



ALL SAINTS' CATHOLIC SCHOOL

Dyslexia Friendly Resources

Why change the text?

Comic Sans or Arial

Definitely **NO** tariffs. **Times is out!**

Dyslexics and the visually impaired find the bars on letters very hard to read, especially when tired.

Don't change text in a document, change the **size** or **colour**, or make it **bold!**

Text size 14

Size 14 will include most visually impaired students
(some will need 18 +)

Dyslexic students like **14** but no less than 12

Letters that are too small make it harder to read, but **too big** looks childish.

Don't underline headings

No underlining. This is very, very confusing.

Increase the size of the text by two and **bold Centre headings**.

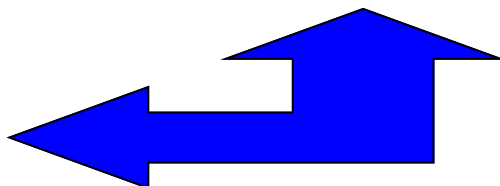
Underlining distorts letters and can make important information unreadable.

Chopping letters in half through underlining generally makes a difficult task even harder.



Sub headings

Sub headings



Should always be **left aligned**

Should use the same text

Sized should be in between the main heading text and the main body

Alignment

Left hand align all text, except main headings which should be centred.

Lyrics and **poetry** may be a challenge for some students if centre aligned.

Try to make them extra clear.

Tabs and bullet points

If you are adding bullet points, numbers or letters to the text leave a clear tab with **No Commas**.

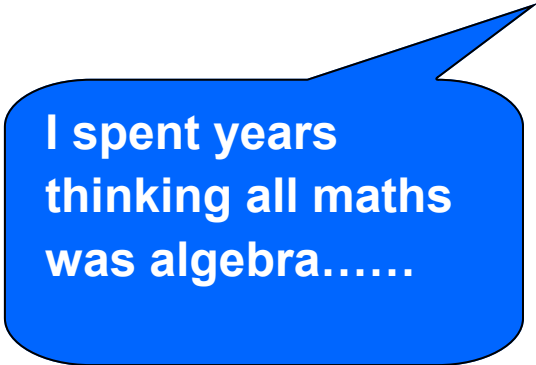
Dyslexics can try to add this to the first word or part of a sum, making it very hard to read.

This can be especially important with **Maths**.

Including the number of the sum into the answer never got me a better mark!

2a, 2+8 = wrong!

2a 2+8= That's better



I spent years
thinking all maths
was algebra.....

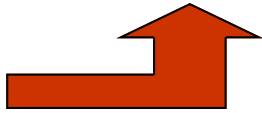
Gate

Never justify text.

The gate in the text needs to be in uniform.

It adds confusion as to where the words start and end. This is one of the reasons why dyslexics find newspapers hard to read.

Wrong!

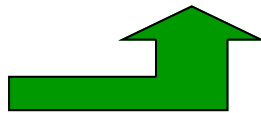


The gate in the text needs to be uniform.

It adds confusion as to where the words start and end.

This is one of the reasons why dyslexics find newspapers hard to read.

That's better



Must fit it all on one page!

Don't put lines too close together. Don't squash the text.

A lot of Dyslexics will not be able to read the text if it's all bunched up.

Spacing the text out makes a clearer distinction.



Coloured paper

Yes, it really does help.

Why? The glare off the white paper can make the contrast with the black ink like an illusion, making text literally move.

It can be like looking at germs under a microscope, wriggling between the text.

Sometimes the gaps are more prominent than the text. You see the negative space and not the text.

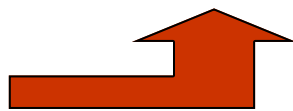
Off white is best for most.

Buff, pale blue or pink.

Providing resources on off white, blue or buff and sometimes pink covers most visual disturbances.

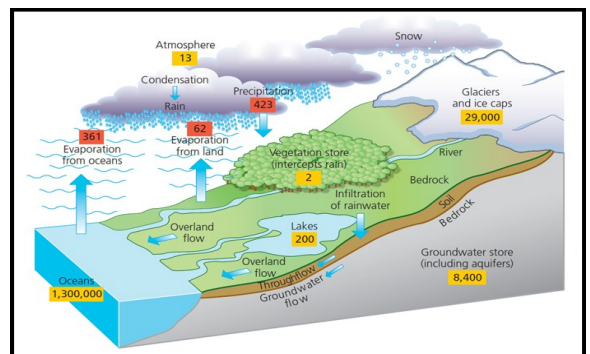
Make it interesting

Word art for headings



If possible **group** info in **bands** of **coloured** text, (powerpoints). This helps readers remember the contents of what they have to read a lot easier.

Add visual aid, pictures or diagrams.



Break up the text by adding
Interesting text boxes

Vocabulary

Dyslexia is not a weakness in **intelligence**.

Don't stunt the vocabulary.

Often difficult words are easy to remember than regular words like the never ending where's, wears, wares.... (no wonder we get it wrong!)

Highlight difficult words and phrases in **bright colours** and **enlarge** them.

Colour coding

It is a well known fact that processing can use five times as much brain power for dyslexics.

Colour coding can help when looking for things.

Using different colours for each year group for example.

If we all started to work like this, it would give unity throughout the school.

So how and when would you use that ????

Learning Objectives

Laminates for each year group:

Students identify with their colour and look for the information they need.

**Learning
Objective:
Year 11**

Storing work

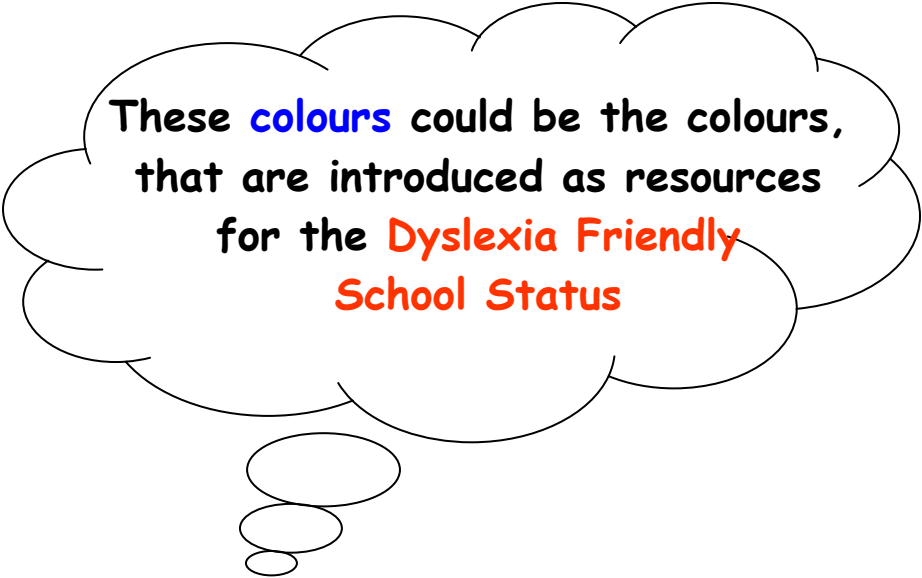
Students identify with their colour and are able to find their work with greater ease.

Theoretically this saves on brain power, leaving more for learning and not hunting for basic information.

Year 10:
Mon 5
Week 1
Tue 4
Week 2

Colours I am currently using

- Red year 7
- Orange 8
- Yellow year 9
- Green year 10
- Blue year 11



These colours could be the colours, that are introduced as resources for the **Dyslexia Friendly School Status**

Key words really do help

The dyslexia mind has a shorter memory shelf than the non dyslexia mind.

It takes more prompting to get the information in and more work to make it stay in.

The dyslexia mind will hold on to information like glue if (big if), you can get the information from the short term memory to the long term memory.

Remember to use colour.

Try to remember....

When teaching other people to be dyslexic friendly....

Practice what you preach

Use a variety of coloured paper and coloured ink

Information stapled together the right way round and the right way up.

All extra time for dyslexics to catch up, normally around 20% extra time.

Please don't bumble along, if some of your audience looks lost, wait, rephrase, be patient.

We don't stop being dyslexic when we leave school.

Dyslexia is for life not just up to KS3!

