

Dyslexia: Information for Teachers

Throughout their career, all mainstream teachers will have children with dyslexia in their class. They are the pupils who, from the beginning, struggle with reading, writing and/or spelling and, possibly, numeracy. However, they may be **creative, articulate, imaginative** or **perform well in practical subjects**. When in doubt, teachers should **ACT!** These children need to be assessed, supported and closely monitored **as early as possible** to ensure that they are able to gain **access to success**.

Each individual child with dyslexia will have his/her own individual combination of difficulties and strengths. It is important to be aware of a cluster of indicators.

General

- ◆ Poor short-term memory – letter-sound recognition, sight vocabulary, factual information, following instructions, sequential order; generally 'forgetful' (dates, etc.)
- ◆ Slow information-processing – spoken and/or written language
- ◆ Limited concentration span
- ◆ May appear to be 'bright' in some areas but have a 'block' in others

Writing

- ◆ Poor standard of written work in comparison with oral language skills – ideas, vocabulary
- ◆ Incorrect or confused sentence structure
- ◆ Planning difficulties; 'muddled' sequencing of ideas/events; confusion with tenses
- ◆ 'Messy' or disorganised presentation of written work
- ◆ Poor letter formation and spacing; difficulties with pencil grip and control
- ◆ Frequent letter and number reversals (b/d; p/q/g; 2/5; 6/9)
- ◆ Limited or incorrect use of punctuation
- ◆ Inconsistent spelling – a word may be spelt in several different ways in the same piece of writing
- ◆ Difficulty with remembering the spelling of common irregular words, e.g. 'said', 'they'
- ◆ Confused order of letters in words, e.g. gril/girl; word reversals, e.g. saw/was; on/no
- ◆ Bizarre or phonetic spelling – not age-appropriate
- ◆ Omits letters and/or syllables in words; misses out words in sentences
- ◆ Often does not complete written work and/or produces the bare minimum
- ◆ Appears to dislike or avoid writing activities



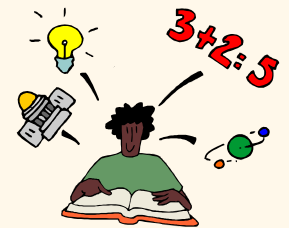
Reading

- ◆ Confusion with letters and/or numbers which are visually similar (b/d, p/q/g, m/w, n/u; 2/5, 6/9)
- ◆ Difficulty with blending letter-sounds to read words
- ◆ Problems with breaking words into syllables
- ◆ Mis-reads words which are visually similar, e.g. for/from; was/saw; on/no
- ◆ Omits, substitutes or adds words in text
- ◆ Slow, hesitant and/or inaccurate reading; reluctant to read aloud
- ◆ Doesn't recognise familiar words – even if the word has been read earlier in the text or on the same page
- ◆ Problems with copying information
- ◆ Disregards punctuation; reads without expression
- ◆ Tendency to lose the place; problems with scanning text from left to right
- ◆ Difficulty with comprehension and/or picking out the main points
- ◆ May disregard - or rely on - context and/or picture cues to aid comprehension



Numeracy and Time

- ◆ Difficulty with sequential order, e.g. numbers, multiplication tables, days of the week, months of the year
- ◆ Confusion with mathematical symbols, e.g. + and x signs
- ◆ Difficulty understanding the concept of place value
- ◆ Problems with reading/understanding the language of maths
- ◆ Confused by positional language and directions, e.g. left/right; before/after
- ◆ Difficulty with written calculations – confused by sequence and direction of procedures; inaccurate copying or disorganised lay-out of written work
- ◆ Problems with telling the time, time-management and/or concepts of time (e.g. yesterday, tomorrow)



Behaviour

- ◆ Appears to be disorganised and/or confused by everyday tasks
- ◆ Employs avoidance tactics, e.g. looking for equipment, sharpening pencils, etc.
- ◆ Standard of performance/work is inconsistent – has 'good days' and 'bad days'
- ◆ Seems restless, easily distracted, inattentive and/or easily tired
- ◆ Has little to show for a huge amount of effort; may be intolerant of, or frustrated by own lack of achievement
- ◆ May adopt the role of 'class clown', become withdrawn, uncooperative or disruptive

