



The Hub SEND Department, Stratford-upon-Avon School

DYSLEXIA

What is it?

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. Co-occurring difficulties can include short term memory, sequencing, processing speed, mental calculation, concentration, motor co-ordination, and personal organisation. Dyslexia occurs across the range of intellectual abilities and runs in families. 5% of the population are severely dyslexic. Every classroom may contain a person with dyslexia.

Presenting Difficulties:

1. **SPELLING**- can't remember how words look, difficulty hearing sounds, confuse letters and their sounds
2. **READING**- mix up sounds and mispronounce words, can ignore punctuation, feel very stressed when asked to read aloud
3. **WRITING**- slower to complete written tasks, struggle to organise their thoughts to write
4. **LISTENING**- difficulty following multiple instructions, can lose focus, find background noise distracting
5. **SPEAKING**- slow to talk, can't find the right words
6. **BEHAVIOUR**- may lack self-confidence, can misbehave, act out or withdraw
7. **VISUAL PROCESSING**- slow to copy notes, find black text on white paper hard to read,
8. **MEMORY**- difficulty remembering facts and figures, letter combinations and words, times tables, Maths and Science processes
9. **PLANNING**- lose track of time, difficulty organising work
10. **SPEED**- slower to complete reading and writing tasks, slower to learn systems and processes

10 Top Tips:

1. **Build a topic specific vocabulary guide, have lists of HFW and subject specific keywords available for your students**
2. **Give them more time for reading activities, sit with a buddy, do not ask them to read aloud unless they volunteer**
3. **Use mind mapping/bullet points/flow charts to help them organise their thoughts, reduce expectations of written work**
4. **Give them additional time to process information, give 1 or 2 instructions at a time, write instructions on the board/post-it notes, break the tasks down into smaller chunks, use visual prompts**
5. **Give opportunities to practise speaking in pairs, small groups before asking to perform in front of the whole class**
6. **Praise them for their effort, catch them doing something good**
7. **Give a printout; suggest they highlight key information; use fonts like Ariel, Helvetica, or Tahoma; some students benefit from coloured paper/overlays/background for PPTs**
8. **Have information displayed for constant reference, create over-learning opportunities**
9. **Provide clear visual cues such as a timer, use graphic organisers/mind maps, checklists**
10. **Give more time for completing tasks and assessments**

Strengths:

- Strong visual, creative, and problem-solving skills
- High levels of empathy
- Excellent big-picture thinkers, good at making connections

Links for extra information and resources:

[Dyslexia - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

[Dyslexia Presentation | Teaching Resources \(tes.com\)](https://www.tes.com/resources)

[8 Classroom Accommodations for Dyslexia \(That Benefit ALL Students\) - Reading Horizons](#)