

IPLCN SEN Guides



Guide to 'Dyslexia'

What is Dyslexia and its impact?

Dyslexia is a specific learning difficulty (SpLD) which primarily affects the skills involved in reading and writing. However, it does not only affect these skills. People with dyslexia may have difficulty processing and remembering information they see and hear, which can affect learning and literacy skills. Dyslexia can also impact on other areas such as organisational skills, concentration and memory. It can range from mild to severe. It is important to remember that there are positives to thinking differently. Many people with dyslexia show strengths in areas such as reasoning and in visual and creative fields.

Impact (these CAN affect learners):

- Phonological difficulties e.g. matching sounds to letters
- Memory difficulties e.g. holding and/or retrieving information
- Visual difficulties e.g. tracking words on a page, glare or blurred words
- Low self-esteem, anxiety, depression and/or frustration leading to behavioural problems
- Increasing gap in skills compared to peers
- Issues with social interactions
- Poor time management and organisation

What does Dyslexia look like?

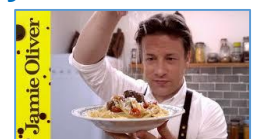
Dyslexia can affect many people in many different ways. Please see the end of this guide for a guide to areas and what you may see.

Successful People with Dyslexia

Richard Branson (Business Magnate)



Tom Cruise (Actor)



Jamie Oliver (Chef)

How can we assess for Dyslexia?

IDL Assessment Screener

Nessy Pre-Screener

<https://www.nessy.com/en-gb/dyslexia-explained/testing-and-screening/free-dyslexia-pre-screener-ages-5-77>

National Council for Special Education

<https://www.sess.ie/dyslexia-section/primary-school-signs-ages-7-12-years>

Barriers to Learning

- Unable to read texts and/ or instructions
- Unable to have their writing read by others
- Unable to read their writing back
- Persistent difficulty with spelling
- Difficulties with new words/ word finding
- Difficulties working with new layouts
- Organisational problems
- Being unable to use the alphabet for e.g. for dictionary work
- Issues with remembering spoken information
- Inability to sequence information they are giving or receiving
- Being unable to give or understand instructions
- Slower at processing information
- Issues with working memory
- Issues with coordination
- Fatigue
- Low self esteem
- Work avoidance

Quality Teaching to Support

See separate guide at the end.

Support for Parents

- * Meetings with and support from school/class teacher/SENCo is most important
- * School can help to look at the websites with parents and share the resources that children are using in class and online resources (see separate list e.g. Nessy)
- * Dyslexia coffee morning with other parents. Share practice in school to use at home. Talk with other parents...No pressure
- * Homework given to families for the child in a dyslexia friendly way/appropriate reading books

Online Support

British Dyslexia Association - Online support and resources. You can become a member:

<https://www.bdadyslexia.org.uk>

Empowered parents booklet: <https://www.bdadyslexia.org.uk/news/british-dyslexia-association-launch-comprehensive-advice-for-parents-on-the-legal-rights-of-their-dyslexic-child>

The British Dyslexia Association, Unit 6a Bracknell, Beeches, Old Bracknell Lane, Bracknell, RG12 7BW Tel: 0333 405 4555

Dyslexia Strategy Checklist

Name of child

Completed by

Date

Strategies	Strategies in place Y/N
Reading ruler, coloured overlays, coloured background to the board, word banks, alphabet arcs, writing frames, ARIAL font, specific dyslexia font	
Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas	
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA	
Avoid asking pupil to copy from board - have them work with a study buddy, or quickly jot things down for them, or use a photocopied transcript	
<p>Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and:</p> <ul style="list-style-type: none"> • repeat instructions/questions • 'chunk' them rather than saying in one long string • jot them down on a sticky note, or encourage the pupil to do so • allow time for processing (for example paired discussion with a partner before putting hands up) 	
Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things	
Use ICT supports – audio taped texts, laptop, predictive word processing , speech-supported texts, spellcheckers, mind mapping software	
Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future - for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.	
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories	
<p>Scaffold writing:</p> <ul style="list-style-type: none"> • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking • Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings • Provide clue cards • Use cloze procedure(where the pupil fills in missing words in text) • Print off an IWB page used in whole-class session and have pupils add to it/annotate 	
Do not expect pupil to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator}	
Avoid embarrassing pupil by asking them to read aloud in front of others, unless they volunteer	
Overcome problems in learning by rote by helping pupil recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.	
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning	
Teach pupil strategies to improve organisation, such as diaries, work plans, checklists of equipment they have to bring to school each day	
Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, blank audio tapes, index cards for subject vocabulary or spelling mnemonics, dictionary sheet of high frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator	
Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a Dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')	

Signs of Dyslexia (source - British Dyslexia Association)

General	Written Work	Reading	Numeracy	Time	Skills	Behaviour
slow processing speeds in spoken and written language	poor standard of written work compared to oral ability	slow reading progress	confusion with place value, e.g. "units", "tens", "hundreds"	has difficulty learning to tell the time	poor motor skills, pencil control	uses work avoidance tactics, e.g. sharpening pencils, looking for books
poor concentration	produces messy work with crossings out and words tried several times	finds it difficult to blend letters together	confusion with symbols such as + and x signs	poor time keeping	memory difficulties, eg for daily routines, self-organisation	seems "dreamy", does not listen
difficulty following instructions	confused by letters which look similar, e.g. b/d, p/g, p/q, n/u, m/w	difficulty establishing syllable division, beginnings/endings of words	difficulty remembering anything in a sequential order, e.g. days of the week	poor personal organisation	indeterminate hand preference	easily distracted
forgetting words	poor handwriting with many reversals	unusual pronunciation of words		difficulty remembering what day of the week it is or birth date	performs unevenly from day to day	is the class clown or is disruptive or withdrawn
	words spelt different ways in one piece of writing	no expression in reading, poor comprehension		difficulty with concepts, "yesterday", "today", "tomorrow"		is excessively tired due to amount of concentration and effort required
	makes anagrams of words, e.g. bread for beard	hesitant and laboured reading, poor comprehension				
	produces badly set-out written work	misses out or adds extra words when reading				
	poor pencil grip	fails to recognise familiar words				
	produces phonetic and bizarre spellings	loses the point of a story being read or written				
	uses unusual sequencing of letters or words	has difficulty in picking out the most important points from a passage				