# Dyslexia Friendly Classrooms: 10 Top Tips

1. Celebrate strengths and success across a wide range of activities (deliberately and frequently); create opportunities for dyslexic pupils to succeed, using specific praise to help them build an accurate picture of their strengths.
2. Have visual aids available for every lesson, or ask pupils to create some, as part of the lesson. Make good use of multi-sensory sources of information.
3. Actively teach study/ note taking skills e.g. key ward notes, spider plans and encourage pupils to use them. Provide notes for a focus on meaning and annotation rather than copying.
4. Vary input and outcomes, such as through the use of small groups, discussion and audio tapes to maintain interest and provide memorable experiences.
5. Avoid long lists of instructions given verbally and provide a clear lesson structure – use the board to provide information visually, where appropriate.
6. Make sure that high frequency word lists and subject –specific key word lists are available on each table for any writing task (and letter sounds sheets for KS1).
7. Always have a ready supply of parallel reading books and other suitable reading material.
8. Encourage alternative ways of recording: always have a range of materials available e.g. individual white/blackboards (be aware of the glare off the boards) and coloured pens, tape recorders; large sheets of paper and felt pens; writing frames.
9. Label classroom resources clearly and keep clutter to a minimum, to create an orderly, structures yet attractive environment.
10. Do not draw attention to their difficulties;
    1. avoid copying from the board
    2. reciting times tables
    3. reading aloud
    4. undifferentiated spelling tests

“**All of the above draw attention to a dyslexic pupil’s difficulties. Many dyslexic adults claim that if only these four activities had been avoided, they would have been so much happier and confident in school.”** *Extract from: Dyslexia Friendly Schools Good Practice Guide BDA*

And Finally …. Always be prepared to explain a learning point again, in a different way, if the dyslexic pupil has not understood the first time.