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Re-cap! Not only useful for dyslexic students, re-capping what has been learnt and covered previously is useful for many students, helping them to place the lesson in context.

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Reading aloud. Get students to re-read their work to themselves or another student. This will help them to get into the habit of checking their work, and identifying any spelling mistakes that are often common to them.

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Clear instructions. It is difficult for dyslexic pupils to remember lots of different instructions. Display instructions clearly, and for the duration of the lesson, so that students can check on their progress.

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Prepared notes. Don't expect dyslexic students to be able to copy down large chunks of information. Hand-outs or worksheets with brief notes or images on are really effective at helping them absorb information.

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Coloured pens. If you are putting lots of writing on the board, using different pens and underlining key words will help.

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Messenger. Consider asking dyslexic students if they are happy to act as the envoy during group work activities; this will often save them having to be the scribe.

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Flexible homework. When setting homework, consider that reading and writing tasks will probably take longer for dyslexic students to complete. It may be worth giving them a differentiated version of the task.

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Timings. Display the different parts of your lesson on a whiteboard. This will provide a helpful visual guide and allow them to divide the lesson into 'chunks'.

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Font and colour. Changing the background colour of a worksheet can help, as can making the font thicker and ensuring the text is well spaced.

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Flow chart. Provide a flow chart diagram of a topic at the start in order to give an overall view of the topic. This will help and assist with compensating for the short term memory problems that many dyslexic students face.

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Layout. Any written instructions should be concise and to the point without any unnecessary details. Try to have a clear layout with short sentences.

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Images. Images on worksheets/hand-outs can be helpful for pupils as a way for them to more quickly read and decipher the meaning of the text and to also help them to retain the focus and emphasis of the text.

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Methods of communication. Try a range of delivery/exposition methods that don't involve students reading. Videos, audio or podcasts are all good alternatives.

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Thinking clearly. Some dyslexic pupils will find it helpful to put their thoughts into words first - they can explain it to a classmate, TA, teacher, or even a Dictaphone if helpful. For many students, this is excellent practice as it refines the process - they have the opportunity to process without the added complication of writing!

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Recording. If appropriate, consider using a voice recorder rather than writing notes - especially useful during re-cap, revision lessons.

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Sharing ideas verbally. Get students to work with a classmate who they can dictate their thoughts/answers to and share ideas with. Useful for collaborative learning.

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Display key information. Have key information, like topic words, displayed clearly. This provides an immediate reminder of relevant information/learning and helps to compensate for any short term memory issues faced.

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Learning aids. There are many different learning aids which will help dyslexic pupils, like text reading software or voice recognition software. The British Dyslexia Association website is a good place to look.

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Learning types. Work out which type of learner your dyslexic student is: visual, auditory or kinaesthetic. Then differentiate your activities/tasks accordingly.

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Cloze exercises. Useful for all students. Great as a way to re-cap knowledge, assess learning and revision without lots of writing!