

DYSLEXIA: WAYS TO HELP

Early Years:

Focus upon developing:

Sequencing, phoneme-grapheme correspondences, syntax and grammatical structures, patterns, vocabulary and language

- Go on a sound walk to develop sound discrimination
- Use search games
- Act out sounds
- Provide actions for sounds
- Keep instructions to a minimum,
- Use short sentences
- Provide a range of vocabulary and genre when reading to children to gain interest and extend vocabulary
- Keep activities short
- Ask questions using resources: Can you find the red car with the big wheels?
- Match large letters with actual objects
- Use tactile letters and sounds for tracing
- Hide letters and sounds in sandpit

Primary:

Focus upon developing:

Reading accuracy, phoneme-grapheme correspondence, organisation within writing, maintaining interest and self-esteem

- Take time to develop reading and spelling rules
- Continue to use real objects to match pictures and objects with words
- Focus upon words which are visually similar
- Use structured phonics but teach those which break the rules
- Use colour to enhance learning of sounds
- Play spot the difference games
- Use text-to-speak software to sound out words which may be difficult to read – it is important that the pupil hears the correct sound of the word in order to assign the correct sound to the visual form of the word and develop their articulatory loop
- Develop reading accuracy through guided reading and reading aloud to an adult
- Use visual clues when giving instructions
- Use writing frames to aid organisation in writing
- Provide writing prompt to get the pupil started
- Provide a vocabulary bank to aid recall of key words
- Teach pupil to pause at a full-stop and ask themselves, 'what have I just read?'
- Play Bingo games with high frequency words
- Continue to draw attention to sounds which can be easily confused



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- Focus upon homonyms: words which sound the same but are spelt differently, such as 'they're', 'there', 'their', words which sound differently but are spelt the same: 'read', 'lead', words which are spelt and sound the same, but have a different meaning: e.g. 'present'
- Use of coloured overlays can help with visual tracking difficulties

Secondary:

Focus upon developing accuracy and fluency in reading, written organisation and spelling rules

- Teach self-help skills to monitor passive reading
- Teach pupils to gather their thoughts before reading and to bring to memory what they have previously read
- Teach to visualise as they read and ask themselves questions, such as: 'how would I feel if that was me?'
- Teach pupils to summarise information as they read it, and to begin to hypothesise...what might happen next, what would happen if...?
- Encourage pupils to discuss their reading and to highlight key words
- Continue to develop reading accuracy through use of text-to-speak software for multisyllabic words
- Ask yourself: 'does that make sense?'
- Use writing frames and prompts to develop structure and sequencing in writing
- Use PEE: Point – Evidence – Explain to develop sentence and paragraphing
- Provide vocabulary and glossary to aid word recall
- Provide a model and keep activities as active and visual as possible
- Keep learning visual - use of mindmaps develops semantic links to aid learning and memory

Anticipate – Model – Personalise – Visualise - Engage

Beyond Secondary:

Focus is upon self-help skills:

- Use should be made of text-to-speak software to develop independence in reading
- Teach use of APPs to aid organisation and memory
- Use spellchecker to aid spelling

Access arrangements in exams:

There are no specific access arrangements associated with dyslexia, but other difficulties may co-exist with dyscalculia and may require access arrangements in exams:

- Extra time for slow processing speed impacting upon rate of working and rate of reading
- Extra time for a weak working memory impacting upon ability to follow and complete multi-stepped activities, and to internalise information whilst simultaneously reading it
- Reading pen to aid reading accuracy
- Human or computer reader for significant reading difficulties
- Coloured overlay, where appropriate

For more detailed intervention approaches contact SENDISS



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