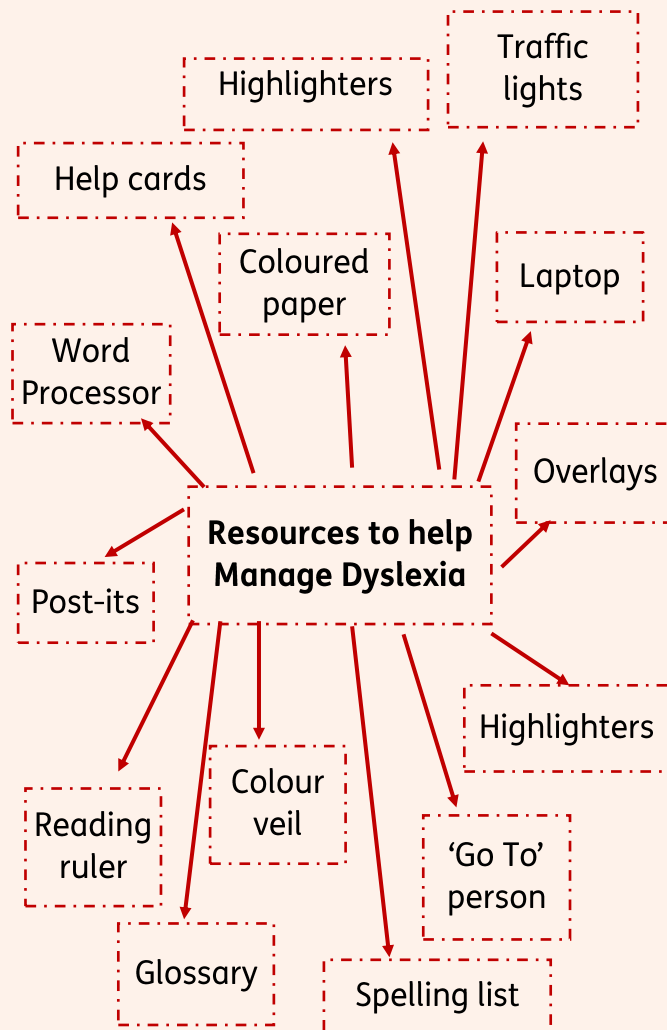


Personal Strategies Based on ALS 5

-
-
-
-
-
-



If you have any more questions or need any more support and guidance please contact: the:

ALS Co-ordinator

Or

ALS Department

Tel: 01226 216769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page : <https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web page: <https://www.bdadyslexia.org.uk/>

Dyslexia **Top Tips** **Tool Kit**

Always check the students support plan (ALS 5) to meet individual needs

Resources

Use a variety of learning styles
Visual, **Auditory** and **Kinaesthetic**

Plan the chance for **discussion**, a **hands-on** approach and **group work** as well as **teacher-led** and **independent** learning.

Written resources should use a sans serif font such as **Arial** or **Comic Sans**, minimum font size 12.

Handouts should contain a **summary** at the start and end

Introduce new **vocabulary** at the **beginning** of the lesson

Provide information **visually** or **diagrammatically** where possible

1 2 3 4 5 Number paragraphs

Use lower case print when writing on a whiteboard

Use different **colour** pens to make it easier for the learners to locate things.

Provide writing frames as examples

Use clear writing when marking

Ask learners if they would prefer work on **coloured** paper and if so which colour?

Help learners to develop a system to keep work **organised** e.g. coloured folders or by unit

Instructions

Instructions should be **clearly** sequenced

Do not give too many instructions at once

Avoid giving instructions while learners are reading or working

Break down larger tasks

Check work step by step to keep learners on task

Give deadline reminders

Encourage learners to set **reminders** on their mobile phones

Guide the learners to the **key** points and encourage them to highlight these.

Remind learners of key points at the end of each lesson

Summarise the previous lesson at the beginning of the lesson

Check the learners understanding.

Encourage learners to highlight **keywords**

Avoid correcting every spelling mistake: target a few key words.

Write key words on post-it notes so that they can be attached to any relevant files or books

Encourage learners to keep a **glossary/ book** of key words that they regularly misspell

Equipment

Learner will benefit from having the following '**essential kit**':

- Highlighters
- Post-its
- Small hole puncher
- Overlays
- Reading ruler

Encourage learners to date all work for easier retrieval

A laptop with word processor can overcome handwriting and presentation difficulties

Be **positive**

Ask learners what makes a positive experience for them.

Praise Self esteem may be low and in need of boosting

Be **patient**

Allow **extra time** for writing tasks