

Defining Dyslexia

What is Dyslexia?

Dyslexia is best described as a specific difficulty in learning, in one or more of reading, spelling and written language which may be accompanied by difficulty in number work, short-term memory, sequencing, auditory and/or visual perception, and motor skills. It is particularly related to mastering and using written language – alphabetic, numeric and musical notation. In addition, oral language is often affected to some degree. Dyslexia occurs despite normal teaching and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above intelligence.

Visit the British Dyslexia Association website for more information.

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



Indicators of Dyslexia

Persisting factors

There are many persisting factors in dyslexia, which can appear from an early age. They will still be noticeable when the dyslexic child leaves school. These include:

- Obvious 'good' and 'bad' days, for no apparent reason,
- Confusion between directional words, e.g. up/down, in/out,
- Difficulty with sequence, e.g. coloured bead sequence, later with days of the week or numbers,
- A family history of dyslexia/reading difficulties.

Pre-school

- Has persistent jumbled phrases, e.g. 'cobbler's club' for 'toddler's club'
- Use of substitute words e.g. 'lampshade' for 'lamppost'.
- Inability to remember the label for known objects, e.g. 'table, chair'.
- Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'.

- Later than expected speech development.

Pre-school non-language indicators.

- May have walked early but did not crawl - was a 'bottom shuffler' or 'tummy wriggler'.
- Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.
- Enjoys being read to but shows no interest in letters or words.
- Is often accused of not listening or paying attention.
- Excessive tripping, bumping into things and falling over.
- Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping.
- Difficulty with clapping a simple rhythm.

Primary school age

- Has particular difficulty with reading and spelling.
- Puts letters and figures the wrong way round.
- Has difficulty remembering tables, alphabet, formulae etc.
- Leaves letters out of words or puts them in the wrong order.
- Still occasionally confuses 'b' and 'd' and words such as 'no/on'.
- Still needs to use fingers or marks on paper to make simple calculations.
- Poor concentration.
- Has problems understanding what he/she has read.
- Takes longer than average to do written work.
- Problems processing language at speed.

Primary school age non-language indicators

- Has difficulty with tying shoe laces, tie, dressing.
- Has difficulty telling left from right, order of days of the week, months of the year etc.

- Surprises you because in other ways he/she is bright and alert.
- Has a poor sense of direction and still confuses left and right.
- Lacks confidence and has a poor self image.

Not all dyslexic children experience all of the difficulties listed above. Moreover, it is important to note that many very many young children make similar mistakes to dyslexic children, but it is the severity of the trait, the clarity with which it may be observed, and the length of time during which it persists which give the vital clues to the identification of the dyslexic learner.

If you have concerns about your child regarding dyslexia, please speak to Mrs Cunliffe or Mrs Lindop.