

Dyslexia Friendly Teaching and Learning Self-Evaluation Checklist for Secondary 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. Appropriate access arrangements (e.g. additional time for tasks/ use of word processor/computer readers, rest breaks) are in place as a normal way of working as soon as they are identified.				
4. Word banks are available for key vocabulary and spellings across the curriculum, and their use is encouraged.				
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/kinaesthetic support and visual aids are provided for oral/ verbal information where possible. E.g. use of videos, posters, finished examples, actions.				
8. Assessment is done in a variety of ways, not just through written tasks. E.g. questioning, quizzes, presentations, podcasts, videos.				
9. Across the curriculum, attention is given to reading of essential texts to ensure accuracy and understanding. Learners with reading difficulties are supported, and they are not required to read aloud in class unless it has been agreed 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 is communicated at the start of the lesson as well as the end and time is allocated to explain it. Instructions and examples are also clearly laid out on a learning platform/by email.				
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. Individual learners who present with attention or behavioural difficulties are monitored for potential cognitive load.				
15. Across the curriculum, key vocabulary is taught explicitly with attention to spelling as well as meaning.				
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 the learning intention).				
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 is considered normal.				
Total score				

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