

# STRATEGIES FOR SUPPORTING PUPILS WHO ARE DYSLEXIC

Try to bear in mind that students may be embarrassed by their limited literacy skills, poor memory and lack of organisation.

- Begin every lesson by **outlining** its content and end with a **summary** of work covered.
- Link **prior** knowledge with **new** information.
- Break learning into **small** sequential steps.
- Speak slowly and **distinctly**.
- Give instructions in **short chunks**. Clarify, by redefining words. Complex instructions need to be broken down.
- Intersperse “listening” times with “**seeing and doing**” activities.
- Make your teaching as **multi-sensory** as possible.
- Allow **extra time** to complete written work.
- When marking work, put less emphasis on spelling and more on **content**.
- Be constructive and **positive**, praising and encouraging what is done well in order to build confidence and maintain motivation.

Encourage pupils to:

- Take responsibility for themselves and check their work.
- Word process their work.
- Read more.
- Use highlighting pens.
- Use personal word book, make a list of key subject vocabulary.

Avoid:

- Dictating notes.
- Asking pupils to read aloud to the class.

Please make photocopies of overheads and notes available to students.