



Self Esteem

- adopt realistic and attainable targets with pupils
- positive classroom environment remember that laughter promotes learning
- praise the partially correct
- teach organisational skills
- OK to ask questions, praise for asking
- build on pupil's strengths and interests
- time to listen, think and answer

Teaching Styles

- shared learning objective
- structured, cumulative and multi-sensory tuition
- short, quiet and specific instructions, use pupil's name
- practice and over learning are vital for success
- be prepared to explain things many times and in a variety of ways.
- modify homework format and expectations

Dyslexia Friendly Classrooms @SMPS

Reading

- select material to match current ability and interest level (80% readability)
- modelled, shared and guided reading strategies
- allow the right to pass during reading sessions
- provide opportunities to reread for comprehension
- teach skimming and scanning skills
- use paired and peer reading methods
- use of overlays/reading rulers

Writing

- introduce cursive writing at an early stage
- minimise copying and avoid lengthy dictation, encourage proofreading
- look for quality rather than quantity
- modelled, shared and guided writing
- use word walls and provide a 'try page' for all written activities
- provide pencil grips and a variety of writing tools
- use bullet pointing or scaffolding e.g. mind maps and writing frames

Spelling

- use a cumulative, structured and multi-sensory spelling programme
- teach 'Talk Fred' spelling strategy
- accept logical spelling (do not overcorrect)
- highlight the tricky bits
- use mnemonics for phonically irregular words
- use games and ICT to develop spelling skills and knowledge
- avoid 'spelling tests'- no failure only feedback