**Dyslexia**

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. It shows itself in a discrepancy between evident intelligence and the inability to learn what appear to be simple language skills. There is NOT a relationship between dyslexia and intelligence, the difficulty is with expressing thoughts not having them.

**Signs and symptoms**

•Slow inaccurate reading

•Loses place in text

•Difficulty in following verbal instructions

•Inconsistent performance

•Problems producing written evidence of work

•Difficulty remembering times tables

•Low self-esteem

•Poor organisation

•Gets times and dates muddled

•Appears to be ‘on a different planet’

•Never seems to be in the right place at the right time

•Doesn’t bring the right equipment or loses it throughout the course of the day

•Good understanding using verbal relay but not in writing

•Has ideas but cannot get them on paper

•Slow taking down notes

•Misreads words

•Inconsistent spelling

•Slow copying from the board

•Struggles with deadlines

•Poor short-term auditory memory

•Confuses left and right

•Loses the end of sentences

•Confuses similar words

•Forgets things quickly rather than being slow to learn them

**What we can do to help**

•Avoid asking the learner to read out aloud

•Allow the learner to use something to mark their place in a text

•Give instructions in small, manageable chunks

•Have patience, lots of it

•Structure writing using frames or provide alternative ways of recording information (Dictaphone, images, storyboards etc.)

•Allow the learner to work alongside others for support and to enable them to succeed

•Make provisions for kinaesthetic learning opportunities

•Do not set homework at the end of the lesson, set it early on and check the learner has recorded it

•Make sure the lessons objectives are clear and return to them at regular intervals to remind the learner

•Minimise any copying from the board

•Encourage learners to plan answers to questions before they write them, mark the planning, if they don’t manage to write a full answer the correct ideas may be in their plan

•Use different methods of assessment (presentations etc.) to give learners the opportunity to play to their strengths

•Mark work for content as well as presentation

•Review the previous lessons work during the starter

•Review the lessons objectives in a plenary and offer a preview to next lessons work

•Use different coloured pen for each line of writing on the board and leave it up long enough for learners to copy it down