

Support participation and confidence

A suggestion for implementing the strategy
'Helpful classroom strategies in Years 9–13'
from the Guide: [Dyslexia and learning](#)

Includes:

- Create a dyslexia-friendly classroom
- Ask students what will help
- Fonts for easy reading
- Foster trust and confidence
- Support access and understanding with visuals
- Recognise student strengths

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From

Guide: [Dyslexia and learning](#)

Strategy: [Helpful classroom strategies in Years 9–13](#)

Suggestion: [Support participation and confidence](#)

Date

14 September 2025

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence2

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
- Recording work**
 - Provide 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
- 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

Our Classroom score is/84

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

Source:

Dyslexia Foundation of New Zealand

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

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

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Ask students what will help

Often the way material and information is presented can create barriers for students.

What font size, colour, and style works best for you?

What background colour do you prefer for paper handouts or slides?

How much white space on a page or slide helps you focus?

What style of visual is best to help you understand and keep your attention (graphics, photos, line drawings, cartoons)?

What other things will support your access, understanding, and attention?

Teacher, Sarah Sharpe provides further suggestions for [creating neurodiverse friendly “soft” and “hard” copy resources](#).

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Fonts for easy reading

Use font size that is at least 11 point. Keep plenty of white 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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Foster trust and confidence

Build practical supports and actions into the culture of your classroom.

- ✓ Use your students' cultures, interests, and strengths to create opportunities for them to take the lead.
- ✓ Foster tuakana–teina relationships and create a class culture where students support each other.
- ✓ Give ongoing prompts and positive feedback. Provide the students with strategies to help them when they get stuck.
- ✓ Recognise and eliminate situations that students 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 student's wellbeing.
- ✓ Give feedback on students' success to their parents and whānau.

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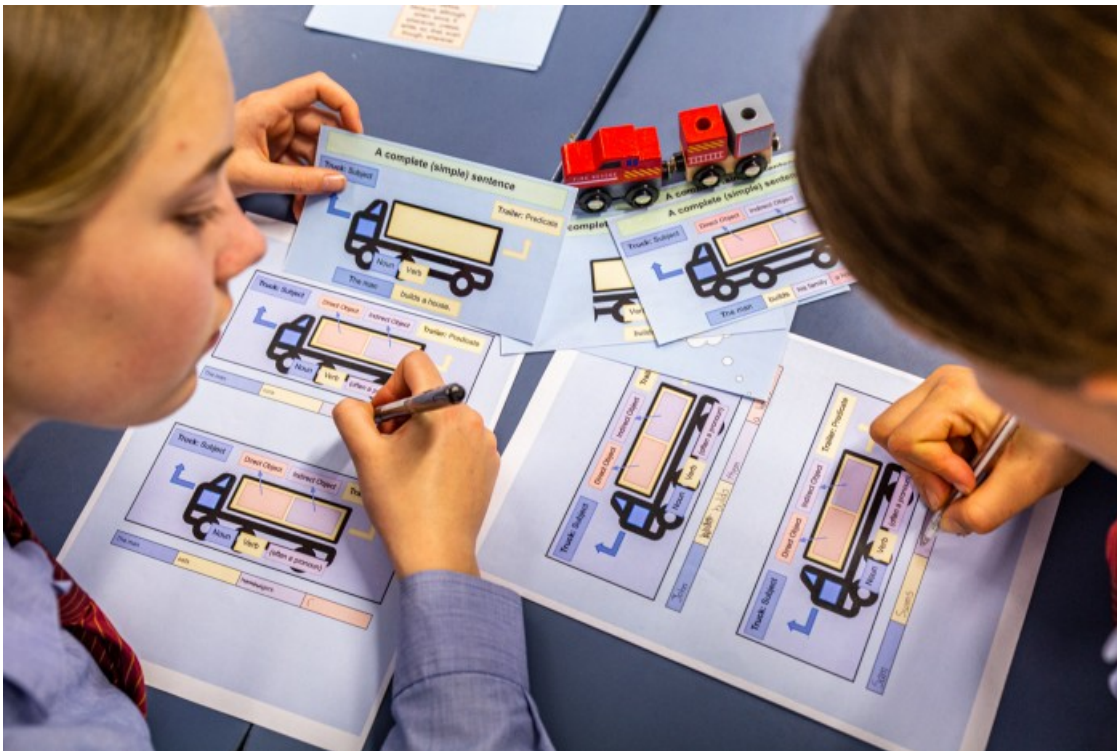
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Support access and understanding with visuals



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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Recognise student strengths

Rapaaea Henderson has dyslexia. Te reo Māori is his first language and kapa haka, a strength for him, is a pathway for helping him to learn.

Note: Click on the closed-captions icon for English subtitles.



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

Closed Captions

Source:

[Te Karere TVNZ](#)

<https://www.youtube.com/watch?v=SmomMJDRVck&feature=youtu.be&t=89>

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