

SEND Newsletter

This term's focus (Spring) is:
Dyslexia.



What do you need to know?

Supporting Dyslexic Pupils in the classroom



HOW DOES THE DYSLEXIC PUPIL LEARN?

The dyslexic pupil must be shown

- The big picture and then how the details fit into it.
- From parts to whole
- From the easy to the more difficult
- From the simple to the complex
- From the concrete to the abstract
- From the visual to the auditory
- Always showing him how new information fits in with what he has learned
- With much review and practice at every step of the way

The dyslexic pupil is **NOT**...

- An incidental learner (won't necessarily grasp concepts intuitively). He must be *directly* taught (shown) everything.
- Lazy! He is doing his best. It takes much more energy for the dyslexic pupil to get through the day and to do even average work, than it does the average pupil. This is because of processing and working memory difficulties.

The dyslexic pupil needs ...

- a quiet, calm, structured, orderly, consistent and respectful environment
- one or two verbal instructions at a time
- short, simple instructions with few words. Then ask, "What do you think you heard me say?"
- a *simultaneous* multi-sensory structured approach to his language learning that uses all three pathways of learning: Visual, Auditory and Kinaesthetic-Tactile
- to be given every opportunity to use his creativity in his learning.
- time to process what he has heard
- time to respond
- time to complete assignments/ activities

SUPPORT INVOLVING MATERIALS

1. Use a device to record instructions.

Many problems with materials are related to reading difficulties. A device that can record is an excellent aid in overcoming this problem. Directions, stories, and specific lessons can be recorded. The pupil can replay to clarify understanding of directions or concepts. Also, to improve reading skills, the pupil can read the printed words silently as they are replayed.



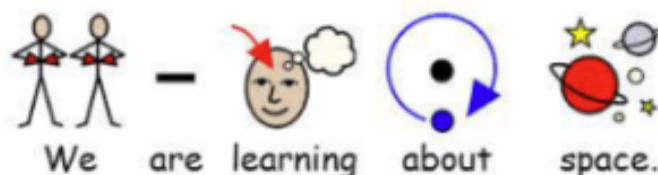
2. Clarify or simplify written directions.

Some directions are written in paragraph form and contain too much information. This is often overwhelming for some pupils. The teacher can help by:

- underlining or highlighting the significant parts of the directions.
- Simplifying the instructions is often helpful. *For example*
Original instructions: This exercise will show how well you can locate conjunctions. Read each sentence. Look for the conjunctions. When you locate a conjunction, find it in the list of conjunctions under each sentence. Then circle the number of your answer in the answer column.
Simplified instructions: Read each sentence and circle all conjunctions.
- Teachers should ensure that documents given to pupils with dyslexia only contain instructions needed for the exercise or activity without any unnecessary detail as these could be distracting.
- All materials for pupils with dyslexia should have a clear layout, short sentences and an uncomplicated structure. (see [supporting reading](#) document for more information about adapting reading materials and making worksheets)

Illustrations

Images that illustrate sentences or unfamiliar words are really useful. By spacing out the instructions and adding a diagram, pupils can follow it without having to understand every word.



Fonts and background colours

Software that is regularly used in schools, such as Microsoft Word, is a good resource for fonts and background colours. Changing the background colour can help some pupils. This could be background colours of worksheets and smart boards.

Using appropriate fonts can make print more accessible for the dyslexic pupil. For example you can download free specialist fonts, such as [OpenDyslexic](#), which are free and can run on Microsoft software. This font adds gravity and weight to the document and is thicker at the bottom as shown in the image below. Pupils who find characters invert or swim should try using this font.

ABCDEFGHIJKLM

NOPQRSTUVWXYZ

abcdefghijklm

nopqrstuvwxyz

Again, one size does not fit all and you should test it with your pupils to see what works best for them.

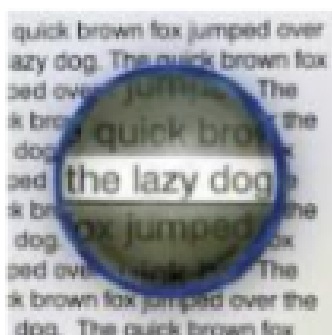
3. Present a small amount of work.

The teacher can adapt workbooks and materials to reduce the content so the pupil is not over faced, you could use tools such as Communicate in Print or alternatively photocopy parts or use cut and paste.

Alternatively, the teacher can ask the pupil to complete only odd-numbered problems or items with stars by them, or can provide answers and ask the pupil to match them to the questions. The teacher can actually cut the worksheet into sections and give the pupil section by section.

4. Block out surplus stimuli.

If a pupil is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Encourage the pupil to do this independently. Also, line markers can be used to aid reading, and windows can be used to display individual math problems. Coloured reading rulers and magnifying aids for reading may also be helpful.



Visual Tracking Magnifier



Coloured reading ruler

5. Highlight essential information.

If a pupil can read text but has difficulty finding the essential information, the teacher can highlight key information.



6. Find place in work books, diaries etc.

In workbooks, exercise books etc where pupils progress sequentially the pupil can make a diagonal cut across the lower right-hand corner of the pages as they are completed. With all the completed pages cut, the pupil and teacher can readily locate the next page that needs to be corrected or completed.

7. Provide additional practice activities.

Provide over learning activities to embed learning. This could include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.



8. Provide a glossary for specific topics.

At Upper KS2 and secondary level, the specific language of certain subjects can be problematic. Pre teaching of vocabulary and also a glossary would be helpful to dyslexic pupils.

9. Develop reading guides (a reading road map)

Provide a reading road map; this is a summary of main points and key information with sign posts of where it can be found in the text. Make it as visual as possible. This can be developed paragraph-by-paragraph, page-by-page, or section-by-section.



Celebrating Success Spring term



Reggie (Y2) has been completing more small amounts of work. He is trying really hard to listen more and to join in, in class. He has had some good discussions with staff after reading his reading book. Well done on trying really hard Reggie.

Cohen (Y1) has come a long way since Christmas, sticking to his timetable and completing tasks that he's been set. He has now mastered a cross, a straight line and is nearly there with a circle, - he completes this 90% of the time.

Billy (Y3) has learned his 2, 5 and 10 time s tables. He is also now writing some fabulous sentences independently.

Blake (Y2) is showing courage and resilience when reading; she keeps going even when it challenges her.

Jack (Y3) has made wonderful progress with his reading. He finds tricky words interesting and practises them lots at home and school.

George (Y2) can now read lots of tricky words. He tries really hard with his reading books and has also shown lots of improvements in his handwriting and phonics.

