

### Which mechanisms can support reading tasks?

- Use cream or pastel coloured paper where possible to reduce glare.
- Use blue, brown, red, green or purple board markers in preference to black.
- Use different colours to separate key information written on the board.
- **Never ask a dyslexic student to read aloud in class** (unless he offers, and even then try to ensure that he can read the text easily before allowing him to proceed).
- Arrange for any lengthy text reading to be supported by a 'buddy' or a support assistant, or tape recorded in advance.
- **Think very carefully about how you present written information.**

### When marking written work:

- Mark positively. Identify one success, provide one tip or maybe suggest one target.
  - Write comments above, below or beside the body of the text, not all over the student's own writing
  - Focus on strengths rather than weaknesses - e.g. separate composition from transcription in writing.
  - Be aware of the effort that has been expended to produce 5 lines of writing when most students are producing 30 plus.
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## Devon SpLD (Dyslexia) Service Information

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Please contact Deborah Lynch ) or Ann Atherton if you have any queries or concerns.

The following leaflets are available on the QE website:

- What is Dyslexia?
- Assessing for dyslexia
- Emotional Support for Dyslexic Students
- Reading at home
- Supporting Dyslexic Students in the Classroom
- How can I help my child?
- Helping with homework
- Helping your child with spelling
- Visual Stress
- Working Memory Difficulties

Ann and Deborah are part of a Secondary Dyslexia Network; these materials were produced by this group of teachers and educational psychologists.

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## Supporting Dyslexic Students in the Classroom

Devon SpLD  
(Dyslexia)  
Service

# Supporting Dyslexic Students in the Classroom

## Some key points to try to remember:

- Be aware of the desire of many students to be the same as everyone else - differentiate work with sensitivity
- Encourage the student to offer suggestions in class discussions in which they often shine in relation to their peers. (It can be helpful for a support assistant to have checked that they know the correct answer to prevent further failure)
- Encourage risk taking, 'What's your best guess?' modelling that it is all right to make mistakes
- Ask students to rate out of 10 their confidence in knowing an answer, before they give it
- Never ask a dyslexic student to read aloud in class unless he or she offers, and even then try to ensure that he can read the text easily before allowing him to proceed.
- Try to find written tasks for which the student can see a purpose - e.g. writing emails, writing to outside organisations, penpals .
- Structure the task so that it is manageable

- Be aware of an over reliance on adult support developing. Fade support out gradually leaving a longer time before offering help.
- Check all students understand the task before moving on.
- Build in SUCCESS and use PRAISE

## Think carefully about classroom organisation:

- Seat student with supportive peers operating at a similar intellectual level, rather than always with other students with literacy difficulties. Placing a student with his intellectual peers means that he can participate in discussions at a suitable level as well as safeguarding self-esteem.
- Use a more competent, supportive peer to compensate for weak literacy levels - by acting as a reader, as a checker for proof reading, as a tester for learning exercises.

## What alternative means are available for recording or presenting information?

- Recording onto tape
- Dictation to an adult or peer
- Diagrams (e.g. timelines, tables, posters, charts)
- Mind maps and supporting software eg. Kidspiration
- Storyboards
- Powerpoint presentations
- Oral presentations

## Which mechanisms can support writing tasks?

- Use writing frames, disrupted information and cloze procedure exercises
- Allow students with literacy difficulties to write directly onto worksheets which may need to be enlarged.
- Provide key words for independent writing
- Encourage the use of spellcheckers and word mats
- Avoid copying
- If they must copy, provide a close copy model (not OHP or board)
- Word processing and the use of support packages. e.g: Clicker, Text Help, Wordbar

## Ways to make the text more accessible

- Choose a font that is clear and easy to read (e.g. Comic, Tahoma, Arial, Garamond).
- Use as large a font as possible.
- Use text boxes to separate out small blocks of text.
- Use pictures and diagrams to break up the text.
- Use shorter words and sentences rather than longer.