

## TESTIMONIALS

“Children not only enjoyed their time with Sharon - they thrived through her teaching.” (Kanchana Gamage - former Deputy Head, Cowley Hill School, Borehamwood)

“Sharon establishes excellent rapport with the students, parents and teachers. Find her to be very professional, competent and trustworthy. Feedback on dyslexia training sessions was outstanding.” (Liz Spain, SEN Manager, Hatch End High)

“Clearly presented, well organised, really enjoyed benefitting from your experience and expertise. Fun and varied, non-judgemental, strategies to take away.” (staff training, Immanuel College, Bushey)

“I found what you did very valuable indeed and I enjoyed the range of examples drawn from different subject disciplines.” (Charles Dormer, Head Teacher, Immanuel College)

“Once again you have stepped in to identify how best to support S’s needs. This has been invaluable to me and more importantly to S’s motivation, education and learning.” (M.J parent)

“Sharon is not only fantastic with children, but also incredibly supportive with parents. I don’t know what I would have done without her support during those crucial years.” (A.B parent)

## ABOUT ME



For over twenty years I have been passionate about teaching dyslexic pupils in primary and secondary schools. I have enjoyed being involved in training staff to implement practical strategies to support dyslexic pupils.

With appropriate teaching, dyslexia doesn’t have to stop anyone from achieving their goals. There are many famous dyslexics renown for their talents in drama, art, music, sports, politics, science and entrepreneurial skills.



The heart of my teaching is focussing on pupils’ strengths and personal interests, ultimately resulting in building up their confidence and self esteem.

# SHARON GOLDSTONE

## Specialist Dyslexia Teacher and Assessor in Pinner

BA HONS Psychology, PGCE,  
Post Graduate Diploma in Dyslexia,  
member of AMBDA, PATOSS



“If a child can’t learn the way we teach,  
maybe we should teach the way they learn”

Ignacio Estrada

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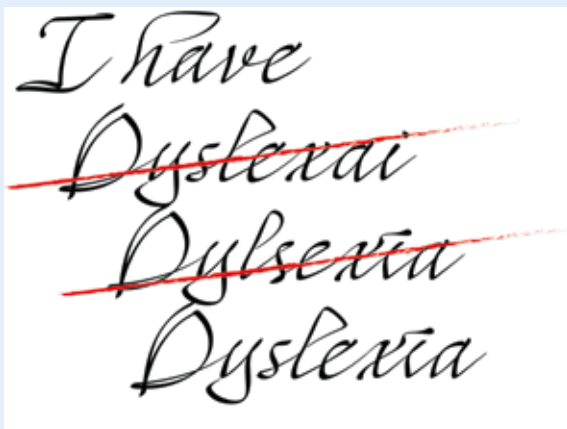
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## DOES YOUR CHILD HAVE A RANGE OF THESE DIFFICULTIES?

- Reading
- Writing - getting ideas down on paper/ spelling/structure/ grammar/handwriting
- Maths
- Memory, e.g., forgetting words regularly seen, times tables, phone numbers, instructions and word finding difficulty
- Slow speed of working/reading
- Organisation
- Difficulty in processing sounds

**If so, they might be dyslexic.**



## DOES YOUR CHILD HAVE VISUAL STRESS?

*Read Regular is created without copying or mirroring shapes. Therefore the frequency of repeated shapes in a text is decreased. This results in a minimum chance of visual distortions (swirl-effect). The aim is to create interesting typography that will maintain the readers' interest and will prevent them from getting bored or frustrated. Diversity in text knows many variations. We must understand the fact that typography for a novel is different from a magazine or a publication for education. Even so a novel has the potential to be clear and interesting. This can be achieved in any level of creativity, thinking on type size, leading, the amount of words on a sentence and the character/paper combination.*

- Do they complain print looks wobbly or blurred?
- Is the page too bright for them?
- Do they hold the book too close?
- Do their eyes hurt when they read?
- Do they lose their place when reading?



A coloured overlay might help you read more fluently and comfortably

## HOW CAN I HELP?

- Provide professional dyslexia assessments and reports with practical recommendations for teachers and parents of 7-18 year olds. A positive diagnosis can increase a pupil's self-esteem as well as making a case for extra time in exams, a reader, or a scribe.
- Assess for Visual Stress and provide solutions which can increase speed of reading, fluency and confidence.
- One to one specialist teaching, taught in a fun and engaging way using varied, multi-sensory techniques.
- Dyslexia training for school staff on practical strategies which can benefit all the class.

