## Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills.

## Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

## What are the most common signs of Dyslexia?

## In Preschool aged children:

* Trouble learning common nursery rhymes, such as “Jack and Jill”
* Difficulty learning (and remembering) the names of letters in the alphabet
* Seems unable to recognise letters in his/her own name
* Not recognising rhyming patterns like cat, bat, rat
* A family history of reading and/or spelling difficulties (dyslexia often runs in families)

## In Primary aged children:

* Speed of processing, knowing an answer but not being able to recall or say it as fast as others
* Difficulty following instructions
* Poor fine motor skills; handwriting is hard to read and a weakness when controlling a pencil/pen
* Confusion between left and right, up and down etc
* Is often extremely tired due to the amount of concentration that they need to use to learn.
* Difficulty coping with information from a board or using two pieces of paper
* Poor written work compared to their oral ability
* Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
* Poor handwriting with many ‘reversals’ and incorrect formation of letters
* Spells a word several different ways in one piece of writing
* Produces phonetic and bizarre spelling: not age/ability appropriate
* Makes anagrams of words, e.g. tired for tried, bread for beard
* Slow reading progress
* Finds it difficult to blend letters together
* Hesitant and laboured reading, especially when reading aloud
* Misses out words when reading, or adds extra words
* Loses the point of a story being read or written
* Has difficulty in picking out the most important points from a passage
* Difficulty remembering anything in a sequential order, e.g. tables, days of the week, the alphabet
* Confused by symbols such as + and x signs and place values
* Reversal of numbers – 6/9
* Difficulty learning their times tables
* Poor time keeping
* Poor personal organisation
* Difficulty remembering what day of the week it is, their birth date, seasons of the year, months of the year

## What to do if you think your child might have Dyslexia

## If you’re concerned about your child’s progress in reading or writing, first talk to their class teacher. You may also want to meet with the school SENCO. Following this, interventions can be put in place, if not in place already.

## If you are seeing no signs of improvement and it is an ongoing concern, take your child to the GP and explain your concerns to check for any other underlying health concerns – for example, hearing, sight checks.

## If there are still concerns and no other underlying health conditions have been identified, it may be a good idea to now obtain a dyslexia diagnostic assessment.

## Dyslexia diagnosis and support

## The first step is to meet with you child’s class teacher (and school SENCO if you wish) to discuss your ongoing concerns despite interventions being put in place. School can then complete a ‘Nessy’ screening, which is a tool used to test whether your child is a low, medium or high risk of having dyslexia. This is not a diagnosis. The information presented on the report, can be passed onto other agencies to support.

## Following this, you as parents, can then approach an independent educational psychologist or another suitably qualified professional directly to gain a formal diagnosis.