




Dyslexia-Friendly Classrooms – The ABC 9 Point Checklist



A. Is text in your classroom 'visually accessible' for all?	😊	😐	☹️
 1. Text can be clearly seen on the whiteboard and worksheets: ☞ use minimum font size 12/14, 'sans serif' font e.g. Arial, Century Gothic, Verdana, Comic Sans, Sassoon, OpenDyslexic, 1.5 or 2 line spacing, use bold/colour (not capitals or underlining) for emphasis, ensure appropriate seating.			
2. Text is clearly presented on whiteboard and worksheets: ☞ use short sentences and concise information, text demarcated by use of; bullet points, numbering, text boxes, flow charts etc, diagrams and visuals used to support the meaning of text where possible, 'colour-coding' used e.g. question and answer in different colours.			
3. Learners with tracking difficulties and/or with visual stress are given support: ☞ try; a pastel whiteboard background and/or pastel/buff paper, a coloured overlay, a tracking aid e.g. ruler, piece of card, coloured Reading Ruler, Window Ruler & check the physical environment e.g. lighting, glare from board, seating.			
B. Is target vocabulary accessible for all?			
 4. Target vocabulary is displayed, used on working walls and on word mats: ☞ position on wall at or above eye level, visuals & colour used to support meaning where possible, words relevantly grouped together where appropriate, personalised word mats/bookmarks used where appropriate.			
C. Are recording, planning and writing activities accessible for all?			
5. Support is given for 'memory': ☞ use Task Boards or similar, use a recording device eg. Talking Tin, minimise dictation and copying, when copying is unavoidable try colour/numbering on the whiteboard or give learner a copy, give extra time for processing.			
 6. Support is given for the physical act of writing: ☞ try; handwriting paper with or without the middle line highlighted, pastel paper, sum grids for Maths calculations, provide pre-drawn tables etc, handwriting pens, pen grips, sloping board (ring binder), finger-spacing tool/Blu-Tack, pair up with a fluent writer for planning, access to word-processing or a scribe.			
7. Written tasks are appropriately supported and scaffolded: ☞ 'visual' planning' methods (graphic organisers) are sometimes used e.g. spider diagram, mind map, Venn diagram, flow chart, Post-it stickers or story board. ☞ written work is scaffolded e.g. sentence or paragraph starters, writing frames, word banks/word mats, cloze procedure, enough space and lines on worksheets.			
8. IT is used to support writing: ☞ use word-processing, Powerpoint, tablet, IT-based writing packages such as Clicker, Co-Writer, speech to write technology (See SENCO).			
9. Consider learner's self-esteem: ☞ understand - make individual adjustments - give opportunities for success 😊			

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Useful Resources

Creating Dyslexia-Friendly Materials:

- ✓ Download 'OpenDyslexic' font at www.opendyslexic.org
- ✓ For detailed information about creating accessible documents:
Google = 'BDA dyslexia friendly style guide' (PDF) and 'Dyslexia Scotland ideas for dyslexia-friendly format' (PDF)

Visual Stress:

- ✓ www.crossboweducation.co.uk

Vocabulary displays/word mats/sentence starters/writing frames:

- ✓ Key word resources on websites such as: www.communicate4all.co.uk www.SENteacher.org,
- ✓ Writing Frames: <http://writingframes.parkfieldprimary.com>
www.skrivesenteret.no/uploads/files/Lewis_and_Wray.pdf (some of the first writing frames to be developed in the 90s – still useful!)

Further Information and training

- ✓ www.bdadyslexia.org.uk, www.dyslexiaaction.org.uk, www.dystalk.com
- ✓ Great free resources and training on all aspects of SEND: www.humansnotrobots.co.uk
- ✓ Free Downloadable Resource: Google = 'Supporting Pupils With Specific Learning Difficulties – NASEN'
- ✓ Lots of ideas for helpful Apps from CALL Scotland: Google = 'iPad apps for learners with dyslexia/reading and writing difficulties'

Books about Dyslexia:

- ✓ Removing Dyslexia as a Barrier To Achievement/Total Teaching: Neil Mackay
- ✓ 100 Ideas For Supporting Pupils with Dyslexia: Gavin Reid and Shannon Green