

Norfolk Dyslexia Friendly School Quality Mark Award

	Dyslexia Friendly Classroom Practice Self Audit	In Place	Comments/Evidence
	Planning and Preparation		
3.3	I know which pupils have dyslexic type difficulties and differentiate accordingly.		
	Homework		
3.6	Homework set is appropriate for the individual pupil with clear and realistic deadlines.		
3.6	A clear indication of the time to be spent on homework is given.		
3.6	Adequate time and support is given to record homework tasks and is checked for accuracy/understanding.		
	Classroom Environment		
3.2	IWB background is off white where possible.		
3.2	Resources, trays, drawers, are labelled with writing and graphics.		
3.2	Dyslexic pupils have a clear view of the board.		
3.2	Displays are uncluttered, at a height that can be accessed by pupils and are supported by graphics whenever possible.		
	Resources		
3.5	Where identified, coloured overlays are available or worksheets are printed on coloured paper.		
3.2 3.5	The use of desk top prompts is encouraged e.g. spelling prompts; key words lists; sound mats; number bond strips.		
3.4 3.5	Practical, multisensory equipment is available to support learning.		

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3.1	Visual reminders are supplied where a number of tasks or activities are involved.		
3.5	The use of technology is considered and encouraged to support learning.		
3.3	Planning frames and scaffolded approaches are available for extended writing tasks.		
3.5	For primary years, there is a choice of handwriting tools e.g. pens with grips.		
	Lesson delivery		
3.1	Copying from the IWB or books is kept to a minimum.		
3.1	Key points and new vocabulary are reinforced and highlighted both orally and visually.		
3.1 3.2	Printed information is clear, uncluttered and uses dyslexia friendly layout, e.g. Comic Sans or Arial, size 12/14.		
3.1 3.3	Mind maps, flowcharts or alternative visual formats are utilised to deliver learning.		
3.1	Spoken instructions are kept as short as possible, are supported by visual aids or pictures and checks made for understanding.		
3.3	Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing.		
3.3	Dyslexic pupils are not made to read or write in front of the class unless they choose to.		
3.2 3.3	Organisation of learning includes opportunities for the dyslexic pupil to work in ability appropriate pairs or groupings.		
3.2	Dyslexic pupils are assigned an identified 'classroom buddy', with whom, for example, they can check for understanding.		

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	Feedback and marking		
3.6	Awareness and recognition of possible small steps of progress for the dyslexic pupil.		
3.1 3.6	Praise for dyslexic pupils is clear and convincing and made visual where appropriate.		

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.

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<p>Encourage ownership of learning</p> <p>Measure their own progress</p> <p>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.</p> <p>Dyslexia resource booklets Practical suggestions for teachers and parents produced by West Sussex County Council. http://bit.ly/16PRcwB</p> <p>During literacy support sessions provide a visual checklist of activities and give your pupils responsibility for checking off each activity as it is completed.</p> <p>Have a checklist of activities</p> <p>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/</p> <p>Directed discovery learning</p> <p>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.</p>	<p>Supportive learning environment</p> <p>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.</p> <p>Foster a "have a go" environment</p> <p>Dyslexia, so what is it all about Short animated film explaining dyslexia issues http://www.youtube.com/watch?v=HDUFVCo6ito</p> <p>Short, focused and achievable tasks</p> <p>Break lessons/activities into chunks and take small steps when introducing new content. Ensure majority of content in a session in familiar and if your pupils are struggling move on.</p> <p>Rose Review A government report providing recommendations for teaching children with dyslexia http://www.interventionsforliteracy.org.uk/rose-review/</p> <p>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.</p> <p>Allow choice of text presentation</p>	<p>Produced by the iLearnRW project</p> <p>Building Self Esteem</p> <p>An information booklet for parents and non-specialist teachers of children with dyslexia</p> <p>Based on contributions from:</p> <ul style="list-style-type: none"> ★ Dyslexia Action, Bath ★ Dyslexia Action, Chelmsford ★ Brandlehow School, Putney ★ Dulwich Hamlet Junior School, Dulwich Village ★ Rye Oak Primary School, Peckham Rye
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For Teachers		