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Chapter 3 Pastoral care in young children with dyslexia Introduction; Social-emotional difficulties and dyslexia; Social-emotional skills: what do they entail?; Creating caring classrooms; Enhancing language and social-emotional literacy; Circle time; Peer mediation; Building emotional bonds; Making friends; Talking about feelings; Building self-esteem; Modelling and coaching; Summary; Chapter 4 Identification and assessment of learning and development in early years; Introduction; Assessment: another aspect of teaching?; Foundation Stage Profile
Qualitative assessment: dyslexia, language and social development Pre-literacy and literacy; Language and communication; Social and emotional development; Quantitative assessment: phonology, reading and writing; Phonology tests; Reading tests; Spelling tests; Dyslexia screening tests; Summary; Chapter 5 Effectiveness in early years teaching and learning; Introduction; Early years teaching and learning: making a good start; The making of early years curriculum; Early years practitioners: What does it take to become effective ?; Professional development: peer coaching
Early years teaching for dyslexia: instructional strategies Reading at word level: building phonology; Reading at sentence and text level: making meaning; EAL young pupils: literacy and language; Summary; Chapter 6 Information and communication technology; Introduction; ICT: a tool for inclusion and responsive pedagogy; ICT and early years practitioners: barriers and facilitators; Individual level; Organisational level; ICT enabling early years staff; Classroom-based ICT strategies: enabling pupils with dyslexia; Phonology computer programmes; Working memory computer programmes
Language computer programmes

Sommario/riassunto

Packed full of activities, real-life case studies, tasks and suggestions, this informative book will equip teachers with the kind of practical knowledge needed to teach young children with dyslexia effectively. Tackling the subject in a clear and realistic way, the author encourages teachers to think critically in terms of the changing nature of special educational needs, and teaching and learning in early years. She addresses a variety of classroom issues, such as: assessment and identification of dyslexia summarising and commenting on current debates
