



Dos and Don'ts to Support Higher Order Reading and Writing Strategies



DO give out subject specific word lists at the **beginning** of a topic. Spend time in class going through them and encourage students to add visual clues for support.

DO use a starred system to identify the importance of the vocabulary and R/S for Reading and/or Spelling.

- *** (must know)
- ** (should know)
- * (could know)

DO use the 3S (Schema, Skimming and Scanning) to make texts accessible. Teach students to **transfer** this skill when working independently.

DO think about accessibility: use 'Readability' software, Arial font, 1.5 spacing, colour coding. Two different coloured whiteboard pens when copying from the board.

DO encourage students to verbalise back to you what they are required to do and what their thinking is when they are stuck.

DO encourage use of laptops, notebooks, iPads, tablet devices, Speech to Text and Text to Speech software, Mind Mapping Software. ICT is a **tool** not a treat.

DO give students processing time to answer in class by using their name at the beginning of your question directed to them.

DO use writing frames and thinking skill tools when asking students to write in new genres.

DO use marking criteria that mark separately for authorial skills and secretarial skills, and make it clear when you set work what the mark scheme is.



DON'T assume the only students in your class with dyslexia are already identified.

DON'T demand that a student reads aloud in class. Allow volunteering.

DON'T give 'finishing off' homework unless they are equitable in effort and time. Use timed and signed strategies or the starred system opposite to guide students.

DON'T be surprised if a student puts their hand up to answer and then forgets what they were going to say, or goes through school life never putting their hand up. **DON'T** set this as a target.

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

The Rose Review 2009 - Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties



Dos and Don'ts to Support Memory, Revision and Exam Skills



DO give opportunities for overlearning: this will move information from the short term memory to the long term

memory. Input and output is problematic for students with dyslexia.

DO teach different memory techniques to aid memory skills: metacognition, mnemonics, number peg system, mind mapping, key word cards, bullet points, revision web sites.

DO be creative with the opportunities you offer which allow students to demonstrate their learning.

DO follow through with the test if you have set a revision and learning homework.

DO ensure the opportunity to learn 'the hard bits' is not restricted by processing and hence working speed.

DO set up school websites which make accessing past papers for GCSE revision easy.

DO give Exam Access Arrangements from year 7 as part of a student's 'normal working arrangement' wherever practical.

DO provide a safe learning environment for internal tests to experiment with revision methods.

DO teach exam skills as well as exam content: time management skills, emotional management (the triune brain).

DO set high goals



DON'T expect a student with a dyslexia memory and performance to be consistent from one day to the next.

DON'T lower your expectations

DON'T fall foul of the Equality Act 2010. The Equality Act 2010 'requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.' Dyslexia and related SpLDs are considered disabilities under the Equality Act 2010.

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

The Rose Review 2009 - Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

