**Strategies to support students with dyslexia/dyspraxia/literacy difficulties**

### Written material

* **Present written information** as **concisely** as possible, using bullet points, images or diagrams when possible.
* Use fonts such as Arial, Verdana, Tahoma, Comic Sans and a minimum font size of 12/14.
* **Double line spacing** and a line between paragraphs makes text easier to read.
* Putting **headings and important points in bold** or highlight makes them easier to scan.
* ‘Where possible, print handouts on **coloured paper** if student has preferred colour.
* **Don’t ask** a person with dyslexia **to read aloud** - Words are likely to be misread or skipped, causing embarrassment.
* **Copying text from a board or book can be difficult and cause stress – where possible g**ive a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points.

### Presenting and / or giving instructions

* Give the **‘big picture’** at the beginning of the lesson.
* **Give clear, step-by-step instructions** – ‘chunk information’.  As a general rule, give no more than three pieces of information at one time, repeating the instructions as necessary.
* **Regularly concept check** to verify student’s understanding - **discuss the activity to make sure it is understood**
* **Give clear homework instructions/follow-up activities especially if given at the end of the lesson**
* Be prepared to **provide key vocabulary** for the lesson/topic

### Study Strategies

* **Give time** to process information and formulate responses - whether reading, writing or verbal response task.
* **Encourage various ways of recording information** e.g. mind maps, bullet points, tables/charts.
* Consider using **writing frames** to help organise and get thoughts down on paper
* Create a ‘**checklist’** of what to look out for. E.g. spelling errors, commas, full stops, capital letters, and apostrophes.
* **Give the opportunity to answer questions orally.** Often people with dyslexia can demonstrate their understanding with a spoken answer but are unable with to put those ideas in writing