

Dyslexia across the Curriculum

How does dyslexia impact...

..And what can I do about it?

Music?

Vocabulary: concepts that have specific meaning in music (e.g. high/low)



Reading musical notation

Sight reading

Musical language (often Italian)

Use gestures as well as words.

Little and often! Provide mnemonics - preferably with pictures. Use software to colour notes, e.g. Musescore

Encourage students to look at the bigger picture of the music, expression, phrasing, repetition. Encourage instinct.

Key word charts with pictures to remind. Colour-code musical terms to aid memory. Look at Italian words and find similar words in English. (e.g. crescendo - crest)

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Modern foreign languages?

New phonetic code can be tricky

Reading, writing and remembering vocabulary

Large amounts of text to read and process, difficulty keeping up



Support with phonics, draw attention to differences with English, provide recordings of correct pronunciation.

Have vocabulary lists with pictures on display. Provide word mats for tables. Use vocabulary games to practise.

Allow screen readers in the foreign language. Read texts together and allow time.

How does dyslexia impact...

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Science?

Reading & interpreting word problems

Vocabulary

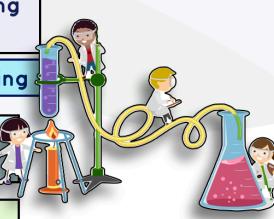
Memory & quantity of learning facts

Planning, explaining & reporting

Place holding in longer calculations

Technical language

Greek alphabet



Display key vocabulary - pictures & examples. Colour code where possible.

Support reading, pre-teach

Draw out and visualise word problems

Different ways of learning & recording

Give extra time; repeat and reword

Encourage step by step work; chunk instructions

Working walls to encourage making links

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Art, Design & Technology?



Provide a variety of tools for practice including left-handed

Hold index finger and thumb in L shape as reminder for left. Diagrams/prompts

Instructions in chunks with visuals/videos

Support with essential writing tasks.

Dyslexia across the Curriculum

How does dyslexia impact...

Reading & interpreting word problems
Vocabulary
Reading & writing numbers
Showing working out, steps
Place holding in longer calculations
Organisation & presentation of work
Speed, fatigue
Checking work, "silly" mistakes
Mental/oral work, counting (especially backwards)



...And what can I do about it?

Draw out and visualise word problems
Display key vocabulary - pictures & examples. Colour code where possible.
Support reading, pre-teach
Encourage highlighting, underlining etc
Give extra time; repeat and reword
Encourage step by step work; chunk instructions
Mnemonics
Reduce the purely oral

Maths?

How does dyslexia impact...

Level of texts is high
Struggles to keep up with pace, content of reading
Higher level comprehension
Reading across different sources

Humanities?



...And what can I do about it?

Check readability of texts & support reading.
Allocate extra time or reduce demand
Active reading strategies. Oral work to check in. Discuss strategies.
Avoid large chunks of oral information. Support with note taking and keeping records.

How does dyslexia impact...

...And what can I do about it?

Physical education?

Working memory impacts instructions
Time management and organisation.
Tiredness
Writing: interest often stops at the practical - more problems with written tasks and research



Use gestures as well as words, provide video clips, repeat instructions, avoid giving multiple directions while students are doing sport - provide breaks to do this.

Provide lists of equipment and reminders. Label equipment with images as well as words.

Allow breaks if needed, but be aware physical activity can support with mental overload and reduce fatigue.

Support with essential writing tasks.

How does dyslexia impact...

...And what can I do about it?

Computing?



Writing/typing/reading

Working memory: logical sequence, systematic working step by step with larger chunks of information

Short term memory of minutiae of detail and variables

Ensure font and background are clear and visible. Use clear and concise language. Design pages so they can be read by a screen reader.

Use hyperlinks and colour coding, consistent layouts. Organise text clearly. Front-load information to give context. Encourage the bigger picture thinking.

Visual aids, note taking. Keep it concise and uncluttered.