



Denny
High School Est. 1959

INTEGRATED PUPIL SUPPORT DEPARTMENT

DEFYING DYSLEXIA Staff Booklet

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What is dyslexia?

It is estimated that 1 in 10 people has dyslexia.

Dyslexia exists in all cultures and across the range of abilities and backgrounds. Dyslexia often runs in the family. There is no 'cure' but lots of practical things can help overcome some of the barriers it presents. Dyslexia is a learning 'difference', which means that the brain can approach things in a different way to other people. Dyslexia can affect the way people communicate, and is different for everyone. It is not just about reading and writing and it has nothing to do with intelligence. Dyslexia is classed as a disability under the Equality Act.

Unidentified, dyslexia can result in low self-esteem, stress, behavioural problems, and underachievement. But with the right support, children and adults with dyslexia can reach their potential. Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching. Adults with dyslexia will benefit from reasonable adjustments in the workplace such as using assistive technology.

Strengths associated with Dyslexia

Can be very creative and good at practical tasks.

Strong visual thinking skills such as being able to visualise a structure from plans.

Good verbal skills and social interaction.

Good at problem solving, thinking outside the box, seeing 'the whole picture'.



Difficulties associated with Dyslexia

Problems with reading, taking notes, remembering numbers, names and details.

123



Difficulty with time keeping, organising work or managing projects.

ABC



Difficulties with spelling and writing.

Short-term memory problems and sequencing difficulties such as following instructions or directions.



It is important to remember that everyone with dyslexia is different and that they will not necessarily experience all of the things above. Everyone has different strengths, difficulties and strategies that work for them.

In 2009, the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament agreed a working definition of dyslexia:

“Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties”.

(The full definition is available on Dyslexia Scotland’s website).

What is the right support?

Support should take account of the learning styles and individual needs of the child or adult. Sometimes asking the person with dyslexia to suggest solutions to problems can produce simple but effective results. Things that can help are:

- Early identification and provision of appropriate support as soon as possible
- Peer support for help with reading/writing activities
- Use of mind-mapping or flow charts for project management
- Regular tasks and instructions broken down into graphics
- Use of coloured overlays and coloured paper
- Assistive Technology for reading, writing and recording of information

Dyslexia Scotland runs a confidential Helpline which can offer advice and information about dyslexia. Anyone can contact the Helpline. Phone 0344 800 8484 or email helpline@dyslexiascotland.org.uk (Monday – Thursday 10am – 4.30pm, Friday 10am – 4pm)

Further information

- Dyslexia: A Beginner’s Guide by Nicola Brunswick
- Dyslexia and Us: a collection of personal stories by Dyslexia Scotland
- Dyslexia Scotland has produced a wide range of leaflets on dyslexia which you can see at: www.dyslexiascotland.org.uk/leaflets



Dyslexia Scotland

Charity No: SC 000951

Registered No: SC 153321

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Dyslexia: Information for Teachers

Children,
Parents &
Teachers

Throughout their career, all mainstream teachers will have children with dyslexia in their class. They are the pupils who, from the beginning, struggle with reading, writing and/or spelling and possibly numeracy. However, they may be creative, articulate, imaginative or perform well in practical subjects. These children need to be identified, supported and closely monitored as early as possible to help them to succeed.

General indicators of dyslexia

- Might appear to be 'bright' in some areas but have a 'block' in others.
- Poor letter-sound recognition, awareness of sight vocabulary and sequential ordering.
- Poor short-term working memory – difficulty following instructions, forgets to do things.
- Slow at information-processing – spoken and/or written language.
- Might have a limited concentration span.

Reading and writing

- Poor standard of written work in comparison with oral language skills.
- Incorrect or confused sentence structure.
- Planning difficulties; 'muddled' sequencing of ideas/events; confusion with tenses.
- Incomplete, 'messy' or disorganised presentation of written work.
- Poor letter formation and spacing; difficulties with pencil grip and control.
- Frequent letter and number reversals (b/d; p/q/g; 2/5; 6/9).
- Limited or incorrect use of punctuation.
- Inconsistent spelling – spelling a word several ways in the same piece of writing.
- Difficulty remembering the spelling of common irregular words – 'said', 'they'.
- Confused order of letters in words for reading and spelling – gril/girl; word reversals – saw/was; on/no.
- Unusual or phonetic spelling which is not age-appropriate.
- Omits letters and/or syllables in words; misses out or adds words into sentences.
- Appears to dislike or avoid writing activities.
- Difficulty with blending letter-sounds to read words, and reluctance to read aloud.
- Problems with breaking words into syllables.
- Reads without expression in a slow, hesitant, manner with inaccuracies.

- Doesn't recognise familiar words – even when read earlier in the text or on the same page.
- Problems with copying information.
- Tendency to lose the place; problems with scanning text from left to right.
- Difficulty with comprehension and/or picking out the main points.
- May disregard, or rely on, context and/or picture cues to aid comprehension.

Numeracy and time

- Difficulty with sequential order, multiplication tables, days of the week.
- Confusion with mathematical symbols such as + and x signs.
- Difficulty understanding the concept of place value.
- Problems with reading/understanding the language of maths.
- Confused by positional language and directions – before/after; top/bottom; x/y axis.
- Problems with telling the time, time-management and/or concepts of time - yesterday, tomorrow.
- Difficulty with sequence and direction of procedures; copying or layout of written work.

Behaviour

- Appears to be disorganised and/or confused by everyday tasks.
- Uses avoidance tactics – looking for equipment, sharpening pencils.
- Performance/standard of work is inconsistent – has 'good days' and 'bad days'.
- Seems restless, easily distracted, inattentive and/or easily tired.
- Has little to show for a huge amount of effort; frustrated by lack of achievement.
- May adopt the role of 'class clown', be withdrawn, uncooperative or disruptive.

Remember that every child with dyslexia is different and has individual difficulties and strengths.

How teachers can help

- Although children with dyslexia will need additional targeted support, there are many ways that teachers can help in the mainstream classroom. Minor changes to day-to-day practice can make a huge difference towards effective learning.

Seating and grouping

- Check that each child can hear and see you, the board and visual prompts clearly.
- Seat the pupil where you can make eye contact and provide support quickly.
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills.

Information, instructions, organisation

- Give children thinking time to process information and respond appropriately.
- Make instructions short and simple. Break them down into small steps.
- Explain and present information many times in various ways (pictures, flow charts, diagrams).
- Ask pupils with dyslexia to repeat instructions so you can check their understanding.
- Display prompts and reminders about what to do, where to find things, useful words.
- Put labels on equipment and always keep them in the same place.
- Provide desk-top mats/jotter inserts – word banks, prompts and personal targets.
- Provide (and demonstrate how to use) practical aids such as calculators, number/tables squares.

Memory

- Use multi-sensory approaches to ensure that information is absorbed and stored.
- Teach a range of strategies to help children learn letter sounds and spelling rules.
- Many children with dyslexia are kinaesthetic learners – they learn by doing. Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall.

Written work

- Encourage alternatives to writing – drawing, dictating/recording answers.
- Check children's learning by requesting non-written responses – draw, act out, sing, dictate answers.
- Limit writing demands and give plenty of time to complete written work.
- Ensure that keyboard skills are taught – encourage the use of a computer.
- Provide planning formats/writing frames/story skeletons for extended writing.
- Teach children how to use mind maps, spider webs, bullet points, flow charts, ICT.

Marking

- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot.
- Try to explain errors made by marking their work with the pupil present.
- Specify what will be marked – content, spelling, technical skills or presentation – and mark only that.
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future.
- Use directed praise – say what you are praising – include effort as well as attainment.
- Avoid negative feedback in front of the class; give individual feedback privately.



Reading

- Provide tinted filters/overlays or reading markers.
- Use non-white paper and ask individual preferences for test papers.
- Match reading resources to reading ability, ensuring that it is age appropriate.
- Encourage the use of books in audio/digital format to support access to texts.
- Teach the use of keywords, highlighting, colours and images to help remember information.
- Highlight the main points in text to support comprehension, prediction and recall.
- Teach key vocabulary for new topics – use flash cards, word mats, posters/word walls.
- Ensure that the child is comfortable reading aloud – unless planned/prepared in advance.
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence.

Board work

- Limit the amount of reading/copying from the board. Give copies of notes/examples.
- Use coloured markers for board work.
- Set the Smart board background on a colour – beige, blue.
- Shade white boards to eliminate glare/reflections.
- Write different items in different colours.
- Number or mark the start and end of each line/topic clearly.

More in-depth information to help in the classroom

- Addressing Dyslexia Toolkit – www.addressingdyslexia.org
- Dyslexia: A Practitioner's Handbook (4th Edition) by Dr. Gavin Reid
- Maths for the Dyslexic: A practical guide by Anne Henderson
- Dyslexia Pocketbooks (Teachers Pocketbooks) by Julie Bennett & Phil Hailstone
- Supporting Students with Dyslexia in Secondary Schools by Moira Thomson
- The Teaching Assistant's Guide to Dyslexia by Gavin Reid & Shannon Green
- 100 Ideas for Primary/Secondary Teachers for Supporting Children with Dyslexia by Gavin Reid & Shannon Green
- The Little Book of Dyslexia by Joe Beech
- Dyslexia Scotland Helpline 0344 800 8484 or helpline@dyslexiascotland.org.uk



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Dyslexia-friendly formats

Thinking about the presentation and layout of information will help make it more accessible. The following suggestions may be helpful:

- Use pastel shades of paper (cream is a good alternative to white).
- Matt paper reduces 'glare'.
- Avoid black text on a white background.
- Use text font size 12 or above.
- Use fonts which are clear, rounded and have a space between letters, such as:

Century Gothic

Comic Sans

Arial

Verdana

Tahoma

There are also fonts that are similar to a handwritten style, or ones that might be more 'dyslexia friendly' such as:

DK Cool Crayon

Dyslexie font

(You can find free or low cost fonts like these in Microsoft Word or online)

- Use 1.5 or double line spacing and make sure margins are wide enough.
- Use lower case rather than capital letters.
- Use numbers or bullet points rather than continuous prose - but avoid using multiple levels of bullet points.
- Avoid the use of background graphics with text over the top.
- Use text boxes or borders for headings or to highlight important text.
- Use single colour backgrounds and avoid patterns and graduated colour.
- Avoid underlining and italics.
- Use bold text for titles and sub-headings or to draw attention to important information or key vocabulary.
- Colour-code text - for example, information in one colour, questions in another.
- Include simple flow charts, illustrations and diagrams to break up large sections of text or to demonstrate a particular procedure.
- Left justify text.



- Ensure that data, charts and diagrams are logical and easy to follow.
- Sentences and written instructions should be short and simple.
- Keep paragraphs short – dense blocks of text are difficult to read.
- Avoid too much text on the page. Make sure that it isn't too cluttered.

If in doubt, ask the person what they prefer.

Everyone is different but relatively simple changes can make a big difference, not just to people with dyslexia.



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Dyslexia Scotland Helpline

0344 800 8484

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Children, dyslexia and the law

Children,
Parents &
Teachers

The Education (Additional Support for Learning) (Scotland) Act 2004, as amended, provides the legal framework which underpins the system for identifying and addressing the additional support needs of children who face a barrier, or barriers, to their learning. This leaflet explains how the Act can support you as parents of children with dyslexia.

What are additional support needs?

The term 'additional support needs' applies to all children and young people who need additional support to enable them to benefit from school education. The term could, for example, include those who are disabled and those who are more able, as well those with dyslexia. The additional support required could include learning support as well as non-educational provision such as speech and language therapy, or support from social services or a voluntary agency.

How can the authority help?

If a child has dyslexia the education authority must make 'adequate and efficient provision' to meet the child's need for additional support. However, in doing this the authority is not required to 'incur unreasonable public expenditure'. Where an education authority refuses to comply with your request for particular support it must explain the reason for its decision. It must also explain to you what steps you can take when you disagree with the authority's decision.

Your rights under the Education (Additional Support for Learning) (Scotland) Act

If you are concerned about your child's educational progress you can ask the school to look into whether your child has additional support needs. You should ask the class teacher, support for learning department or head teacher to do this, giving a clear idea of your concerns. These could include concerns about homework, reading, spelling, self esteem or other things. If the school does not do this, or if you are unhappy with what they do, there are further steps you can take. Please contact Dyslexia Scotland's Helpline to discuss this.

Important - Dyslexia Scotland encourages schools and parents to work together to get the best support for the child. Please read our leaflet, 'Identification of dyslexia in schools - information for parents' which covers the process of identification of dyslexia in schools, including Staged Intervention.

Co-ordinated support plan

If your child has additional needs as well as dyslexia they might require a Co-ordinated Support Plan (CSP). A CSP is a legal plan to help identify and ensure provision of services required by children/young people whose additional support needs arise from complex or multiple factors which have a significant adverse effect on their school education. The additional support needs are likely to last at least a year and require support to be provided by an education authority and at least one other non-education service or agency. The CSP is subject to regular review and contains specific information about your child. It aims to ensure that all the professionals, the child/young person and the parents/carers work together for the benefit of the child/young person's education.

A CSP will only be required by a child/young person with dyslexia when other agencies outwith education (such as health or social work) are involved in order to help the child meet their educational objectives.

Where a child/young person with dyslexia is not eligible for a CSP, other arrangements such as an Individual Education Plan (IEP) or Additional Support Plan or Collaborative Assessment Plan are likely to be put into place. These will be labelled differently by different authorities.

The Education (Additional Support for Learning) (Scotland) Act and the Code of Practice set out criteria for eligibility for a CSP. There is also a factsheet on CSPs available from Enquire (see end for contact details).

Appropriate support not being provided?

If you feel that an appropriate level of support is not being provided then you should discuss this with the headteacher. If the issue is not resolved then you should write to the education authority. If you are still concerned then there are other steps that you can take, all of which are cost-free to parents. Contact our Helpline for more information.

Mediation - This is a voluntary process involving an independent third person who is the mediator between individuals involved in the disagreement. The aim is to work towards an agreement that is acceptable to everyone involved. The education authority will organise the mediation. Further information can be found in Enquire's Factsheet on Mediation.

Independent Adjudication - Also known as dispute resolution, this is a service which is available through the education authority, whereby a formal review of the case is conducted by someone independent of the authority, with experience in the education of children and young people with additional support needs. Further information can be found in Enquire's Factsheet on Independent Adjudication.

Additional Support Needs Tribunal for Scotland (ASNTS)

You can also make a reference to the ASNTS where your concerns relate to a co-ordinated support plan, a placing request to a special school or transition from school to post-school. The ASNTS website explains how parents can make a reference and how they can be supported to do this.

Further information

- Enquire, the Scottish Advice Centre for Additional Support for Learning, also provides detailed advice www.enquire.org.uk
- 'Identification of dyslexia in schools – information for parents' www.dyslexiascotland.org.uk/leaflets
- Dyslexia Scotland has a template letter to send to local authorities. Contact our Helpline on 0344 800 8484 or helpline@dyslexiascotland.org.uk for more information
- Additional Support Needs Tribunal for Scotland www.asntscotland.gov.uk



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Dyslexia and Visual Issues

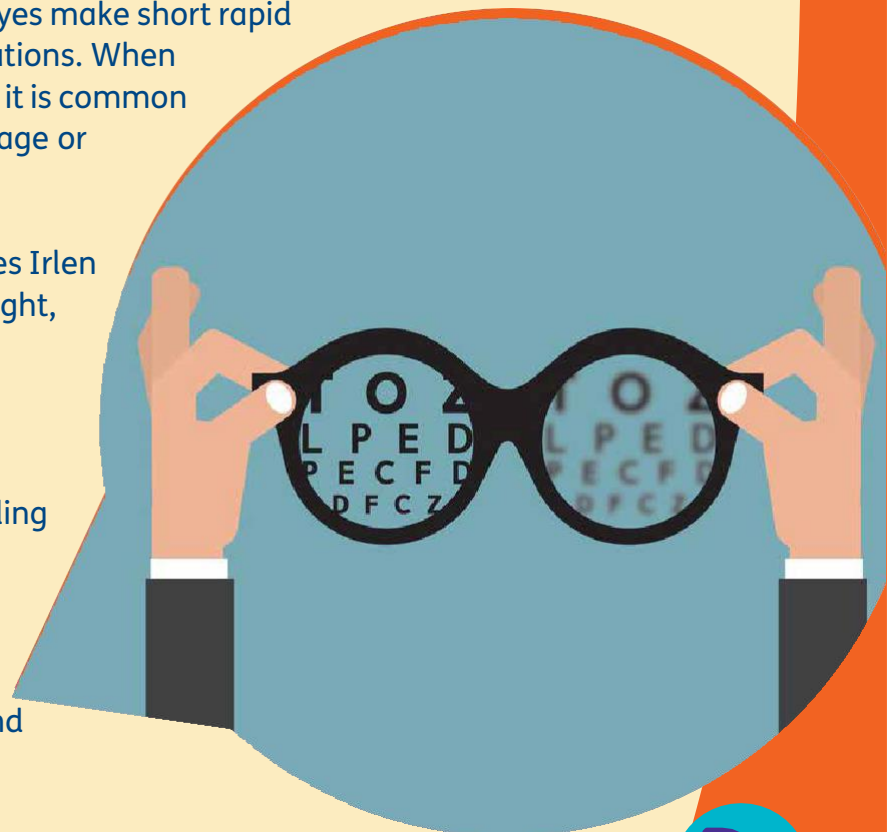
Visual and visual perceptual issues can affect how we see the world and influence our writing and our reading. They do not cause dyslexia but can affect how we see text and make reading more laborious and uncomfortable, affecting how we learn to read.

Some of these difficulties might not be detected in a routine eye test and can occur in children or adults with perfect vision. Not everyone with dyslexia will experience these visual problems, although they do have more impact on dyslexic readers and are more common. People who are not dyslexic can also have these difficulties and struggle to read as a result.

All of these conditions can be treated by an eye care professional.

Types of visual problems:

- **Binocular Instability:** binocular vision co-ordinates the eyes. When both eyes work together, rotating and focusing, this results in a clear single image but when not efficient there can be blurring, headaches and visual discomfort after short periods of reading.
- **Eye Movement Control:** in reading, the eyes make short rapid movements interspersed with short fixations. When these movements are poorly controlled, it is common to miss words, lose your place in a passage or struggle to track along a line of text.
- **Visual stress, previously known as Meares Irlen Syndrome Stress:** this is a sensitivity to light, pattern and flicker which can result in distortions of the text and the illusion of the print moving or blurring. The symptoms of visual stress are more easily seen when you struggle with reading because you look more at words.
- **Visual perception :** the ability to recognise similarities and differences, see subtle changes in text (like horse and house) and remember what you see (visual memory) require good visual perceptual processing. Poor visual perception can account for some of the common errors young readers have.



Visual Problems may explain some of the following symptoms when reading:

- Blurring of text when viewing a page of print even with your glasses on
- Letters appear to move or jump about
- Distortion of text
- Patterns or colours in text
- Glare when reading
- Difficulties following a line of text or column of numbers
- Sore eyes/eye strain
- Tiredness when reading
- Blurring of words and letters
- Headaches/Migraines

Who can help?

An assessment by a qualified optometrist/orthoptist. It is very important to have vision assessed by someone who can look at a range of visual conditions as many of the symptoms or difficulties can be caused by more than one condition. It is also common for more than one visual or visual perceptual condition to be present. There are a number of different treatments that may be required depending on the cause. Not all eye care professionals assess for visual stress and visual perceptual difficulties but they will know who does and can suggest an expert in your area.

Other things that can help:

- Having a conversation with a child about what they see when they look at text
- Make text bigger and use double spacing
- Tint the background on your Iphone, Tablet , PC using the background function
- Using coloured rulers/overlays
- Using tinted paper to write on, rather than using white paper
- Clear fonts, such as Century Gothic, Comic Sans or Verdana, minimum size 12

Further information

- Reading Through Colour by Arnold Wilkins
- Dyslexia and Vision by Bruce J. W. Evans
- Dyslexia and Us: A collection of Personal Stories by Dyslexia Scotland
- Dyslexia Scotland Helpline 0344 800 8484
helpline@dyslexiascotland.org.uk



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Exams for children and adults with dyslexia

The Scottish Qualifications Authority (SQA) is the awarding body for the majority of examinations undertaken in secondary schools and colleges in Scotland. The SQA has a sympathetic and forward-thinking policy towards candidates with dyslexia.

If a candidate has dyslexia and additional support needs they may need an assessment arrangement. An identification of dyslexia is not needed in order to request assessment arrangements. Schools and colleges are responsible for addressing the additional support needs of children and adults who face a barrier to learning and they will liaise with the SQA to:

- Identify and verify the need for an assessment arrangement.
- Select an appropriate form of assessment arrangement.
- Authorise the request.

It is essential that the candidate is involved in the assessment arrangement and has agreed to it; evidence of this is required by the SQA, as is evidence that the candidate requires the particular assessment arrangement. Parents should also be aware of what assessment needs their child has. If the candidate is under 16, the SQA requires the consent of their parent/carer.

SQA's principles of assessment arrangements are:

- Assessment arrangements are intended to enable candidates to demonstrate (and not compensate for a lack of) attainment.
- The integrity of the qualification must be maintained.
- Any assessment should reflect, as far as possible, the candidate's way of working in teaching and learning.

Assessment arrangements

These can take the form of:

- Digital exams.
- Extra time (usually 25%). This is the most common assessment arrangement.
- An electronic/human reader and/or scribe.
- Use of a word processor and spell check.
- Use of a calculator in a non-calculator paper.
- Transcription with or without correction.
- Candidate's preferred text size, font and paper size.
- Coloured paper and/or use of coloured overlays.
- A prompter.

Assessment arrangements will be specific to each candidate and it is important that the candidate is familiar with their agreed strategies. This means that they should be given an opportunity to practise their strategies prior to sitting exams and in most cases assessment arrangements should reflect classroom practice. For example, a candidate intending to use digital examination papers can practise using them by downloading past papers from the SQA website. Some candidates might find that one strategy works for all of their subjects; others will need to use different support measures in different circumstances.

The exploration of strategies is most effective if it begins as early as possible, ideally by first year of secondary, if not already in place. Schools and colleges are also required to confirm each year that any assessment arrangements previously provided are still suitable for the candidate in the next academic year. (This does not mean re-assessing the candidate's need for assessment arrangements). If there are difficulties in putting arrangements into place, contact should be made with either the school Head Teacher, college Principal or local education authority. It is always better to establish and maintain a good working relationship with the academic establishment. If this is unsuccessful, parents/carers can contact the SQA at customer@sqa.org.uk for support.

Dyslexia Scotland has written a short leaflet about SQA's assessment arrangements for the National Literacy Units. It outlines a new arrangement around the use of human readers and scribes in the units. You can see this and all of our leaflets at www.dyslexiascotland.org.uk/leaflets

Further information

- There is detailed information about assessment arrangements and a range of past examination papers including digital examination papers at the Scottish Qualifications Authority website www.sqa.org.uk
- Dyslexia Scotland Helpline 0344 800 8484 helpline@dyslexiascotland.org.uk



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Ideas for supporting maths

Children,
Parents &
Teachers

Some problems with maths may be related to dyslexia. These problems are different from – but may overlap with – difficulties caused by dyscalculia.

Difficulties in primary school

- Learning the vocabulary of maths
- Confusion with signs such as + and \times or – and \div
- Confusion with reversing numbers such as 6 and 9 or 2 and 5
- Difficulty in memorising multiplication tables
- Directional confusion in calculations such as subtraction
- Directional confusion with tables such as bus/train timetables
- Sequencing – writing 18 as 81 or 29 as 92
- Place value
- Difficulty with mental arithmetic because of short term memory difficulties
- Difficulty with understanding a question which involves words

How to help in primary school

- Help with the vocabulary. Sometimes there is more than one expression for the same thing which can be confusing – for example ‘subtract’, ‘take away’, ‘minus’.
- Give as much practical experience as you can. For example, with money, use real coins to increase practical understanding and experience.
- Use concrete examples to illustrate ideas. Building a tower of bricks helps with counting. Cutting a cake or pizza into portions helps with fractions.
- Help raise awareness of direction, for example, working from right to left for addition. Tables might have to read from both top to bottom and from left to right.
- Talk about numbers – TV Channels, dates, birthdays, house numbers, page numbers, phone numbers.
- Count when skipping, scoring goals, climbing stairs (then try doing this two at a time).
- Use children’s games to work on numbers. For example Connect 4, dominoes, board games such as Snakes and Ladders (great for counting forwards from different numbers, and not just from 1).
- Use terminology used in maths, including the same, more than, less than, how many, how many more.
- Make games such as ‘pairs’ with cards to help match symbols.
- Time – discuss the concepts of time in different ways, for example, day and night, early and late.
- Encourage them to help with things like cooking – using weighing and measuring. By putting these skills into practical ‘real life’ tasks, it can aid understanding.

Difficulties in secondary school

- Vocabulary will become more demanding
- Sequencing might be more of a problem: 30 31 32 34
- Greater difficulty with wordy problems, especially extracting the numerical information and knowing where to start with the calculation
- Knowing where to start in a calculation or remembering the correct order of steps
- Able to come up with the correct answer but be unable to show the working
- Graphs and three-dimensional work might be difficult – or it might be much easier than numerical calculations
- Algebra might be confusing

How to help in secondary school

- Help with learning and understanding vocabulary.
- Read through questions together. Help extract the numerical information and work out the steps needed, perhaps by drawing simple pictures. Encourage independent working.
- In an exam, marks will be given for correct working so encourage the writing down of steps during calculations.
- Help with use of a calculator.
- Find concrete examples where possible to illustrate a topic – for example, encourage them to help with something practical like a car journey by working out the mileage and time it will take to make a journey.

Further information

- Maths for the Dyslexic: A Practical Guide by Anne Henderson
- Supporting Students with Dyslexia in Secondary Schools by Moira Thomson
- Mathematics Learning Difficulties, Dyslexia and Dyscalculia by Steve Chinn
- Working definition of dyscalculia: www.addressingdyslexia.org
- Dyslexia Scotland Helpline 0344 800 8484 or helpline@dyslexiascotland.org.uk



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A TECHNOLOGY CHECKLIST

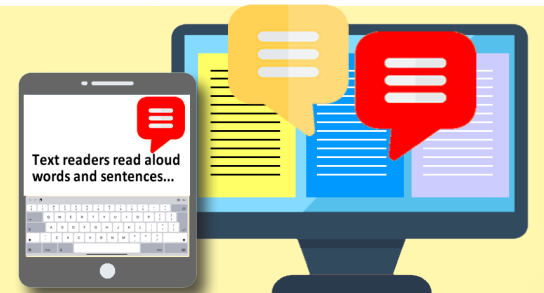
TO CREATING A DYSLEXIA-FRIENDLY CLASSROOM

Technology can make a big difference for pupils with literacy difficulties arising from dyslexia. Modern devices have built-in tools that are easy-to-use, e.g., a text reader, speech recognition, support for spelling, grammar and more.

Embracing digital technology in the classroom can help learners to overcome barriers, promote inclusion and raise attainment allowing everyone to unlock their true potential - see below for our 8 top technology tips !

1: Text-to-speech - use a text reader

A 'text-to-speech' program or 'text reader' on your computer or tablet reads text from a document or web page using a computer voice. Examples of text readers include 'Speak' for iPads, 'Natural Reader' for Windows and 'Select to Speak' for Chromebooks. Scottish voices, which are natural sounding voices, can be downloaded from www.thescottishvoice.org.uk/home/



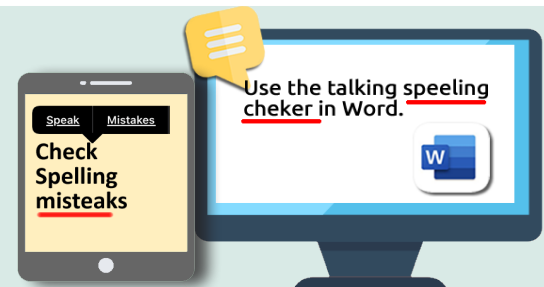
2: Speech recognition - speak to your device

With Speech Recognition you can speak to your computer, tablet or smartphone to control it, give commands and dictate text. Popular examples include Dictate in Word and Word Online, Siri (and Voice Control*) for iPads/iPhones and Google Voice Typing for Chromebooks. The latest version of Windows 11 includes the built-in Voice Access*. (* No WiFi required.)



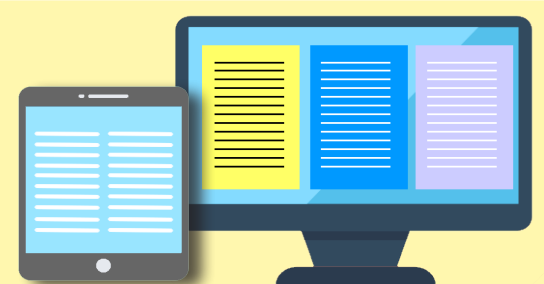
3: Using a talking spell checker

A talking spelling checker helps pupils to hear and choose the correct word. Current versions of Microsoft Word include a talking spelling checker called 'Read Aloud' and/or 'Spell Out'. The iPad also has a talking spell checker 'Spell'. When a word is underlined in 'red' tap the word and choose 'Spell' from the pop up menu. To turn on spelling on a Chromebook go to Settings > Languages and turn on 'Spell Check'.



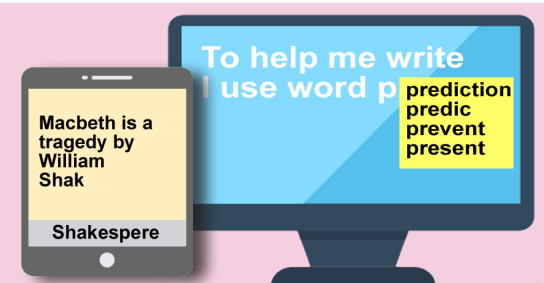
4: Fonts screen tints and colours

For some, adjusting the font styles, colour and spacing, as well as page background colours can improve the readability of a document. Changing background colours in Word can be done quickly and easily using the 'Design Tab' > 'Page Colour'. Screen tints are available on the iPad/iPhone using 'Colour Filters' in Accessibility > Display > Text Size. On a Chromebook, in Accessibility 'Colour Correction' provides a range of colours to choose from.



5: Word/text prediction

Word prediction has many benefits, such as making the writing process easier. It can help with spelling and grammar difficulties, focussing on the writing task rather than worrying about making spelling mistakes. It can encourage pupils to be more creative - expand their ideas, rather than avoiding words they can't spell. To see a selection of free word prediction apps visit: <https://bit.ly/wordpredictionarticle>



6: Scan and read text aloud

Using a combination of a camera, such as the the camera on an iPad, and 'scanning apps' you can now take a photo or scan a worksheet or printed materials and convert them into readable, editable and accessible text, e.g., text that can be read aloud using text-to-speech or a text reader. This short guide explains how to do it <https://bit.ly/scanning-apps-article>



7: Source digital books and resources

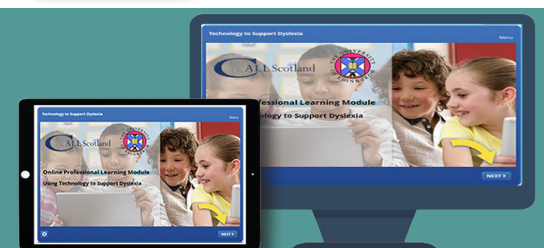
Books for All provides books in accessible formats for students who have difficulty reading ordinary printed books, including those with dyslexia, who have a physical disability or who are blind or partially sighted. Accounts are FREE for educators in Scotland supporting learners who are print disabled - with over 2,000 titles available <https://www.booksforall.org.uk/home/>



8: Technology to Support Dyslexia module

The 'Technology to Support Dyslexia' free online module, explores how technology can support literacy difficulties such as reading, writing and planning/organisation. The focus of the module is maximising the 'accessibility' built-in features found in modern devices. You can access the course from the link below.

<https://www.callscotland.org.uk/training/learning-modules/>



Top 10 resources for teachers

Resource name and brief description	Lead organisation/ partners	Link/where to find it
1. Addressing Dyslexia Toolkit: free online Toolkit designed for teachers and local authority staff working with children and young people aged 3-18 to provide information and guidance on supporting learners with dyslexia. It is set within the Scottish educational system and linked to Curriculum for Excellence for teachers.	Managed by Dyslexia Scotland, funded by the Scottish Government and maintained by the Addressing Dyslexia Toolkit working group.	https://addressingdyslexia.org/
2. Reading and writing circles: these reading and writing circles support the acquisition of reading and writing skills. They provide opportunities for discussion and/or investigation when considering the needs of learners.	Developed by the Addressing Dyslexia Toolkit working group	https://addressingdyslexia.org/resources/reading-circle/
3. Free online learning modules: 3 free online learning modules, which support GTC Scotland Professional Standards, Professional Update and Professional Recognition, have been developed in response to Recommendations 1 and 2 of the 2014 Education Scotland Review: <u>Making Sense of Dyslexia: Education for Children and Young People with Dyslexia in Scotland</u> . The modules are primarily for teachers, school management and GTCS registered local authority education officers.	Developed by a collaborative group made up of Education Scotland, Dyslexia Scotland, the Scottish Government, Addressing Dyslexia Toolkit working group and the Open University.	http://addressingdyslexia.org/free-online-learning-modules
4. Meeting the needs of dyslexic learners: a professional guide for teachers.	GTCS and Dyslexia Scotland	https://bit.ly/3eFUSRW
5. Dyslexia Scotland information leaflets: a range of leaflets about dyslexia, free to download on Dyslexia Scotland's website.	Dyslexia Scotland	https://dyslexiascotland.org.uk/leaflets/
6. Educator page on our website: includes information about our annual Education Conference, purchases of past conference packs and online learning.	Dyslexia Scotland	https://dyslexiascotland.org.uk/educator/

Top 10 resources for teachers

Resource name and brief description	Lead organisation/ partners	Link/where to find it
7. Dyslexia Unwrapped : a website for children and young people with dyslexia aged 8-18 years. A useful resource to refer to young people and parents, as well as for teachers to provide an insight of what dyslexia means to young people. Includes videos.	Dyslexia Scotland	https://dyslexiascotland.org.uk/unwrapped/
8. Dyslexia Voice : a quarterly magazine for members of Dyslexia Scotland, which has a different dyslexia-related theme each quarter. Teachers can join as individuals or as part of an Educator membership package.	Dyslexia Scotland	https://dyslexiascotland.org.uk/join/
9. Dyslexia Scotland Resource Centre : based at our head office in Stirling, has a wide selection of books, materials and research documents on dyslexia. Free to our members. (Currently on hold.)	Dyslexia Scotland	https://dyslexiascotland.org.uk/resource-centre/
10. Dyslexia awareness training : tailored training for educators about dyslexia, provided for a fee by our trainers, selected from our pool of trainers.	Dyslexia Scotland	https://dyslexiascotland.org.uk/dyslexia-training/

The Professional Learning Award for Organisations was issued to Dyslexia Scotland by the General Teaching Council for Scotland (GTCS) for our work in supporting and promoting teacher professional learning. This Quality Mark shows that we have been assessed through GTCS's independent quality assurance processes.

Top 10 resources for teachers

1. Addressing
Dyslexia Toolkit



2. Reading and
writing circes



3. Free online
learning
modules



4. Meeting
the needs of
dyslexic learners:
a professional
learning guide for
teachers



5. Dyslexia
Scotland
information
leaflets



6. Educator
page on our
website



7. Dyslexia
Unwrapped



8. Dyslexia
Voice magazine



9. Dyslexia
Scotland
Resource
Centre



10. Dyslexia
awareness
training



SOCIAL MEDIA LINKS



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