Definition: Dyslexia is a learning difficulty that primarily affects the skill 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 a range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut off points. Cooccurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these themselves are not 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/support (Rose Review 2009).

Characteristics seen in the classroom:

* Mainly affects literacy and language skills.
* Difficulties in processing word sounds causes problems with phonics and spelling.
* Word finding difficulties.
* Inability to rhyme.
* Problems with short term memory.
* Difficulties with remembering things in sequence e.g. days of week, tables
* Often have difficulty with rapid recall and processing speed
* Organisational skills can be poor
* There is often a significant difference between their attainment in written tasks and their oral ability.

Where to go for help:
- Look at our dyslexia leaflet and information booklet on school website
- Speak to class teacher in the first instance
- SENDCo screening in school

Cognition and Learning Needs Specific Learning Difficulties Dyslexia

Assessment and Diagnosis:
A professional making a diagnosis of dyslexia should either be an Educational Psychologist or a SENDCo. An assessment would normally look at a range of areas of learning, for example reading, phonics, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language. Standardised tests may be used by an Educational Psychologist There is a Dyslexia used in school to determine the areas of concern and support.

Frequently used Interventions:

* Screening for a coloured overlay to support reading (for home and school)
* Coloured paper / books
* Precision Teaching – 1:1 regularly, reading / spelling high frequency words
* Additional time for testing
* Access arrangements for SAT's
* Small group support
* Processing time when questioned
* Checking under-standing of instructions
* Working memory support and strategies