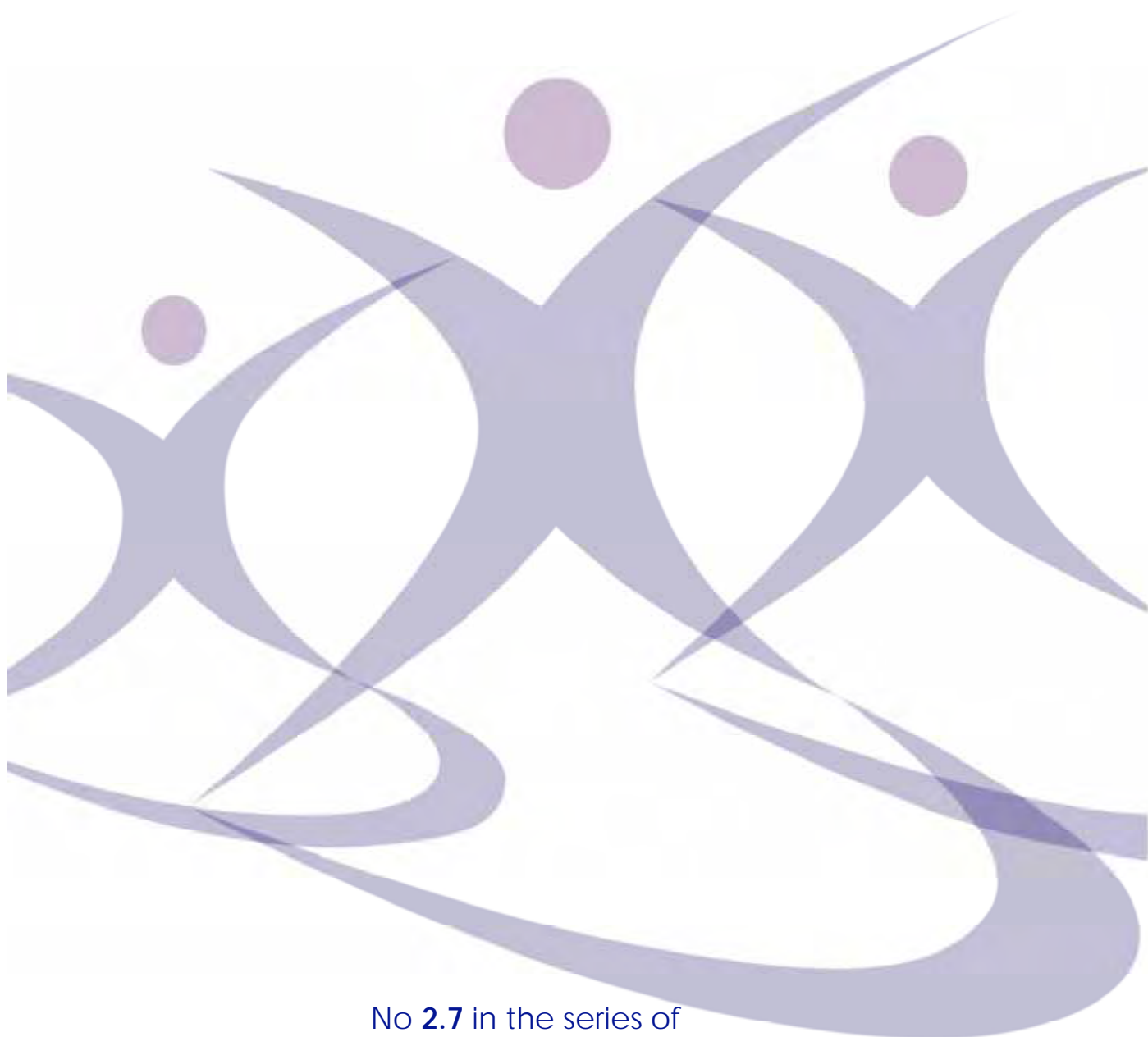




Dyslexia Scotland

Dyslexia and Modern Foreign Languages



No **2.7** 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 MODERN FOREIGN LANGUAGES

Published in Great Britain by
Dyslexia Scotland in 2007

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

© Dyslexia Scotland 2007

ISBN 13 978 1 906401 13 9

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

Registered in Scotland No. 153321
Scottish Charity No. SCO00951

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 Modern Foreign Languages

- 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.

Learning a new language may not be easy for those dyslexic pupils who are struggling to acquire literacy in their first language. Dyslexic pupils whose phonological processing deficits, short-term working memory problems and/or weaknesses in auditory discrimination and sequencing, grammar and syntax impact on first language learning, are likely to experience the same difficulties with the new language. However, Modern Languages teachers can take advantage of dyslexic pupils' familiarity with strategies such as over-learning and multi-sensory practice that are already in place to help them deal with their first language. Methodology that promotes the development of phonological awareness and takes a systematic approach to grammar will benefit all pupils. Teachers may also find it helpful to apply what they already know about how pupils learn a new language to help them understand the difficulties many dyslexic pupils experience with English – they must process the language first- in much the same way as pupils new to a foreign language translate back into English - before processing meaning.

VOCABULARY ACQUISITION

The need to acquire large quantities of new language items in a relatively short time, to remember them for long periods of time, and to be able to recall them as required, provides challenges for all foreign language learners.

Additional Barriers to Learning: dyslexic pupils may:

- Experience a phonological processing deficit – poor grasp of sound-symbol correspondence
- Have short-term and working memory difficulties/overload – loss of information
- Lack accuracy in recall vocabulary short and long term
- Experience auditory-verbal processing difficulties – uncertainty of sounds heard
- Be unable to discriminate between some sounds
- Have word finding difficulties and a slow naming speed
- Find difficulty repeating longer words, sometimes confusing syllables
- Have a tendency to miss or reverse syllables
- Be inaccurate/slow when copying of vocabulary from board
- Have difficulty recognising familiar words
- Experience difficulty differentiating between similar looking/sounding words
- Know the answer but be unable to articulate it
- Have problems remembering a sequence of instructions in either language

Support strategies for dyslexic pupils – teachers should:

- Use multi-sensory teaching methods – auditory, visual and kinaesthetic delivery
- Provide frequent vocabulary practice using rhyme, rhythm, song
- Use games like Snap and Matching Pairs often to reinforce new vocabulary
- Put pictures/lists/diagrams of vocabulary on the wall for reference
- Use vocabulary picture cards for additional practice and revision
- Provide audio recordings to support visual materials
- Use ICT to support vocabulary acquisition
- Issue vocabulary lists and recordings rather than ask for them to be copied

SPEECH

All foreign language learners learn how to pronounce and read aloud words that follow a different phonetic code. They need to learn how to say the words, to recognise them when they are spoken or read and to be able to write them reasonably accurately.

Additional Barriers to Learning: dyslexic pupils may:

- Have difficulty pronouncing even frequently used words'
- Experience phonological awareness deficit/confusion – lack awareness of individual sounds within words

Dyslexia and Modern Foreign Languages

- Lack accuracy of pronunciation and fluency
- Have difficulties re letter/sound relationships and confusion of similar sounding words
- Lack auditory discrimination – be unsure of what sound is heard
- Not understand links between reading and phonics
- Lack ability to respond to incoming information due to slow processing speed
- Have difficulties understanding and responding to a continuous flow of information
- Have difficulties with differentiating between accents and assigning correct pronunciation
- Confuse two languages – e.g. the English pain is confused with the French

Support strategies for dyslexic pupils – teachers should:

- Issue vocabulary tapes that help with pronunciation and memory
- Teach the phonic system of the new language
- Use picture cards to illustrate and practice selected sound/text explanations
- Use visual cues to support the introduction of new words
- Use vocabulary cards with the same pictures that incorporate text
- Create opportunities for pupils to compare their own pronunciation with the teacher's
- Use recordings and other speech models to reinforce speaking and listening
- Provide text to accompany sound
- Exaggerate word separation at first, then allow pupils to hear normal speech rate

GRAMMAR AND SYNTAX

Foreign language learners are challenged by the need to understand patterns of language, how words influence each other, how sentences are constructed, and how to construct sentences accurately

Additional Barriers to Learning: dyslexic pupils may:

- Lack understanding of grammar and syntax in first language
- Have difficulties with prediction in first language
- Experience sequencing difficulties and be unable to order words in sentences as required by the new language
- Follow the first language spelling code
- Be unable to access dictionaries in either language
- Fail to achieve automaticity and fluency, affecting language perception
- Have problems copying, resulting in inaccurate notes
- Write very slowly and form letters poorly, resulting in illegible written work
- Have orthographic difficulties and be unable to place accents correctly
- Be unable to encode oral work in written form
- Suffer from a mismatch between learning and teaching styles

Support strategies for dyslexic pupils – teachers should:

- Explain grammatical associations visually and use picture vocabulary cards to help manipulate word order
- Provide worksheets with picture cues to support developing grammar
- Limit the amount of writing required of dyslexic pupils
- Issue electronic dictionaries and teach their use
- Use games and role play activities provide language practice
- Prepare grids to help generate sentences using cards and issue as homework etc
- Use ICT and video materials to extend pupil's experience of target language and reinforce grammar and vocabulary use
- Use photocopiable worksheets incorporating sequences of pictures to set up writing structures

CONSOLIDATION AND PERFORMANCE

All foreign language learners may experience a need for reading and listening practice and teachers commonly make use of realistic settings with appropriate everyday useful language, e.g. use of target language referring to other subjects e.g. using French names of colours and numbers.

Additional Barriers to Learning: dyslexic pupils may:

- Struggle with retention of learned facts
- Have a very slow rate of language processing
- Experience difficulties transferring learned skills
- Be unable to cope with language at the 'natural' speed

Support strategies for dyslexic pupils – teachers should:

- Use frequent repetition and re-teaching in order to transfer data to long term memory
- Use over-learning through seeing, saying, hearing, writing and physical movement
- Create opportunities for role play - acting out everyday situations
- Slow down the speed of initial presentations
- Use games that reinforce common language
- Use video with subtitles in language being learned
- Use video, without subtitles, of familiar programmes in target language
- Use a range of ICT activities

CREATIVITY

The need for foreign language learners to generate language in new combinations - often 'personal language' – may be challenging as learners can not always think of things to say.

Additional Barriers to Learning: dyslexic pupils may:

- Be adversely affected by fatigue and low self esteem
- Concentrate on practical difficulties, inhibiting creative use of language
- Experience problems with organisation and sequencing

Support Strategies for dyslexic pupils – teachers should:

- Use picture cards to act as 'prompts' to generate personal language
- Give clear structure to learning – build in small steps on previous knowledge
- Help pupils compile their own sets of 'picture prompts'
- Allow pupils to use picture prompts for practise at home and to support oral presentations in class
- Use software such as Clicker to help select appropriate language

ALTERNATIVE ARRANGEMENTS FOR MODERN LANGUAGES 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:

- Many dyslexic pupils may reject alternative arrangements for speaking assessments in Modern Languages, but this is less likely to be the case when timed, written exams are required
- It may be necessary for some dyslexic candidates to ask for support when a talk 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 involved reading and writing, dyslexic candidates are eligible for the same linguistic support used in class and for timed exams

Alternative arrangements for assessments in Modern Language may need to include making particular adjustments when listening and writing are being assessed.

- When pre-recorded materials are used for listening tests, the teacher may have to build in extra time in order to take account of the slower language processing of dyslexic pupils

- Where the overall quality of the written language, particularly spelling accuracy, is being assessed, a scribe must follow explicit instructions from the candidate with regard to spelling and/or the placement of accents. A scribe cannot assume that the candidate knows how to spell a word/phrase in the foreign language and must request clarification if a candidate's dictation is unclear.
- Transcription with correction is not permitted in the assessment of writing where the overall quality of the written language, particularly spelling accuracy, is being assessed
- When ICT with spellchecker is used for writing in the target language, specific permission may be obtained so that other language software e.g. Textease French – can be used
- When listening to recordings in the target language, dyslexic pupils may need to have extra time built in to allow them to process this – some may need these repeated more than once
- When a dictionary in the target language is permitted, dyslexic candidates may request the use of an electronic version, since they have great difficulty using standard dictionaries

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

ROLE MODELS FOR DYSLEXIC PUPILS

Dyslexia may occur in any language, though some, like English and French are considered to be much more difficult for dyslexic learners to acquire than transparent languages like Italian, where the sound/symbol correspondence is more consistent or Japanese where a different alphabet may be easier for a dyslexic learner to use and the way the language is structured raises fewer barriers to learning.

A young computer graphics artist, **Valerie Delahaye** could not find work or be properly educated in France because of her dyslexia despite her artistic and computer skills. She has since worked successfully on feature films such as *The Fifth Element* and *Titanic*. She has expressed concern that the educational system in France still has done very little to address many problems and misconceptions about dyslexia.

Gustave Flaubert French writer struggled to read because of his dyslexia. His niece reported that - "Having made a strenuous effort to understand the symbols he could make nothing of, he wept giant tears . . ."

FURTHER READING

British Dyslexia Association – Modern Foreign Languages and Dyslexia
<http://www.bdadyslexia.org.uk/mfl.html>

Crombie, M & McColl, H (2001): *Dyslexia and the Teaching of Modern Foreign Languages* IN **Peer, L & Reid, G** (eds) (2001): *Dyslexia – Successful Inclusion in the Secondary School*, London, David Fulton Publishers

Crombie, M & Schnieder, E (2004): *Dyslexia and Modern Foreign Languages: Gaining Success in an Inclusive Context* London David Fulton Publishers
Offering strategies and techniques for teaching modern foreign languages - an often severely challenging subject for pupils with dyslexia - this book is specifically designed to meet the needs of the busy subject specialist teacher looking for guidance on supporting pupils. It examines alternative approaches to teaching modern languages and introduces useful teaching materials and software. While the book focuses on foreign language learning and teaching at the secondary level, ideas are provided on how to adapt the strategies for both younger and older foreign language learners with dyslexia. It contains a useful list of references to resources and organisations offering the reader further assistance.

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 (eds) (2000): *Multilingualism, Literacy and Dyslexia – A Challenge for Educators*, London, David Fulton

University of Hull (2007): *Dyslexia case studies*, Department of Modern Languages, University of Hull
http://www.hull.ac.uk/languages/about_us/support/dyslexia/guidline_dyslexia/case_study/index.html

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.



Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ
Registered in Scotland No. 153321; Scottish Charity No. SCO00951