



Website context: Thinking about Dyslexia → Teaching

'Recognised' teaching methods for dyslexic learners

There are numerous teaching 'systems' and suggested approaches for teaching dyslexic people. Below is the essence of some of them.

- **Multi-sensory:** Using auditory, visual and kinaesthetic modes of processing information to maximise stimulation of connections and memory.
- **Remediating difficult areas,** e.g intensive systematic programmes for teaching the sound systems of English to enable spelling and reading to progress. (More likely to be used at the early stages of literacy development).
- **Identifying processing strengths and learning how to apply them to study requirements.** For example, mind maps for planning and note making. Task requirements do not always match strengths, so it is also about encouraging flexibility where possible.
- **Clear structure, often with a 'top down' approach:** placing what is to be learned within a clearly identified structure.
- **Consciously worked out study strategies:** these need to be as good as they can be to take account of the potential inefficiencies inherent in dyslexia.

A possible framework for thinking about teaching

- **Contextualise:** locating a teaching session in the wider context of the course or locating teaching content within a wider framework.
- **Structure:** clear framework with strong signals of breaks and headings
- **Pace:** 'Introduce what you are going to say, say it and summarise it' is useful, but when a lot new information is presented quickly, there needs to be guidance on how students can re-enforce and practise material presented
- **Presentation**
 - a. **mode** – can it be multi-sensory? Presenting information auditorily, visually and where appropriate encouraging pro-active manipulation of material learned.
 - b. **appearance of written materials:** well-spaced information broken down by headings with not too much information on one page.