



Here are some some top tips for making your classroom dyslexia friendly to help dyslexic pupils.

Written material

- Where possible, print handouts on pastel-coloured paper rather than white.
- Use fonts such as Arial, Verdana, Tahoma, a minimum font size of 12/14.
- Double line spacing and a line between paragraphs makes text easier to read.
- Putting headings and important points in bold or highlight makes them easier to scan.
- Present written information as concisely as possible, using bullet points, images or diagrams when possible.
- 'Chunked' numbers are easier to copy and remember. For example, write 723512 as 72 35 12.

Environment

- Make sure everyone can see your face and vice versa.
- There may be a child who would benefit from sitting at the front of class (as reward not punishment) – especially if easily distracted.
- Consider using a buddy system.
- Try to minimise distractions, e.g. shut doors.
- Make sure all the children have enough room where seated, to maximise their ability to focus.

Presenting and / or giving instructions

- Give the 'big picture' at the beginning of the lesson.
- Give clear, step-by-step instructions. As a general rule, give no more than three pieces of information at one time, repeating the instructions as necessary.
- Check for understanding by asking children to explain what has been said.
- Using 'signalling' language can help clarify instructions e.g. "First; secondly, finally".
- Have key vocabulary for the lesson listed on the board.
- Use the whiteboard as little as possible for copying, use visual prompts to clarify explanations and use handouts where necessary.

- Encourage use of homework books with assignments and notes of what to bring the next day, and develop and stick to routines.

Study Strategies

- Encourage various ways of recording information e.g. mind maps, spider diagrams, bullet points.
- Use writing frames to help organise and get thoughts down on paper e.g. Story humps, mind maps, tables, linear plans.
- Provide coloured reading rulers for students who find words “jump around” and encourage the use of highlighters to pin point key information in text.
- Do not demand a complete re-write of work and create a ‘checklist’ of what to look out for. E.g. spelling errors, commas, full stops, capital letters, and apostrophes.
- Give time to organise equipment before lesson and clear away at the end.
- Allow enough time for participants to process information - whether reading, writing or verbal response task.

Spelling and handwriting

- Learning cursive script helps with hand writing and spelling.
- Use multi-sensory methods to reinforce letter writing e.g. interactive whiteboard/ ipads
- Teaching terms such as vowels, consonants, syllables, suffixes, prefixes can aid learning.
- Mnemonics can aid memory for spelling tricky words.
- Encourage spelling out loud using letter names and always allow time for repetition/over-learning.
- Touch typing skills/ rubber pen grips can help those with hand writing difficulties.

Confidence building

- Mark on content (not spelling) – tick what is right instead of crossing what is wrong.
- Do not minimise difficulties – recognise, understand and tackle.
- Set achievable targets.
- Encourage independent learning.
- Nurture strengths.
- Praise effort.