Supporting Children with a Specific Learning Difficulty
(Dyslexia)
Recommendations for School Support & School Support Plus

Be aware of:
“According to a review of the research and clinical consensus, the combination of the following five principles will facilitate the dyslexic learner’s ability to learn and recall information” (McIntyre and Pickering, 1995).

- Simultaneous employment of visual, auditory, kinaesthetic and tactile linkage
- Systematic and cumulative organisation of content (as in multi-sensory programmes)
- Direct teacher-led instruction
- Diagnostic teaching to mastery
- Compensatory strategies - use of learning strengths

What pupils with dyslexia need to learn:
- Phonological awareness
- Phoneme/grapheme correspondence skills
- Precision teaching methods e.g. SNIP Programme (www.snip-newsletter.co.uk)
- Vocabulary, morphology and syllable instruction
- Reading fluency / practice
- Knowledge of syntax and language structures
- Spelling accuracy
- Reading comprehension strategies – training in visualising and mind mapping may be helpful

The SESS website has suggestions for activities in each of the above areas.

Related Difficulties:
Some children with Dyslexia may have difficulties with memory, concentration, attention, processing, organisation or coordination.
Teaching Style and Delivery:
- Where possible combination of one-to-one and small group with emphasis on earliest intervention possible
- Flexible and responsive to child’s learning style
- Support in specific areas e.g. organisation, motor coordination

Liaison/Partnership:
- Timetable simultaneous meetings between Class Teacher, Learning Support Teacher and parent
- In Support Plan set out clear tasks for Class Teacher, Learning Support Teacher and home
- Close liaison with Class Teacher and parents in relation to work

Positive thinking strategies:
- How children think about their competence in taking on tasks and the reasons and explanations they have for their success and failure are important and affect future learning. The most helpful way of thinking in this context is to attribute success and failure to controllable factors.
- Encourage children to believe that they have some control over their learning – ‘By having more confidence I can put more work in and do better’, etc.
- Challenge any unhelpful reason a child gives for his success or failure and suggest an alternative.

Technology:
- Carefully selected reading, spelling and writing or word prediction programmes can be a useful resource.
- Bear in mind that all literacy software needs to be mediated by an adult.
- Keyboard skills are a prerequisite for effective use of word processing programmes.

Assessment and monitoring:
Be aware of the need for ongoing assessment as problems may emerge as the child progresses (e.g. in spelling and written expression).