Although children with dyslexia will need additional targeted support, there are many ways in 
which teachers can help them – and other children - in their mainstream classroom. Minor 
adaptations to day-to-day practice can make a huge difference and ensure that they are 
learning effectively (more details in Primary and Secondary Packs – see book list)

**Seating and Grouping**
- Check that each child can hear and see you, the board and visual prompts clearly
- Seat the pupil where you can make eye contact and provide support quickly
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills

**Information/Instructions/Organisation**
- Give children ‘thinking time’ to process information and respond appropriately
- Make instructions short and simple. Break them down into small manageable steps
- Explain and present information many times in various ways (pictures, flow charts, diagrams)
- Ask children with dyslexia to repeat instructions so you can check their understanding
- Display prompts and reminders about what to do, where to find things, useful words
- Label equipment - always keep this in the same place, indicate items when mentioned
- Provide desk-top mats/jotter inserts - alphabet, word banks, prompts and personal targets
- Provide - and demonstrate how to use - practical aids (calculator, number/tables squares)

**Memory**
- Use multi-sensory teaching approaches to ensure that information is absorbed and stored.
- Teach a range of strategies to help children to learn letter-sounds and spelling rules
- Many children with dyslexia are kinaesthetic learners (they learn by doing). Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall

**Written Work**
- Encourage alternatives to writing - respond by drawing or dictating/recording answers.
- Check children’s learning by requesting non-written responses - draw, act out, sing, dictate answers
- Limit writing demands and give plenty of time to complete written work
- Ensure that keyboard skills are taught - encourage the use of a computer
- Provide planning formats/writing frames/cloze activities/story skeletons for extended writing
- Teach children how to use mind maps, spider webs, bullet points, flow charts, ICT software

**Marking**
- Mark work in a positive way – mark only words that have been taught
- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot
- Try to explain errors made by pupils with dyslexia – try marking their work with them present
Specifying what will be marked - content, spelling, technical skills or presentation and mark only that.

Minimise the number of errors you highlight - perhaps only one of each type. Suggest how to avoid these in the future.

Use directed praise - say what you are praising - include effort as well as attainment.

Avoid public humiliation, give individuals constructive feedback privately.

Provide tinted filters/overlays or reading markers.

Use non-white paper for all materials and ask individual preferences for test papers.

Match reading resources to an individual’s reading ability, ensuring it is age appropriate.

Encourage the use of books in audio/digital format to support individual access to texts.

Teach the use of keywords, highlighting, colours and images to help remember information.

Highlight the main points in text to support comprehension, prediction and recall.

Teach key vocabulary for new topics - use flash cards, word mats, posters/word walls.

Ensure child is comfortable reading aloud - unless planned/prepared in advance.

Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence.

Limit the amount of reading/copying from the board. Give copies of notes/examples.

Use coloured markers for board work. Try some of the following strategies:
  - Set the Smart board background on a colour - beige, blue.
  - Shade white boards to eliminate glare/reflections.
  - Write different items in different colours.
  - Number or mark the start and end of each line/topic clearly.

Looking for more in-depth information to help in the classroom?

- **Dyslexia: A Practitioner’s Handbook (4th Edition)** by Dr. Gavin Reid
- **Maths for the Dyslexic: A Practical Guide** by Anne Henderson
- **Supporting Students with Dyslexia in Secondary Schools** by Moira Thomson
- **Dyslexia & Us: A Collection of Personal Stories** by Dyslexia Scotland
- www.dyslexiascotland.org.uk - On the members’ section you can get access to;
  - Dyslexia Scotland’s Primary School Pack (a pack of 8 booklets)
  - Dyslexia Scotland’s Secondary School Pack (a pack of 20 booklets)

The Online Addressing Dyslexia Toolkit can be accessed free in the Educators’ section of the website.

- www.dyslexic.com
- www.assist-it.org.uk
- www.callscotland.org.uk