

## Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

16 September 2025

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence2](http://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
- 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.dfx.org.nz](http://www.dfx.org.nz) | [www.ad.org.nz](http://www.ad.org.nz)

Source:

[Dyslexia Foundation of New Zealand](http://www.dyslexiafoundation.org.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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