



PARENT LINK- INFORMATION SHEET no. 5

Dyslexia

1. What is it?

Dyslexia means "a difficulty with words." There is no universally accepted definition. It is a specific learning difficulty that affects reading, spelling, writing, memory and concentration, and sometimes mathematics, music, foreign languages and concentration. Estimates of incidence suggest that 10 in every 100 of the population may be dyslexic, with 4 in every 100 being severely dyslexic. It affects more boys than girls, and tends to run in families. Dyslexia is a lifelong condition.

2. Implications

Dyslexia may affect self-esteem significantly. The effects of low self-esteem may be more damaging than the condition itself.

Early signs which may indicate dyslexia -

- Family history of dyslexia
- Delay in learning to speak clearly
- Use of substitute words
- Inability to remember the name of everyday objects
- Confused directional words, e.g. up/down, in/out
- Often bumping into things, falling over

- Enhanced creativity
- Aptitude for constructional or technical toys and objects
- Enjoys being read to, but shows no interest in letters or words
- Quick at thinking and doing things, appears bright.

Indications of Dyslexia in Key Stage 1 -

- Particular difficulty learning to read or write
- Persistent and continued reversing of numbers and letters, especially b/d.
- Difficulty telling left from right
- Difficulty with sequences, such as the alphabet, days of the week and months of the year, and multiplication tables.
- Problems with concentration
- Frustrations which may lead to behavioural difficulties

In Key Stage 2 -

- Continued mistakes in reading, or poor comprehension.
- Strange spelling, perhaps with letters missed out or in the wrong order.
- Taking an above average time over written work.
- Disorganisation at home and at school.
- Difficulty copying accurately from blackboard or textbook.
- Difficulty taking down oral instructions.
- Growing lack of self-confidence and increasing frustration.
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In Key Stage 3 and 4 -

- Tendency to read inaccurately, or without comprehension.
- Inconsistent spelling.
- Difficulty with planning and writing essays.
- Tendency to confuse verbal instructions.
- Severe difficulty with foreign language.
- Low self-esteem.
- Difficulty with perception of language, e.g. following instructions, listening comprehension.

3. Strategies

**You may need to access specialist advice - see Learning Support Service*

- *Work on one area of improvement at a time.*
- *Give individual attention whenever possible*
- *Check that the task given is understood.*
- *Repeat new information and give opportunities for the pupil to practice repeating this.*
- *Provide help in relating or linking concepts to the pupil's own experience.*

- *Give extra time for the pupil to organise thoughts and complete work.*
- *Read material out if necessary. Check that the level of material to be read is appropriate.*
- *Where possible mark work on content and not on spelling errors. Try to include positive comments.*
- *If possible try to test orally, or allow dictated answers.*
- *Remember that it may take much longer to complete homework than for other pupils. Check that the task been written down correctly.*
- *Try to avoid asking the pupil to read in public and try to find an area of strength.*
- *Encourage appropriate use of ICT.*
- *Reduce lists of spellings to learn. Five words at a time may be the maximum possible.*
- *Provide own copy of notes - listening and writing at the same time is very difficult.*
- *Allow use of highlighter pen to identify key words or phrases.*
- *Avoid asking the pupil to write work out again.*

4. More information

*British Dyslexia Association
98 London Road
Reading
RG1 5AU*

*Helpline 0118 966 8271
www.bda-dyslexia.org.uk*

*East Sussex County Council
Learning Support Service*