Many, but not all dyslexic adults report:

- seeing 'rivers' of white on the page rather than lines of text
- words moving around on the page
- words going out of focus after a few minutes of reading
- letters, numbers and shapes blurring
- not seeing words clearly when print is black on white paper, or
- reaching the end of a line and re-reading the same line or going up or down one by mistake. This causes a major difficulty in comprehension and calculation.

Pupils often do not report such aberrations, as they are not aware they see any differently to others. For example, would a six-year old say to another, “Do the words move for you?”

Currently, research has not produced an absolute explanation that meets the needs of each and every individual. However, these guidelines may well help many. The ideas have been taken from both discussion with adults who are dyslexic and behavioural optometrists working in the field.

**Suggested dyslexic-friendly alternatives**

- Use off-white paper, screen background on computers, interactive whiteboard etc. Some people prefer a range of pastel colours, others prefer cream. Allow pupils to choose between white or colour as a matter of course
- Use a minimum of 12pt or, ideally, 14pt in written text
- Use san-serif fonts like Arial, Helvetica or Tahoma, that are rounded and reflect a cursive script
- Keep lines left justified with a ragged right edge
- Use a line space between paragraphs to break up text
- Use wide margins and headings to break up text
- Use **bold** to highlight, as *italics* or **underlining** can make words appear to run together
- Where possible, use bullets or numbers rather than continuous prose
- Write clear, concise sentences and instructions
- Keep sentence length to a minimum
- Use the active rather than the passive tense as far as possible to increase readability
- Represent information visually wherever possible, using flowcharts, etc.