

## Classroom Strategies for Dyslexic Learners

### Supporting slow verbal processing speed

- Never put a pupil on the spot in front of the rest of the class - this is a sure fire way to demolish their self-esteem!
- Allow students 'think time' to process what you say – you will get better responses (at least 3 seconds).
- Allow response time so learners can formulate their answer; e.g. at the beginning of a learning point let pupils know what questions you want them to answer at the end. Some learners need a long time to formulate spoken answers.
- Allow 'rehearsal' time. Encourage learners to discuss and practise their response with a partner or in a small group before they deliver in front of the whole class.
- Don't talk when students are writing. A learner with a weak working memory needs to have as much free 'headspace' as possible to perform.
- Slow down your rate of speaking if possible.

## Strategies for Supporting Working Memory

- Consider the working memory demands of the task. If necessary adapt task to reduce working memory load.
- Keep instructions short, 1 or 2 at a time
- Break tasks/instructions down into manageable chunks.
- Be clear, concise & unambiguous.
- Use simple, active (rather than passive form) language.
- Use signal words to alert learners to what is required, e.g. there are **three** things you need to remember. Count them off on your fingers and encourage your learners to do the same.
- Give instructions in the order of the activity.
- Repeat sequences often. Learning has to be repeated approximately 20 times and doing this in as many different ways as possible aids understanding and retention.
- Ask for instructions to be repeated back to you.
- Check recall and understanding by specific questioning – if a learner has not ‘got’ what is required of them in class, they will not be able to get on with their work. Many may be too shy or ashamed to admit this/ask for help.
- Minimise stress that can result from forgetting (give praise for asking).
- Provide memory aids – mnemonics, table top key word lists, procedural memory card for maths topics, number lines, calculator etc. Ensure pupils have practice with any memory aids to establish mastery of their use.
- Consider alternatives to copying.
- Support auditory information with visual reference e.g. page number on board, numbered bullet points, highlight key parts in the text.
- Consider using ‘study buddies’.
- Use of colour, mind mapping to support key topic information and revision.



## Resources Available for Loan – Memory & Study Skills

If you would like to borrow any of the resources below, please contact Cathy Partington on 01603 860505 or email [c\\_partington@taverhamhigh.org](mailto:c_partington@taverhamhigh.org)

Providing the resources are available and you can collect the resources, you will be allowed to borrow the resources for a 3 week period.

### Memory

Visual Memory Skills (photocopiable resources)	Mark and Katy Hall
Auditory Memory Skills ((photocopiable resources)	Mark and Katy Hall
Understanding Working Memory (2 <sup>nd</sup> ed)	Tracy Packiam Alloway & Ross G Galloway

### Mind Mapping

Mind Maps For Kids: An Introduction	Tony Buzan, Thorsons
Mind Maps for Kids	Tony Buzan

### Study Skills

Study Skills – The Complete Guide to Smart Learning	Elizabeth Holtom
Study Skills for Students with Dyslexia	Sandra Hargreaves & Jamie Crabb
Brain Friendly Revision	UFA