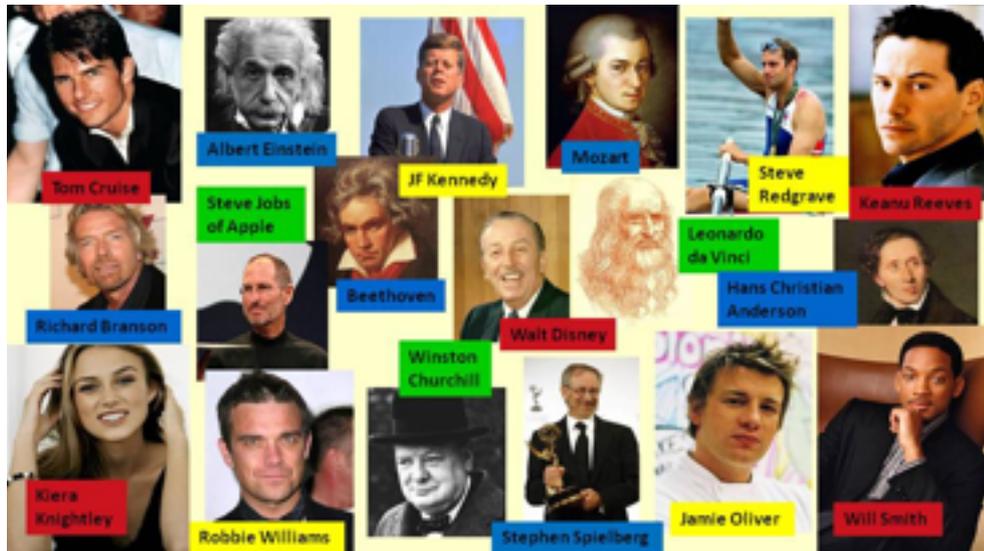


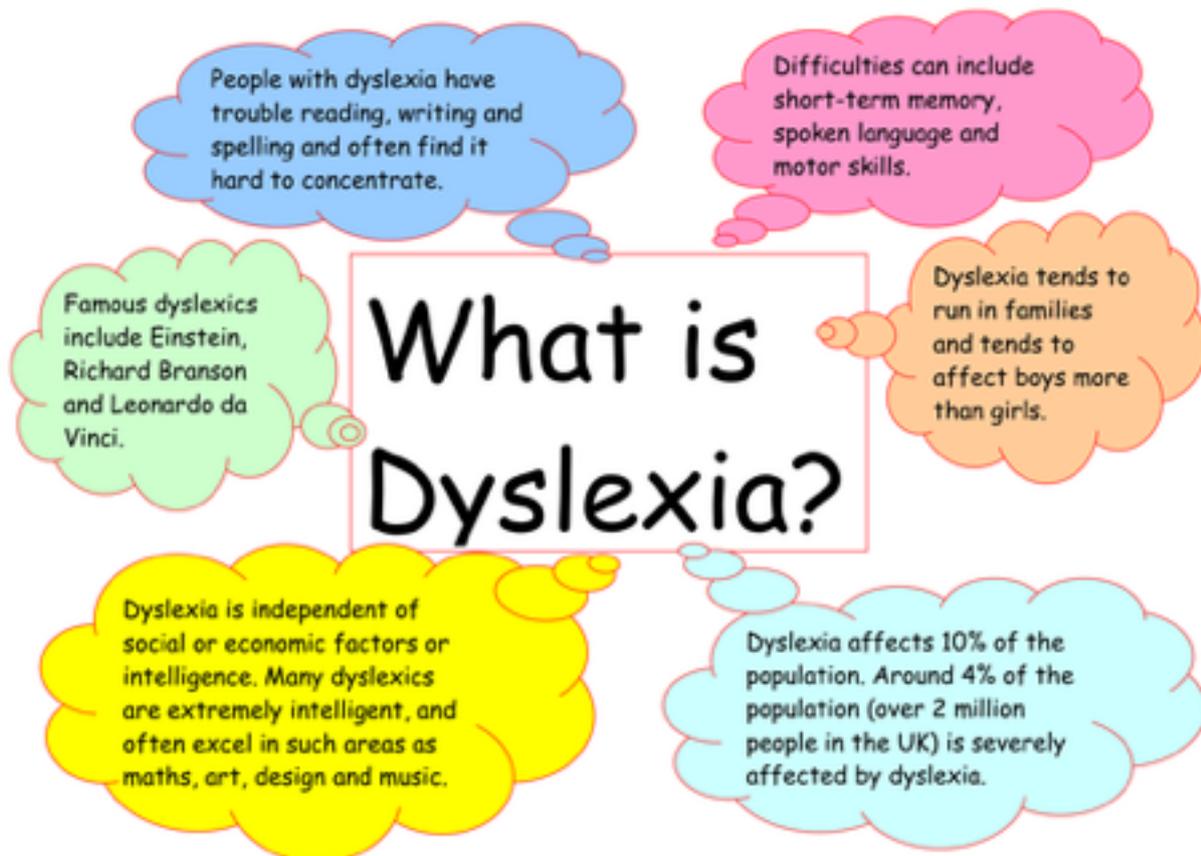
Supporting pupils with Speech and Language difficulties.

## Dyslexia

[https://www.slideshare.net/treashelby/dyslexia-powerpoint?next\\_slideshow=1](https://www.slideshare.net/treashelby/dyslexia-powerpoint?next_slideshow=1)



Did you know these people are Dyslexic?



## What we can do:

- Recognise the confusion and frustration of the pupil and avoid situations that increase pressure.
- Do not think there is a lack of effort.
- Provide support with additional recording mechanisms where appropriate
- Use coloured overlays as appropriate.
- Provide opportunities for the student to re-learn and over-learn.
- Encourage the process of drafting and redrafting.
- Amend worksheets to make them understandable.
- Provide assistance with elements of the writing process, such as the using of planning sheets and editing checklists.
- Read questions aloud.
- Encourage self-correction.
- Practise memory games.
- Establish the pupils' strengths and their individual learning styles.
- Teach a range of word-attack skills (e.g. contextual cues, look and say, phonics, punctuation and word shapes).
- Use a graded-reading programme that is appropriate to the pupil's level of literacy skills as well as his/her interest level.
- Provide supplementary reading material that is below the pupil's assessed reading level, which allows the pupil to read independently (i.e. less than two errors in one hundred words).
- Correct spellings positively and allow students credit for correct letters or sounds in words.
- Employ a number of multi-sensory methods when teaching spellings and consider the use of the strategy of look, copy, trace, picture, cover, write and check selectively.
- Construct logs or diaries of essential words.
- Break tasks into small steps and allow adequate time for completion.
- Teach study skills (e.g. highlighting central points, mind-maps®, mnemonics, etc).
- Give regular constructive praise and encouragement and maintain high expectations.
- Limit copying from the board. Write in different colours on the whiteboard.
- Expect a pupil's work to be erratic and inconsistent.
- Encourage pupils to repeat the directions for completing a task.
- Use visual cues to help the pupils to organise themselves.
- Acknowledge that extra time is needed by pupils in order to complete tasks.
- Use appropriate computer software to support reading, spelling and writing (e.g. Nessy etc).

## Links

<http://www.thedyslexia-spldtrust.org.uk>

<http://www.dyslexiacornwall.org.uk/resources-useful-websites/>

<http://www.bdadyslexia.org.uk>

