

## Ideas for print and layout of text on the page

Use off-white for paper and screen backgrounds on computers and interactive whiteboards.

Use a minimum of 12 pt or ideally 14 pt type in written text with 1.5 line spacing.

Use fonts like Arial, Calibri or Verdana that are rounded and reflect a cursive script.

Keep lines left justified with a ragged right edge.

Use a line space between paragraphs to break up text.

Use wide margins and headings to break up text.

Use images (pictures and/or symbols) to support text.

Use bold to highlight, as italics or underlining can make words appear to run together.

Where possible, use bulleted or numbered lists rather than continuous prose.

Write clear, concise sentences and instructions.

Keep sentence length to a minimum.

The active rather than the passive voice increases readability.

Use flow charts or mind maps to represent information visually wherever possible.

Keep paragraphs short, with headings and sub-headings.

## Encourage ownership of learning

### Measure their own progress

Provide ways for your pupils to record their own literacy progress. For example a progress chart they complete or writing a letter home about their targets and achievements.

Dyslexia resource booklets  
Practical suggestions for teachers and parents produced by West Sussex County Council.

<http://bit.ly/16PRcwB>

During literacy support sessions provide a visual checklist of activities and give your pupils responsibility for checking off each activity as it is completed.

### Have a checklist of activities

TOTKO - takes one to know one  
Guide to following SEN news on twitter

<http://totko.org/2013/09/23/its-here-ultimate-guide-to-sen-on-twitter-v-1/>

### Directed discovery learning

Empower your pupils to find answers on their own. Allow them to self-mark their work and discover their own mistakes, providing them with opportunity to develop problem-solving skills.

## Supportive learning environment

Ensure your pupils know trying is more important than getting the right answer and it is ok to skip a word or be unable to do something. Frequently reward effort and ensure your child regularly experiences success.

### Foster a "have a go" environment

Dyslexia, so what is it all about  
Short animated film explaining dyslexia issues

<http://www.youtube.com/watch?v=HDFVCo6ito>

### Short, focused and achievable tasks

Break lessons/activities into chunks and take small steps when introducing new content. Ensure majority of content in a session is familiar and if your pupils are struggling move on.

Rose Review  
A government report providing recommendations for teaching children with dyslexia

<http://www.interventionsforliteracy.org.uk/rose-review/>

Provide different options for presentation of text and allow your pupils to choose their preferred option. Also provide different modes of expression e.g. visual, verbal, kinesthetic.

### Allow choice of text presentation

## Produced by the iLearnRW project

### Building Self Esteem

An information booklet for parents and non-specialist teachers of children with dyslexia

#### Based on contributions from:

- ★ Dyslexia Action, Bath
- ★ Dyslexia Action, Chelmsford
- ★ Brandlehow School, Putney
- ★ Dulwich Hamlet Junior School, Dulwich Village
- ★ Rye Oak Primary School, Peckham Rye

For Teachers