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| **Dyslexia Friendly Classroom Practice** | **In Place** | **Comments/Evidence** |
| **Planning and Preparation** |  |  |
| The teacher knows which pupils are dyslexic or who have literacy difficulties and differentiates accordingly |  |  |
| **Homework** |  |  |
| Homework set is appropriate for the individual pupil with clear and realistic deadlines |  |  |
| A clear indication of the time to be spent on homework should be given |  |  |
| Adequate time and support is given to record homework tasks and is checked for accuracy/understanding |  |  |
| **The Environment** |  |  |
| IWB background is off white where possible |  |  |
| Resources, trays, drawers, are labelled with writing and graphics |  |  |
| Dyslexic pupils have a clear view of the board |  |  |
| Displays are uncluttered, at a height that can be accessed by pupils and are supported by graphics whenever possible |  |  |
| **Resources** |  |  |
| Where identified, coloured overlays are available or worksheets are printed on coloured paper |  |  |
| The use of desk top prompts is encouraged (eg. spelling prompts; key words lists; sound mats; number bond strips) |  |  |
| Practical, multisensory equipment is available to support learning |  |  |
| Visual reminders are supplied where a number of tasks or activities are involved |  |  |
| The use of technology is considered and encouraged to support learning |  |  |
| Planning frames and scaffolded approaches are available for extended writing tasks |  |  |
| For early years, there is a choice of handwriting tools (eg. pens with grips) |  |  |
| **Lesson delivery** |  |  |
| Copying from the IWB or books is kept to a minimum |  |  |
| Key points and new vocabulary are reinforced and highlighted both orally and visually |  |  |
| Printed information is clear, uncluttered and uses dyslexia friendly layout, eg. Comic Sans or Arial, size 12/14 |  |  |
| Mind maps, flowcharts or alternate visual formats are utilised to deliver learning |  |  |
| Spoken instructions are kept as short as possible, are supported by visual aids or pictures and checks made for understanding |  |  |
| Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing |  |  |
| Dyslexic pupils are not made to read or write in front of the class unless they choose to |  |  |
| Organisation of learning includes opportunities for the dyslexic pupil to work in ability appropriate pairs or groupings |  |  |
| Dyslexic pupils are assigned an identified ‘classroom buddy’, who, for example, they can check for understanding with |  |  |
| **Feedback and marking** |  |  |
| Awareness and recognition of possible small steps of progress for the dyslexic pupil |  |  |
| Praise for dyslexic pupils is clear and convincing and made visual where appropriate |  |  |

**Indications which may suggest Dyslexia**

**Many children experience some of these behaviours at times. If a child demonstrated many of these indicators, and these tended to persist over time, it could be significant.**

No crawling stage - bottom shuffled instead

Getting dressed is challenging – clothes on in wrong order, back to front, shoes on wrong feet

Finding it hard to remember nursery rhymes

Finding it hard to do up buttons

Spoken language late to develop and/or poor articulation

Difficulties in developing knife and fork skills, and scissor skills

Having problems with learning to ride a bike, and throwing/catching skills

Finding it hard to organise themselves or their belongings

Difficulties remembering names of well known objects, eg. settee, kettle

Interested in the world around them

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