

100 Ideas

FOR SUPPORTING
PUPILS WITH

DYSLEXIA

Gavin Reid and Shannon Green

**100 IDEAS
FOR SUPPORTING PUPILS
WITH DYSLEXIA**

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CONTENTS

INTRODUCTION

xi

SECTION 1 Teaching strategies

1	SMALL STEPS	2
2	PRE-TASK/TOPIC DISCUSSION	3
3	KEEP IT SHORT AND VISUAL	4
4	ON THE PAGE	5
5	SELF-ASSESSMENT	6
6	TEACHER'S CHECKLIST	7
7	A GENERAL FRAMEWORK	8

SECTION 2 Reading and comprehension

8	READING FLUENCY	10
9	EXTEND LANGUAGE EXPERIENCE	11
10	PAIRED READING	12
11	COMPREHENSION MONITORING	14
12	RECIPROCAL READING	16
13	MAPPING AND WEBBING	17
14	CHARTS AND TIMELINES	18
15	WHAT'S IN A GESTURE?	19
16	GET IT TAPED!	20
17	FOLLOWING THE STORY	21
18	CONSOLIDATE VOCABULARY	22
19	PICTURE THIS!	23
20	SEQUENCING EVENTS	24
21	SENTENCE EXPANSION	25

22	SIMON SAYS	26
23	REREADING FAMILIAR BOOKS	27
24	READING TECHNIQUES	28

SECTION 3 **Spelling**

25	TEACH THE RULES	32
26	USING CODES	33
27	BLOCK SPELLING	34
28	KEY WORDS AND VISUALS	35
29	SOUND AS YOU SPELL	36
30	MULTIPLE SPELLING CHOICES	37
31	WORD LISTS	38
32	LOOK, COVER, WRITE, CHECK	39
33	SIMULTANEOUS ORAL SPELLING	40
34	VISUALIZATION	41

SECTION 4 **Creative writing**

35	SCRIBING	44
36	BRAINSTORMING	45
37	MY FAVOURITE THINGS	46
38	VISUALS	47
39	DRAW A FOREST	48
40	A FOREST ADVENTURE	49
41	POSTCARDS	50
42	AN INSPIRATIONAL COLLAGE	51
43	WHAT'S THE MYSTERY OBJECT?	52
44	DIAMANTÉ POEMS	53

SECTION 5 **Learning strategies**

45	LEARNING STYLE	56
46	BEGIN WITH THE BEST	57
47	SEQUENCE THE STORY	58
48	OVER-LEARNING	59
49	GETTING THE KEY POINTS	60
50	CHUNKING	61
51	USING PREVIOUS KNOWLEDGE	62
52	DEVELOP A STRUCTURE	63
53	THE RIGHT ENVIRONMENT	64
54	TACKLING ESSAY QUESTIONS	65

SECTION 6 **Planning for learning**

55	MANAGING TIME	68
56	SUBJECT-SPECIFIC VOCABULARY	69
57	BOARD GAMES	70
58	MATCH THE PAIRS	71
59	PREPOSITIONAL Pictionary	72
60	BINGO	73
61	FIND THE ODD WORD OUT	74
62	PREPARE A KEY TASK GLOSSARY	75
63	AN EQUIPMENT CHECKLIST	76
64	PLAN FOR DIFFERENTIATED LEARNING	77

SECTION 7 **Memory**

65	LEARN IT ACTIVELY	80
66	RELAX	82
67	MIND-MAPPING	83
68	WRITE, RECITE AND REPEAT	84

69	REVIEW NOTES	85
70	A POSITIVE ATTITUDE	86
71	REINFORCING LEARNING	87
72	SELF-KNOWLEDGE	88
73	MNEMONICS	89
74	ORGANIZE YOUR MIND	90
75	ACRONYMS	91

SECTION 8 Getting the teaching right

76	COPYING FROM THE BOARD	94
77	SPELLCHECKERS	95
78	THE COLOUR-CODED TIMETABLE	96
79	MARKING AND CORRECTING WORK	97
80	PRESENTING WORK	98
81	EXTRA TIME	99
82	COMFORT CIRCLES	100
83	STIMULATE INTELLIGENCE	101
84	A DYSLEXIA-FRIENDLY CLASSROOM	102
85	THINK ALOUD	103

SECTION 9 Number work and mathematics

86	CONCRETE EXAMPLES	106
87	WORKING IT OUT	107
88	THE RIGHT SOFTWARE	108
89	TWO CLOCK FACES	109
90	SINGING THE TABLES	110

SECTION 10 Dyslexia across the curriculum

91	CARD MATCHING AND PUZZLES	112
92	TEXT RECONSTRUCTION/DEVELOPMENT	113

93	BACKGROUND VOCABULARY, DISCUSSION AND STRUCTURE	114
94	HISTORY TALK	115
95	GETTING ORGANIZED FOR SCIENCE	116
96	GENERALIZE SCIENTIFIC CONCEPTS	117
97	MAKE LANGUAGES DYSLEXIA FRIENDLY	118
98	DRAMA IMPROVISATION	119
99	MAKE MUSIC DYSLEXIA FRIENDLY	120
100	DYSLEXIA-FRIENDLY GUIDANCE	121
	APPENDIX	122

INTRODUCTION

Dyslexia can be a confusing condition. There are plenty of theories on its nature, from the phonological deficit hypothesis, visual deficit and dietary imbalance theories, to speculation on movement and coordination difficulties. So often the busy classroom teacher does not have the time to read all the latest literature and develop new teaching practices. This book aims to provide classroom approaches which have all been tried and tested with dyslexic pupils of all ages. The ideas are presented in a manner that allows them to be modified by teachers for their own particular classroom and school context and are therefore relevant to teachers from all sectors, primary and secondary.

We recognize that there is no one way of teaching dyslexic students, but by providing ideas we can stimulate and support the teacher to select and adapt accordingly. The ideas are all ready to use and do not need any special equipment, only time and knowledge. We hope that they are both time saving and informative and can help teachers become more confident and skilled in dealing with dyslexia in the classroom.

Early identification and knowledge of the characteristics of dyslexia are important and so we have introduced many of the ideas with some commentary. It is our aim, therefore, that the book should inform as well as equip the teacher with ready-made solutions.

Although there are a number of characteristics that can be associated with dyslexia, such as difficulties in reading accuracy, fluency, spelling, writing, organizing and memorizing information and processing speed difficulties, the answer to these difficulties lies firmly in the hands of the teacher and the school. Dyslexia relates a great deal to the learning context. Some learning contexts are developed in a dyslexia-friendly manner in terms of the expectations, tasks that are set, materials available and how the information is presented. This can do much to reduce the impact of dyslexia on the individual.

We have divided the book into ten sections. There are some general principles in teaching and supporting dyslexic pupils and these are generated in the form of ideas in Section 1 on teaching strategies, in Section 8 on 'getting the teaching right' and in Idea 100 on developing dyslexia-friendly guidance. Dyslexia is the responsibility of the whole school, not just one teacher. The school management therefore has a role to play in ensuring that cross-curricular initiatives in dyslexia are in place and that all teachers in both primary and secondary, including subject specialists, have some knowledge of dyslexia. Although most of the ideas in the book apply across the full range of subjects, we have also included some subject-specific ideas in Section 10 relating to English, science, modern languages, drama and music.

It is our hope you will find this book helpful in informing your practice and time saving in providing some ready-made and appropriate responses to the challenges presented by supporting dyslexic pupils in school. The real beneficiaries of the ideas will be the dyslexic pupils themselves. It is hoped that these ideas will lead to successful outcomes and the accompanying increase in self-esteem that is so necessary if young people with dyslexia are to advance in education and fulfil their, often considerable, potential.

For the sake of simplicity the pupil will be referred to as 'he' or 'him' throughout the book.

SECTION

1

Teaching strategies