

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**. These children need to be identified, 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

- ◆ Might appear to be 'bright' in some areas but have a 'block' in others
- ◆ Poor letter-sound recognition, awareness of sight vocabulary and sequential ordering
- ◆ Short-term working memory – difficulty following instructions, forgets to do things
- ◆ Slow at information-processing – spoken and/or written language
- ◆ Might have a limited concentration span



Writing and Reading

- ◆ Poor standard of written work in comparison with oral language skills
- ◆ Incorrect or confused sentence structure
- ◆ Planning difficulties; 'muddled' sequencing of ideas/events; confusion with tenses
- ◆ Incomplete, '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 – perhaps spelling a word several ways in the same piece of writing
- ◆ Difficulty remembering the spelling of common irregular words - 'said', 'they'
- ◆ Confused order of letters in words for reading and spelling - gril/girl; word reversals - saw/was; on/no
- ◆ Unusual or phonetic spelling – not age-appropriate
- ◆ Omits letters and/or syllables in words; misses out or adds words into sentences
- ◆ Appears to dislike or avoid writing activities
- ◆ Difficulty with blending letter-sounds to read words, and reluctance to read aloud
- ◆ Problems with breaking words into syllables
- ◆ Reads without expression in a slow, hesitant, manner with inaccuracies
- ◆ Doesn't recognise familiar words – even when read earlier in the text or on the same page
- ◆ Problems with copying information
- ◆ 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, multiplication tables, days of the week
- ◆ Confusion with mathematical symbols such as + and x signs
- ◆ Difficulty understanding the concept of place value
- ◆ Problems with reading/understanding the language of maths
- ◆ Confused by positional language and directions - before/after; top/bottom; x/y axis
- ◆ Problems with telling the time, time-management and/or concepts of time - yesterday, tomorrow
- ◆ Difficulty with sequence and direction of procedures; copying or lay-out of written work

Behaviour



- ◆ Appears to be disorganised and/or confused by everyday tasks
- ◆ Uses avoidance tactics - looking for equipment, sharpening pencils
- ◆ Performance/standard of 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 frustrated by own lack of achievement
- ◆ May adopt the role of 'class clown', become withdrawn, uncooperative or disruptive

Looking for more in-depth information to help in the classroom?

- ◆ **Dyslexia: A Practitioner's Handbook (4th Edition)** by Dr. Gavin Reid
- ◆ **Maths for the Dyslexic:** A practical guide by Anne Henderson
- ◆ **Dyslexia Pocketbooks (Teachers Pocketbooks)** by Julie Bennett & Phil Hailstone
- ◆ **Supporting Students with Dyslexia in Secondary Schools** by Moira Thomson
- ◆ **The Teaching Assistant's Guide to Dyslexia** by Gavin Reid & Shannon Green
- ◆ **Dyslexia and Us: A Collection of Personal Stories** by Dyslexia Scotland
- ◆ www.dyslexiascotland.org.uk - On the members' section you can get access to;
 - Dyslexia Scotland's Primary School Pack (a pack of 8 booklets)
 - Dyslexia Scotland's Secondary School Pack (a pack of 20 booklets)

The Online Addressing Dyslexia Toolkit can be accessed free in the Educators' section of the website.

◆ www.dyslexic.com

◆ www.assist-it.org.uk

◆ www.callscotland.org.uk

