



Strategies to Support Dyslexia

@miss_aid

Presenting Information

Mindmapping can be helpful to support the organisation of ideas – for example when writing an essay, answering an exam question or thinking about an area in life that they would like to develop or change. Mind maps are a visual way of taking notes



Use text boxes or borders for headings or to highlight important text.

Avoid underlining and italics which can make words 'run together' – use bold text for titles, sub-headings or to draw attention to important information, key vocabulary

Include flow charts, illustrations and diagrams to break up large sections of text and/or to demonstrate a particular procedure

Chunking



Dyslexic learners can have difficulties processing information and may require extra time to complete tasks.

Break down tasks into small manageable chunks and give pupils instructions one at a time as they may have a short attention span.

Pupils may lose concentration easily, so instructions should be short and well defined.

Repetition

Pupils with Dyslexia often have a short attention span, therefore repeating tasks/instructions/processes will help clarify understanding and expectations.

Ask pupils with dyslexia to repeat instructions so you can check their understanding – don't just ask if they understand and accept a yes answer!



Colour Coding



Colour-code text – for example content in one colour, questions in another.

There are many things you can do in the classroom to help dyslexic pupils manage and organise their learning:

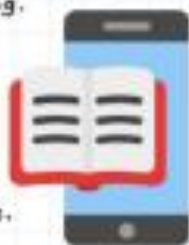
Organisation

Use of ICT

Allow pupils with dyslexia to complete their work on a computer if it's a preferred way of learning.

You may also be able to:

- Change screen background colours.
- Increase/change fonts
- Have text read aloud to pupils.
 - Set timers on tasks
 - Remove distractions from a page.
 - Enable pupils to replay audio instructions



Digital E-Books

Pupils may benefit from digital copies of books that can be read aloud. Some E-Books also allow pupils to change the settings to make them more accessible.

- Display prompts and reminders about what to do, where to find things, useful words, etc.
- Label equipment – always keep this in the same place, indicate items when mentioned
- Provide desk-top mats/jotter inserts, alphabet, word banks, prompts and personal target sheets.
- Provide planning formats/ writing frames/story skeletons for extended writing

