

They may forget some of the things you teach them, and they may forget everything you said to them. But they will NEVER forget how you made them feel.

- ✓ As teachers we need to:
 - accept that whatever is said/done, it's not personal
 - look beyond the issues to see the child
 - 'tilt' the playing field - this neither advantages or disadvantages, merely offers opportunities for inclusion (helping dyslexic students doesn't disadvantage the rest of the class!)
- ✓ Emphasis in diagnosing dyslexia as early as possible. After six months at school, if the child is not progressing as they should, it'd be better to assume their dyslexic and get help rather than to just hope they come right and then they don't.
- ✓ Proper differentiation helps. Not every child can complete every task in the same timeframe. Choose your battles. Pick the most important ones to ensure get completed.
- ✓ Dyslexics always find themselves in the lowest groups, not groups based on intelligence.
- ✓ To gain understanding of text, children need to be able to read 80% of the words.
- ✓ When a group of dyslexics were asked how they prefer work presented to them, the answer was more visually and for screens to be left up longer (or printed out for them as it's hard to copy off the board).
- ✓ Keep an eye on what they eat for lunch. Melon, lettuce and cucumber triggers hyperactivity - aspirin in the skin!
- ✓ See the ability, not the disability.
- ✓ If they can't separate c a t by 7yrs old, they will have problems by 9yrs old.
- ✓ The Mad Butcher, John Britten, Sir Richard Branson, Jamie Oliver, Orlando Bloom, Keira Knightly all have suffer from dyslexia - and all still achieve. When asked, Sir Richard Branson said school was the worst time of his life and was miserable.
- ✓ Give them less to do, so that they will taste success and achieve. Not all kids will finish the same amount of work. If you praise them finishing it doesn't help, if you praise the outcome they will take more pride in that.
- ✓ One on one isn't necessarily the best. Two or three to one is best. They'll work more willingly as the pressure on them isn't so intense.

- ✓ Dyslexic students deserve the right to have targets just above what they can do. Expectations still need to be high even for them.

Strategies/tips to help

- ✓ TES has fantastic resources for dyslexic students in particular - Give clear, concise instructions and be ok about them asking questions about the task
- ✓ When you repeat the instructions, DON'T change the words you use (too confusing). Keep the words the same otherwise dyslexics then have two sets of instructions to focus on.
- ✓ Create a mastery task for every student (won't be the same for each).
- ✓ Reading Rulers - at the front of the class so that students can get one whenever they are reading.
- ✓ Paired reading - buddy up a strong reader with a weaker one. They share a copy of the text (NOT one each). They read out loud together, with the stronger reader pointing to the words. The weaker reader will stop at every word that is unfamiliar at first, but will soon learn to carry on to the next word when the stronger reader carries on. They get more meaning from the sentence and are cued in by the stronger reader and will resume reading much quicker.
- ✓ Use paired reading to deconstruct text. When reading out loud, both readers discuss the 'who, what, who or why' of the story. Students can write each one on a post it note. Afterwards, the weaker reader can use the post it notes to reconstruct the story using a mind map (with picture in the middle). Each post it could be a new paragraph to write about (first, then, next etc). Start by doing paired reading as a WHOLE CLASS FIRST, so everyone gets to know what to do.
- ✓ Post-it notes can be used to sequence the story afterwards too.
- ✓ For all lessons, provide frequent reminders for remaining time to complete tasks.
- ✓ Use rubrics - great visual reminders (use pictures for the steps as well)
- ✓ Instead of asking them to provide a piece of written work to assess, they could show their learning in paragraphs, bullet points, flow chart, story board, mind map, make a model etc (be flexible)
- ✓ Dyslexics MUST master (a) mind mapping, (b) story boards, (c) story charts, and (d) bullet points. With a mind map, put a picture (either drawn quickly or stuck on) in the middle not words (good visual reminder)

- ✓ When using worksheets, these should not be on white paper. Blue or yellow is best as a background. Same for background on the IWBs across the school. This makes a MAJOR difference for these students. ANY colour is better than white.
- ✓ For improving handwriting, use highlighter on the line. This helps them to write lower case letters 'inside the colour', and to improve muscle memory. Also good of their perception of where the line is!
- ✓ When teaching where full stops should go, use blue tack (great for visual learners).
- ✓ Give them a sentence starter for each new point/paragraph (ensures they actually start).
- ✓ Accept that dyslexic kids just can't remember times tables, don't make it a nightmare for them. Give them a chart for their books instead and take the pressure off.
- ✓ As for making these kids correct every word, how right does it really have to be? If you can understand what it says, that's the most important thing. Focus on one or two paragraphs.

Spelling

- ✓ Spelling is important, but don't kill them with doing things over and over again. When focusing on doubling middle consonant when adding 'ing' (hop to hopping), teach them to add 'ping' instead. Far less confusing for them - spelling improves much faster.
- ✓ Choose to mark less in their books rather than every word. Put a note in the front of books to let the parents know that's what you're doing and why. Give fewer corrections, but mark a block of work instead of the entire page. Seeing the whole page with corrections is totally demoralising. No we're not lazy, we're just taking the pressure off these kids. Also, accept corrections with plastic letters. Keep a bucket of letters handy. You don't need to have the word written yet again, let them show you with plastic letters.
- ✓ If you can clap a word, you can get close enough to the correct spelling. Do heaps of syllable work so they can hear them in words.
- ✓ Syllables - say the word with hand under chin (over enunciate the words slowly), then clap it (it's all about stretching the word for them). Get the kids to try writing the syllables on paper then cut it up and put it back together. Then look, cover, write and check. You can do this with most words (great for all students in the class).
- ✓ 'I before E except after C...when the sound is an eeeee'. Think about 'receive', think about 'science'.
- ✓ Play with the sound of words. Lots of pseudo words (fake). 'Say the word volcano, now replace the v with a t...tolcano'. It's valid and fun, teaches phonological awareness and is important.

- ✓ Oc / to / pus - cut words up and put the back together again.
- ✓ Alphabet arc - arrange letters in an arc. Point to the letters, can they make the sound the letter makes? Play this as a class game on the board (they get clues from the others at first, then learn to do it themselves).

Reading

- ✓ Running records - if the comprehension is higher on the running record than the accuracy, it's a no brainer. Don't hold them back.
- ✓ If they can read the word but five minutes later they can't, then they're having a dyslexic moment not being naughty or not trying.
- ✓ TCPQR - title, captions, pictures, questions then read. Teach them to use EVERYTHING on the page. Pose some questions for them on the text without them having to read the page. See how many questions they can answer using ALL the clues on the page.
- ✓ If a colour overlay works, who cares why! Just use it.
- ✓ These kids need to be taught how to read silently. If the student is looking at the pictures, staring out the window, swapping books every 2 minutes during silent reading, they don't know how to do it. Model it to them - gives them the idea.
- ✓ An over-reliance on phonics wrecks comprehension.

Writing

- ✓ Let these kids plan with story boards and pictures. They can put them in order, label them and start writing.
- ✓ If you can't read their writing, let them tell you what they want to write and type it for them.
- ✓ Sometimes they can't start because they have too many ideas, or just don't know how to start.
- ✓ Big books (like the big recount book) are great. Good visuals.
- ✓ Post it notes are awesome for ideas as they can move their ideas around and they don't have to be in order. Each one could be a new paragraph. Great for teaching all students about paragraphs.
- ✓ When talking about writing, phonics is the way to go BUT we must use whole language as a balance as well. Use both.
- ✓ Automaticity - this is unconscious competence. If you don't have it, you have sensory overload. With some kids this leads to bad habits (writing letters and numbers round

the wrong way). They mask this by working harder and for them this means it takes twice as long.

- ✓ Busy teachers can't mark/read it all. So, emphasise quality not quantity.
- ✓ University/Techs don't accept handwritten assignments - it's all electronic or digital. Word processed work only accepted there so we need to get our kids working that way if they're struggling.

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Websites to help:

www.teachingexpertise.com/search/google?cx=014420112192009446918%3A9bykuclqai4&cof=FORID%3A11&query=dyslexia&top=Search&form_id=google_cse_searchbox_form

<http://www.tes.co.uk/teaching-resources/>

<http://www.spelling.hemscott.net/>