This work treats the mutual relationships between dyslexia and teaching of French language. It proposes exercises for students with dyslexia which, being adapted to their specific learning difficulties, contribute to their reeducation. The exercises are designed especially for senior pupils and high school students of intermediate level. They may be used for individual instruction or in inclusive classrooms. This work can be used as a tool for teachers working with dyslexics who want to adapt the instruction to their special needs.