

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

26 June 2026

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence

Create a dyslexia-friendly classroom

Dyslexia Foundation of New Zealand
Navigation • Understanding • Action

Is My Classroom Dyslexia Aware?

Date: _____
Completed by: _____

Student Accommodations

- 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
- Recording work**
 - Place information into book
 - Make photocopies available
 - Audio, video or photographs
 - Minimise copying from board
 - Encourage mindmaps, flowcharts etc
 - Non traditional assessment
- Resources**
 - Colour coded
 - Visual timetables
 - Well labeled
 - Familiar and consistent layout
 - Easily Accessible
 - Bring your own device (BYOD)
 - ICT available
- Presentation**
 - Print on pastel shades
 - Use bold to highlight
 - Create lots of space
 - Plain font of suitable size
 - Bullet point key info
 - Thin notes
- Collaborative Work**
 - Peer marking
 - Peer tutoring
 - Inquiry learning
 - Flexible grouping
 - Paired reading
 - Scripted work
- 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
- Time**
 - Short achievable tasks
 - Less is more
 - Brain breaks
 - Remove time as a barrier
 - Time to revisit
 - Flexible deadlines
- Communication**
 - Calm and positive ethos
 - Have a 'gr' 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

Our Classroom score is/84

For more information visit www.dffz.org.nz | www.ad.org.nz

Source:

[Dyslexia Foundation NZ](http://www.dyslexiafoundation.org.nz)

http://www.dyslexiafoundation.org.nz/dyslexiaadvocacy/pdf/Mind%20Map%202014_lowres.pdf

[View full image \(1.6 MB\)](#)

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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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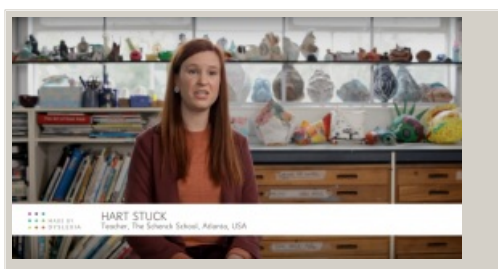
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Provide time

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

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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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