

Making My Classroom Dyslexia Friendly: 10 Top Tips

Leicester City Council

1. Celebrate strengths and success across a wide range of endeavours (deliberately and frequently); create opportunities for dyslexic pupils to succeed, using specific praise to help them build an accurate picture of their strengths.
2. Have visual aids available for every lesson, or ask pupils to create some, as part of the lesson. Make good use of multi-sensory sources of information.
3. Actively teach study/note taking skills e.g. key word notes, spider plans and encourage pupils to use them. Provide notes for a focus on meaning and annotation rather than copying.
4. Vary input and outcomes, such as through the use of small groups, discussion and audiotapes to maintain interest and provide memorable experiences!
5. Avoid long lists of instructions given verbally and provide a clear lesson structure - use the board to provide information visually, where appropriate.
6. Make sure that high frequency work lists and subject-specific key work lists are available on each table for any writing task (and letter sounds sheets for key Stage 1).
7. Always have a ready supply of parallel reading books and other suitable reading material.
8. Encourage alternative ways of recording: always have a range of materials available e.g. individual white/black boards (be aware of glare off the boards) and coloured pens, tape recorders; large sheets of paper and felt pens; writing frames.
9. Label classroom resources clearly and keep clutter to a minimum, to create an orderly, structured yet attractive environment.
10. Do not draw attention to their difficulties; avoid: copying from the board; reciting times tables; reading aloud; undifferentiated spelling tests.

"All of the above draw attention to a dyslexic' pupil's difficulties. Many dyslexic adults claim that if only these four activities had been avoided, they would have been much happier and more confident at school"

And finally ... always be prepared to explain a learning point again, in a different way, if the dyslexic pupil has not understood the first time.

Extract from: Dyslexia Friendly Schools Good Practice Guide BDA

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