**Creating a**

**Dyslexia Friendly Classroom**

**Support memory and processing:**

* Classroom routines
* Instructions chunked
* Sneaky Peaks
* Tasks chunked
* Homework

**How to present information:**

* Lesson structure
* VAK
* Use of colour
* Worksheets
* Presentation of text

**X**Copying

**Use of visual aids:**

* Timetables
* Wall displays
* Table-top prompts
* Vocabulary
* Spelling display

**Environment**

* Room well lit & ventilated
* Pupil seated facing board
* Water available
* Quiet space
* Classroom buddy

**DYSLEXIA FRIENDLY CLASSROOMS:**

Making adjustments to the classroom environment

**Classroom ethos:**

* Positive ethos
* Growth Mindset
* Build confidence
* Metacognition
* Independence
* Speaking and listening

**Support organisation:**

* Teach organisation
* Colour coding
* Assistive Technology
* Study skills
* Seating

**Support pupils recording:**

* Planning frames
* Writing Frames
* Alternative ways to record
* IT
* Extra time

**DYSLEXIA FRIENDLY CLASSROOMS:** Making adjustments to the classroom environment

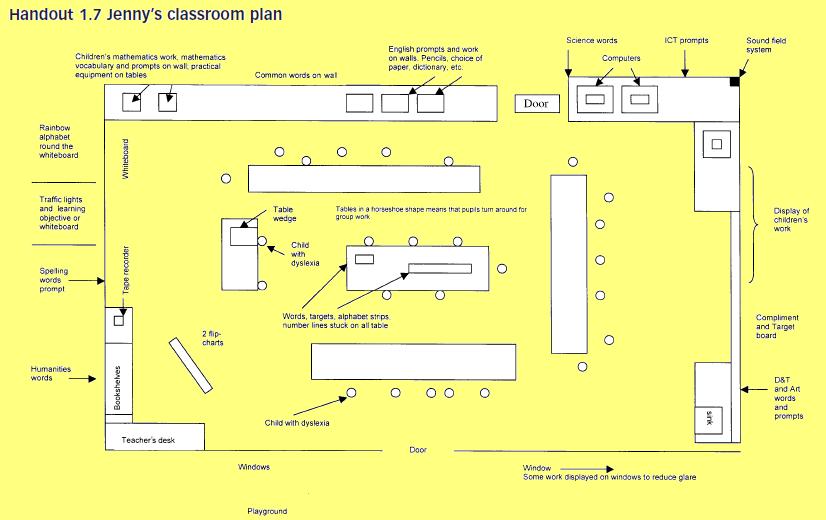
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| **Support**  **memory and processing** | **Classroom Routines** | Use class/ individual visual timetables (reduces anxiety, supports focus)  Provide **colour coded** individual **timetables** for students |
| **Instructions** | Make eye contact, give one chunk at a time, repeat as necessary, pupil to repeat back, pause between chunks to allow think time (at least 5-8 seconds)  Be slow, quiet & deliberate, use short simple sentences with pauses, check understanding  Support with: ‘job card’/ written bullet points/ postit notes - as memory aides  and time reminders e.g. sand timer/ digital timer/ time line |
| **Teach memory strategies** | Teach, model and encourage pupil to explore and identify strategies that suit them best, e.g. \*sub-vocalising \*numbering on fingers \*visualising \*picture cues  \*note-taking \*comprehension monitoring (do I understand?) \*asking for help |
| **‘Sneaky Peaks’/**  **Pre-teaching**  **and**  **over-learning** | Teach, prior to use in class:  \*Subject specific/ task vocabulary (with picture, phonological and semantic cues)  \*teach/discuss concepts \*show WAGOLL (what a good one looks like)  \*model/ practise tasks \*read/discuss texts for literacy lessons  Ensure opportunities for getting enough practice/ overlearning. Use games and software. Don’t move on too soon |
| **Chunk tasks** | \*Break into smaller tasks \*Check understanding \*Plan review breaks throughout lessons |
| **Explore planning strategies for writing** | Examples include:  \*Drawing and labelling a picture \*Graphic organisers \*Mind maps  \*Flow charts \*Timelines \*Story boards \*Cartoons  \*Beginning/middle/end grids \*Narrative Therapy prompts  N.B. Pupil to decide what suits him/her best and what is best for particular tasks |
| **Homework** | Offer: \*a written copy \*a post on school network \*pupil to take photograph on phone  Tasks and marking criteria clearly explained, understanding checked  Provide: \*key words \*sentence/paragraph openers \*scaffold complex tasks  Clear deadlines recorded (agreed with pupil). Route to support (if required) clear |
| **How to present information in a dyslexia friendly way** | **The ‘Big Picture’** | At the beginning of the lesson give the ‘Big Picture’ (overview) – supported visually:  \*What are we doing, why, where does it fit + key points/ vocabulary highlighted/ recorded  \*Links to previous learning made explicit. \*Logical sequence followed in lessons  \*Review breaks built into lessons (supports: memory, processing, focus, consolidation)  At the end of the lesson recap: \*objectives \*key learning points |
| **Multi-sensory approach** | Use a goodmix of **Visual Auditory Kinaesthetic modes** in lessons, for example:  \*some information presented using mindmap/ flow charts \*use of audio/ video  \*use of IT \*play a game \*small group discussion/ talk partners  \*role play \*make a model \*concrete materials used in lessons  **N.B.** Reduce teacher talk, give small amounts of information (key info) at a time |
| **Copying** | Do not expect pupils to copy from the board  Instead provide teacher notes/ IWB print-out with key learning points to annotate |
| **Colour** | \*Use coloured paper for hand-outs/ pupil recording (cream, pastel colours)  \*Change background colour of IWB/ smart board/ computer screen and font colour  \*Use colour to: break up text, **signal** instructions/ information/ key points/ key vocabulary, **show** syllables/ vowels/ phonemes/ highlight target spelling patterns  \*Coloured overlays available for reading |
| **Support for reading** | Talk/ read through information with pupil. Check understanding. Highlight key points  Use IT (text to speech/ talking text applications) OR ‘Reading Buddies’  Match reading resources to an individual’s reading ability and is age appropriate |
| **Uncluttered worksheets** | Create worksheets with **key information only** and **small blocks of text** broken up by:  \*colour \***numbered** bullet points \*pictures \*text boxes \*diagrams/ flow charts/ mindmaps  **Check readability** (e.g. ‘SMOG’ test) |
| **Presentation of text**  N.B. work with pupil to establish individual preferences | * **Left justify** with ‘ragged’ right edge * **Avoid**: BLOCK CAPITALS, italics, underlining. INSTEAD: **use bold for emphasis** * 1.5 line spacing, well-spaced text, concise, bullet points/numbering used, wide margins * **Fonts**: clear, rounded fonts with a space between letters such as: Century Gothic, Comic Sans, Arial, Verdana, Tahoma OR fontssimilar to handwriting. Trial ‘open dyslexic’ font * **Font size**: 12-14 **>**Numbered bullet points (easier to find place) |

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| **Classroom Visual Aids** | **Visual Timetable/s** | Visual timetables support focus, memory and independence and can reduce anxiety:  \*Class and/ or individual timetables (may need to teach, model and encourage use)  \*Include: pictures for younger pupils and colour-coding for students  \*Job Cards/ Now & Next grids/ Task Planners can be used to sequence tasks/ lessons |
| **Wall displays** | \*Relevant to current literacy/ topic/ maths focus: uncluttered, include topic specific vocabulary, referred to in lessons  \*Alphabet arc, handwriting cues, number line  \*Maths display: highlights topic vocabulary, makes concept/ process clear through visual/ concrete models  \*Interactive: pupils add to/ borrow from |
| **Table top prompts** | \*Alphabet and/ or number strip (can include arrows to show direction of movement)  \*Key word lists (specific to pupil, topic or task) \*Class/ individual spelling prompts  \*Phoneme map in KS1 \*Number lines \*Number bond strip \*Multiplication square  \*‘Memory joggers’, e.g. for maths, see WESFORD, File 2 page 193 |
| **Vocabulary** | \*Topic/ subject specific: lists, maps or cue cards – wall display and table-top copies  \*To include word meanings for KS3/4 and pictures for KS1/2 |
| **Spelling display** | Examples include: \*How to tackle spelling a word you don’t know  \*Topic words/ current target words  \*Focus of word work, e.g. current phonemes being studied, spelling variations, syllable types, spelling rules  \*Strategies for practising and learning spellings |
| **Self-esteem** | \*Mistakes are good’/ growth mind set posters  \*Display of compliments  \*Whole class reward display |

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| **Organisation** | **Development of organisational skills** | Teach/ model/ encourage/ remind use of: \*diaries \*timetables (with analogue clocks) \*homework planers \*checklists \*work plans  Teach/ model/ encourage/ remind: \*how to plan/ tackle tasks systematically - breaking the task down, organising and sequencing it - using planning strategies such as concept maps, flowcharts, timelines  \*how to work backwards from a deadline to plan work or revision |
| **Clear labelling** | \*Equipment \*Subjects \*Rooms (N.B. colour coding may provide further support) |
| **Colour coded storage system** | Storage clearly labelled  Colours used to signal subject, for example: yellow for literacy, blue for maths  N.B. the same colours can be used to colour code timetables, diaries, labels |
| **‘Grab bags’/ resource bags** | For literacy and maths - provide bags of ready to use resources in a clear zippy wallet for support staff/ individual pupils  N.B. Have spare resources in class in case pupil/ student forgets theirs |
| **Assistive Technology, see:**  \*BDA Technology page  \*Iansyst.co.uk  \*Iamdyslexic.com  \*Dyslexic.com | **For learning**: mind/ concept mapping software, capturing handwriting using tablets, assistive tools for adding notes, digital cameras, reading pens, talking books  **Time management**, e.g. setting reminders - electronic calendars/ watches/ voice recorders/ phones/ Siri  **Note-taking**: using IT, adding notes using assistive technology, voice recorders |
| **Teach study skills** | For example teach/ model/ encourage/ remind: \*how to access the meaning of a text before reading in depth (examine: title, headings, pictures, diagrams, graphs, captions) \*highlight key points \*to record notes on one side of page only (so notes can be added) \*how to summarise: main point/ supporting points/ summary \*how to work to given headings/ sub-headings \*to use one colour for each topic \*to use KWL/ QUAD grids to structure research |
| **Seating** | In class seat pupil at the front of the class, near the teacher and with motivated pupils |

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| **Support pupils recording in class** | **Planning frames for writing tasks** | **‘Warm up the task’** - stimulates ideas, vocabulary, text structure  \*At its simplest: draw/ look at a picture and discuss, then label with vocabulary/ phrases identified during discussions (ideas/ memory/ spelling/ independence prompt)  \*Other examples include: mind mapping, post-it note for each idea, question star, timeline, story board, flow diagram, BME grid, cartoons, spider diagram, list, writing web  \*Identify/ number key points |
| **Writing frames/ templates** | **Scaffold** extended writing tasks across the curriculum  Examples include: \*providing a prompt sheet (pictures/ sentences/ paragraphs to sequence, questions to answer, key words to write to, sentence/ paragraph openers, paragraph planning frame)  \*notes from IWB to annotate/ expand \*template for writing up science experiment  \*cloze passage \*cue cards \*scaffolding format for planning a sequence of events |
| **Alternative ways to record learning** | Pupil can **show learning without the burden of writing** – across the curriculum  Examples include: \*Drawing a picture and labelling it \*Drawing a diagram  \*Matching labels to a picture or diagram \*Mind map  \*Sorting statements/ pictures into categories \*Scribe,  \*Voice recording/ oral presentation \*Poster  \*Video/ annotated still photographs \*PowerPoint  \*Completing a cloze passage \*Using IT  \*Model making \*Drama |
| **Assistive Technology for recording learning** | \*Word processing: teach familiarity with keyboard/ touch typing, pupil to trial and evaluate: fonts including ‘Open Dyslexic/ Dyslexie’ font / font sizes, letter/word/ line spacing, background screen colours  \*Explore ‘Speech to text’ applications: e.g. Dragon naturally speaking  \*Consider: voice recorders, digital cameras, mobile phones, spell checkers etc. |
| **General Points to consider** | Allow enough time - pupils with dyslexia may need extra time to complete tasks  Be aware of fatigue caused by the amount of effort required  Address any motor/ handwriting issues |

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| **Supportive**  **Classroom ethos** | **Create a positive ethos** | \*Use positive language  \*Get to know your pupils (likes, dislikes, interests)  \*Positive entrapment - praise pupil for what has been done or learnt – be specific  \*Provide opportunities to work with different groupings - research has identified that from the  age of 8-9 years pupils may learn more from their peers than their teachers  \*Create a ‘safe space’: it is ok to ask for help/ make mistakes (we learn from mistakes)  \*Encourage learning resilience – coping with challenges, accepting learning can be hard |
| **Build pupils’ confidence and self-esteem** | \*Notice and praise when pupil gets things right. Be specific (however small the achievement)  \*Praise for effort and attitude  \*Set achievable goals with right level of support  \*Recognise and promote learning strengths – help pupils understand their own learning  profile and take a positive view of themselves and their abilities  \*Encourage ‘ownership’ of learning - from Year 5 on pupils involved in setting own targets  \*Use pupils interests when planning (working from the known)  \*Mark work alongside/ during lessons where possible. Use one colour for LO and another for  spelling (2-3 errors –taught spellings- used as teaching points). Praise 2 correct spellings  \*Provide opportunities for overlearning, consolidation, getting enough practise |
| **Promote metacognition** **and** **independence** | \*Active learning, taking responsibility for one’s own learning – ‘adapting to’ rather than  ‘suffering from’  \*Reflection and self-awareness encouraged/ modelled:  How do I best learn? Remember?  How can I make things ‘stick’? What methods work for me?  What do I find difficult? What can I do to manage/ overcome this? What have I already  learnt that might help?  What tools help me with my learning?  What have I learnt today? What was most challenging? What will I do next time?  How can I plan, monitor and evaluate my work as I progress through this task? |
| **Plenty of opportunities for classroom talk** | \*Discussion with: buddies (e.g. recording ideas, talking things through before answering a  question), in different groupings  \*Pre-teach subject specific/ topic vocabulary. Plan opportunities for pupil to use in class  \*Allow time to formulate response and/ or hear a response modelled before answering  \*Model and encourage ‘think alouds’ in lessons |
| **Multi-sensory teaching/ learning** | Use a good mix of visual, auditory and kinaesthetic modes during lessons (input and activity)  to stimulate memory/ promote ‘stickability’:  \*explain and present information many times in various ways (e.g. mind maps, pictures,  flow charts, diagrams, audio, video, songs, raps)  \*use concrete materials in lessons, e.g. maths apparatus, wooden or magnetic letters,  ‘roll ‘n write letters/ numbers, rainbow alphabet, sand/rice , Playdoh,  \*use visual prompts regularly, e.g. letter/word/number cards and fans, HFW lists, topic  vocabulary maps, multiplication squares, number bonds strips, visual prompts for complex  maths processes  \*plan opportunities for: group discussions, partner working, drama and role play, playing a  game, using software, using song, rhyme and raps, oral presentations, use of IT |



From: ‘Learning and teaching for dyslexic children’, DfES, 2005