

### Specific Learning Difficulties:

A 6 week series of Tuesday evening talks organised by the Richmond Dyslexia Association.

These talks are directed towards teachers and student teachers, parents and anyone who has a real interest in why some children and adults have difficulties affecting literacy and numeracy.

Each week a different aspect will be covered with ample opportunity to ask questions.

Accompanying printed notes will be available for some talks.

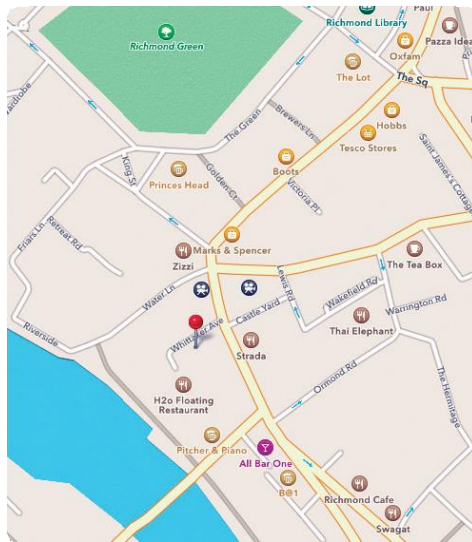
Richmond Old Town Hall  
Whittaker Ave, Richmond, TW9 1TP  
Tuesdays 7.30pm - 9.00pm

### Nearest Railway and Underground Stations:

Richmond (tube and train)  
- 10 minute walk

**Buses:** Richmond Bus Station is a 2 minute walk from the venue.

**Car Parking:** The Old Town Hall does not have its own car park but there is limited on-street meter parking available in Whittaker Avenue and Friars Lane Car Park is a 5 minute walk.



**To book please email**  
**[info@richmond dyslexia.org.uk](mailto:info@richmond dyslexia.org.uk)**

Members £8 per night or £45 for all 6  
Non-Members £10 per night or £55 for all 6  
Or call **07495648025**

## AUTUMN COURSE PROGRAMME 2017

A 6 week series of  
Talks on Aspects of Dyslexia

Tuesdays at 7.30pm  
19<sup>th</sup> September to 14<sup>th</sup> November

### VENUE

Richmond Old Town Hall  
Whittaker Ave  
Richmond  
TW9 1TP

*A local voluntary organisation for  
Specific Learning Difficulties/Dyslexia*



# Autumn Course Programme 2017

Richmond Old Town Hall, Whittaker Ave, Richmond, TW9 1TP

## Tuesday September 19th

### **“Beneath Behaviour: ways in which working memory, processing and other dyslexia type deficits can hide beneath academic performance”** *Christine Young*

Christine has worked as a primary class teacher for 13 years before going into school management (and back out again sharpish..) She trained with The Dyslexia Institute and went on to teach children and adults at the London Centre and at their Royal Ballet School 'outpost' in Richmond Park. She also taught for a time on the DI post graduate certificate course, training teachers to support dyslexic students. Currently, she is a specialist teacher and assessor and SENDCo in an independent selective senior school. Her current particular interests are executive function including working memory, and speech, language and communication in the context of dyslexia, dyspraxia, ADD and ASD and how these underlie academic performance and behaviour in a high achieving school population.

## Tuesday September 26th

### **“Supporting learners in maths using Numicon; practical tips to help parents and teachers”** *Rebecca Hamburger*

Beca qualified in 1993 after which she spent many years teaching at KS1 and KS2. She quickly became mathematics subject leader at her school and later, was responsible for implementing the Primary National Strategy. Subsequently she was a leading maths teacher, delivering CPD at Authority level. For many years she was a teacher tutor responsible for mentoring trainees at the Institute of Education.

For the past five years she has worked as a Local Authority Mathematics Consultant with particular focus on raising standards through programmes of CPD centered on mathematical pedagogy and school improvement. During this time Beca was also a KS1 Moderator for the QCDA. She is passionate about increasing children's enjoyment of mathematics and developing creative approaches to teaching

## Tuesday October 3rd

### **“Handwriting”** *Gwen Dornan*

Gwen is the information officer for the National Handwriting Association, a charity whose aims are to raise awareness for the importance of handwriting as a vital component of literacy.

Gwen began her career as a classroom teacher in primary schools in this country and U.S.A. While her children were small, she took up calligraphy, which led to an interest in children's handwriting. She assisted Christopher Jarman with INSET training.

On returning to teaching she worked part-time for a few years in Richmond schools and ended up in the junior department of Putney High School where she eventually taught handwriting throughout the school from R to Y6 for 10 years.

Since retirement she has worked with individual children who have issues with handwriting at Laidlaw Education.

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## Tuesday October 10th

### **“Spelling”** *Julia Rowlandson*

Julia Rowlandson BA Hons, PGCE, Dip SpLD, AMBDA is co-director of USL – Understanding and Supporting Learning [www.us-l.co.uk](http://www.us-l.co.uk). For 7 years she was Deputy Head of More House school, Frensham, a specialist school for boys aged 8-18yrs, with dyslexia, dyspraxia, ADHD, ASD and speech and language processing difficulties. She then spent three years as Education Director of Barrington Stoke who publish books for reluctant readers. She is co-author of the School Spelling Dictionary published by Barrington Stoke. Since 2005, she has worked as an education consultant in the UK and abroad, training teachers and teaching assistants in specific learning difficulties across the age groups and carrying out specialist teacher assessments.

## HALF TERM OCTOBER 17<sup>TH</sup> 24<sup>TH</sup> & 31<sup>ST</sup>

## Tuesday November 7th

### **“How do we solve a problem like SPaG, Spelling, Punctuation and Grammar?”** *– Jules Daulby*

After receiving her Level 7 Specialist teaching certificate and working as SEN Specialist Advisory teacher for Dorset SENSS, Jules worked at the Thomas Hardy School in Dorchester as Literacy and Language Lead. This included a number of roles alongside whole school literacy: Head of a Speech and Language specialist base, Co-ordinator of literacy across the partnership and creating an outdoor curriculum for year 10 and 11 students. Jules gives a yearly SEND lecture to Roehampton University primary ITT, is the SEND peer advisor on the TES community forum and is a regular contributor in TES writing on literacy and SEND.

Jules has also written for Schools Weekly, InnovateMySchool and blogs as MainstreamSEND.

Now working full time as Driver Youth Trust's Senior Consultant, Jules is committed to ensuring young people with literacy difficulties, in particularly those with dyslexia, are supported in education to fulfil their potential. She believes the best way to do this is for schools to embed inclusive practices in systems and to help teachers to know how best to help students within the classroom.

## Tuesday November 14th

### **“Teaching Reading Using Games”** *Joanna Jeffrey*

Joanna is a qualified teacher with 35 years' experience. During her career she had various posts within Primary and Secondary Schools. She has been a course co-ordinator for four-day dyslexia courses, has delivered training within schools, colleges of Further Education and Universities. She has an MA in Education, two Diplomas, one in Primary/Secondary development and one in dyslexia. Up until August 2011 she was the Principal of Dyslexia Access, a tuition and assessment centre in Devon. Joanna became a phonics specialist and an advocator of systematic synthetic phonics through her desire to discover the best way to teach children to read. She quickly realised that children and students want to enjoy the process of learning to read. So she combined the professional side of learning to decode print with the fun side of playing card games and as a result created trugs – teach reading using games.

**Please note the RDA has the right to cancel or change any lectures.**

