**Dyslexia and Drama**

It is extremely helpful to do a lot of work on improvisation before formal drama requiring text, e.g. charades, statues. In pairs pupils select objects and put on an improvisation around them.

To avoid boredom keep groups small. This also means pupils are less likely to be ridiculed by their peers.

Pupils with dyslexia find it difficult to think on the spur of the moment, give props to help.

Rather than reading through a play, outline the whole plot to the pupils. This helps understanding and can help them to see imaginatively. It also makes them enthusiastic in wanting to be a particular character.

Take care when allocating parts; don’t give non-readers intense characters. Try them out with simple 10 word tests first.

If a pupil has a long sequence, try breaking it up by moving a piece of scenery or adding an action.

Encourage pupils to plan sets, costumes and props. Use a writing frame for this - it encourages them to learn the play.

Re-type the play in a large font preferably one sentence per line.

The biggest challenges in drama are likely to be the ability to stay on task, crumpled and mislaid scripts, tapping and interruptions.

Try group writing where group discusses and talks through ideas- teacher acts as scribe, writes up play and then reads, discusses and amends with students.