explorations of dyscalculia and emotional factors in adult learners Each chapter includes research findings and thoughtful presentation of ideas with practical ideas for teaching and tasks for the reader This is a market which has not been served well in the past so it is good to see the gap filled at last Margaret Brown Emeritus Professor of Mathematics Education King s College London UK The editors of this book set out to produce a text that would support teacher education programmes for adult numeracy and their book does that and more The content covers different types of learners different settings different understandings of what numeracy actually is and ranges from commentary on research through case studies to how to hints and tips for teaching Chapters 7 on provoking mathematical thinking and 8 attitudes beliefs and teaching should be a required read for any adult numeracy teacher The book would be at home on any numeracy teacher s desk and would make an excellent set text for numeracy teacher training courses Carol Randall course co ordinator for numeracy in the department of Lifelong Learning Teacher Education University of Greenwich UK This book is a welcome addition to the growing literature on adult numeracy It should be essential reading for trainee and practising adult numeracy educators It brings together relevant research and professional wisdom on a wide variety of aspects of adult numeracy teaching and learning in an accessible way with well focussed tasks for readers to extend their knowledge and

understanding While the book is born out of UK concerns and issues it is also relevant to international readers Highly recommended Professor Diana Coben PhD Director National Centre of Literacy Numeracy for Adults University of Waikato New Zealand and Hon Trustee Adults Learning Mathematics A Research Forum ALM www.alm.online.net **Dyslexia and Maths** Julie Kay, Dorian Yeo, 2012-08-06 This concise text helps the reader to understand why dyslexics find maths difficult and offers practical ideas for supporting them most effectively It explains which areas of maths dyslexics tend to have particular difficulty with assesses current teaching philosophies and methods describes a framework of general learning principles that allow dyslexics to make progress in maths and outlines a number of specific and effective teaching recommendations The book helps teachers at primary and secondary levels to better understand the maths performance of dyslexics and gives them an overview of the ways in which dyslexics can best be supported in all aspects of maths learning

Dyslexia in Practice Janet Townend, Martin Turner, 2012-12-06 Dyslexia is a specific learning difficulty that hinders the learning of literacy skills This problem with managing verbal codes in memory is neurologically based and tends to run in families Other symbolic systems such as mathematics and musical notation can also be affected Dyslexia can occur at any level of intellectual ability It can accompany but is not a result of lack of motivation emotional disturbance sensory impairment or meagre opportunities The effects of dyslexia can be alleviated by skilled specialist teaching and committed learning Moreover many dyslexic people have visual and spatial abilities which enable them to be successful in a wide range of careers The appearance of this book is to be welcomed It represents a full statement of the best practice to be found in the many kinds of intervention that are conducted with dyslexic students It addresses some fundamental questions that are seldom asked and much of what the skilled teacher knows and does is set down here in print for the first time From the Preface Collectively the chapters provide a synthesis of current practice focusing on how to assess and treat the symptoms of dyslexia guided by a proper understanding of the cognitive and linguistic weaknesses that underpin the condition The book makes clear that the backbone of intervention for dyslexia is a highly structured multisensory approach that teaches reading and spelling skills at the appropriate rate However it is also explicit in pointing out that such a programme must be delivered with due attention to individual differences in the other cognitive skills that contribute to literacy development and take account of the learner's style interests and not least their confidence and self esteem This book provides an important resource for teachers who wish to become competent in the skills required for the assessment teaching supporting and counselling of dyslexic people in a variety of settings It promises to reach many teachers and in turn their students and families Margaret J Snowling University of York UK **Teaching Mathematics** Pamela Cowan, 2006-02-13 Practical advice for teachers of Mathematics at the beginning of their careers in primary or secondary schools with guidance on effective teaching classroom practice and career development [Dyslexia, Dyspraxia and Mathematics](#) Dorian Yeo, 2008-04-30 Written by a teacher with many years experience of teaching mathematics to primary school dyslexic and dyspraxic children

with a wide range of abilities this book is designed to be a practical teaching guide. It offers detailed guidance and specific teaching suggestions to all specialist teachers, support teachers, classroom teachers and parents who either directly teach mathematics to dyslexic and dyspraxic children or who support the mathematics teaching programmes of dyslexic or dyspraxic children. Although the book has grown out of teaching experience, it is also informed by widely acknowledged contemporary and international research which explores the cognitive aspects of learning mathematics and tries to understand why it is that some children fail to learn mathematics. Many of the teaching principles described in the text have specific and quite far reaching implications. The theoretical arguments should therefore also be of interest to special needs coordinators, heads of maths departments, head teachers or other professionals who are responsible for designing or modifying the maths learning programmes of children with special learning and maths difficulties. In more general terms, the book hopes to contribute to the broad discussion of the cognitive features and educational needs of dyslexic and dyspraxic children.

A Beginning Teacher'S Guide To Special Educational Needs Wearmouth, Janice, 2008-12-01. This guide addresses issues in a straightforward, supportive and practical way, focusing on the needs of the beginning teacher. Using case studies, activities and resources, it will equip you with skills and knowledge to support groups of pupils with SEN in different settings and phases. **Book Jacket**

Making Inclusion Work for Children with Dyspraxia Lois Addy, Gill Dixon, 2013-01-11. Drawing on their considerable experiences of the syndrome as well as current research findings, the authors help teachers and other education professionals to better understand the needs of a dyspraxic child. Through practical strategies, they show how teachers can make all the difference to a child's ability to succeed in the classroom, and case studies show how parents, teachers and therapists can work together to facilitate learning. Whilst providing a unique insight and approach to the complex condition of dyspraxia, this lively informative text also examines specific cases and scenarios, considering the perspectives of teachers and parents. It handles a range of crucial topics such as issues surrounding diagnosis, the developmental differences and characteristics of dyspraxia, conventional and alternative intervention strategies, an exploration of the pressure of families, ways of improving home-school liaison. Teachers, SENCOs and other educational professionals will find this book provides a wealth of essential information and guidance, whilst parents will also find much to support them in the daily care and welfare of their child. **Numeracy for QTLS** Liz Keeley-Browne, Anne Price, 2016-09-17. By 2010, the Government requires all teaching staff in the Lifelong Learning Sector to gain the QTLS Qualified Teacher Learning and Skills teaching qualification. In addition to the new qualification, all those training to teach in the post-compulsory FE sector must also have reached an acceptable skill level in literacy, numeracy and ICT before they qualify. This is referred to as the minimum core, and states that literacy skills must be equivalent to a level 3 qualification, a Level standard, and numeracy skills must be equivalent to level 2 GCSE. This aims to be the first core textbook in the market to support those undertaking initial teacher training in the post-compulsory learning and skills sector, formerly FE. The text is structured in

line with the requirements and specifications of the minimum core and therefore guides students to achieve the minimum core and pass the new national tests in order to achieve their QTLS qualification This is achieved by developing the student s personal knowledge skills and strategies in order to ensure that they support their own students when they start teaching training themselves In addition a self audit of numeracy skills is available online in order to identify areas of personal strengths and weakness *Day-to-Day Dyslexia in the Classroom* Rody Politt,Joy Pollock,Elisabeth Waller,2004-06-03

Dyslexia cuts across class age and intelligence All schools will have pupils with dyslexia and teachers of children of all ages need to be aware of the teaching methods and approaches which are most effective with these children This fully revised and updated edition of a classic text offers invaluable advice to teachers on how they can recognize specific learning difficulties and give practical help to children in their classes Written in clear jargon free language it provides guidelines on the way children with dyslexia learn language and achieve literacy and numeracy skills It also includes chapters on handwriting study skills and classroom management whilst bearing in mind numerous demands made on classroom teachers This new edition includes the National Literacy Strategy how to make effective use of Teaching Assistants an exploration of physical development commentary on teaching children with diagnosed dyspraxia and Attention Deficit Disorder

Dyslexia-friendly Practice in the Secondary Classroom Tilly Mortimore,Jane Dupree,2008-07-09 The first guide of its kind written specifically for trainee and newly qualified teachers this standards based text explores the needs of dyslexic learners in mainstream secondary schools In light of the current dyslexia friendly schools initiative it looks at organisational level support for dyslexic children together with pragmatic strategies which teachers can use to support children s cross curricular learning Further it includes case studies and practical tasks to build readers confidence in supporting Specific Learning Difficulties as well as a range of coping strategies and practical advice based upon the authors experience of working with dyslexic learners in different contexts over many years **EBOOK: DYSLEXIA** T.R Miles,Elaine

Miles,1999-06-16 What are the distinctive characteristics of dyslexia How much progress has been made in discovering the causes of dyslexia What are the latest ideas on ways in which dyslexics can be helped It is just over a hundred years since Dr Pringle Morgan published his famous account of Percy a boy of 14 who could only with difficulty spell out words of one syllable who wrote his name as Precy and did not notice the mistake until his attention was called to it more than once Yet the schoolmaster who taught him for some years says that he would be the smartest lad in the school if the instruction were entirely oral *Dyslexia A Hundred Years On* is an overview of the field It traces the historical influences and examines the contributions of various disciplines The new edition 1998 is a complete re write of the original book and brings accounts of research fully up to date There are also new chapters which report on new areas of research and raise questions about the different forms which dyslexia can take in different languages The book also looks afresh at assessment teaching approaches and counselling This book is an invaluable resource for trainee and practising teachers including special needs teachers

professionals and lay persons interested in dyslexia psychologists doctors health visitors and college students particularly those in the field of psychology education and linguistics **The Minimum Core for Numeracy: Knowledge, Understanding and Personal Skills** Sheine Peart, 2009-06-02 The teacher training framework introduced in September 2007 requires all teachers in the post 16 sector to possess knowledge understanding and personal skills to at least level 2 in the minimum core for numeracy Coverage and assessment of the core have to be embedded in all Certificate and Diploma courses leading to QTLS and ATLS status This book is a practical guide to numeracy for trainee teachers in the Lifelong Learning sector It enables trainee teachers to identify and develop their own numeracy skills and also to support their students numeracy

Unveiling the Power of Verbal Artistry: An Psychological Sojourn through **Maths For The Dyslexic A Practical Guide**

In a world inundated with monitors and the cacophony of instant communication, the profound energy and emotional resonance of verbal artistry usually fade in to obscurity, eclipsed by the continuous assault of noise and distractions. However, nestled within the musical pages of **Maths For The Dyslexic A Practical Guide**, a captivating perform of literary beauty that impulses with raw feelings, lies an memorable trip waiting to be embarked upon. Composed by way of a virtuoso wordsmith, that exciting opus instructions readers on a psychological odyssey, softly revealing the latent potential and profound affect embedded within the complicated web of language. Within the heart-wrenching expanse of this evocative examination, we will embark upon an introspective exploration of the book is main styles, dissect their fascinating writing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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Maths For The Dyslexic A Practical Guide Introduction

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