



SEND support: Dyslexia



- Repeat instructions – use a task board/whiteboard to jot down the first 3 instructions for them to refer back to.
- Clear, brief instructions backed up with visuals – chunking.
- ‘Check-in’ regularly to ensure they have followed instructions – get them to repeat information back to ensure they have processed details.
- Timer – work for a manageable duration. Increase the time systematically. Set clear achievable goals to be completed in a specific time frame.
- Extra time in assessments – in a smaller group with less distractions – reading the questions for maths, SPAG.
- Teach comprehension skills – understanding words, finding information; identifying the main idea, finding similarities and differences; predicting, sequencing, concluding, summarizing, inference, deduction, and cause and effect.
- Coloured overlays and reading ruler. Coloured paper for exercise books.
- Support to edit work – eg: get them to correct 3 spelling errors (use spell checker); improve a sentence; add in 3 adjectives; find all the missing capital letters; etc....Show them how to improve their writing.
- Use signal words consistently to gain their attention – ‘listen carefully’ or ‘the most important thing is’ or ‘there are 3 important points to remember’ – focus their attention on particular points.
- Multi-sensory learning – hearing, looking, feeling. Colour, images, sound mnemonics, story lines, visual displays, timelines – make it fun.
- Use a range of strategies to learn spelling – find a word within a word; say the word as it sounds (wed-nes-day); word families; teach spelling rules (y has 3 different sounds; change the y to an I before adding..).
- Personal dictionary of words – ones they make regular mistakes with or topic words.
- Spelling aids – spell checker.
- Audiobooks and speech software.
- Organizational aids – diary, whiteboard, lists, calendar.
- Post it notes of words they needs to remember in their book- review periodically.
- Metacognitive questions – at beginning of a task – to help them plan how they will tackle the problem. (eg: do I understand what I need to do in the task? What strategies can I use to complete this task? What should I do first? Do I know where to get information that will help me with the task?)

- Traffic light system – green – they have understood everything; red – needs help; orange – they need a bit more clarification.
- Effort, motivation and engagement praised – improve self-belief.
- Brain breaks
- Seating arrangements – minimize distractions.
- Differentiated spellings – fewer.
- Mind mapping; writing frames, tables, bullet points, checklists and spider diagrams to plan written work.
- Support on how to organize writing: eg: instructions – title, intro, picture; what you need; method; conclusion.
- Using a laptop or word processor to type longer pieces.
- Opportunities for over learning – pre teaching and consolidation on work.
- Increase the wait time when asking questions to allow processing and for them to formulate his answers without feeling pressurized.
- Paired/shared reading.
- Learning to touch type.
- Use of recording equipment – say the sentence, record it, listen back to it.
- Work on developing inference skills – ‘reading and thinking’ series.
- Copying from the board kept to a minimum.
- Listen to audio books while following the story and reading along with the text.
- Use of computer programmes such as Nessy or Word Shark – 10 minutes every day to practice spellings.
- Speech to text software – dictate stories into a computer.
- Provide a photocopy of the information to be copied so they can highlight or annotate it.
- Teach active reading strategies such as : key words, skimming, scanning.
- Read the questions first when doing a comprehension/reading task – use a highlighter.
- Mixed ability tables on occasion – so that they don’t always think they are in the lower ability table.