



Dyslexia Scotland

Dyslexia and Music



No 2.8 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 MUSIC

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 14 6

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 Music

- 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.

Success in musical activity can boost a dyslexic pupil's self-esteem and can encourage re-visiting of other learning areas which might have seemed difficult previously. Difficulties experienced by dyslexic pupils in music will not be the same in each case, and general characteristics of dyslexia that are present will impact on learning. Dyslexia may adversely affect specific aspects of Music such as:

- Interpreting musical notation
- Visual processing of written music
- Fingering and manual dexterity

Research into dyslexia has identified a whole range of difficulties such as the inability to process quickly, limitations on working memory, or an assumption of automaticity in skills that are revealed when the dyslexic participates in musical activity. When studying music, dyslexic pupils may give the impression that they are reading musical notation when they are playing by ear or have memorised

the piece – they may not do this accurately, so apparent music reading errors may actually be due to faulty aural memory. A discrepancy between sight-reading and 'usual' performance is often the first indication of a dyslexic difficulty affecting music.

Significant Strengths of dyslexic pupils may include:

- Instrumental ability
- A good 'ear' – sometimes perfect pitch
- Multi-dimensional thinking and auditory perception
- Ability to 'hear' notes in their heads
- Multi-sensory learning styles that are particularly suited to musical activities
- Curiosity, high awareness of the environment
- Being highly intuitive and perceptive
- Vivid imaginations with high levels of creativity and originality
- Ability to predict complex sounds from notation

Dyslexic musicians can experience great success provided they are given sufficient encouragement and understanding.

READING/WRITING/COPYING

The underpinning literacy difficulties of many dyslexic pupils will impact on their learning in all areas of the curriculum, including Music but those who also experience specific dyslexic difficulties in Maths may be further disadvantaged due to the need to apply certain Mathematical skills to musical activities. – e.g. those who experience symbol/shape confusion may have similar difficulties with musical notation.

Barriers to Learning Music – dyslexic pupils may:

- Have a laterality problem leading to confusion re fingering etc.
- Experience directional confusion e.g. – up/down; left/right
- Be adversely affected by the black/white page a musical notation, sometimes triggering visual distortions, dizziness or nausea
- Piano playing requires two-handed playing and two-stave reading, so can be particularly difficult for dyslexic pupils (electronic keyboards may not create the same problems)
- Need more time for aspects of a musical activity like sight-reading due to:
 - Lack of fast processing ability
 - Limitations on working memory
 - Lack of automaticity of skills
 - Inability to complete a task in the 'normal' space of time
 - The effects of frustration on skill development
- Experience personal disorganisation, leading to:
 - Losing track of time of lessons
 - Forgetting/ losing instruments
 - Forgetting music to be brought
 - Turning up at the wrong place at the wrong time

Dyslexia and Music

- Music's own arrangements may be unhelpful:
 - Time signatures that look like, but are not, fractions.
 - Directions that can be in different languages
 - There may be too many directions on the page to process at once
 - Pages of music are very 'busy' and crammed full causing visual overloading
 - There are graphic symbols as well as notes in written music

Suggested support strategies – teachers should:

- Not show any impatience when pupils **seem** to lack practice
- Use a step by step approach to teaching
- Use 'multi-sensory' methods to embed:
 - Recall of fingerings
 - Recognition of rhythmic patterns
 - The understanding of pitch
 - Relation to notation
- Issue coloured overlays to minimise the black-white glare/distortions on the page
- Link colours to letter-names (different from)
- Use mnemonics to help remember facts such as how many sharps a scale has, or the names of the treble clef lines - e.g. **Every Good Boy Deserves Fun** (the most helpful mnemonics are those devised personally)
- Link musical language to everyday occurrences e.g. 'diminuendo' can be linked to dimming lights
- Use colour or 'bracelets' to help with left/right hand laterality problems
- Help pupils analyse their own learning styles, then teach in these styles
- Introduce singing and choral work as positive experiences, since these activities involve the separation of syllables, arising from the music text, and can minimise reading difficulties
- Help dyslexic musicians in an orchestra to mark their parts or arrange for someone to give them a nudge when it is time to begin
- Teach a single line instrument rather than piano, at first

ALTERNATIVE ARRANGEMENTS FOR MUSIC ASSESSMENTS

Associated Board of the Royal Schools of Music have established guidelines for the examination of dyslexic candidates which should be consulted when arranging Grade examinations.

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 practical assessments in Music but most **will need** these for timed, written exams

- If the assessment instructions are given orally, dyslexic pupils may need to have these repeated perhaps several times
- Extra time is required for aspects of a practical music examination when any reading of musical notation is involved – to many dyslexics, all reading of musical notation is like sight-reading
- Those dyslexics who experience visual processing difficulties may require specially adapted musical notations to prevent ‘clumping’ of notes, making them impossible to distinguish
- It may be necessary for dyslexic candidates to ask for specific seating/work station arrangements for practical assessments in order to take account of ambient lighting etc.
- When an internal assessment involved 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
- When pre-recorded tapes are used, extra time and repetition of instructions may be built-in
- Adapted question papers for candidates who experience visual distortions

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 and performance fields. In these areas, 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.

Cher - actress & musician

She had successful strategies in place to cope with her difficulties but had no idea that these were due to dyslexia until she took her daughter to be tested. ‘When I was in school, it was really difficult. I never read in school. I had to learn by listening. My reports said I was not living up to my potential. I got really bad grades. I just quit.’

Dyslexia and Music

John Lennon - is said to have discovered that he had dyslexia as an adult. John was expelled from school for misbehaviour at age 5, so ADHD may have been a factor, as might a visual impairment - without glasses, John was legally blind.

Harry Belafonte - singer

I grew up in a school system . . . where nobody understood the meaning of learning disorder. In the West Indies, I was constantly being physically abused because the whipping of students was permitted.

Grateful Dead composer, vocalist and rhythm guitarist **Bob Weir** felt like an outsider at school and home, because of his dyslexia, and decided to quit both, and hit the road.

Noel Gallagher - musician

Noel's school life was problematic at best. While he was plainly a bright young man, he battled with dyslexia "School didn't really hold anything for me," he explains "I knew from a very early age what I wanted to be, I wanted to be a musician. What I was bad at was spelling. Still am. Anything over six letters and that's me gone."

Toyah Willcox - ex-pop star

"I am dyslexic and have to have special help with spelling and speaking. I didn't pass a single GCE. I think anyone can do anything if there is a will and enough self-esteem."

Also dyslexic:

Sarah Brightman - actress and singer

Nigel Kennedy - violinist

Wolfgang Amadeus Mozart - composer

Robbie Williams - pop star

FURTHER READING

Associated Board of the Royal Schools of Music Special arrangements in music exams.

Guidelines for the examination of dyslexic candidates - available from the Head of U.K. and Ireland Administration, Associated Board of the Royal Schools of Music, Tel: 020 7636 5400 Fax: 020 7637 0234 Email: abrsm@abrsm.org Web: www.abrsm.org

Ditchfield, D (2001): *Dyslexia and Music* IN **Peer, L & Reid, G** (2001): *Dyslexia – Successful; Inclusion in the Secondary School*, London, David Fulton Publishers

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.

Miles, Tim & Westcombe, John (eds) (2001): *Music and Dyslexia, Opening New Doors*, London, Whurr

The book shows how some dyslexics can be highly gifted musicians. It is important, however, that they should not be put off from studying music just because - at least in the early stages - many of them find it difficult to read and remember the symbols of musical notation. Many of the 21 contributors to the book are on the BDA Music Committee and 10 are dyslexic. Each relates their personal experiences (whether as amateurs or professionals) and in most cases of their eventual success. The other contributors are teachers or researchers who have wide experiences of dyslexic musicians of all ages.

Oglethorpe, S (2002): *Instrumental Music for dyslexics: A teaching handbook*, London, Whurr

Skeath, J (undated): *Instrumental teaching with the dyslexic pupil in mind*. The professional association of teachers of students with specific learning difficulties (PATOSS) INFORMATION SHEET NUMBER 2. available on <http://www.patoss-dyslexia.org/Publications10.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