

Strategy type	Skill area			
	Transcription		Executive function	Working memory (WM)
	Spelling	Handwriting		
Teaching	<p>Improve phonics skills:</p> <ul style="list-style-type: none"> • teach letter-sound relationships and rules • learn sight words • teach patterns e.g rhyming 	<p>Improving letter formation</p> <ul style="list-style-type: none"> • Use modeling and self-verbalisation • Use visual cues • Teach letters in groups by shape • Use a variety of media e.g. finger in sand, chalk on concrete, paint, digital technology apps 	<p>Support self-regulated strategy development to improve:</p> <ul style="list-style-type: none"> • planning • organisation • goal setting • self-monitoring <p>Explicitly model how to do this e.g. saying:</p> <ul style="list-style-type: none"> • “My goals for this persuasive essay are to include three reasons,” • “Am I following my plan?” 	<p>Reduce load on working memory by:</p> <ul style="list-style-type: none"> • breaking task into small steps • writing scaffolds – provide ideas, sentence starters, vocabulary, and spelling • sentence combining – scaffold learning to write complex sentences by providing a series of simple sentences for students to combine into complex sentences.
Accommodation	<ul style="list-style-type: none"> • Use a spellcheck • iWordQ or other app 	<ul style="list-style-type: none"> • Learn keyboarding • Use speech-to-text systems • Dictate to a writer 	<p>Writing scaffolds – Provide students with:</p> <ul style="list-style-type: none"> • ideas • vocabulary and spelling • a planning frame. <p>This reduces cognitive demands of transcription and idea generation, focusing students' attention on learning a step-by-step approach to organising and writing information according to the text structure chosen.</p>	

Adapted from: [Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. \(2018\). Why children with dyslexia struggle with writing and how to help them. *Language, speech, and hearing services in schools*, 49\(4\), 843–863. doi:10.1044/2018_LSHSS-DYSLC-18-0024](#)