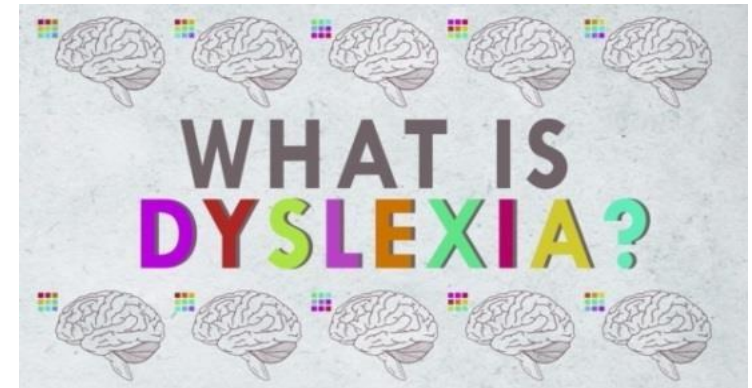


DYSLEXIA  
Raising Awareness



## What is Dyslexia?

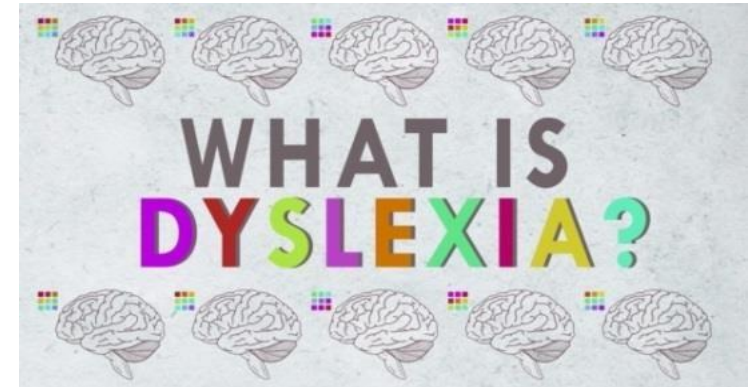
- Dyslexia is one of several Specific Learning Difficulties (SpLD) and affects the way information is learnt and processed
- Dyslexia is the **most common SEN** found in schools
- Challenges can include reading, writing and spelling. Some children also have difficulties with phonological awareness, memory and processing
- It is derived from two Greek words:
  - dys = difficulty
  - lexia = words

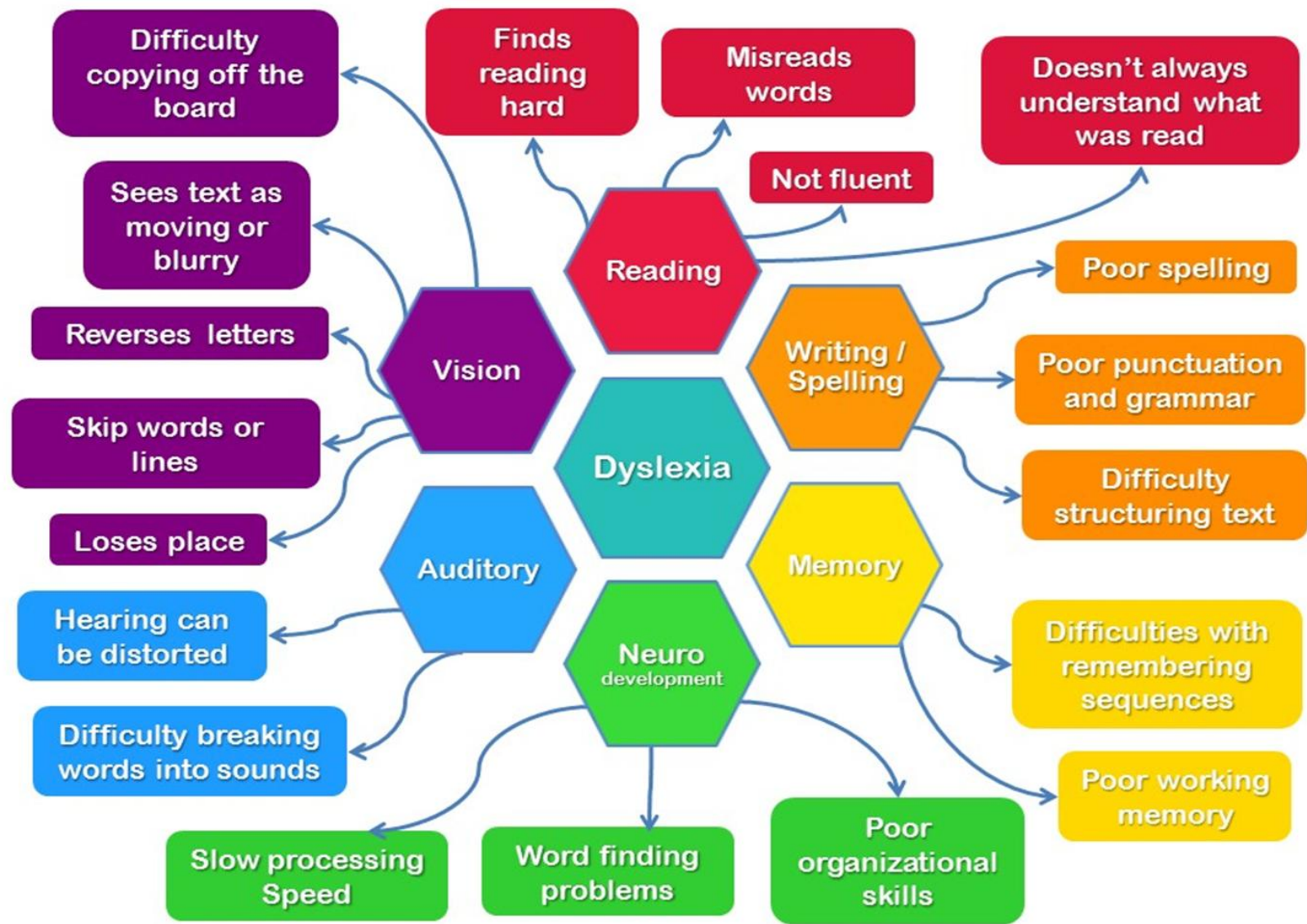


## Other considerations

- Medical/visual/hearing difficulties
- Absence from school
- Language difficulties/deprived language
- English as an Additional Language
- Inappropriate teaching

Does not rule out dyslexia, but may be an explanation for learning difficulties





Did you know....?

- About 4% of the population are **severely** dyslexia and 10% show **some** tendencies
- Dyslexia is not an **obvious difficulty**; it can be hidden
- 4:1 boys to girls
- Dyslexia runs in families

## **Access to Education's Identification Process (Birmingham)**

Access to Education have taken into account the most up-to-date research and the British Psychological Society and Rose Report definitions in order to agree that, dyslexia occurs at the word level in terms of either:

- 1. Incomplete reading and/or spelling accuracy**
- 2. Incomplete accuracy and fluency in reading and/or spelling**

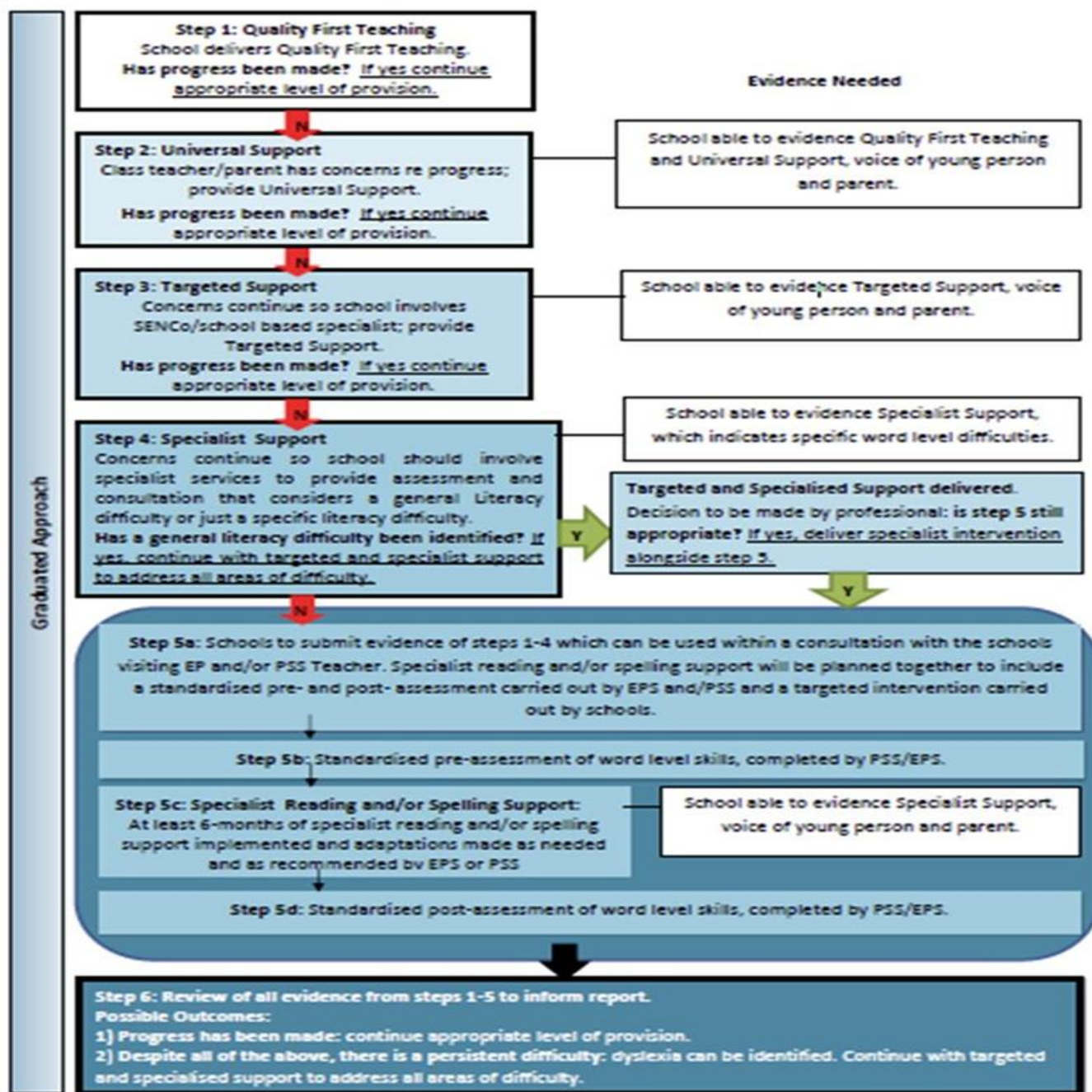
(Rose, 2009; BPS, 1999)

## Access to Education's Identification Process (Birmingham)

These difficulties are **persistent and severe** despite appropriate **learning opportunities** within an assessment through teaching approach (BPS, 1999) and pupils have made less than expected progress following targeted interventions and the involvement of specialist support that has been tailored to pupils individual needs. (SEND Code of Practice, 2015)



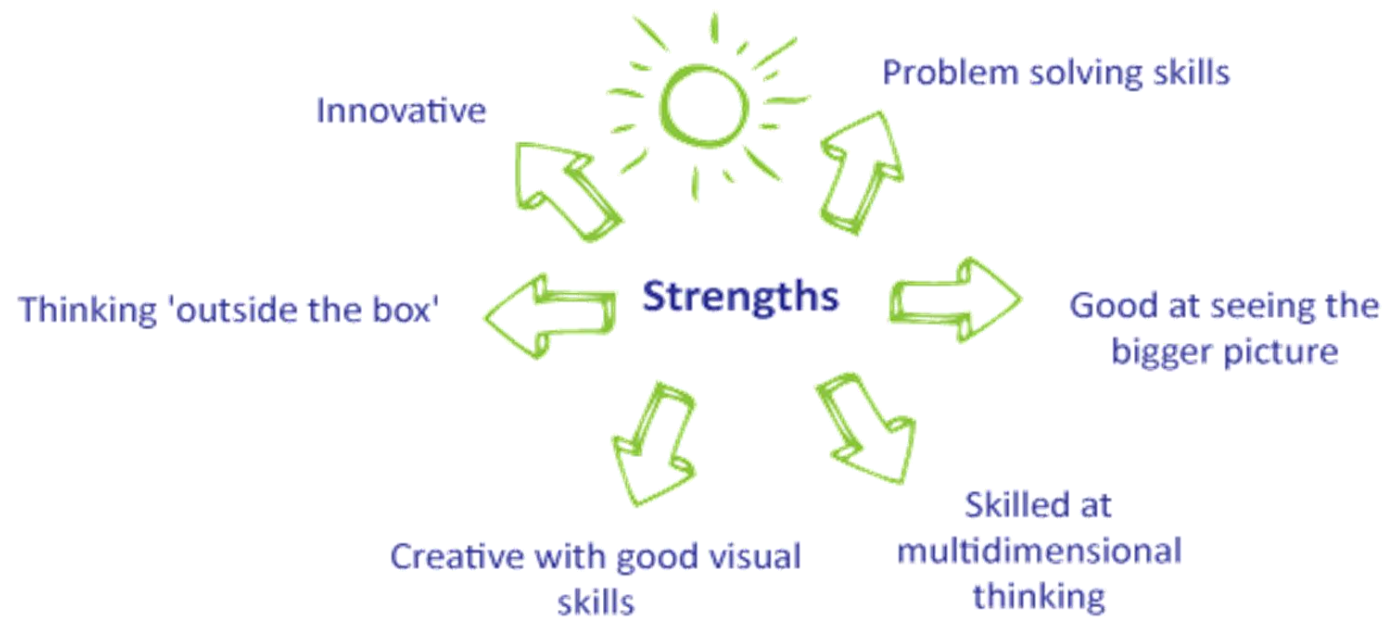
Assessment through Teaching Pathway for the Identification of Dyslexia



# Identification

- There is no single test for dyslexia
- Dyslexia is evident over time following detailed and ongoing High Quality Teaching (HQT)
- It is a graduated process of observation, assessment, specific tailored support and high quality interventions which are monitored and evaluated for impact on pupil progress.
- It involves a collaborative approach- class teachers, teaching assistants, SENCO, English subject leaders and outside agencies.
- Includes working in partnership with parents/carers and pupils.

# Strengths associated with Dyslexia



# Practical ideas for learning spellings at home

- create mnemonics for 'tricky' words
- a mnemonic is a memory aid and can help children to remember the spelling of tricky words
- mnemonics can be visual or written/auditory •  
only practise **one** spelling until it is secure  
Written/auditory

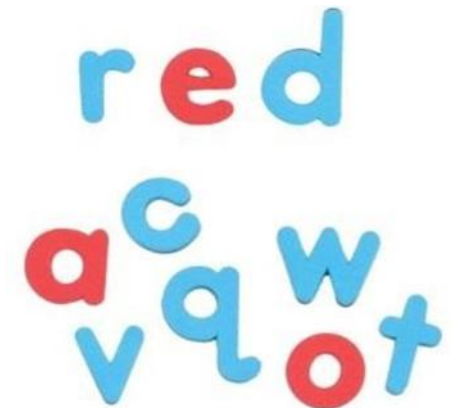
Ther  
There

**B**ig **E**lephants **C**an **A**dd **U**p **S**ums **E**asily

# Practical ideas for learning spellings at home

- display illustrated key word lists around the home (on walls, doors, fridges etc)
- magnetic/wooden/plastic letters can be used
- make sure that the letters are lower case

When spelling words with magnetic/plastic/wooden letters, try one colour for the vowels



# Practical ideas for learning spellings at home

- Highlighting common letter patterns in words. i.e retreat and defeat
- Use a highlighter to visually show the difference. If using magnetic letters, try using a different colour for the letter patterns

street	good
green	food
sleep	blood
see	flood
three	stool
tree	wood

Children  
may have  
difficulty  
writing



## My Brother

He has got one brother and one sister  
he has got two black eyes ~~and~~ <sup>and</sup> one  
big nose He is my Brother and His  
name is call Jonathan Lee and he  
is nine year old now this year.  
I like my Brother very much.  
he always buy a lot of things  
for me to eat. My favorite  
thing is sweets because I like to  
eat sweets. Last year my  
Brother gave me some <sup>me to</sup> By some  
sweets. My Brother now works at  
Tiong Seng Plaza to buy foods

# Strategies to support writing tasks:

- writing frame: storyboard, sequence board, story mountain/map etc.
- mind-maps
- multiple choice, true/false
- scribe
- flow charts
- iPad 'Notes'

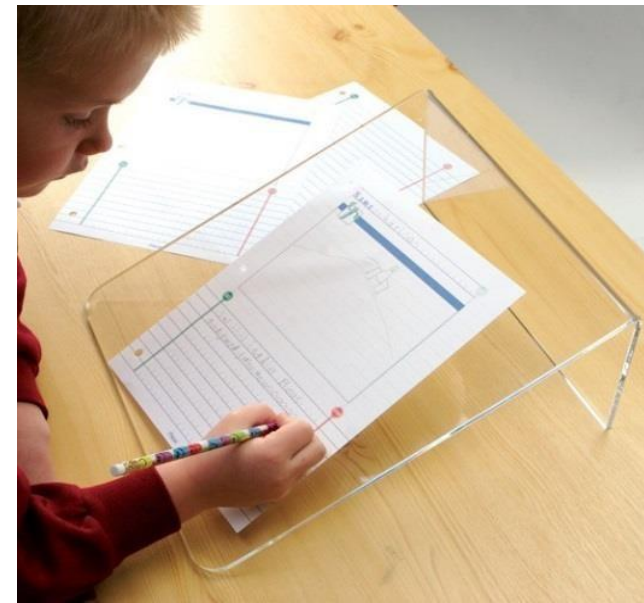






Comfort Pencil Grip - gives added comfort and security to those who grasp the pencil too tightly (The Dyslexia Shop, 3.90 for 10)

Writing Claw Pencil Grip - designed to help improve the hold of a pencil by correcting the position of a child's fingers (TTS Group, from £7.99 for 6).



## Strategies to support writing tasks:



Fine motor skills activities can improve the handwriting of some learners

BBC Home Search Explore the BBC

23 February 2014  
Accessibility help  
Text only

Schools

# Dance Mat Typing

start here!  
Meet the gang and learn to type.  
Make your way through all 12 stages and you can be a top typist.



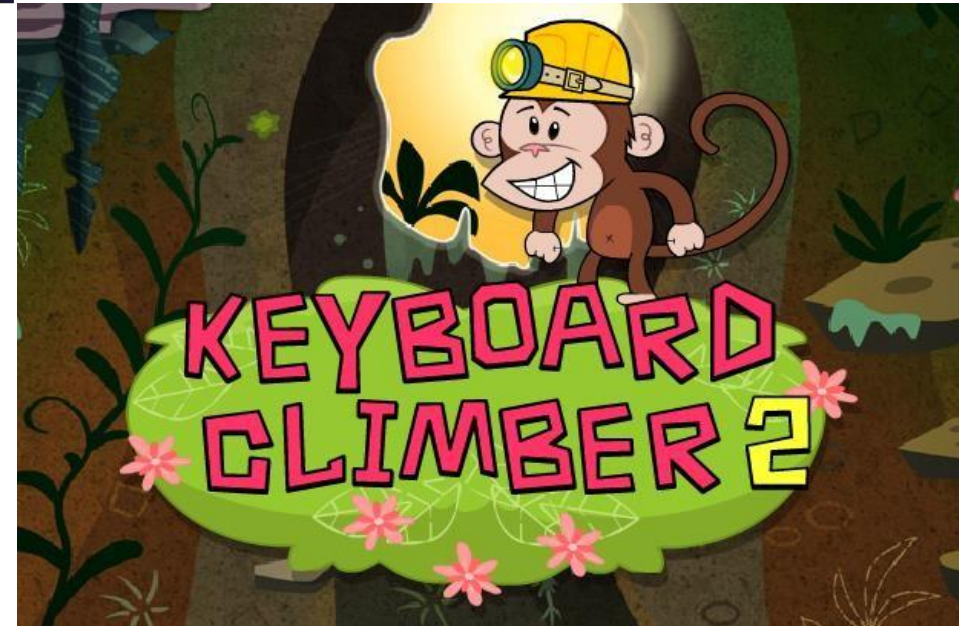
level 1  
level 2  
level 3  
level 4

“Come type with me!”

More from BBC Schools

- KS2 Bitesize: Games, activities and tests for KS2 Maths, English and Science.
- Magic Key: Unlock the secrets of writing and meet HMS Sweet Tooth!

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>



# Children may have difficulty reading

- immediately **forgets** what has just been read
- **slower** reading speed
- **misses out words** or **skips lines**
- may be able to **read fluently** but **can't answer questions** about the text



<http://www.independent.co.uk/extras/indybest/artsbooks/best-kids-books-dyslexic-dyslexia-reluctant-readersa7345621.html>

# Visual Stress

- Research has shown that 15 – 20% of people suffer visual stress to some extent
- Also known as Irlen Syndrome or Scotopic Sensitivity Syndrome (SSS)

*Read Regular is created without copying or mirroring shapes. Therefore the frequency of repeated shapes in a text is decreased. This results in a minimum chance of visual distortions (swirl-effect). The aim is to create interesting typography that will maintain the readers' interest and will prevent them from getting bored or frustrated. Diversity in text knows many variations. We must understand the fact that typography for a novel is different from a magazine or a publication for education. Even so a novel has the potential to be clear and interesting. This can be achieved in any level of creativity, thinking on type size; leading, the amount of words on a sentence and the character/paper combination.*

‘The letters move or look back to front.’

‘I get a headache when I read.’



‘The words and/or letters split or appear double.’

‘I find it easier to read large, widely spaced print, than small and crowded.’

***Important to realise that children may not realise that this is a difficulty and may think it is the same for everyone – especially younger children***



# Strategies used by schools for visual stress

- space is left between lines
- a sans serif font such as Arial, Comic Sans, Verdana in size 12-14 is used
- text will be divided into chunks (paragraphs, sentences, bullet points), paper may be enlarged from A4 to A3
- pastel/buff paper and coloured backgrounds on interactive boards can be used









# Building confidence at home – creating independence



Whiteboards/pens



Magnetic/wooden letters **Word lists/mats**

**Pens/pencils/pencil grips**

Blank mnemonic cards (playing cards)

Clear acetates and pens

**Post it notes** **Highlighters**

Stop watch

Overlays/reading rulers

