

## **Abstract**

This paper considers inclusive learning and teaching in the context of supporting and extending opportunities for Key Stage 3 and 4 pupils with dyslexia who typically have difficulties with foreign language skills. The discussion looks at the general challenges that dyslexic pupils face in this subject area, considers individual case studies in order to raise awareness and encourage reflection within our own school context, discusses whether it is possible for a dyslexic child to learn a foreign language, and discusses what constitutes effective teaching strategies to raise the attainment and motivation of this cohort of pupils. The following conclusion was reached: pupils with dyslexia can indeed be disadvantaged in their study of a Modern Foreign Language particularly as progress in this subject area is largely assessed based on oral, aural and written skills. However, with careful planning, appropriate pace and use of resources, a range of effective multi-sensory strategies and a degree of sensitivity and understanding on the part of the teacher, these difficulties can and should be minimised and consequently the dyslexic pupil will be able to make positive progress within an all inclusive learning environment.