

# Support participation and confidence

A suggestion for implementing the strategy  
'Helpful classroom strategies in years 1–8'  
from the Guide: [Dyslexia and learning](#)

- 
- Includes:**
- Create a dyslexia-friendly classroom
  - Foster trust and confidence
  - Fonts for easy reading
  - Provide time
  - Reduce quantity of work
  - Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Helpful classroom strategies in years 1-8](#)

Suggestion: [Support participation and confidence](#)

Date

14 September 2025

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence](http://inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence)

## Create a dyslexia-friendly classroom

**Dyslexia Foundation of New Zealand**  
Recognition • Understanding • Action

### Is My Classroom Dyslexia Aware?

Date: \_\_\_\_\_  
Completed by: \_\_\_\_\_

**Homework**

- No homework as an option
- Stress free and meaningful
- Personalised or differentiated
- Related to prior knowledge
- Tip the classroom
- Offer alternatives to writing
- Routine (set days) timetable
- Clear instructions
- Time driven NOT task driven

**Classroom Culture**

- Calm and positive ethos
- Have a 'go' culture
- Free to make mistakes
- Stress free comfortable learning
- Flexible groupings
- Good transition process
- Group by thinking not just by basic skills
- Consistent approaches to behavior management
- Everybody counts
- Let the students teach

**Learning Preferences**

- Foster success through learning preferences
- Alternative ways of recording
- Opportunities to present alternative evidence of learning
- Adapt tasks to suit
- Use multi-sensory techniques
- Provide challenge but with accommodations
- Embed differentiation in the classroom
- Ability appropriate task

**Stress Free**

- Time to think
- Give control and responsibility
- Encourage student voice
- Free to make mistakes
- The right to pass - e.g. don't read aloud
- Encourage self-advocacy
- Remove time as a barrier
- Mark content not spelling

**Communication**

- Model all learning tasks
- Take account of diverse backgrounds
- Write instructions down and leave them
- Appropriate vocabulary
- Visual prompts
- Chunk learning
- Clear and explicit instructions
- Reduce teacher talk time
- Pause for processing
- 'Can do' attitude

**Time**

- Short achievable tasks
- Less is more
- Brain breaks
- Remove time as a barrier
- Time to revisit
- Flexible deadlines

**Environment**

- Ability to refer yourself to a comfort room
- Lighting
- Seating
- Hygiene and cleanliness
- Flexibility around set up
- Structure and order
- Bringing Nature inside
- Aesthetically pleasing

**Collaborative Work**

- Peer marking
- Peer tutoring
- Inquiry learning
- Flexible grouping
- Paired reading
- Scripted work

**Presentation**

- Colour coded
- Visual timetables
- Well labeled
- Familiar and consistent layout
- Easily Accessible
- Bring your own device (BYOD)
- ICT available

**Resources**

- Print on pastel shades
- Use bold to highlight
- Create lots of space
- Plain font of suitable size
- Bullet point key info
- Thin notes

**Recording work**

- Photo information into book
- Make photocopies available
- Audio, video or photographs
- Minimize copying from board
- Encourage mindmaps, flowcharts etc
- Non traditional assessment

Our Classroom score is ...../84

For more information visit [www.dfxz.org.nz](http://www.dfxz.org.nz) | [www.ad.org.nz](http://www.ad.org.nz)

Source:

Dyslexia Foundation NZ

[http://www.dyslexiafoundation.org.nz/dyslexiaadvocacy/pdf/Mind%20Map%202014\\_lowres.pdf](http://www.dyslexiafoundation.org.nz/dyslexiaadvocacy/pdf/Mind%20Map%202014_lowres.pdf)

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## Foster trust and confidence

Build practical supports into the culture of your classroom.

- ✓ Use ākonga cultures, interests, and strengths to create opportunities for them to take the lead.
- ✓ Foster tuakana–teina relationships and create a class culture where ākonga support each other.
- ✓ Give ongoing prompts and positive feedback. Provide the learner with strategies to help them when they get stuck.
- ✓ Recognise and eliminate situations that learners may find difficult or embarrassing, such as reading aloud to the class.
- ✓ Recognise avoidance strategies and provide practical support and encouragement.
- ✓ Act quickly on any concerns about a learner’s wellbeing.
- ✓ Give feedback on learners’ success to their parents and whānau.

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## Fonts for easy reading

Children learning to read benefit from larger text sizes.

When creating resources and worksheets, keep plenty of blank space on the page.

Easy-to-read fonts are sans serif, mono-spaced, and roman font types, including:

- Helvetica
- Courier
- Arial
- Verdana
- Computer Modern.

Italic fonts are more difficult to read.

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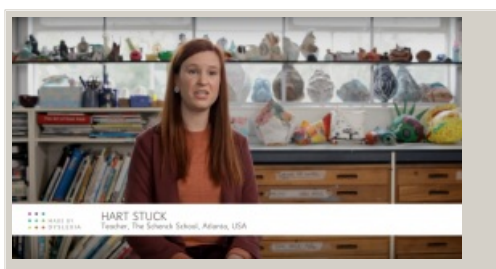
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## Provide time

Allowing additional time to complete school work and take tests can have a huge impact on a dyslexic learner's ability to succeed.

Teachers share tips to support success.



Video hosted on Youtube <http://youtu.be/NdrBpOV67DY>

Closed Captions

Source:

[Made By Dyslexia \(UK\)](#)

[https://www.youtube.com/channel/UCLBUsgxhf\\_otK\\_qKoZnPopA/featured](https://www.youtube.com/channel/UCLBUsgxhf_otK_qKoZnPopA/featured)

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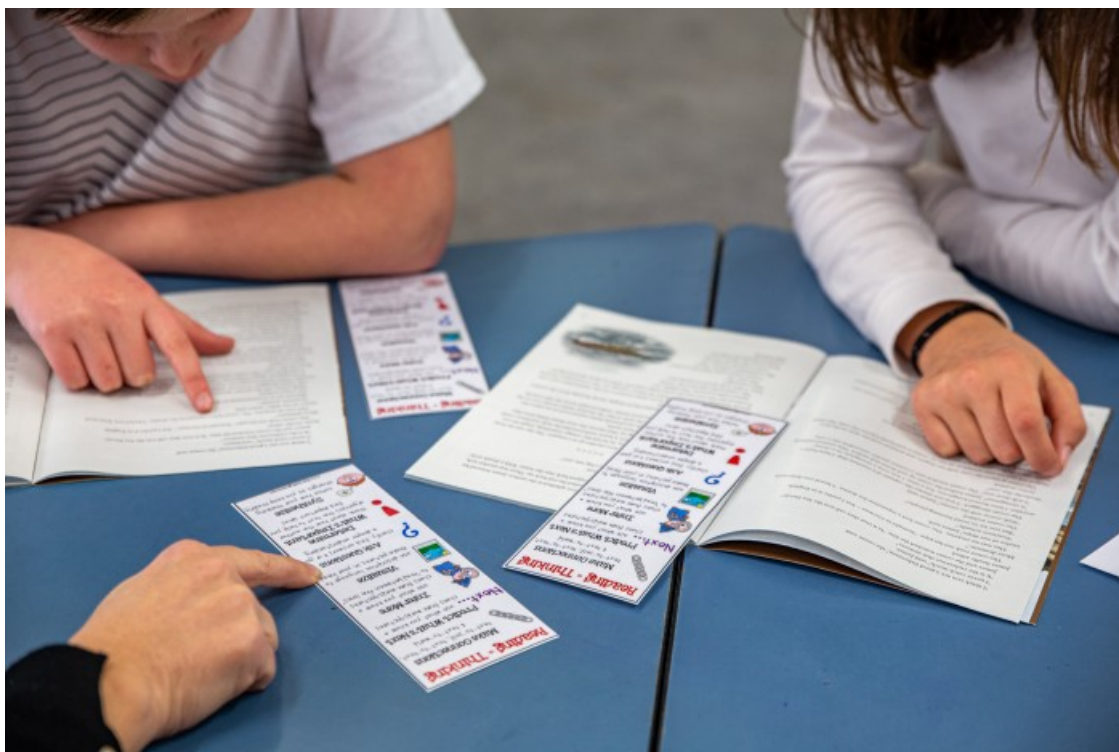
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## Reduce quantity of work



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Useful resources



### Dyslexia in the classroom: What every teacher needs to know

Read time: 28 min

A toolkit to provide classroom teachers with information about dyslexia, classroom strategies, tips and tools.

Publisher: International Dyslexia Association

[Download PDF](#)



### Working memory

Working memory is a key component of learning to read and remember letter names and sounds. This video gives helpful strategies for teachers to help with strengthening working memory.

Publisher: You Tube

[Visit website](#)

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