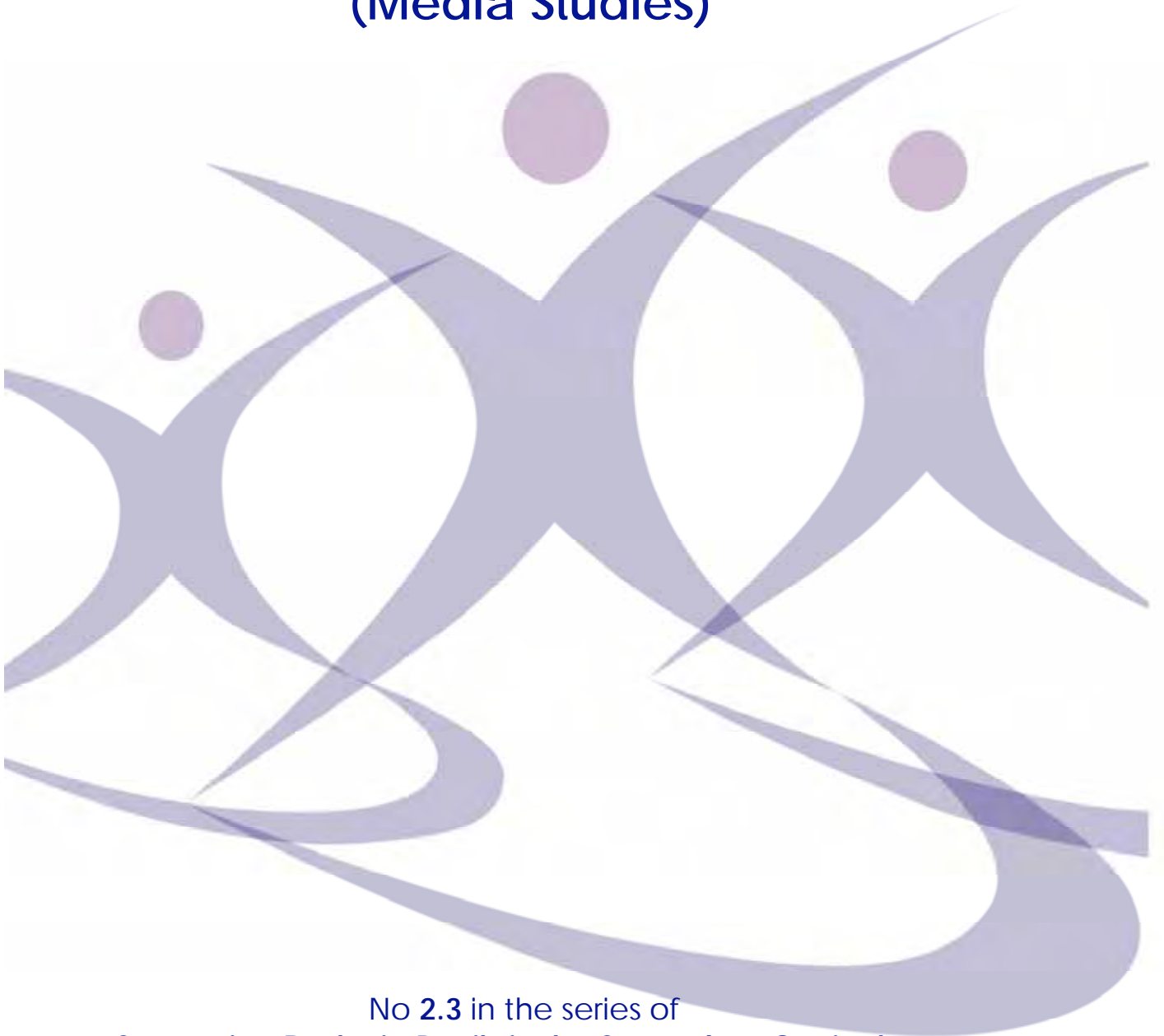




Dyslexia Scotland

Dyslexia and English (Media Studies)



No 2.3 in the series of
Supporting Dyslexic Pupils in the Secondary Curriculum
By Moira Thomson

Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

DYSLEXIA AND ENGLISH

COMMUNICATION AND MEDIA STUDIES

Published in Great Britain by
Dyslexia Scotland in 2007

Dyslexia Scotland, Stirling Business Centre
Wellgreen, Stirling FK8 2DZ
Charity No: SCO00951

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ISBN 13 978 1 906401 09 2

Printed and bound in Great Britain by **M & A Thomson Litho Ltd**, East Kilbride,
Scotland

Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

Complete set comprises 18 booklets and a CD of downloadable material

(see inside back cover for full details of CD contents)

Foreword by Dr. Gavin Reid, a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh. An experienced teacher, educational psychologist, university lecturer, researcher and author, he has made over 600 conference and seminar presentations in more than 35 countries and has authored, co-authored and edited fifteen books for teachers and parents.

1.0 Dyslexia: Secondary Teachers' Guides

- 1.1. Identification and Assessment of Dyslexia at Secondary School
- 1.2. Dyslexia and the Underpinning Skills for the Secondary Curriculum
- 1.3. Classroom Management of Dyslexia at Secondary School
- 1.4. Information for the Secondary Support for Learning Team
- 1.5. Supporting Parents of Secondary School Pupils with Dyslexia
- 1.6. Using ICT to Support Dyslexic Pupils in the Secondary Curriculum
- 1.7. Dyslexia and Examinations

2.0 Subject Teachers' Guides

- 2.1. Dyslexia and Art, Craft & Design
- 2.2. Dyslexia and Drama (Performing Arts)
- 2.3. Dyslexia and English (Media Studies)
- 2.4. Dyslexia and Home Economics (Health & Food Technology)
- 2.5. Dyslexia and ICT subjects (Computing Studies, Business Education, Enterprise)
- 2.6. Dyslexia and Mathematics
- 2.7. Dyslexia and Modern Foreign Languages
- 2.8. Dyslexia and Music
- 2.9. Dyslexia and Physical Education (Outdoor Education, Sports, Games, Dance)
- 2.10. Dyslexia and Science subjects (Biology, Chemistry, Physics)
- 2.11. Dyslexia and Social subjects (Geography, History, Modern Studies, Philosophy, Religious Studies)

ALL information contained in the booklets and the CD can be downloaded free of charge from the Dyslexia Scotland website – www.supportingdyslexicpupils.org.uk

Extra copies of individual booklets or complete sets are available from

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ

Email: info@supportingdyslexicpupils.org.uk

To all my dyslexic pupils, who taught me what dyslexia really is

Acknowledgements

Dyslexia Scotland would like to thank the following for making possible the publication of this important series of books. Every secondary school in Scotland has been supplied with a copy. All material contained in the booklets and CD is downloadable free from the Dyslexia Scotland website - www.supportingdyslexicpupils.org.uk.

Special thanks to **M & A Thomson Litho Ltd**, East Kilbride, Scotland who printed the booklets at below cost – www.thomsonlitho.com.

Thanks also to Trevor Hook, Stephen Mitchell, Yvonne Cochrane and Senga Fairgrieve for their production input and Paula O'Connell for copy-editing all 18 booklets.

Moira Thomson would like to thank Meg Houston and Maureen Brice for their ongoing support and Alasdair Andrew, Karen Reid and the other members of the Dyslexia Scotland South East Committee for supporting the venture. Thanks also to David Dodds, former collaborator and colleague at City of Edinburgh Council, who was there at the beginning and contributed throughout.

Dyslexia Scotland is the voluntary organisation representing the needs and interests of dyslexic people in Scotland.

Mission Statement

To encourage and enable dyslexic people, regardless of their age and abilities, to reach their potential in education, employment and life.

Dyslexia Helpline: 0844 800 84 84 - Monday to Friday from 10am until 4pm.

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ
www.dyslexiascotland.org.uk

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FOREWORD

It is a privilege to be asked to write a foreword for this series of guides on dyslexia in the secondary school. Moira Thomson ought to be congratulated in putting together these informative and up to date guides that will both heighten the awareness of dyslexia in secondary schools and develop the knowledge and skills of teachers through the implementation of the suggestions made in the guides. Too often books and materials on dyslexia are cornered by a few, usually those who have a prior interest in the subject. Many feel it is not their concern, or they do not have the specialised experience to intervene. These guides will challenge and change that assumption. The guides are for all teachers – they contain information that will be directly relevant and directly impact on the practice of every teacher in every secondary school in the country. Not only that, the guides are up to date containing advice stemming from the most recent legislation (Education (Scotland) Act 2004: Additional Support for Learning). This makes the guides an essential resource in every school in the country.

Above all the guides provide a positive message. Dyslexia is couched in terminology that expresses what learners with dyslexia **can do** not what they 'can't do'. Any difficulties experienced by learners with dyslexia are seen as 'barriers to learning' which means that the onus is on supporting learners overcome these barriers and this places the responsibility firmly on the professionals working in schools. This reiterates the view that dealing with dyslexia is a whole school responsibility.

The breadth of coverage in these guides is colossal. It is highly commendable that Moira Thomson has met this immense task with true professionalism in providing clearly written and relevant guides incorporating the breadth of the curriculum. As well as including all secondary school subjects the guides also provide information on the crucial aspects of supporting students preparing for examinations, the use of information and communication technology, information for parents, details of the assessment process and the skills that underpin learning. It is important to consider the view that learners with dyslexia are first and foremost learners and therefore it is important that their learning skills are developed fully. It is too easy to place the emphasis on developing literacy skills at the expense other important aspects of learning. The guides will reinforce this crucial point that the learning skills of all students with dyslexia can be developed to a high level. I am particularly impressed with the inclusion of a section on classroom management. This again reinforces the point that managing dyslexia is a classroom concern and a learning and curriculum-focused perspective needs to be adopted. A focus on curriculum planning and acknowledging learning styles is essential if learners are to reach their potential in secondary schools.

The guides do more than provide information on dyslexia; rather they are a staff development resource and one that can enlighten and educate all teachers in secondary schools. I feel certain they will be warmly appreciated and used for that purpose. The guides will benefit school management as well as teachers and parents, but the real winners will be the students with dyslexia. It is they who will ultimately benefit and the guides will help them fulfil their potential and make learning a positive and successful school experience for all.

Dr. Gavin Reid,
Edinburgh, UK
July 2007

Dyslexia may be defined as a difficulty in processing language-based information. Short-term memory, sequencing, directionality and co-ordination may also be affected.

It is important that secondary teachers consider dyslexia in the context of their own subject. In any subject class there will be a need to make provision to meet a wide variety of strengths and additional support needs, not all linked to dyslexia, but, teaching and learning strategies that are appropriate for dyslexic pupils can be effective for all.

Dyslexia may be difficult for subject teachers to identify, but a mismatch between a pupil's apparent ability and the quality (and quantity) of written work is often observed. Subject teachers should use the Dyslexia Indicators Checklist to confirm any suspicion of a dyslexic profile. If several indicators are ticked, referral should be made to the Support for Learning (SfL) team for further investigation.

TEACHERS' RESPONSIBILITIES RE PUPILS WITH DYSLEXIA

Reference: Education (Scotland) Act 2004: Additional Support for Learning

It is a teacher's responsibility to provide a suitably differentiated subject curriculum, accessible to all pupils, that provides each with the opportunity to develop and apply individual strengths. Responsibilities for meeting the additional needs of dyslexic pupils are the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. Subject teachers may be expected to use teaching and learning strategies that include:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils
- Selection or design of appropriate teaching and learning programmes that match the range of all pupil abilities, within the curricular framework of the school
- Awareness of the learning differences related to dyslexia that may cause difficulties within these programmes
- Understanding that, while dyslexia is not linked to ability, able dyslexic pupils may persistently underachieve because of this
- Knowledge that many dyslexic pupils use strategies such as misbehaviour or illness for coping with difficulties they do not necessarily understand themselves
- Willingness to ask for advice and support from the Support for Learning team
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum

Dyslexia and English

- Acknowledgement of the very severe difficulties that dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy
- Understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary or secondary
- Acceptance that some pupils with dyslexia may require additional support within the context of their subject and to consult with colleagues and specialists to determine how best to provide this
- Taking account of the difficulties experienced by dyslexic pupils when assessing progress so that subject knowledge and ability are assessed fairly by making alternative arrangements for assessments that reflect the additional support usually provided

Dyslexic pupils constantly meet barriers to learning across the curriculum and may become discouraged very quickly due to lack of initial success in subject classes. This can result in subject teachers assuming that pupils are inattentive or lazy, when they are actually working much harder than their classmates, but with little apparent effect. For pupils with dyslexia the experience of success may be rare, if not totally absent. They may:

- Lack self-confidence
- Have a poor self image
- Fear new situations
- Confuse written and verbal instructions
- Be very disorganised
- Lack stamina
- Appear to avoid set work

For example, a dyslexic pupil may fully understand the subject teacher's spoken introduction to a topic but be unable to follow the written instructions to complete class activities.

The difficulties in communication through reading and writing experienced by dyslexic pupils in all aspects of the secondary curriculum are more obvious and may create more difficulties in the English classroom. However, not all dyslexic pupils will experience the same pattern of difficulties in English, so grouping several in the same class could greatly increase a teacher's workload rather than make it easier to respond to the additional needs of the pupils concerned. Teachers of English may face the additional challenge of working with bilingual dyslexic pupils, whose needs will be even more complex.

Significant Strengths of dyslexic pupils may include:

- Excellent oral skills
- A high level of curiosity
- An acute awareness of the environment
- Being highly intuitive and perceptive
- A vivid imagination, even experiencing thought as reality
- Originality and creativity in writing

READING/WRITING/COPYING/NOTE TAKING

The underpinning literacy difficulties of many dyslexic pupils will impact on their learning in all areas of the curriculum, especially English. Dyslexic pupils may lack fluency and automaticity in all aspects of communication, so they need extra time to respond to a visual or auditory stimulus in order to think, question, deduce and form opinions. Self-esteem issues may impact on performance and behaviour in the English classroom since this is likely to be the main area where dyslexic pupils will experience difficulties. The cumulative effect of fatigue should not be ignored.

Additional barriers to learning – dyslexic pupils may:

- Become confused when delivering a talk
- Struggle to respond appropriately to questions and in discussion due to the need to process the language before being able to process the question
- Produce only brief written responses that do not reflect the full extent of knowledge and understanding
- Produce scrappy, illegible written pieces full of spelling mistakes
- Lose the thread when they are writing resulting in messy and poorly sequenced work
- Be unable to proof read or identify errors in their own work
- Be unable to make personal notes, because of their difficulties keeping the place in a text
- Tire more quickly than others when reading/writing so that the quality of work deteriorates over the course of a lesson
- Give up easily when faced with long texts and small print
- Have difficulty extracting information from a text source
- Confuse the names of characters in a text
- Struggle to use the correct vocabulary to comment on texts
- Be unable to follow a series of instructions

Additional support strategies:

- For talks, encourage the use of simple prompt cards that are stapled together in order
- Always give 'thinking time' to allow dyslexic pupils to process input and construct an appropriate response
- Mark written work on content, not spelling nor handwriting

- Provide ICT for written work and make sure that editing features and spellchecker are used
- Issue essay guidelines and paragraph headings to support the structure of extended writing
- Provide models of different types of expressive/transactional writing
- Highlight errors in writing and suggest possible corrections/amendments for redrafting
- Teach the use of bullet points and summaries for note taking
- Issue notes and pages of data fastened together in order, perhaps numbered
- Issue summaries of texts to help with short term memory problems
- Allow rests when extended reading/writing are required
- Provide alternatives to text sources e.g. audio tapes
- Permit the use of tape/digital recorders to be saved as voice files or transcribed later
- Use colour and highlighting to distinguish names etc in text
- Enlarge text sources, scan them into a computer, print on coloured paper to encourage dyslexic pupils to persevere with challenging texts
- Give only one instruction at a time and repeat instructions often
- Ask pupils to repeat instructions back - this not only provides a check that they have understood, but they remember things better if they hear themselves speak
- Arrange/allow peer support to help dyslexic pupils keep up with the pace of the class
- Vary class activities over a lesson and build in time for rests to reduce fatigue

ALTERNATIVE ARRANGEMENTS FOR ASSESSMENTS

SQA and other examining bodies offer a range of alternative assessment arrangements for dyslexic pupils taking examinations. These are designed to reflect the support provided for dyslexic pupils in the curriculum and to address any specific difficulties caused by the style of the examination and its impact on the opportunities for dyslexic candidates to demonstrate actual attainment. Consideration should be given to the following points:

- Some dyslexic pupils may require alternative arrangements for talk assessments in English and most will need these for timed, written exams where permitted
- It may be necessary for dyslexic candidates to ask for individual help when a talk or discussion assessment involves the use of a written stimulus or requires note taking
- If the assessment instructions are given orally, dyslexic pupils may need to have these repeated perhaps several times
- It may be necessary for dyslexic candidates to ask for specific seating/work station arrangements for internal assessments in order to take account of ambient lighting etc.
- When an internal assessment has been prepared in advance, dyslexic pupils may request that their notes are in digital or electronic format to enable them to be used effectively
- When an internal assessment involves reading and writing, dyslexic candidates are eligible for the same linguistic support used in class and for timed exams

The range of alternative assessment arrangements available for dyslexic candidates in timed, written exams includes:

- Linguistic support (reader, digital examination papers, scribe, transcription with correction)
- Extra time allowances
- Use of word processors with spellcheckers, specialised software and other technological aids
- Transcription without correction to remove illegibility
- Rest periods/supervised breaks when the extra time makes the exam extremely long
- Adapted question papers for candidates who experience visual distortions
- Referral to the Principal Examiner to ensure that scripts are marked in accordance with any set criteria

ROLE MODELS FOR DYSLEXIC PUPILS

When at school, the impact of dyslexic difficulties often outweighs a pupil's natural abilities in a subject area – which is one reason why teachers of successful individuals often express surprise – or astonishment – at their achievements after they have left formal schooling behind.

So, perhaps some of those who have already succeeded may be the best guides to promote understanding of how to create success where there is so often failure. The giftedness of some dyslexics seems to be particularly clear in the creative fields – even writing. In this area, achievement is measured by demonstrated success, which is often more highly valued in society than traditional academic skills and paper credentials. The following personal comments and case histories may offer new insight into dyslexia and help with dyslexic pupils' low self esteem.

Irish poet **WB Yeats** was dyslexic and also had negative educational experiences – taught by his father, he reported, 'My father was an angry and impatient teacher and flung the reading book at my head.' He was sent for lessons in spelling and grammar but never learned to spell. Yeats produced highly idiosyncratic versions of words all his life despite his highly acclaimed writing. He founded the Irish Academy of Letters, and reformed the Irish Literary Society, and then the National Literary Society in Dublin, which aimed to promote the New Irish Library.

Novelist, **Agatha Christie** was always considered to be the "slow one" in the family. 'I knew it and accepted it. Writing and spelling were always terribly difficult for me. My letters were without originality. I was . . . an extraordinarily bad speller and have remained so until this day.'

John Irving - novelist and screenwriter

- Honoured by Rockefeller Foundation, the US National Endowment for the Arts and the Guggenheim Foundation.
- He has earned various awards for *The World According to Garp* . . .
- . . . and an Oscar for Best Adapted Screenplay in 2000 for *The Cider House Rules*.

Dyslexia and English

"The diagnosis of dyslexia wasn't available in the late fifties - bad spelling like mine was considered a psychological problem by the language therapist who evaluated my mysterious case. When the repeated courses of language therapy were judged to have had no discernible influence on me, I was turned over to the school psychiatrist."

Lynda La Plante - novelist and TV series writer

(Prime Suspect, Widows, She's Out, The Governor). "I wasn't diagnosed dyslexic until I was 12. In those days they thought that I was backward. I didn't really feel at home with the written word until somebody gave me a typewriter. But, even today, I never send things out without having them checked by an assistant."

US screenwriter, producer and director, **Stephen J. Cannell**, discovered his dyslexia as a parent when he took his daughter to be assessed, 'Since I was the stupidest kid in my class, it never occurred to me to try and be perfect, so I've always been happy as a writer just to entertain myself.'

Sarah Miles - actress, author and playwright.

"I was expelled from four schools. Today I still read with difficulty."

Su Ridley is severely dyslexic and struggles to write a shopping list. She published her first novel - 'Unnatural Justice' - in 2004. She came up with the plot for her crime thriller, after finding books her husband read to her too boring. She discovered she was dyslexic at the age of 40 when her 13-year-old son was diagnosed - she was persuaded to take tests herself, which showed why she had struggled to read and write. She said: "When I was at school they just thought I was thick and I left with no O Levels. I have trouble spelling and writing, and have to read something at least four times to take it in. But I have a great memory."

Roger Wilkins - Head of the Pulitzer Prize board

My problem was reading very slowly. My parents said "Take as long as you need. As long as you're going to read, just keep at it." We didn't know about dyslexia back then.

Gustave Flaubert – French novelist

His niece reports: His private letters show that he was not one of those to whom easy and correct language is naturally given; he gained his extraordinary perfection with the unceasing sweat of his brow.

Fanny Flagg - writer of "Fried Green Tomatoes"

Hans Christian Anderson - writer of children's fairytales

Benjamin Zephaniah - writer and performance poet

<http://www.benjaminzephaniah.com/>

School's Out, Edinburgh, AK Press, (1997) (for older teenagers)

Gangsta Rap, London, Bloomsbury Publishing (2004) (for young teens)

Refugee Boy, London, Bloomsbury Publishing (2001)

Children's author **Jeanne Betancourt**, wrote [My Name is Brain Brian](#), the story of a young boy with dyslexia who struggles for acceptance and achievement. In Brian's nightmare: he is pursued by giant grey rocks, which he later realizes are letters of the alphabet. Ms. Betancourt explains that the dream was actually her daughter's dream, and that Nicole was the inspiration for the book. Jeanne Betancourt's more than 60 books include the beloved "[Pony Pals Series](#)" which feature the adventures of three girls and their ponies. One of the three girls, Anna, is dyslexic, and her dyslexia is mentioned in every book

Nicole Betancourt, an Emmy Award-winning filmmaker in New York, says that she is still uncomfortable in libraries or any other place where things are arranged in an order that makes no logical sense to her. She says she has to figure out the logic behind things to learn them, and says that she believes that as a result, she learns things more thoroughly than most.

SUGGESTED READING:

Cogan, J & Flecker, M (2004): *Dyslexia in Secondary School – a practical handbook for teachers, parents and students*, London, Whurr

- Specifically for secondary
- Contents list very detailed re chapter contents
- Photocopiable summaries of some chapters at the end of the book
- Photocopiable worksheets included at the end of the book
- Has lots of checklists, diagrams and examples of pupils' work
- Has lots of suggested strategies for acquiring specific skills

McKay, N (2005): *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*, Wakefield, SEN Marketing
Of particular interest is the chart of Dyslexia Friendly Classroom Strategies on page 214.

Peer, L & Reid, G (2000): *Multilingualism, Literacy and Dyslexia: A Challenge for Educators*, London, David Fulton Publishers
This work provides informative guidance for teachers involved in developing literacy in multilingual pupils who are dyslexic. It offers advice on approaches and support strategies for dyslexic and bilingual learners learning English as an additional language.

Reid, G & Green, S (2007): *100 Ideas for Supporting Pupils with Dyslexia*, London, Continuum

Pughe, J & Turner, J (2004): *Dyslexia and English*, London, David Fulton Publishers
The difficulties dyslexic pupils experience in the English classroom are examined in detail in this book. The authors show how these difficulties may best be supported and pupils' strengths utilised. The book offers:

- Discussion of the ways in which English teachers can prepare for dyslexic pupils
- Guidance in the context of the curriculum
- Suggested teaching approaches and methods of working for examinations
- Pointers for staff development

and looks at:

- Language
- Different types of literature and poetry
- The use of oracy for written language
- Handwriting
- Reading comprehension
- Writing and spelling strategies

Turner, E (2001): *Dyslexia and English* IN **Peer, L & Reid, G** (2001): *Dyslexia – Successful Inclusion in the Secondary School*, London, David Fulton Publishers

There are many publications and texts available to support the developing literacy of dyslexic learners at the secondary school stage, and a school's specialist Support for Learning and EAL staff will use many of these. It is suggested that English subject teachers consult with colleagues when looking for suitable materials to help dyslexic pupils improve reading and writing skills.

DYSLEXIA INDICATORS AT THE SECONDARY STAGE

Dyslexia is more than an isolated defect in reading or spelling. The problem may be perceptual, auditory receptive, memory-based or a processing deficit.

Subject teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in the classroom, please tick the relevant boxes and enter details of the pupil concerned and pass to the Support for Learning team for further investigation.

Pupil Name: _____ Class: _____ Date: _____

- Quality of written work does not adequately reflect the known ability of the pupil in the subject
- Good orally but very little written work is produced – many incomplete assignments
- Disappointing performance in timed tests and other assessments
- Poor presentation of work – e.g. illegibility, mixed upper and lower case, unequal spacing, copying errors, misaligned columns (especially in Maths)
- Poor organisational skills – pupil is unable to organise self or work efficiently; carries either all books or wrong ones; frequently forgets to hand in work
- Sequencing poor – pupil appears to jump from one theme to another, apparently for no reason
- Inability to memorise (especially in Maths and Modern Languages) even after repeated practice
- Inability to hold numbers in short-term memory while performing calculations
- Symbol and shape confusion (especially in Maths)
- Complains of headaches when reading; sometimes see patterns in printed text; says that words move around the page or that text is glaring at them
- Unable to carry out operations one day which were previously done adequately
- Unable to take in and carry out more than one instruction at a time
- Poor depth perception – e.g. clumsy and uncoordinated, bumps into things, difficulty judging distance, catching balls, etc.

- Poor self-image – lacking in confidence, fear of new situations – may erase large quantities of written work, which is acceptable to the teacher
- Tires quickly and work seems to be a disproportionate return for the effort involved in producing it
- Easily distracted – either hyperactive or daydreaming
- Other – please give details**

Teacher: _____ Subject: _____

- Action requested:
- details of known additional needs
 - investigation of problem and advice re support
 - dyslexia assessment
 - profile of additional needs
 - suggest strategies for meeting additional needs
 - advice re assessment arrangements

Dyslexia Scotland has supplied every secondary school in Scotland with a free copy of this publication. **All information contained in the 18 booklets and CD, including extra copies of dyslexia identification checklists, is available free to download from their website.**

www.supportingdyslexicpupils.org.uk

CD CONTENTS:

Worldwide dyslexia contacts

Identification & Assessment of dyslexia

Dyslexia checklist for subject teachers
Classroom Observation
Pupil Checklist for Dyslexia
Dyslexia - self esteem issues
Assessment Materials
Fine Motor Assessment (writing)
Visual Dyslexia
Strategies to meet identified needs
Example of a dyslexic profile
Personal Learning Plan: Example of an information page
Dyslexia glossary

Co-morbid conditions

ADHD - teachers' checklist
Visual Discomfort Meares-Irlen Syndrome
Dyspraxia
Dyscalculia
Dysgraphia

Teaching & Learning

Summary: Classroom management support strategies
Developing Social Skills - dyslexic learners
Dyslexia glossary of terminology
Modern Languages Grid

Study skills

Active Revision.
Techniques for improving memory
Study techniques Revision
Accessible Curricular Materials.
Writing support using ICT
CALL project Voice recognition –
Description for schools
Small and Portable Devices.

Examinations and assessments

SQA Guide for Candidates: Arrangements for
Disability Support
National Testing
Use of a calculator in Maths noncalculator exam papers
Modern Foreign Languages Writing
Glossary of Exam language
Active Revision
Stress reducing strategy

Resources

ICT resources to support developing numeracy
ICT resources to support developing literacy
ICT and Practising Literacy Skills
Further Reading suggestions
Learning & Teaching Scotland – downloadable resources
Barrington Stoke link
Dyslexia Shop catalogue link
iANSYST website link

Information for parents of dyslexic pupils

Enquire parent guide
Dyslexia Scotland Guide for Parents
Visual processing difficulties
Using ICT to support writing
ICT Starting Points
Small and Portable Devices
Alternative Therapies
Supporting and working with parents of dyslexic pupils
Contributory factors dyslexia
Homework Tips for Parents
Meeting the teacher - parent's guide
Information for parents - Alternative Assessment Arrangements
Suggested reading list for parents

Downloadable leaflets & information

What is dyslexia
DfES How to Identify Dyslexia
DfES Being Dyslexic
DfES Tips for Secondary School
BDA Secondary School Tips
A framework for understanding Dyslexia – DfES
Guidance to support pupils with dyslexia and dyscalculia - DfES
How Can Parents Help
Dyslexia Scotland Guide for Parents
Enquire Parents Guide to Additional Support for Learning
Help for Dyslexic student
Dyslexia Indications for Adults Checklist for Adults
Dyslexic adults assessments
Guide for Teachers
Help At Home.
Help with Reading and Spelling
How Can Parents Help
Help with Maths
Hints for Homework

Supporting Dyslexic Pupils in the Secondary Curriculum is a series of booklets for secondary school teachers throughout Scotland. They are intended to help them remove the barriers to learning that are often experienced by dyslexic pupils.

The pack of 18 booklets:

- Is an authoritative resource to help teachers meet the additional needs of dyslexic pupils as described in the Scottish Executive's ***Supporting Children's Learning Code of Practice (2005)***
- Provides subject teachers with advice and suggests strategies to enable them to minimise barriers to learning that dyslexic pupils might experience in the secondary curriculum and provide appropriate support
- Offers guidance for Support for Learning staff on the identification and support of dyslexia in the secondary curriculum and on advising subject colleagues
- Addresses the continuing professional development needs arising from national, local and school initiatives
- Is packed with practical information and tips for teachers on how to give dyslexic pupils the best chance of academic success
- Is supplemented with a CD crammed with practical and helpful downloadable material

Moira Thomson recently retired as Principal Teacher of Support for Learning at Broughton High School, Edinburgh, after 30+ years. She was also Development Officer for City of Edinburgh Dept of Children & Families; in-house CPD provider for City of Edinburgh Dept of Children & Families; Associate Tutor for SNAP; Associate Assessor for HMIE. Moira is an independent adjudicator for the Additional Support for Learning dispute resolution; educational consultant, providing CPD for secondary teachers; secretary of the Scottish Parliament's Cross Party Group on Dyslexia; member of Scottish Qualifications Authority focus groups and a committee member of Dyslexia Scotland South East.

"I truly hope that all teachers will embrace this publication. If they can put into practice the guidance offered it will make a fundamental difference to the way dyslexic children are taught in school today. Young people in Scotland deserve this chance."

Sir Jackie Stewart OBE, President of Dyslexia Scotland.



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