Classroom Strategies and Reasonable Adjustments to Support Dyslexic Learners in Secondary School

Students require the following skills to access the Secondary School Curriculum

- Communicating ideas: Reading, writing, receptive and expressive language skills
- Memory skills: Working memory, revision, study skills, retention and recall of prior learning
- Coordination and organisational skills: Organising equipment, technical skills, handwriting/note taking

Dyslexic students may have difficulties in one or all of these areas. It is important to remember that each dyslexic student is unique with an array of individual strengths and difficulties. The following strategies are suggested to be used according to each students' identified area of difficulty.

Extracting Information from text

Challenges	Strategies
Slow reading speed making it difficult to finish text in given time - **Retaining information** from text - **Misreads words** or substitute visually similar words which impacts on comprehension - **Extracting relevant information** from text or skimming and scanning - **Using conventional dictionaries /** reference materials	**Planning** - Provide students with copies of the text with key points highlighted. - Number lines for quick reference. - Ensure all text materials are clear preferably printed on buff coloured paper. **Teaching** - Teacher led reading of text where possible followed by class discussion to emphasise the main points and clarify vocabulary. **ICT** - For students with really weak reading skills consider scanning materials on to a computer with text to speak software such as Narrator or Claro Read. - Many set texts have audio versions which would be worth purchasing for KS4 study.

Questions related to text

Potential Difficulties	Strategies
• **Slow reading** speed making it difficult to finish text in given time • **Decoding subject specific words** • **Reading the questions** especially longer, multiple choice questions • **Identifying key information**	**Planning** • Do a whole class review of topic before setting question based reading and writing work. **Teaching** • Think group or paired work ensuring struggling readers work alongside more confident readers. • Provide charts, or diagrams for students to fill in as opposed to filling in blanks in text. • If using cloze passages always ensure access to keywords needed and where possible encourage use of a computer to complete this. **Access Arrangements** • Many dyslexic students will qualify for extra time in Access arrangements. • Whilst it may not be possible to facilitate this within a timetabled lesson, ensure this is reflected in your expectation of the amount of work the student can complete in a set time and your verbal and written feedback.

Potential Difficulties	Strategies
• **Discrepancy between oral ability and written output-** Has good vocabulary knowledge but will often avoid using this for fear of spelling errors. • **Planning and structuring essays** • **Illegible handwriting** • **Bizarre, unrecognisable spellings.** • **Tires easily** finding the physical act of writing difficult. • **Writes very slowly** resulting in omissions • **Gives very brief written responses** that do not fully answer the question or show their true ability and subject knowledge. • **Using punctuation and correct grammar**. • **Proof reading** and redrafting.	**Planning** • Plan alternative ways to present information wherever possible e.g. mind maps, bullet points PowerPoint presentations. • Provide writing frames with paragraph headings to help structure writing. **Teaching** • Give students placemats with key vocabulary, connectives, and punctuation guidelines. These should be on the desk for all students to refer to. • Allow rest breaks. **ICT** • Utilise IT programmes such as WriteOnLine which enable students to develop extended writing skills. • Encourage use of spell check and editing tools using Word. **Marking** • Read students work through with students to encourage spotting errors. • Capture teaching points on a post –it for future reference. • Use a highlighter to show students where they have made errors.

Potential Difficulties	Strategies
• **Copying from the board** as each word is spelt letter by letter • **Unable to write at the same speed** as the rest of the class when note taking • **Unable to read back their own notes**	**Planning** • Always print off PowerPoint/smart board presentation for student to make notes from. • Allow use of a recording device. **Teaching** • Teach students to use bullet points and abbreviations for note taking. • Encourage the use of mind maps and diagrams for note training. • Make mind maps for your students. https://www.text2mindmap.com/