



ONE IN TEN of the population have Dyslexia or Visual Stress

in adults and children alike

Increase your sales with Dyslexic friendly editions of your titles

Not only do Dayglo Books publish a range of award-winning books for dyslexic readers, but they also offer a conversion service to other publishers to do the same for them. Will you join our quest to share the joy of reading with the thousands of adults and children with dyslexia?



WORLD FIRST - TINT ON DEMAND

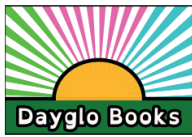
To overcome the visual stress caused by white paper, Dayglo prints all titles in a variety of tints to suit each individual. True Tint On Demand special Dyslexic friendly font is used with a simplified and well spaced layout. The result - non-readers become readers for the first time.

Patron – The Duchess of Rutland

Dayglo Books are the first and only books designed to address the difficulties faced by people who have to deal with Visual Stress and Dyslexia on a daily basis in their lives. We offer understanding, respect and support to these readers and a practical approach to their problems.

www.dayglobooks.com

Contact Chris Day - 07802 211587



Special Features of **Dayglo Books** – original titles tailored for dyslexic readers –

Dayglo Books are all original titles; they are not simply reprints of classic novels. They include fiction and non-fiction, suitable for adults, teenagers and children. Anyone can read these books, but dyslexic readers in particular will find them easy to use.

New specialised font used throughout:

A new font called 'Opendyslexic' is used throughout. This was developed by Abelardo Gonzales in 2013 to address some of the specific problems experienced by dyslexic readers.

- Some people with dyslexia see letters moving about, or see them in 3-D. In order to 'anchor' the letters down to the line, this font emphasizes the bottom part of each letter by using a heavier line thickness at the bottom than the top.
- People with dyslexia tend to mix up the letters b and d. This font uses a detached, upright stem on the letter d but a curved, continuous stem on the letter b, so the letters are not a mirror image of each other. d b
- People with dyslexic also tend to confuse the letters p and q. This font puts a little tail onto the stem of the letter q to make it easy to distinguish from the letter p, and puts a slight slant onto the stem of the letter p. p q
- The letters h and n are similar, so the stem of the letter n is made extra short, to emphasize the difference between the two. h n
- Letter c gapes open wide so that it is not likely to be confused with letter o. c o
- Lower case l is written with a slight 'foot', similar to the upper case letter, to distinguish it from capital letter l and figure 1. l | l 1
- Capital letters and punctuation marks are slightly thickened, to make it easier for the reader to identify the beginning and end of a sentence.

Pastel tinted paper is used. White paper has been avoided: the traditional use of black print on white paper produces an unacceptably high level of contrast for some dyslexic readers. This can cause a dazzle effect that makes the print appear to shimmer, making it difficult to identify the letters with certainty.

Large size type ensures clarity. This can also be helpful to people with visual impairments.

The books are short – no more than 100 pages long.

- The reader can approach a slim book with some confidence of getting to the end.
- Short chapters, short paragraphs and short sentences foster a rewarding reading experience and reinforce motivation.
- Sentences are not usually longer than 14 words.

Text editing with the reader in mind. The aim is to provide a smooth, uninterrupted reading experience.

- For example, the basic '...ed' past tense is normally used in preference to '...ing' endings which require an auxiliary verb, to avoid giving another word to read. In a book of 100 pages, this can save a dyslexic person having to read a great many superfluous words.
- Many sentences contain a basic point and an explanation of, or comment upon, that basic point. Some authors like to begin sentences with the explanation rather than the basic point, for example: "Although we did our best, the visiting team beat us easily." It helps dyslexic readers if they meet the main point early in a new sentence, rather than at the end, so we usually edit the text to reflect this, thus: "The visiting team beat us easily, although we did our best."

Vocabulary tailored:

- The vocabulary is not restricted to a particular reading age, but where there is a choice of word without loss of meaning, a word that is simpler to read will be used. For example, in one book 'arena' has been used rather than 'amphitheatre' because it was felt that two digraphs (ph-th) and a diphthong (ea) in a word could cause a reader to pause and break the flow. In this instance, the word 'amphitheatre' had been used only once in the whole book. If the title had been "The Amphitheatre" and the word had appeared many times in the text, it would have been left, on the assumption that with repetition it would have become familiar and less disruptive to the reading process.
- Unfamiliar names can present a problem, especially multi-syllable and foreign names. As the priority is to keep the forward momentum of reading and the enjoyment of the story, the names used in our books are kept relatively uncomplicated. However, some readers may find a particular name awkward. If that happens, we hope a dyslexic person can learn to adopt the tactic many fluent readers use to avoid losing the flow – mentally abbreviating, and identifying the character by the first syllable, or even just the first letter, of their name.

Layout:

- There is plenty of space between **paragraphs** which helps to give shape and distinction to each page. Also, it is helpful to the reader to be able to see clearly the amount of reading required to complete each paragraph.
- Our right-hand **margins** are ragged, not aligned. With an aligned margin, each line looks identical so a dyslexic reader may lose their place on the page and re-read the same line instead of moving forward.
- To achieve an aligned margin the printer ends some lines with **hyphenated words**, e.g. sim-ilar, cer-tainty, pre- dicted. The next line then starts with half a word which makes no sense – ilar, tainty, dicted. This is confusing for a dyslexic reader. We hardly use hyphens at all. Occasionally words are hyphenated but only when the split word comprise two whole words, e.g. any-way.
- Single letter words, such as 'a' or capital letter 'I', are deliberately not left as the last word on a line. An **isolated single letter** gives too few clues to a dyslexic reader about what may follow. This can cause them to miss out a line, or re-read a line, thereby interrupting the flow while they find their place again.

Lists of unfamiliar words: In some books, where appropriate, at the back a list of words less likely to be familiar to the reader is included, with a brief note of the meanings. Also, in some books with a large cast of characters, a list of the names of the characters and their relationships to each other is given.

Our aim is to remove as many obstacles to reading as possible. Fluent readers may not pay much attention to the adaptations we have made but dyslexic readers will find them invaluable.

We want Dayglo Books to be truly inclusive of all readers.



DAYGLO BOOKS – EASE OF READING GUIDE

(baseline “Plain English” is 65% – the higher the score, the easier to read)
based on “Flesch Ease of Reading calculator”

which counts Average Sentence Length and Average Number of Syllables per word

<http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php>

Title	Probable Appeal	Ease of Reading Level
A NOTTINGHAMSHIRE PITMAN’S STORY	adult/child	83.5%
BREAKFAST TIME WITH THE PENCIL CASE PEOPLE	child	81.5%
BUZZ OFF, BEE	child	94.1%
CASSIE, THE STORY OF A RESCUE DOG. Vol.1 / Vol.2	adult/child	87.8% / 86.1%
CLOSING THE TRAPDOOR	adult/teen	71%
FERNE & CHOCOLATE	child	91.2%
FIST FIGHTER : CODE OF HONOUR	adult/teen	79.1%
GIVE US A BIT, BEE	child	92.5%
GONE ASTRAY	adult/teen	76.4%
HELL ON 2 WHEELS	adult/teen	78.4%
I HAVE 2 DOG COLLARS	adult/child	81.7%
IMPACT	teen/adult	87.6%
ISLAND WOMAN	adult/teen	77%
JOHNNY THE AMAZING AND HIS VALIANT SWORD	child	98.1%
KEEP SMILING, BEE	child	88%
MEMOIRS OF THE MAD HATTER	adult/teen	80.1%
MISSING PERSONS	adult/teen	83%
NO CHOICE	child/teen	88.5%
R U AFRAID OF GHOSTS	child	84.2%
THE MAN ON THE MOUNTAIN TOP	adult/teen	78.8%
THE SWORD AND THE RIVER	adult/teen	77.2%
TWO SHIPS OF WAR	adult/teen	74.4%
VORAVIA’S CHAMPION, Vol.1 / Vol.2	teen/adult	81.2% / 79.1%



Dayglo Books

Dayglo Books Ltd page colour tint values that are currently in use within our publishing range.

This colour range has been carefully chosen to reduce visual stress on the reader.

HSB		Lab	
Hue	208	Lightness	93
Saturation	10	a	-3
Brightness	98	b	-7

RGB		CMYK	
Red	224	Cyan	11
Green	237	Magenta	2
Blue	249	Yellow	0
		Key(Black)	0

Hex
Hexadecimal #e0edf9

HSB		Lab	
Hue	41	Lightness	93
Saturation	18	a	1
Brightness	97	b	16

RGB		CMYK	
Red	247	Cyan	1
Green	233	Magenta	5
Blue	203	Yellow	20
		Key(Black)	1

Hex
Hexadecimal #f7e9cb

HSB		Lab	
Hue	98	Lightness	93
Saturation	7	a	-5
Brightness	93	b	6

RGB		CMYK	
Red	227	Cyan	9
Green	237	Magenta	1
Blue	221	Yellow	13
		Key(Black)	1

Hex
Hexadecimal #e3eddd

HSB		Lab	
Hue	257	Lightness	82
Saturation	5	a	3
Brightness	83	b	-4

RGB		CMYK	
Red	206	Cyan	12
Green	202	Magenta	13
Blue	212	Yellow	5
		Key(Black)	6

Hex
Hexadecimal #cecad4

HSB		Lab	
Hue	330	Lightness	89
Saturation	7	a	7
Brightness	93	b	-2

RGB		CMYK	
Red	236	Cyan	3
Green	219	Magenta	12
Blue	228	Yellow	2
		Key(Black)	2

Hex
Hexadecimal #ecdbe4

HSB		Lab	
Hue	258	Lightness	88
Saturation	5	a	3
Brightness	91	b	-5

RGB		CMYK	
Red	223	Cyan	9
Green	220	Magenta	9
Blue	232	Yellow	1
		Key(Black)	2

Hex
Hexadecimal #dfdce8

ALPHABETICAL LIST OF 25 DAYGLO TITLES

A NOTTINGHAMSHIRE PITMAN'S STORY
BREAKFAST TIME WITH THE PENCIL CASE PEOPLE
BUZZ OFF, BEE
CASSIE, THE STORY OF A RESCUE DOG, VOLUME 1
CASSIE, THE STORY OF A RESCUE DOG, VOLUME 2
CLOSING THE TRAPDOOR
FERNE AND CHOCOLATE & THE ROLLER-COASTER RAINBOW
FIST FIGHTER : CODE OF HONOUR
GIVE US A BIT, BEE
GONE ASTRAY
HELL ON 2 WHEELS
I HAVE 2 DOG COLLARS
IMPACT Champagne (Cream) Quartz (Pink) Pearl (Grey)
Apple (Green) Primrose (Yellow) Sky (Blue)
ISLAND WOMAN
JOHNNY THE AMAZING AND HIS VALIANT SWORD
KEEP SMILING, BEE
MEMOIRS OF THE MAD HATTER
MISSING PERSONS
NO CHOICE
R U AFRAID OF GHOSTS
THE MAN ON THE MOUNTAIN TOP
THE SWORD AND THE RIVER
TWO SHIPS OF WAR
VORAVIA'S CHAMPION, VOLUME 1
VORAVIA'S CHAMPION, VOLUME 2

Dyslexia and IQ are not related

The quality of a person's intellect has no connection to any perceptual difficulties they may have that cause them trouble with reading and spelling.

The greatest damage that can be done to a person with dyslexia is to be put down and made to feel inadequate because they don't respond to the printed word in a way that other people do.

We are all different. We all learn in different ways. Some of us respond best to what is heard, others to what is seen, and yet others to what is experienced through physicality.

There are various approaches to the teaching of reading. The most common method at the present time in schools is 'phonics'. This is taught through sounding out words. So this involves learning through what is heard. But remember, this method does not work with every learner.

Nobody wants to fail. Nobody sets out to fail, least of all a child. The frustration of not achieving, when you have done your best, is difficult to cope with. It is not uncommon for a frustrated learner to feel angry and disappointed and want to throw the book out of the window and never look at it again.

If a learner is trying hard but not doing well, what is probably failing is the teaching method, not the student. That is where the weakness lies. Change the teaching method, and the learner may make much better progress.

The 'more of the same', that didn't work in the first place, is unlikely to work in the second or the third place. If tears of frustration and rage are making everybody's life unbearable, remember the old saying: "There's more than one way to skin a rabbit". Look for a teacher who will offer a completely different approach.

There have been many frustrated dyslexic children who grew up to become high achieving adults in every walk of life – "Smart Dyslexics" who are role models for us all.

Steven Spielberg, Film maker

Maggie Aderin-Pocock, Astronomer and space scientist

Albert Einstein, genius who invented the theory of relativity

Richard Branson, Virgin entrepreneur

Tom Cruise, Film star

Darcy Bussell, Prima ballerina

Yes, dyslexic people are smart and can do anything

Steve Redgrave, Olympic gold medal rower

Lewis Hamilton, Racing driver

Edward James Olmos, Star of the original 'Blade Runner'

Xtraordinary, how many dyslexic people are outstanding achievers

Ingvar Kamprad, Founder of Ikea

Cher, Singer-song writer

Steve Jobs, Founder of Apple

Never let any ignorant person dismiss someone you know as lacking intelligence because they are dyslexic. In every walk of life there are dyslexic people who are outstandingly smart and creative and the highest of high achievers. Encourage the dyslexic people in your life to follow their example and aim high!

Link to an inspirational talk by Sir Ken Robinson on creativity and schools

<https://www.youtube.com/watch?v=iG9CE55wbtY>