



*"There is nothing so unfair as the equal treatment of unequal people." Thomas Jefferson*

*Dyslexia MUST NOT be a barrier to learning. Intelligence is NOT affected by dyslexia. Are the children grouped by set in the right set based on their intelligence or on their ability to read and write? Is there a way that you can help them be in the right set for their intelligence with assistive technologies?*

**WRITTEN WORK, CLASS TEACHER / LEARNING MATERIALS** Text, worksheets notes etc.

- 1. Double line spacing and larger font, left aligned, never fully justified.*
- 2. Always use numbers instead of bullet points because bullet points are all the same and dyslexic children can easily lose their place.*
- 3. Print it on cream paper (or the colour the child finds most useful)*
- 4. Change your powerpoint and background of the whiteboard to a cream colour.*
- 5. Use alternate colours for alternate lines, sentences so they are clear.*
- 6. AVOID WHITE.*
- 7. Do not ask a dyslexic child to copy for the board, give them a copy of the notes instead. Consider the purpose of copying.*

### **SEATING**

*Where do the dyslexic children sit in your class? Work out their dominant ear and sit them at the front on the best side for their hearing. Find out their dominant ear by rolling up a piece of paper into a tube, ask them to put it to their ear and pretend it is a listening device. They will naturally hold it to their dominant ear. Why? School is hard enough, you are making their day a little easier so they will see and hear better.*

### **INSTRUCTIONS AND TIMETABLES**

- 1. A **visual timetable** enables a dyslexic child to know what is happening next and is broken down into clear chunks and is a quick reference., Dyslexic children should have their own visual timetable and not just the class one.*
- 2. Short-term memory issues mean **instructions** are hard to remember. What can you do? After you have given all the instructions to the class. Give the first two instructions again, directing them at the dyslexic children. You could have a numbered list and highlight the first instruction. Even if they can't read it, they will know to ask you for the next instruction and not feel lost.*

*Websites about Dyslexia written for children. <http://dyslexickids.net/Welcome.html>*

As Dyslexia Friendly Schools all our staff:

- Understand and are sympathetic to the needs of individuals with dyslexia or dyslexic tendencies.
- Make adjustments to day-to-day routines and teaching that benefit all learners
- Use a range of dyslexia friendly practices in their classrooms.
- Know and use various strategies to aid reading, writing, spelling and self- esteem.

We employ and alter teaching strategies to support the needs of our dyslexic pupils and the following are relevant to this subject policy:

- Offer a variety of ways to record information: mind maps, writing prompts, learning buddy. This ensures that those with writing difficulties can share ideas in a valued and fun way.
- Instructions are broken down into small steps using visual prompts if possible to make them more memorable and repeated when necessary.
- Explanations will be clear and expressed in different ways.
- Children are active participants in lessons through the use of talk partners; by talking about their learning they are more likely to remember.
- When marking children's work only a small amount of errors are corrected to maintain morale and marking is targeted to reflect on the learning objective and next steps.
- Watch out for signs of tiredness and fatigue.
- Use multi-sensory teaching and learning methods.
- Check that children understand and are keeping up, and not just sitting passively.
- Enable dyslexic children to show their interest, knowledge and skills.
- Always provide positive environment that encourages, praises and builds on strengths.
- Monitor self-esteem and tackle any feelings of frustration or failure as children become more aware that they find certain tasks difficult.