

Strategies to assist dyslexic students

This is a non-exhaustive list of strategies which may be useful to help dyslexic children access the curriculum – these strategies can be used by class teachers and learning support assistants in order to make sure that dyslexic children do not become demotivated. Many of these strategies are equally applicable to all children and are part of standard teaching practice.

- Work in pairs: Partner with a student who is stronger at spelling / handwriting.
- Allow a “Study Buddy” and/or LSA to read text / instructions to them.
- Avoid asking student to copy unnecessarily from the board – use a “Study Buddy”, pre-write titles or instructions or give them a photocopied transcript to stick in their book.
- Repeat instructions or questions.
- Chunk instructions – avoid long, complex or multi-stage instructions.
- Jot instructions or questions on a post-it note.
- Allow time for processing – eg talk partner or thinking time before hands up.
- Allow student to annotate and highlight key points in text.
- Consider colour of paper / whiteboard background and pen / size and colour of font.
- Don't criticise for forgetting something they “knew” yesterday, or for not remembering the right equipment, or for getting lost or distracted mid task: talk about strategies to help remember.
- Remember – Time and Repetition: Spelling and Tables Tests for example: time pressure will be counter productive; a smaller number of items to learn, and frequent revisiting and practice.
- Use ICT
 - record instructions which they can listen to over again;
 - use predictive word processing
 - use electronic word banks and spell checkers
 - use digital recorders as an alternative to writing
 - use software, eg Nessy to support reading and spelling
- Manage marking sensitively – mark content rather than spelling / presentation (depending on area of difficulty); Praise correct spellings, target, say, two incorrect spellings to learn / practise, and suggest a technique to help remember.
- Use mind maps, powerpoint, cut and paste, less “text-heavy” presentation forms.

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- Scaffold writing:
 - provide writing frames or templates
 - provide prompt sheets and word lists
 - provide clue cards
 - use cloze procedure
 - print off annotations made during whole class work on interactive whiteboard
 - provide a note-taking frame to help identify key information, whilst allowing space for the student's own notes and diagrams
- Provide prompts for sequences such as days of the week, months, alphabetical order, times tables, number facts.
- Encourage joined handwriting.
- Do not expect the student to read aloud in class without proper notice and an opportunity to practice.
- Teach memory strategies: eg mnemonics, creating relationships between items in a list.
- Allow extra time to complete tasks – and break up tasks to allow for fatigue.
- Use planners and timetables to help with organisation.
- Provide helpful resources as appropriate:
 - highlighter pens
 - glue stick
 - post-its
 - line tracker
 - index cards
 - spellchecker
 - high frequency word lists
 - alphabet strip
 - reminder card for b/d confusion
 - tables square
 - calculator
 - coloured acetate filters
- Write down homework tasks, add to website, or record as sound file. Make sure student has contact details for a buddy in case they need to check.