

## Dyslexia Awareness and Dyslexia Friendly Teaching

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## Aims of the Webinar

- To raise awareness about dyslexia and how it manifests in preschool and Primary aged children.
- To gain some quality first teaching strategies to support children.

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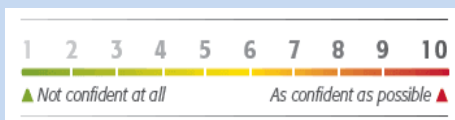
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## Task



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## What is Dyslexia?

Literal meaning is difficulty with words

Comes from Greek:

Dys = difficulty

Lexis= language

Dyslexia is a learning *difference* to do with how language is processed.

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## British Dyslexia Association Definition

**DCSF (2009) The Rose Report**

In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of dyslexia:

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities.

It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention."

In addition to these characteristics, the BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

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## How to identify a pupil with Dyslexia

- Oral understanding much better than written work
- Able to perform better if text is read to them
- General level of intelligence appears higher than their written work suggests
- Difficulties with spelling
- Difficulties with reading
- Avoidance tactics used in the classroom

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## Factors to consider

- The age of the child.
- The family history.
- The amount of input the child has had in the home with regard to early literacy.
- The *persistence* of the difficulties.
- The *severity* of the difficulties.
- The *range* of difficulties.
- The impact on the child's learning.

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## Pre School Indicators 1

- Difficulty learning nursery rhymes
- Likes listening to stories but shows no interest in reading
- Difficulty learning to sing or recite the alphabet
- Muddles words e.g. cucumber, flutterby
- Difficulty keeping simple rhythm
- Finds it hard to carry out two or more instructions at one time, (e.g. put the toys in the box, then put it on the shelf) but is fine if tasks are presented in smaller units

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## Pre School Indicators 2

- Forgets names of friends, teacher, colours etc.
- Difficulty cutting, sticking and crayoning in comparison with their peer group
- Difficulty in dressing, e.g. finds shoelaces and buttons difficult
- Difficulty with catching, kicking or throwing a ball
- Often trips, bumps into things, and falls over
- Difficulty hopping or skipping
- Obvious 'good' and 'bad' days for no apparent reason

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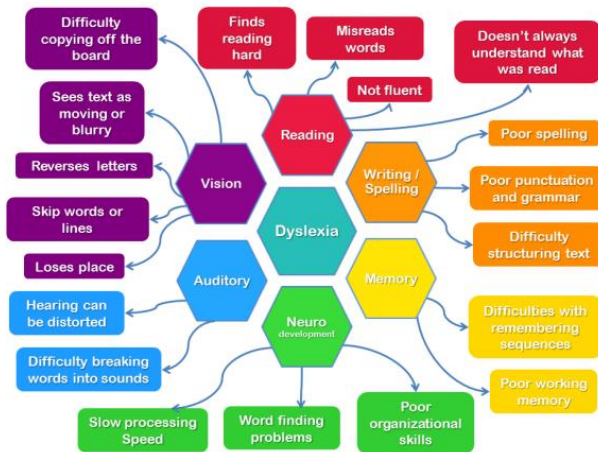
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## Written Work

- Poor standard of written work compared with oral ability
- Produces messy work with many crossings out and words tried several times, e.g. wippe, wype, wiep, wipe
- Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
- Spells a word several different ways in one piece of writing
- Makes anagrams of words, e.g. tired for tried, bread for beard
- Produces phonetic and bizarre spelling: not age/ability appropriate
- Uses unusual sequencing of letters or words



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## Reading

- Slow reading progress
- Finds it difficult to blend letters together
- No expression in reading, and poor comprehension or good comprehension despite reading inaccurately.
- Misses out words when reading, or adds extra words
- Fails to recognise familiar words
- Loses the point of a story being read or written
- Has difficulty in picking out the most important points from a passage



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## Numeracy

- Confusion with place value e.g. units, tens, hundreds
- Confused by symbols such as + and x signs
- Difficulty remembering anything in a sequential order, e.g. tables, days of the week, the alphabet



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## Time

- Has difficulty learning to tell the time
- Poor personal organisation
- Difficulty remembering what day of the week it is, their birth date, seasons of the year, months of the year
- Difficulty with concepts – yesterday, today, tomorrow



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## Motor/ Co-ordination

- Confused by the difference between left and right, up and down, east and west
- Indeterminate hand preference



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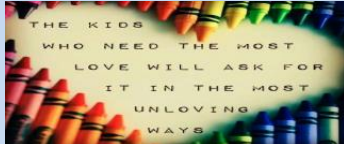
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## Behaviour

- Uses work avoidance tactics, such as sharpening pencils and looking for books
- Easily distracted
- Is the class clown or is disruptive or withdrawn
- Is excessively tired due to amount of concentration and effort required



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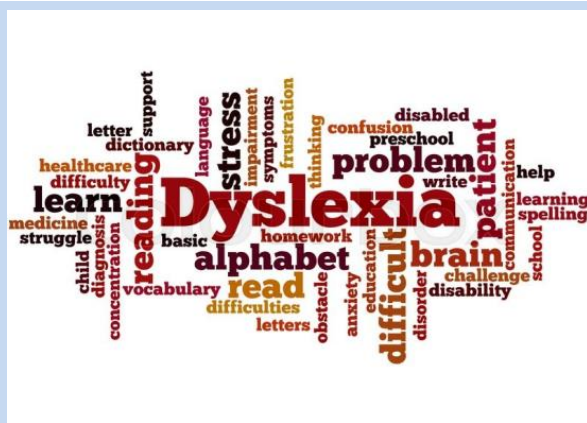
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## Well Founded Intervention

- What does this mean?



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## Key Questions

1. Would I expect this to increase progress?
2. Does it typically increase progress?
3. Have others in the group with the same intervention, made the level of progress expected?

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## General Classroom Strategies 1.

- Colour Code written prompts
- Teach what is right for them
- Pale pastel backgrounds
- Clear font
- Chunk work into manageable steps  
“mini assignments”

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## General Classroom Strategies 2

- Visual prompts
- Chunk reading tasks to avoid over  
facing them
- Avoid giving too many instructions at  
once
- Use positive instructions

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Do not think about a polar bear



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### General Classroom Strategies 3

- Number pages and slides
- Avoid “busy” worksheets/ powerpoints
- Use bold for headings
- Alternative forms of recording

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### General Classroom Strategies 4

- Provide key words to support writing
- When asking them to read aloud or write in front of the class build in the right to pass
- Vocalise thoughts before writing

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# Reflections



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# Action Planning

Immediate	As soon as possible
Some preparation needed	Longer term

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## The Gift of Dyslexia

Dyslexic pupils can be very frustrating,  
they are often fussy and employ work  
avoidance tactics.

BUT: They can also be very successful.

Einstein   Henry Ford   JF Kennedy  
Richard Branson   Winston Churchill

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