

Dyslexia Classroom Strategies

Included below are a variety of strategies from a range of sources and information that may be useful:

- Teach a clearly structured phonics programme
- Teach grapheme-phoneme correspondence for all 44 phonemes (until mastered), focusing on the most common at first (as described in Letters and Sounds)
- Teach approaches to multi-syllabic words
- Give clear simple instructions
- Be flexible- encourage and enable alternative forms of recording - mind maps, computer based recording, digital books, labelled diagrams
- Encourage paired work in class
- Use illustrated/colour coded timetables to support personal organisation
- Ensure learning is at the right level
- Over learning, interleaved learning, consolidation; not rushing on to the next step before the foundations are built
- Use Precision Teaching to monitor the effectiveness of multi-sensory learning (or similar) to ensure accuracy and fluency (i.e. mastery)
- Encourage reading for enjoyment by allowing choice of materials for supported reading and by enabling shared reading
- Symbols / pictures used or other formats (language) to support written information
- Encourage a positive view of dyslexia among children – helping the class to understand what dyslexia means and talking about positive role models
- Learner friendly seating arrangements -Facing the front, close to the front, study buddy, space for movement
- Opportunities to demonstrate strengths - creative, leadership, problem solving, sporting, musical, debating