

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.

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Science?

Reading & interpreting word problems

Vocabulary

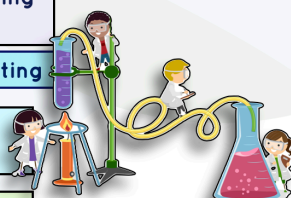
Memory & quantity of learning facts

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?

Under-developed fine motor skills

Visual spatial skills: orientation of left and right

Instructions: reading, following and remembering recipes, methods

Writing: interest often stops at the practical - more problems with written tasks and research



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.

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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)



Maths?

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

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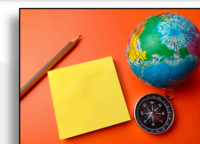
Level of texts is high

Struggles to keep up with pace, content of reading

Higher level comprehension

Reading across different sources

Humanities?



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.

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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.

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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.