



DYSLEXIA SESS WEBCAST

Identified area of need	Support Strategies
Slow, inaccurate reading	<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 or prepared themselves. (Language Experience Approach)• 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 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. 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.

Identified area of need	Support Strategies
<p>Poor reading comprehension</p>	<ul style="list-style-type: none"> • Check readability of textbooks (See SMOG and Flesh- Kincaid hand-outs). • Choose books with relevant illustrations to support comprehension. • Talk about the content and ask questions. • Prepare keywords. Pre-teach the relevant vocabulary relevant to the topic. • Use peer-teaching “One-to-One” (Encourages student to locate information to develop comprehension) • Compensate for reading difficulties by differentiating class reading materials for pupil. Provide pupil with a summary of the content written at an appropriate reading level and attach it to the textbook. This can be done in all subject areas. • Use cloze exercises to encourage the use of context to support word identification. Ensure the reading level of the cloze exercise is appropriate for the student. <p>Encouraging reading for meaning by activities such as:</p> <ol style="list-style-type: none"> 1. Teacher previews reading material summarising content, main points etc (Perhaps using a concept map) 2. Pupils scan for unknown words and highlight/underline them. Words are then discussed and defined with the teacher or a peer. 3. Teacher presents and discusses comprehension questions prior to the reading. 4. Teacher presents and discusses a concept map, outline or flow chart of the text focussing on key points (e.g. sequence of main points) 5. Prepare a word wall specific to the text to be read. 6. Students construct their own concept map of important points.