

Identified area of need	Support Strategies
<p>Slow, inaccurate reading</p>	<ul style="list-style-type: none"> • Allow students with dyslexia to determine whether they will read aloud or not, but do not expect the student to read aloud. There are occasions when students with dyslexia like to read aloud, particularly if they are reading something they have written themselves (Language Experience Approach) or prepared. • Teach the student to scan text for unknown words using a highlighter prior to reading. • Allow opportunities for the student to practise ‘new’ words in isolation. • Provide picture cues, graphs, maps, charts etc. when presenting students with unfamiliar text, – e.g. notes or handouts. This supports comprehension of the text and aids word prediction. • Encourage the student to track the text using bookmark, pen, reading ruler - colour filter. • Model good reading at a higher level than the student can access. This provides an opportunity for the student to develop vocabulary and improve language skills. It is important to read clearly and at a rate that allows the

Slow, inaccurate reading

student to process the information.

- **Engage in a peer-reading system within class.**
- **Use a rehearsed reading system. Instead of calling on students at random to read aloud, assign students a specific passage to read aloud a day in advance. This allows the student time to practise and become familiar with the text.**
- **Encourage student to use cursive script – it facilitates rhythm and flow in the thinking process.**
- **Where possible, provide alternatives to reading text, e.g. audio tapes, drama, debates, CD ROMS to support or replace text etc.**
- **Control readability and simplify language when producing worksheets. Reduce extraneous information and highlight important facts. Use large font (Comic Sans such as Arial) and print on light-coloured paper.**
- **Reduce or avoid copying from the board. If the teacher is writing on the board, begin each line with a different-coloured dot so that tracking is easier. Use print, for the purpose of clarity and readability.**