

Handwriting

Support writing with the use of a WP where possible. It could also be useful to modify how the student works, for example they could take notes by writing a short list, or by using images

For many, weighted and non-weighted grips provide the tactile and pressure-related guidance needed to stabilize and strengthen a child's hold.

Use of CLOZE activities or similar to minimise the about of not-taking a student must do can help them focus on remembering key information.

Copying

Be aware that students copying from the board or PowerPoint often must concentrate harder on de-coding words and letter formation. This can mean that they are less able to listen to what is being said by the teacher.

Printed out versions for slides can be helpful.

For longer pieces of information, try to underline the key points for the student to copy. This helps them focus and commit key information to memory.



Difficulty Focusing

Use nonverbal signals to engage a student who seems to be losing focus.

Encourage the student to email questions or concerns later if it's hard to come up with them during class.

Provide a quiet space for tests so the student can talk through the questions without disrupting others.

Give extended time for tests.

Reduce distractions by using blank pieces of paper to cover all but one of the questions on a worksheet.

Difficulty with Organisation and Time Management

Create daily class routines and stick to them.

Break down big assignments into smaller pieces with more deadlines.

Show what a completed project looks like before the student begins.

Establish clear starting points for tasks rather than just giving a due date.

Use visual times so that the student can see how long they have.

TEACHING STRATEGIES FOR DYSLEXIA

Processing

Give the student extra time to respond to questions in class.

Give simple written directions, and speak slowly when giving oral directions and use clear, unambiguous vocabulary. The use of visual aids can also be supportive.

Provide a checklist at the beginning of the assignment with details about how the project will be marked.

Find ways to engage the student's interest in lengthy assignments.

Shorter tasks can often be preferable to one long one. Try to use a step-by-step approach.

Give plenty of opportunities for overlearning of key concepts.

Dyslexia in Maths

Key vocabulary may need to be pre-taught for the student to understand worded questions.

Provide scaffolding resources such as a number lines or time-table squares.

What is Dyslexia?

Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. It's a specific learning difficulty, which means it causes problems with certain abilities used for learning, such as reading and writing.

Some Symptoms of Dyslexia

- Difficulty with reading/ spelling
- Verbally bright but has difficulty writing down thoughts
- Unusual pen grip / poor handwriting
- Lower than average processing speed
- Lack of focus
- Problems remembering the sequence of things
- Putting letters and figures the wrong way around ('b' 'd')
- Difficulty remembering spoken directions
- Poor time management skills
- Problems with short term memory
- Poor organisational skills
- Difficulty hearing and distinguishing phonics
- Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
- Inability to sound out the pronunciation of an unfamiliar word
- Visual disturbances when reading (for example, a child may describe letters and words as seeming to move around or appear blurred)

Reading/ Spelling Difficulties

Students with dyslexia can experience visual stress. This can include seeing letters that move, seeing letters back-to-front or letters appearing blurry. The use of coloured overlays or reading rulers can make a difference for some students. You should also use a clean, sans serif font, 12pts with generous letter, word and paragraph spacing.

Use multisensory learning. This can include writing words in tactile materials such as glue, sand etc. Spelling can also be practiced through physical activity, such as a scavenger hunt for letters etc.

Encourage students to colour-code or highlight key words and phrases. You could also provide them with a list of subject-specific key spellings.

Bullet points are often easier to read than extended pieces of text.

Spelling or unfamiliar words may need to be pre-taught and understood by the student.

When reading aloud in class, it can be helpful to ask a dyslexic student to read a smaller amount and pick something that you believe will cause them to least difficulty.

Encourage students to de-code words by breaking them up into phonic sections. You can also ask them to read each phonic aloud and focus on the sound that is made.