

## Dyslexia friendly schools

### ICT to support dyslexic pupils

<b>Strategies, tools and/or programs</b>	<b>Dyslexia friendly outcomes</b>
<p><b>Altering format options on screen or on an interactive whiteboard</b> e.g. background colour, font size, style and colour, using zoom, line and paragraph spacing</p>	<p>Support for pupils with visual difficulties, relieves visual discomfort, reduces glare, and offers greater clarity of dense text, for reading and recording.</p>
<p><b>Adding speech support to existing programs, applications and web pages</b> e.g. a text-to-speech program with MS Word such as Text Help Read and Write, Claro Read</p>	<p>Enables pupils to both see and hear all text on screen or typed text as it is entered. Aids memory, clarifies unknown words or phrases and enables self-correction. Allows pupils to work more independently, provides reassurance and creates a non-threatening environment. Offers pupils access to all selected text in most situations.</p>
<p><b>Using literacy programs with speech options</b> e.g. talking books, spelling and phonic games and activities, talking wordprocessors and on-screen word banks</p>	<p>Speech support is essential especially for literacy activities such as reading, spelling, phonics and writing. Pupils can hear words in games, spellings to practise, spellcheckers, instructions and help menus. Auditory repetition of any text can support weak memory skills and increase independent learning. Encouraging comments made in interactive games and tasks can increase confidence, success and self-esteem.</p>
<p><b>Using onscreen word banks or predictive tools with speech support</b> e.g. Clicker, Wordbar, wordbanks available with talking wordprocessors, Penfriend, TextHelp</p>	<p>Pupils can select from a wide range of vocabulary in a variety of subjects, styles and genres to express their true ability, as opposed to what they are able to spell or type at speed. Words or phrases can be heard before selection, enabling a more informed choice. More sophisticated program tools will explain context or homonyms.</p>

	<p>Words entered into a text from a word bank or predictive tool will speed up the writing process, reduce the number of keystrokes and support spelling. Pupils are more likely to finish tasks quickly and concentrate on content rather than typing or spelling skills.</p>
<p><b>Using Portable Writing Aids</b> e.g. portable wordprocessors, tablets palmtop devices</p>	<p>Offers pupils wordprocessing facilities anywhere at school, especially if a laptop or desktop computer is not available. This can have all the benefits as described earlier in wordprocessors. Many such tools have additional facilities such as diaries to help planning, personal organisation and aid memory.</p>
<p><b>Using programs with user options</b> e.g. font and colour formatting, timers, speech support, content difficulty, etc.</p>	<p>Dedicated programs with pupil options enable teachers to meet individual needs and preferences both in format and content thus providing the optimum environment for learning.</p>
<p><b>Using wordprocessors to record written responses</b> ( preferably with speech support) e.g. Textease, Talking First Word, Clicker 5, Word with text-to-speech program, Portable Writing Aids</p>	<p>Enables pupils to edit easily using copy, cut, paste, delete and undo options, etc. avoiding unnecessary copying out and reducing frustration. By using a talking wordprocessor pupils can hear text as they type enabling better self-correction. Typed text is clear and easy to read for both writer and reader. Typed text supports pupils who find handwriting or letter formation difficult, especially in extended writing tasks.</p>

<p><b>Using mind mapping and planning tools</b> e.g. Inspiration, Kidspiration, Sparkspace (with speech option) Create mind maps, writing frames and planners to use on-screen</p>	<p>Typing ideas directly into writing frames and story plan templates created in wordprocessors reduces time and effort, enabling pupils to expand their ideas and notes and use cut, copy and paste to organise their ideas. Pupils can plan visually using text, symbols and graphic images to draft and organise their work. Dedicated mind mapping programs allow all of the above and the facility to add additional notes before using the program to convert the map into linear text to import into a wordprocessor, web page or multimedia presentation. This reduces time and effort in copying/typing out plans and notes and links planning seamlessly to the writing task.</p>
<p><b>Using programs that track pupil progress</b> e.g. time taken, attempts made, correct answers, details of errors made</p>	<p>Dedicated programs that track pupil progress can inform and encourage pupils as to how well they are doing, increase self-esteem and help teachers with target setting and measuring achievement.</p>
<p><b>Using interactive whiteboards</b></p>	<p>Enables better visual clarity for text and diagrams, improves tracking with tools such as reveal, magnifier or spotlight. Activities can be multisensory and 'hands on'. Pupils and teachers can model and demonstrate tasks.</p>
<p><b>Hand held spellcheckers</b> e.g. Franklin Literacy Word bank Many handheld products have additional features to support individual spelling such as homonym checker, personal lists and a thesaurus.</p>	<p>Enables pupils to spell-check using phonic alternatives rather than rely on usual first two letter match on common computer spellcheckers. Increases spelling accuracy and confidence and is usually faster than using a standard dictionary.</p>
<p><b>Typing and keyboard awareness programs</b></p>	<p>As ICT is such a key tool in the support of dyslexic pupils it is essential that they have a good knowledge of the keyboard and learn to either touch type if possible or type efficiently (using two hands) so that entering text is as least as fast or faster than their normal writing speed. This needs to be done as early as possible and practised regularly at school and at home. Where appropriate typing can then be their normal mode of recording and used for extended writing and recording, homework and exams – subject to exam board conditions.</p>

<b>Offering alternatives to recording</b>	<p>Dyslexic learners enjoy using alternative forms of recording and often use pictorial imagery in their learning. ICT can support this with the use of digital images and clip art, digital cameras, multimedia presentations and video cameras for example.</p> <p>Speech recognition may be appropriate in some cases, especially at KS 3/4 where the demand for writing in all curriculum areas increases.</p>
<b>Low-tech solutions</b>	<p>Simple low-tech solutions can help support many pupils in access, learning and recording. Cassette or digital recorders are helpful for recording ideas and information, listening to instructions or texts.</p> <p>A small memo microphone may also be useful for reminders and instructions.</p> <p>Any QWERTY keyboard can help with practising typing skills.</p> <p>Language Master machines, that can play recorded cards, can offer audio-visual support for words, phrases and instructions.</p>
<b>Using ICT to support other areas of the curriculum</b>	<p>Literacy support will be needed across all curriculum areas. Speech support will be required for web pages to help access text and information. Dedicated programs with speech options used in subject areas such as numeracy can be equally beneficial, enabling learners to hear instructions and content so they can achieve the tasks.</p> <p>Talking calculators can offer reassurance that the numbers and sequences are correct.</p> <p>Charts, graphs and tables can be easily prepared and edited using ICT.</p>