

Dyslexia

Most children learn to read and write easily. Others take longer and may need extra help, but do manage it. However, a few children may find the process of learning to read, write and spell particularly hard.

These children may have underlying problems that affect their ability to learn these skills. Some of these children may have 'dyslexia' which means 'difficulty with words'. Dyslexia is a Specific Learning Difficulty (SpLD) and can occur with other difficulties such as dyscalculia, dyspraxia and Speech and Language Difficulties.

The British Dyslexia Association uses a definition of a 'difference in the brain area that deals with language. It affects the underlying skills that are needed for learning to read, write and spell.' Research has shown that people with dyslexia process information differently.

Dyslexic tendencies occur in people of all backgrounds and of all abilities. It can vary from person to person. More boys than girls are affected by dyslexia and it can run in families. It is estimated that about 10% of the population may be affected, with 4% of these having severe difficulties.

Signs

Dyslexia can create difficulties with the ability to deal with text and sometimes numbers too. Children may find it difficult to sort out the individual sounds that make up words. Children may also have difficulty with memory and sequencing and sometimes other areas as well.

Pre-School Children may

- have difficulty learning nursery rhymes or names for things
- have poor concentration
- have difficulty in getting dressed and putting shoes on the right feet
- have difficulty clapping a rhythm
- have delayed speech development

Primary School children may

- be creative and bright but find reading and writing more difficult
- be disorganised and forgetful and sometimes clumsy
- have difficulty using a pen or scissors
- have difficulty copying from the board
- have difficulty doing more than one thing at a time
- be exhausted at the end of the school day

However, dyslexia is not all about difficulties. Children may be good at problem-solving, many are artistic or sporty. Every child has things they like and are good at and it is important that these skills are developed and celebrated. It is important to keep a child's self-esteem high.

The Dyslexia Friendly Schools Initiative

At Rimrose Hope we hold the British Dyslexia Association Quality Mark. Evidence shows that more children are successful when taught using “dyslexia-friendly” teaching methods. These methods rely on encouraging children to learn using all of their senses – sight, hearing, movement, touch, etc. This multi-sensory approach has benefits for all children, as non-dyslexic children can learn through using dyslexia-friendly methods too.

Since dyslexia can be genetic, at Rimrose Hope we carefully monitor children who have a family history of dyslexia. We have a graduated response system to help children who have Specific Learning Difficulties. This ensures children have access to intervention that best suits their needs. Progress is reviewed regularly.

With the right support, children with dyslexia will usually be able to read, write and spell; although this will take them longer. Assistive technologies such as laptops and tablet computers have helped many children with dyslexia to communicate effectively.

Useful websites

British Dyslexia Association
Dyslexia Action
www.parentchampions.org.uk

Free touch typing program:
<http://www.typing-games.org/a/learning/2010/0723/91.html>

If you require any further information about dyslexia please make an appointment to see Mrs Ginn, our Special Educational Needs Co-ordinator.



Rimrose Hope CE Primary School



A dyslexia friendly school