

Monkshouse Primary Academy

Dyslexia Friendly Environment

- We say out loud instructions as well as write them down.
- We use a clear, large font on the whiteboard and on sheets.
- We allow plenty of time to read and understand words and sentences.
- We check that the instructions and work has been understood and repeat instructions.
- We provide information in small chunks.
- We make concepts concrete, tactile and visual.
- We encourage note taking and organising ideas into clear bullet points.
- We have systems for making sure we are well organised.
- We give clear time frames and count down warnings.
- Whenever we can, we use a practical resource or pictures and diagrams to show what we mean.
- We use alphabet arcs to help us to remember spellings.
- We use syllable and phoneme boxes to help us to build words.
- We have word mats to support our writing and spelling of common words.
- We can use ACE Dictionaries to help us to spell.
- We use cursive script to ground our letter formation.
- We use a range of multi-sensory methods of teaching and learning as these use different senses and maximise learning potential.
- We use Precision Teaching methods.
- We provide alternative methods of recording information e.g. IT, dictation to a scribe or voice recorder, drawing of storyboards.
- We eliminate unnecessary writing – provide printed notes rather than asking the child to copy from the board.
- We avoid sudden changes in routine without prior warning.

Teacher Guide

Practical strategies:

- Provide picture cues for help with organisation of equipment for lessons.
- Provide structure for sequencing of writing: writing frames, picture sequences, mind mapping skills.
- Keep copying from the board to a minimum.
- Print clearly on the board.
- Be prepared to write down instructions for homework or provide printed information.
- Use coloured paper as black print on a white background can be more difficult for the dyslexic child to read: experiment with different colours to see which one suits the individual child.
- Provide soft rubbers – dyslexic pupils often seem to rub out more than others- they tend to want to eliminate errors.
- Provide scrap paper/whiteboard for trying out spellings, maths calculations, sketch ideas.
- Only ask the child to read aloud if/when they volunteer.
- Only ask for a response if the child's hand is up.

Pupil Considerations:

‘Pupils should accept that there is a balance between what can be done by others to help and what they must do themselves. It is not unrealistic to expect a pupil with dyslexia to try to be better organised and it won’t happen by everyone else doing things for them.’ (The Derbyshire File for Dyslexia Friendly schools)

The pupil can:

- Be prepared to talk to the teachers about what things are difficult and why and what strategies are most helpful.
- Be prepared to ask for instructions to be repeated and time to write them down.
- Use highlighters to emphasise important and memorable points.
- Use the spell checker on the computer.
- Develop the use of personalised mnemonics to aid spelling and recall of facts.
- Realise preferred learning style – visual, auditory tactile/doing or any combination.