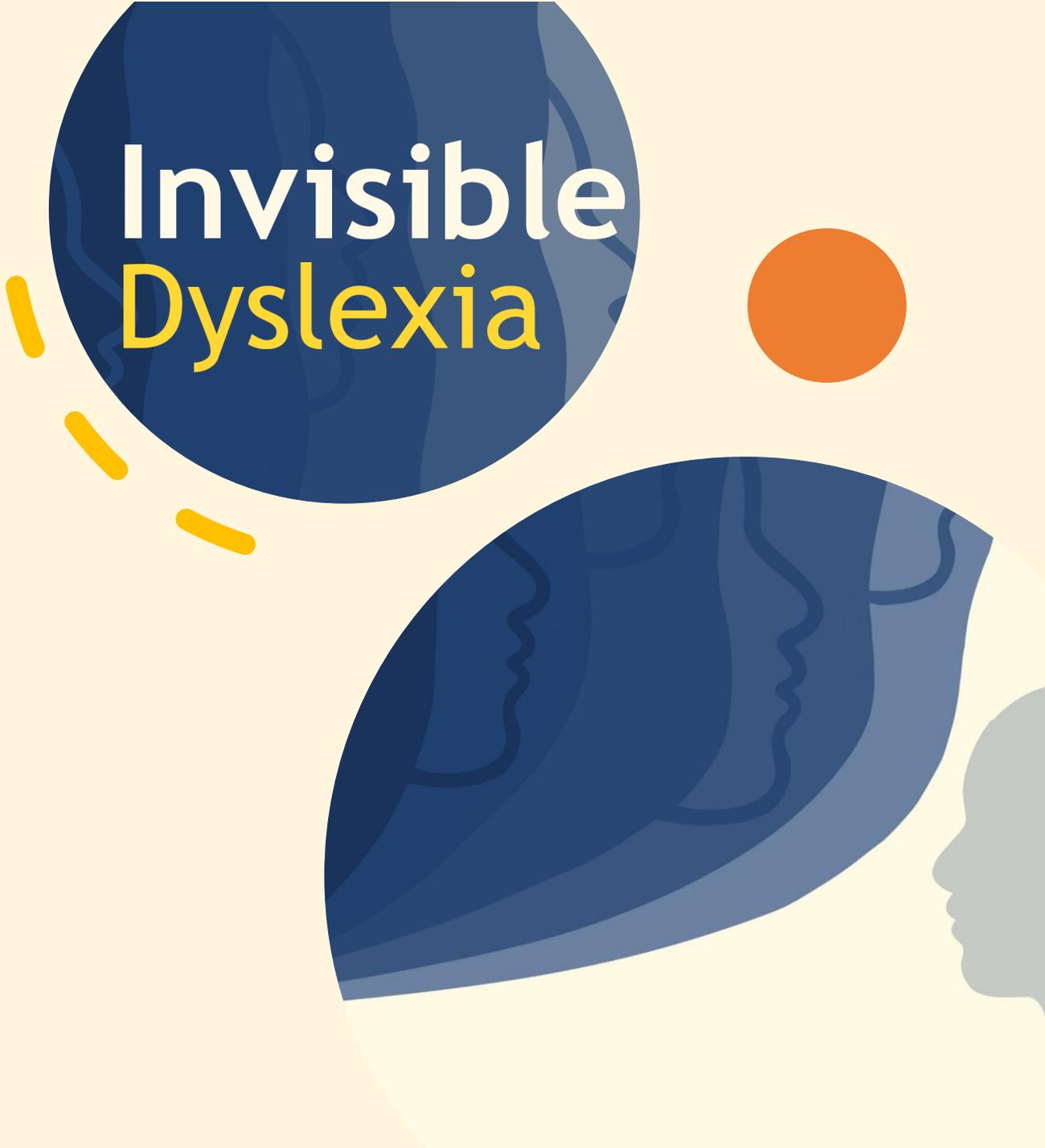


Presentation pack for Schools



@BDAdyslexia



Invisible Dyslexia

What do you know
about dyslexia?



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What is dyslexia?

Dyslexia is a learning difference which mainly affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about the way someone processes information.



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How can dyslexia make you feel?

Lots of people talk about how dyslexia can bring you superpowers, but it's important to understand that dyslexia often comes with challenges too.

Many people who have dyslexia can feel like their struggles are unseen and misunderstood. Because dyslexia itself isn't visible, people with dyslexia sometimes feel unsupported, unwanted and invisible. This might be another child at school struggling to keep up with the rest of their friends, or even an adult at work feeling like they don't belong.

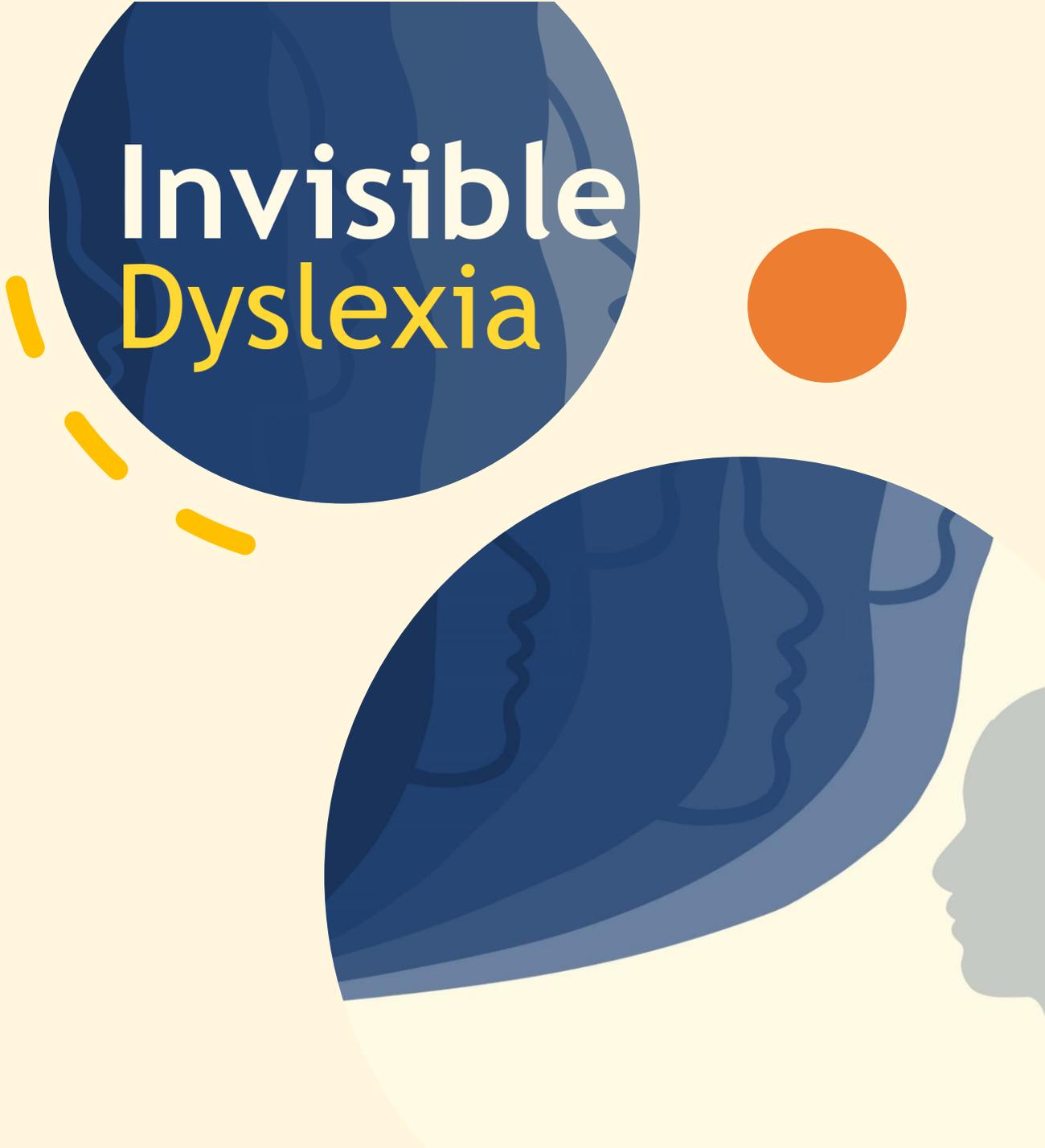
Dyslexia also often goes hand in hand with other invisible challenges. People sometimes struggle with their mental health when this happens. Sometimes, people can feel like they are isolated and alone, and that nobody understand what they are going through. Often, other people don't understand what it is like to be dyslexic, or how we can support people who have dyslexia.



Did you know?

- 10% of the population are believed to be dyslexic, but it is still often poorly understood.
- Not everyone's dyslexia is the same. It affects people in different ways.
- It is a combination of abilities and difficulties. A lot of people with dyslexia have some great strengths, including creativity and problem solving



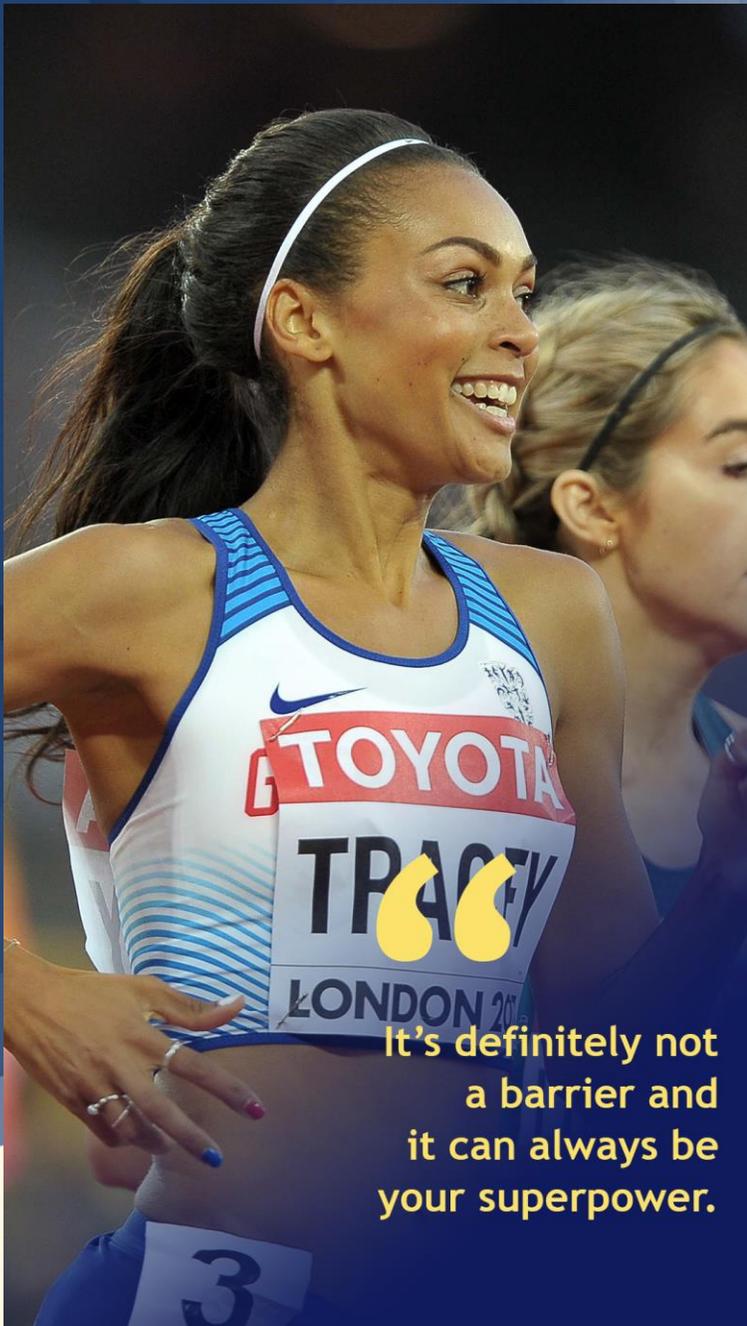


Invisible Dyslexia

Do you know anyone
who has dyslexia?



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It's definitely not
a barrier and
it can always be
your superpower.

Adelle Tracey is a talented Team GB athlete who has represented Great Britain at different age levels for more than a decade.

One of her accolades is finishing 4th in the 800m final at the 2018 European Championships.

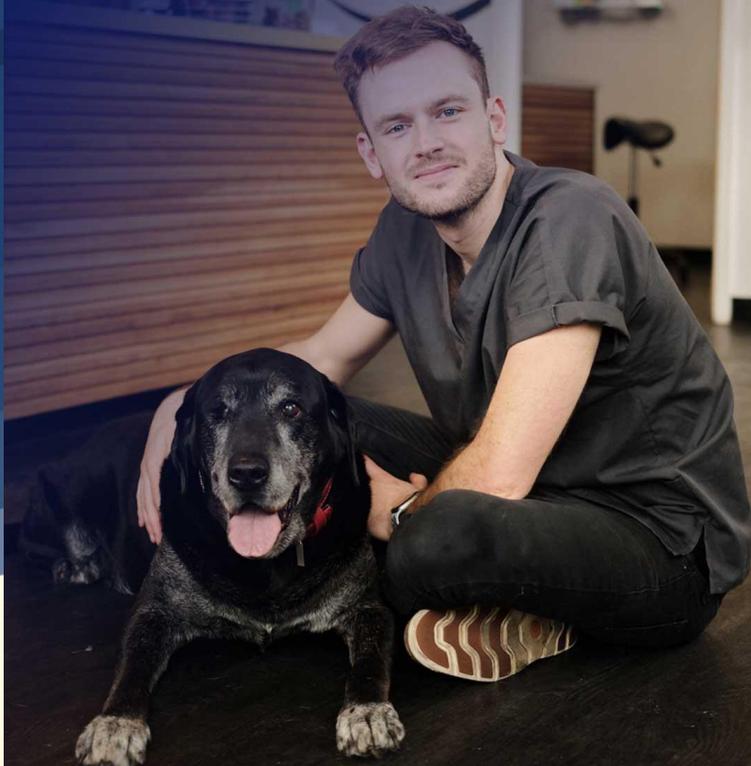
Adelle Tracey,
Team GB athlete and makeup
artist



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Dyslexia doesn't have to be a barrier to learning if it is understood and identified early



Rory has known since the age of four that he wanted to be a vet. As the lead talent on the CBBC show 'The Pet Factor' he is a truly respected voice in the Veterinary industry.

Rory regularly calls his dyslexia his 'superpower', encouraging dyslexic children to do the same and embrace their unique gift.

Rory Cowlam,
better known as 'Rory the Vet',
lead talent on the CBBC show
'The Pet Factor'



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There are so many positives about being dyslexic. It's just about finding what your strength is.

Mollie was diagnosed with dyslexia at ten years old. She has gone on to be part of The Saturdays and today, presents on BBC Radio1.

She has been a long-time champion for dyslexia and regularly supports the work of the British Dyslexia Association – including presenting to the All-Party Parliamentary Group for Dyslexia and other SpLDs at the Houses of Parliament

Mollie King,
radio presenter and singer



@BDAdyslexia

EYFS- indicators

Difficulty learning nursery rhymes

Difficulty paying attention, sitting still, listening to stories

Likes listening to stories but shows no interest in letters or words

Difficulty learning to sing or recite the alphabet

A history of slow speech development

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

Forgets names of friends, teacher, colours etc.

Poor auditory discrimination

Confusion between directional words e.g. up/down

Family history of dyslexia/reading difficulties

Difficulty with sequencing e.g. coloured beads, classroom routines

Substitutes words e.g. "lampshade" for "lamppost"

Appears not to be listening or paying attention

Obvious 'good' and 'bad' days for no apparent reason

Primary - indicators

- Speed of processing: slow spoken and/or written language
- Poor concentration
- Difficulty following instructions
- Forgetting words

- **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
- Poor handwriting with many 'reversals' and badly formed letters
- Spells a word several different ways in one piece of writing
- Makes anagrams of words, e.g. tired for tried, bread for beard
- Produces badly set-out written work, doesn't stay close to the margin
- Poor pencil grip
- Produces phonetic and bizarre spelling: not age/ability appropriate
- Uses unusual sequencing of letters or words

- **Reading**

- Slow reading progress
- Finds it difficult to blend letters together
- Has difficulty in establishing syllable division or knowing the beginnings and endings of words
- Unusual pronunciation of words
- No expression in reading, and poor comprehension
- Hesitant and laboured reading, especially when reading aloud
- 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

- **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

- **Time**

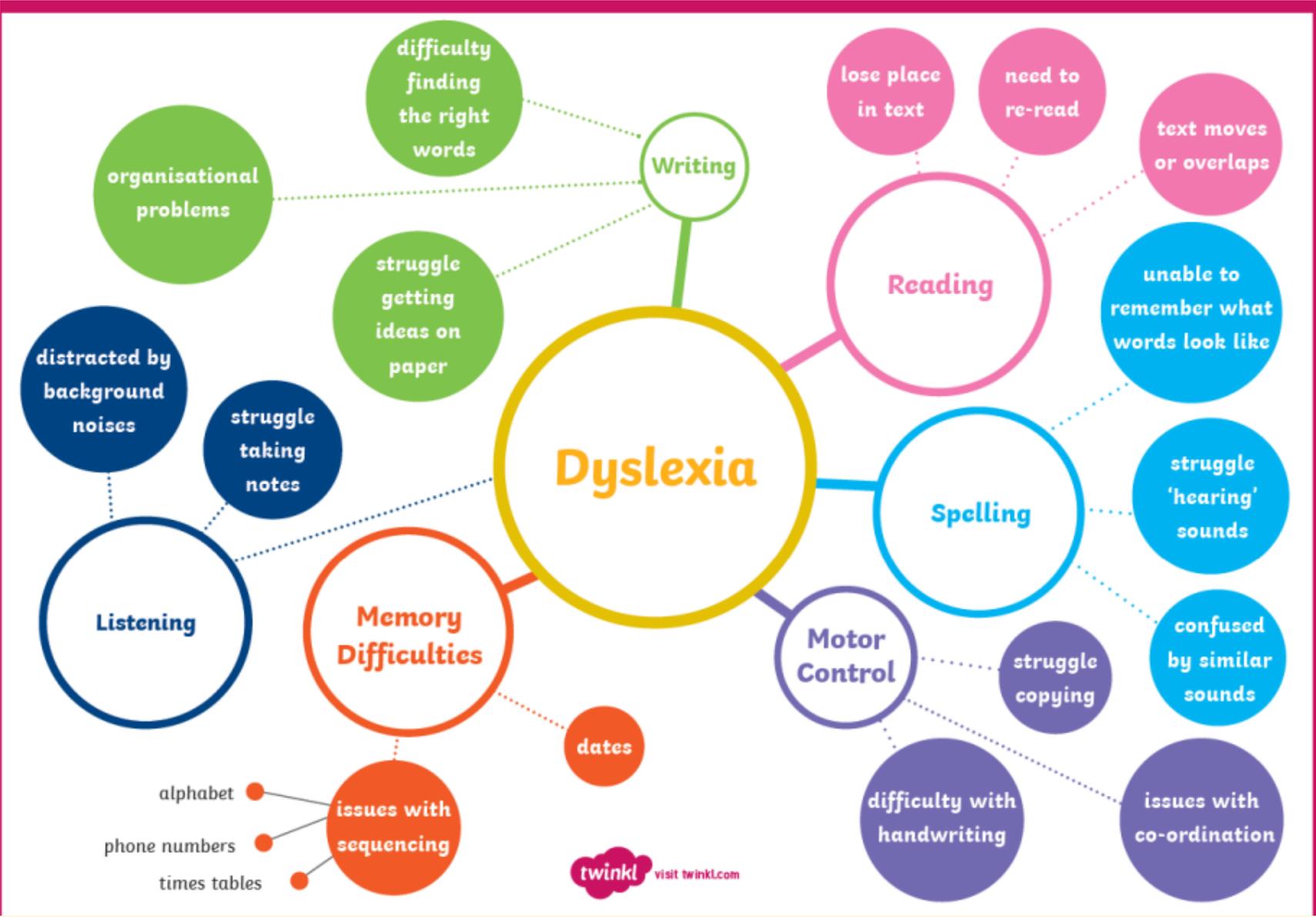
- Has difficulty learning to tell the time
- Poor time keeping
- Poor personal organisation
- Difficulty remembering what day of the week it is, their birth date, seasons of the year, months of the year
- Difficulty with concepts – yesterday, today, tomorrow

- **Skills**

- Poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil
- Memory difficulties e.g. for daily routines, self-organisation, rote learning
- Confused by the difference between left and right, up and down, east and west
- Indeterminate hand preference
- Performs unevenly from day to day

- **Behaviour**

- Uses work avoidance tactics, such as sharpening pencils and looking for books
- Seems 'dreamy', does not seem to listen
- Easily distracted
- Is the class clown or is disruptive or withdrawn
- Is excessively tired due to amount of concentration and effort required
- A cluster of these indicators alongside areas of ability may suggest dyslexia and further investigation may be required.

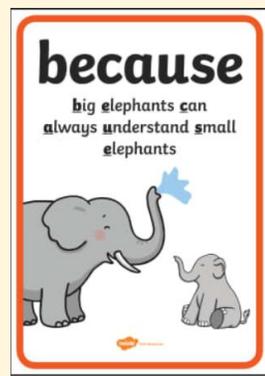


What Can I do To Help?

Reading

- Share and enjoy books together- it is important to read to each other and discuss the books. Use of audio books.
- Sharing and learning songs/ rhymes.
- Appropriate books
- Robot Talk
- Finding rhyming words e.g. leg/peg or pig/leg- which rhyme?
- Making reading a text into fun- to help a child identify certain sounds, get them to change words beginning/ sharing sounds with other words e.g. all those beginning with 'm' now become 'mash', and all those beginning with 's' become 'sausages'.
- Competitions against themselves- 'beat the clock' to read words they know.
- Ask questions about what they have read to check they have understood

Spelling



Say words as they are spelt:

Wed-nes-day

Pe-o-ple

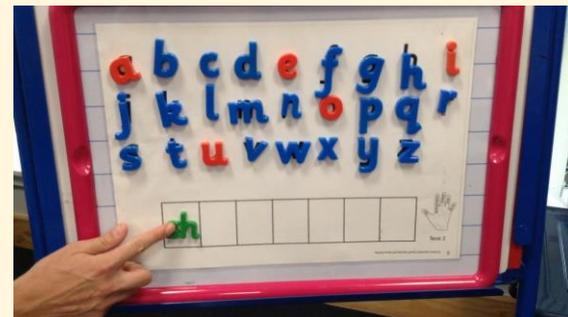
Fri-end

Beli-eve

- 'I spy'- you can even use segmenting to help them- 'I spy with my little eye a word with these sounds j-ug'
- Word searches
- Encouraging your child to sound out sounds in shops, traffic signs etc- give them some responsibility.
- Mnemonics, pictures of words, making a funny story/song
- As they get older, get them to look at different words with similar spelling but different sounds e.g. enough and plough. Make a game into finding as many like that and discussing any rules/ ideas we might have for the differences.

Multi-sensory approaches

- The more senses the learner uses, the deeper the learning experience will be.
- RWI Rhymes
- Foam letters
- Cornflour
- Shaving foam
- Sand
- Pavement chalk
- Rainbow writing



Reversals

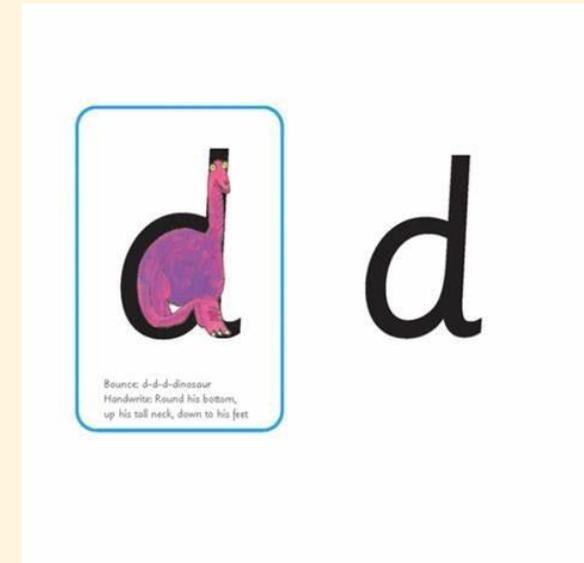
- b and d

Use images

Rhymes and images to learn (RWI)

Rhyme: Down the laces, over the toe and touch the heel.

Handwriting- Letterjoin –cursive handwriting



Homework

- Homework can be challenging but the British Dyslexia Association offers some tips...
- <https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child/homework#:~:text=Be%20encouraging.%20Praise%20your%20child%20when%20they%20are,and%20generate%20ideas%20together%20before%20they%20start%20work.>

