

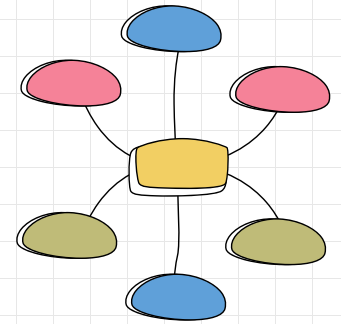


# Strategies to Support Dyslexia

@miss\_aird

## 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.

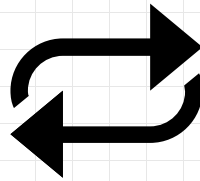
Break down tasks into small manageable chunks and give pupils instructions one at a time as they may have a short attention span.

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

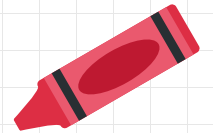
## Repetition

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

