

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

21 August 2025

Link

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: _____

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
- 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 voices
 - 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
- Resources**
 - Recording work
 - Resources
 - Presentation
 - Collaborative Work

Our Classroom score is/84

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

Source:

[Dyslexia Foundation NZ](#)

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

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