**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 lessonsEnsure 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 phoneTasks 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 boardInstead 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 labelledColours 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