

Dyslexia Friendly Teaching and Learning Self-Evaluation Checklist for Primary Teachers

Name	Score (0 = no evidence, 1 = some evidence, 2 = fully evident)			
Area	0	1	2	Notes/ next steps
1. Thought is given to where learners with reading, writing and spelling difficulties sit (e.g. near the board, away from distracting pupils, left-handers with space on their left to write).				
2. Screens are set to pastel, cream or grey and black text on white is avoided. Slides are uncluttered and support verbal information rather than complicating the learning.				
3. Pupils can see where all the equipment they need is, with pictorial labels as well as words. Equipment is easily accessible.				
4. Pupils can easily access and use visual aids for spelling tricky words/common exception words and key vocabulary across the curriculum.				
5. Pupils are encouraged to use a variety of methods of recording work, e.g. writing frames, mind maps, graphic organisers, audio recordings,, films, posters, etc.				
6. Unnecessary copying and writing (e.g.from the board or a worksheet, copying out definitions, writing lengthy learning intentions) is avoided.				
7. Visual support and visual aids are provided for oral/verbal information where possible.				
8. Assistive technology is used where useful and relevant (e.g. voice recorders, word processing, speech to text, text to speech).				
9. Learners with reading difficulties are supported, e.g. with reading cross curricular texts, and they are not required to read aloud in class unless it has been agreed and/or supported in advance.				
10. Instructions are clear, unrushed, given in chunks, repeated if needed, and given with visual and kinaesthetic support where possible (e.g. show a finished example, walk through the task).				

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11. Learners are given adequate time to process information and complete tasks. Working slowly is encouraged if it supports understanding and success (e.g. no loss of breaktime for working slowly).				
12. Homework tasks are explained clearly with instructions also written down or on a learning platform. They are purposeful, achievable and adapted where necessary.				
13. Learners not required to multi-task unnecessarily (e.g. do your work while listening to the teacher).				
14. The demands on learners' working memory are considered when planning and reduced where possible.				
15. "Brain breaks" are encouraged and supported. Attention is given to noticing learners who have reached information overload.				
16. Pupils who struggle with writing are given scaffolds across the curriculum, e.g. writing frames, spelling support, talking through a writing task in advance.				
17. Learners are encouraged to ask their own questions/where they need help/something repeated or explained. Making mistakes is celebrated as part of the learning process.				
18. Marking is purposeful, accessible and relevant to the learner (e.g. can they read teacher's comments, does it relate to their targets, is it based on aspects of the work apart from spelling).				
19. Pupils are involved in their own target setting and assessment. They are encouraged to talk about their learning and, where appropriate, to discover what strategies work best for them.				
20. Neurodiversity is celebrated and attention is given to all learners' strengths and weaknesses. Accommodations for different learners are considered as normal.				
Total score				

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