

Guide to Creating Dyslexia Friendly Classrooms

No.	Environment	Y/N
1	Interactive whiteboard has dyslexia friendly background colour (pastel) and font (dark blue), and with slight forward tilt to minimise glare	
2	Individual requirements such as buff coloured hand-outs, reading rulers will be available where appropriate	
3	Artificial lighting, brightness and flicker are kept to a minimum	
4	Key words/vocabulary charts/writing guides /alphabet reference cards are accessible	
5	School uses dyslexia friendly font e.g. Tahoma, Comic Sans, Verdana, Silexiad, Arial	
No.	Lesson Planning	Y/N
1	Teacher planning considers how pupils with reading/writing difficulties can show their understanding (script questions)	
2	Teacher notes / hand-outs are clear, helpful and uncluttered (think font size:12 minimum, line spacing - 1.5, numbering paragraphs)	
3	Teacher considers readability of text presented e.g. length of sentences, complexity of language	
4	Dyslexic pupils are given time to prepare before reading or writing in front of the class	
5	Pupil-friendly checklists/success criteria to support structuring, checking and pacing of work, features in most lessons	
No.	Teaching	Y/N
1	New vocabulary/concepts/instructions are explained clearly with visual support	
2	Pupils are encouraged to ask and answer questions (with support if necessary) and to express their understanding in full sentences	
3	Class tasks are kept as simple as necessary to meet learning objectives and pupils have access to appropriate equipment to support learning	
4	Pupils are taught efficient ways to record information and shown alternatives as appropriate e.g. bullet points, mind maps, storyboards, assistive technology	
5	Teacher notes/hand-outs made available for dyslexic pupils to annotate rather than copy	
No.	Homework	Y/N
1	Homework tasks are clearly explained	
2	Homework set is appropriate and where necessary differentiated	
3	Homework instructions are written down for severely dyslexic pupils as appropriate	
4	Pupils are clear about what help can be given at home and how to ask for this	
5	Teachers talk to parents about when and how to help dyslexic pupils with homework	
No.	Marking / Assessment	Y/N
1	Oral and written feedback is constructive including 1:1 feedback as appropriate	
2	Marking is not excessive and is matched to purpose, with child friendly coding	
3	All assessment sessions are planned for and reasonable adjustments made, where appropriate (e.g. extra time, use of reader, scribe, access to a laptop)	
4	Pupils are aware of personal targets and are involved in reviews	