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| Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas. |
| Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12–14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour. |
| Have any text that the pupil will struggle with read to them by a ‘study buddy’ or LSA, or appropriate assistive technology. |
| Avoid asking pupil to copy from board – have them work with a study buddy, or quickly jot things down for them, or use a photocopied transcript. |
| Be aware that the pupil may find it hard to hold questions, information or instructions in their head  for long enough to act on them, and:  • repeat instructions/questions;  • ‘chunk’ them rather than saying in one long string;  • jot them down on a sticky note, or encourage the pupil to do so;  • allow time for processing (for example paired discussion with a partner before putting hands up). |
| Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. |
| Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things. |
| Use ICT supports – laptop, predictive word processing, grids of useful words, sound files attached to information/ instructions, sound files of key texts/revision notes for MP3 players, portable electronic phonetic dictionaries, speech-supported texts, spellcheckers, mind mapping software, reading pens, digital audio recorders. |
| Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future – for example, the similarity of the spelling to other known words, or ‘the tricky bit’ that has to be learned. |
| Enable pupils to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories. |
| Scaffold writing:  • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.  • Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.  • Provide clue cards.  • Use cloze procedure (where the pupil fills in missing words in text).  • Print off an IWB page used in whole-class session and have pupils add to it/annotate. |
| Do not expect pupils to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator). |
| Avoid embarrassing pupils by asking them to read aloud in front of others, unless they volunteer. |
| Overcome problems in learning by rote by helping pupils recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall. |
| Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning. |
| Teach pupil strategies to improve organisation, such as diaries, checklists of equipment they have to bring to school each day |
| Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, audio recorder, reading pen, index cards for subject vocabulary or spelling mnemonics, dictionary, sheet of high-frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator. |
| Write down homework for pupils, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a mobile phone or tablet. Allocate a homework buddy they can ring if they have forgotten what to do (‘phone a friend’). |