

Instructions

- Break instructions into small, logical 'chunks' and say things in the order they should be done, ie "Fold the paper then put it in the box", not "Put the paper in the box after you have folded it"
- Be prepared to explain things many times, in a variety of ways
- Slow down talking pace and reduce the amount of words used. Repeat, slowly and clearly, if necessary
- Smile before you give instructions or repeat them.
- Praise when they ask questions.
- Help when they get stuck
- Prompt and model rather than test them with too many questions

Writing Tasks

- Minimise board copying and dictation
- Avoid black text on white background – buff or coloured paper is easier to read.
- Use a font that is easy to read. Open dyslexia fonts can be downloaded free

Time

- Explain at the start what needs to be achieved and by when
- Allow extra thinking time and more time to finish tasks
- Allow time for them to process what you have said.
- Provide a visual timetable
- Give them some down time to recharge, or structure activities so they are not required to work at their maximum capacity all the time.
- Intersperse easy tasks with more difficult ones

The learning

- Link learning tasks to previous knowledge – keep a record of what has been learnt each day
- Reinforce and check understanding
- Establish the purpose and build a vision of the big picture for the lesson
- Summarise key points at the end of the lesson.
- Try a variety of ways to help the child with the learning – post it notes, highlighters
- Encourage students to read their writing back to spot spelling errors
- Catch them doing it right - praise and encourage strengths, being specific about what a student has done right
- Make the learning fun



DYSLEXIA How you can help: **Empathy is the key. When children feel understood and supported they can be encouraged to take learning risks.**

The environment

- Sit students with dyslexia in well lit areas but not directly under fluorescent lights as these cause visual disturbance
- Ensure noise is not a distraction
- Provide a well-organised structured learning environment
- Create an engaging and purposeful learning environment for the children - include their own efforts on the wall as long as they are happy for this

Creative and multi-sensory methods

- Use pictures, diagrams and charts and other visuals
- Do drawings to illustrate concepts.
- Use wall displays and images to reinforce learning
- Have keywords around the room that relate to the learning
- Technology helps - A laptop to word process work and reinforce numeracy skills, a dictaphone to record work, and phonetic spell checkers can enable learning