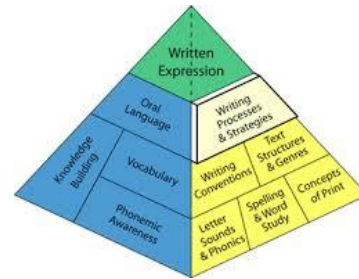


Dyslexia and Writing

1. Keep copying from the board to an absolute minimum. If copying is necessary, try alternating the colours of each line to help your learner track their place.

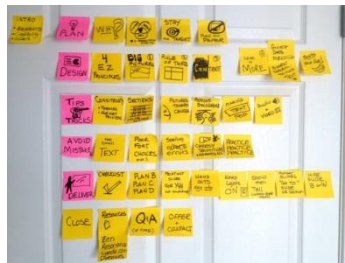
2. Provide sentence starters for your learner.

3. Scaffold writing tasks with mind maps and writing frames
VCOP pyramids (examples are available in TES resources).



4. Provide spelling lanes, word banks and key word charts.
students how to use them.

5. Encourage use of mind maps/ post it notes when pupils are planning their piece of writing. Post it notes are great as they can be moved around once the ideas have been noted down.



6. Allow pupils to 'talk it out' before writing. Let them talk to a partner about their ideas so they have clarified their thoughts before actually writing.

7. Pace writing by determining how much has to be done in a time limit and, if necessary, give motivational feedback.

8. Allow pupils to record their answers using alternative formats (mind maps, video recordings/ spoken recordings).

9. Use pencil grips or alternative pens to improve control.

10. Offer a choice of paper size, shape, colour, lined/ unlined, graph and a range of media.

11. Use available assistive technology with appropriate students –

- computer or laptop
- free voice recognition such as Siri for ipads voice recognition in googledocs.
- predictive word processing can help pupils to get started and improve motivation when the work may otherwise feel overwhelming.
- Allow appropriate students to use a scribe on occasions (computer based/ exam reader pen).



(human/