

## Support Pack for b-d-p Letter Confusion

### Letter orientation

Written language is directional and many dyslexics can get confused between left and right, forget which way round a letter goes and even which direction to read from.

Many letters have mirror images (b-d, p-q, m-w, u-n) which may cause particular difficulty.

Pupils need a 'hook', a trick or strategy that helps them to solve directional difficulties and help them to remember.

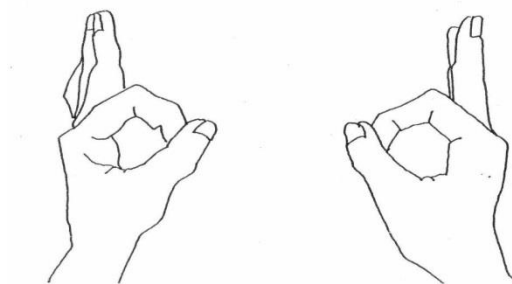
### Strategies

Many pupils develop their own strategy of using a capital 'B' and 'D'.

Carry this card in your pocket, put it next to you when you read or write so that it is always there to help.



If the pupil can remember what the word 'bed' looks like then hold up your hands, put the thumbs together and imagine the word; the direction on the thumbs indicates the direction of the 'b' and 'd'.



To remember the letter 'b' say:

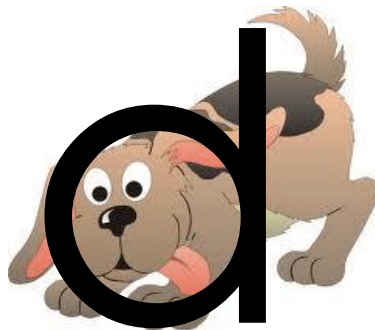
**'First the bat and then the ball.'**



Form the down stroke of the bat first; saying 'b'...bat, then the ball comes after it. Each time the pupil writes he/she says '**b...bat**' making that down stroke first, then '**b...ball**' making the round shape to follow.

To remember the letter 'd' say –

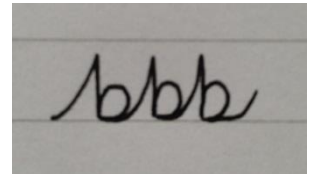
**'First the dog's body then the tail.'**



Form the dog's body first (you do not see a dog walking backwards). Say 'first the dog then the tail' – '**d...dog**' as you write.

## Activities to help secure a letter confusion. e.g. 'b'

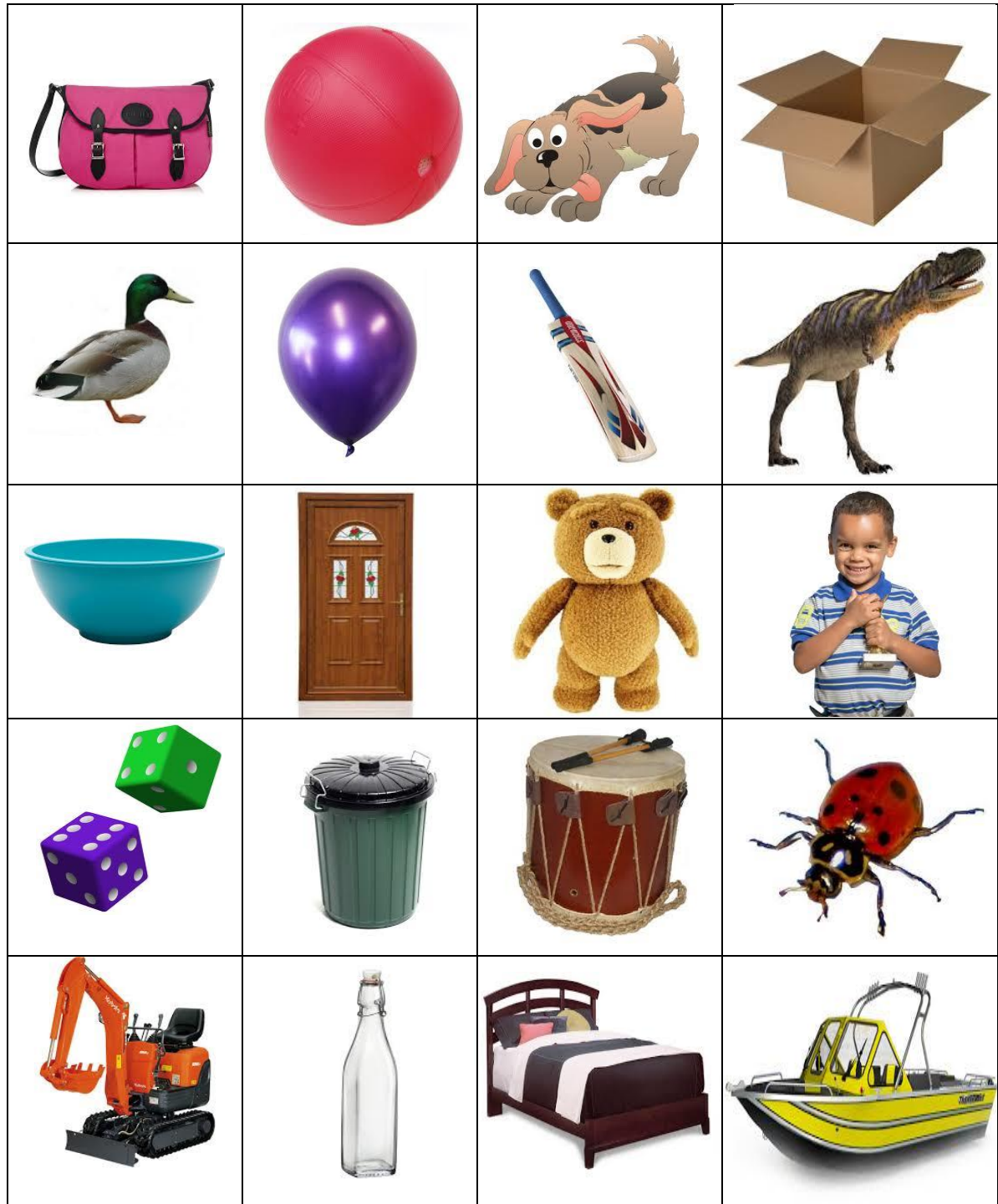
1. **Use a large sweeping motion of the hand and arm write the letter 'b'.** This 'large motor' action will help to give a physical memory of the correct movement. As you do it say 'first the bat and then the ball'. Draw a bat and ball over the letter as a visual reminder.
2. **Draw a 'b' while saying the rhyme in a tray of salt or sand.**
3. **Get someone to trace out the shape of the letters on your back while saying the rhyme.**
4. **Shut your eyes and draw a huge 'b' in the air or write a large sheet of paper, again saying the rhyme.**
5. **Handwriting activities can also be very helpful** in overcoming directional problems with letters. Remember to try and make it fun, perhaps by making a border of joined up 'b's in different colours.
6. **Make a 'b' poster for the classroom wall with a bat and ball image.**
7. **Make the letter 'b' from plasticene rolls.**
8. **With eyes closed can you sort out a section of plastic letter 'b's from the letter 'e's?**



Use the same activities to reinforce 'd'.

### Sorting b and d images

Look at each picture. Which letter does it start with? Write a 'b' or 'd' under the picture. Say 'b...bat' or 'd...dog' each time you write.



## Adding b or d to make words

Fill in 'b' or 'd' to make new words. These should all be real words.



ca\_\_\_

no\_\_\_

ro\_\_\_

re\_\_\_

ru\_\_\_

cu\_\_\_

ma\_\_\_

be\_\_\_

mu\_\_\_

ha\_\_\_

tu\_\_\_

ri\_\_\_



da\_\_\_

bi\_\_\_

pu\_\_\_

so\_\_\_

li\_\_\_

co\_\_\_

sa\_\_\_

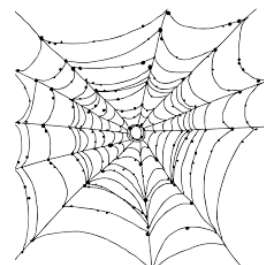
we\_\_\_

go\_\_\_

da\_\_\_

ba\_\_\_

fa\_\_\_

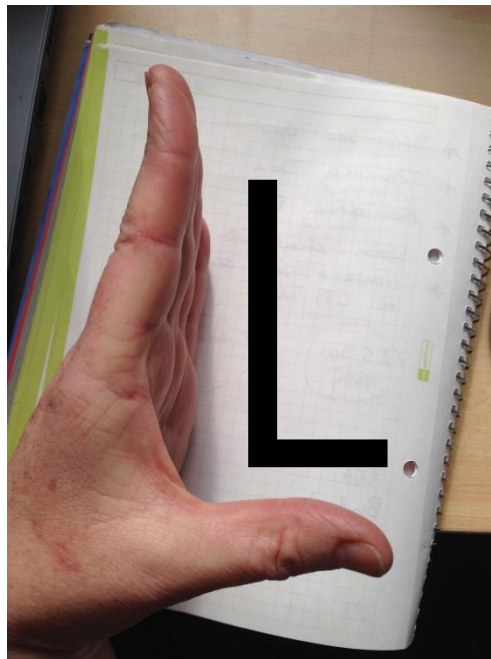


To remember the letter 'p' say –

**'First the pin and then the pop!'**



Directional confusion does not stop with letters and numbers. Many dyslexics have problems with left and right. A helpful method of remembering left from right is to look at the 'L' made by forefinger and thumb on the left hand of if they write with their right hand this can be another linking strategy.





**Flash cards** – Cut out the squares and stick them onto cards.

<b>dad</b>	<b>did</b>	<b>den</b>	<b>pip</b>	<b>pup</b>	<b>pad</b>
<b>bed</b>	<b>bad</b>	<b>bin</b>	<b>bud</b>	<b>pin</b>	<b>pip</b>
<b>beg</b>	<b>dig</b>	<b>pan</b>	<b>peg</b>	<b>ben</b>	<b>den</b>
<b>deb</b>	<b>pen</b>	<b>big</b>	<b>dud</b>	<b>but</b>	<b>bum</b>
<b>dip</b>	<b>did</b>	<b>dug</b>	<b>pup</b>	<b>dog</b>	<b>pod</b>

Use as flash cards to improve visual recognition of b – d – p. Remember to use strategy to help recognise the difference.

### Quick games using the flashcards:

- How many can be read correctly in 1 minute?
- Play snap.
- Draw 3 columns on a whiteboard with b – d – p and sort out the words or spell. (3 sets)
- Sort b from d words (2 sets), d from p words (2 sets), b from p words (2 sets)

### Tracing Activities

Try this tracking activity to improve visual accuracy at recognising b, d and p. Scan from left to right finding all the letters b. Time yourself and count any missed letters.

d d b d p p b d p p  
 b d d d p p b p d p  
 b b d p p b b b p p  
 d d d b d b p b p p  
 d b d d p p d b p d

time \_\_\_\_\_ misses \_\_\_\_\_

Now see if you can beat your time and score.

b b d b p p b b p p  
 d d b b d d b p b p  
 d b d p b p p b b b  
 d d d p p b b p b p  
 d b d d b b p b p b

time \_\_\_\_\_ misses \_\_\_\_\_





dig pig pop hip dip lip bib nip dad hop  
lip sip pip gag map dip pan pat pet bat  
tap dab fed tip bob bed beg bug but dog  
bum but bin bad pit pup pod bun ben bog  
lap put did pin ban bit dot top pop big  
cop box god sad ban bid dog bit tad den

time \_\_\_\_\_ misses \_\_\_\_\_

Try these activities again, looking for the letters p and then d.

### Sentences for reading and spelling

1. **B**ob is **b**ad.
2. **B**en can **d**ig.
3. **D**ad has a **b**ag.
4. His **b**ed is **b**ig.
5. A **b**ug is on the **d**og.
6. **B**ud is a **d**og.
7. **B**eg for a **d**og.
8. **D**eb is in **b**ed.
9. The **b**un is in the **b**in.
10. **D**id he **b**eg?

Try and recap with a b-d activity for a few minutes at the beginning and end of each lesson, or at home just before bedtime, until recognition becomes automatic.

Don't linger too long on the differentiation of 'b' and 'd' and 'p'. They may cause problems for a long time but should not prevent the acquisition of other skills. Some children use a capital letter 'B' or 'D'. If this is their strategy for remembering, they should be allowed to continue until they find it easier to discriminate between the two. This will occur naturally at a later date if they have been well taught.