

# DYSLEXIA



## HOW DOES IT AFFECT YOU?

**DYSLEXIA IS A LEARNING DIFFERENCE THAT MAKES READING DIFFICULT. IT OFTEN RUNS IN FAMILIES. RESEARCHERS HAVE BEEN STUDYING DYSLEXIA FOR MORE THAN 100 YEARS.**

## HOW COMMON IS IT?

**EXPERTS SAY 5 TO 10 PERCENT OF PEOPLE HAVE DYSLEXIA. OTHER SAY AS MANY AS 17 PERCENT SHOW SIGNS OF IT.**

## WHAT ARE THE SIGNS YOU MAY BE WORKING WITH A LEARNER WHO HAS DYSLEXIA?

### COMMON SIGNS INCLUDE:

- **DIFFICULTY SOUNDING OUT WRITTEN WORDS**
- **DIFFICULTY RECOGNISING COMMON WORDS IN TEXT**
- **DIFFICULTY WITH SPELLING**
- **READING OR WRITING WORK BACKWARDS**
- **DIFFICULTY READING ACCURATELY AND SMOOTHLY**
- **DIFFICULTY UNDERSTANDING WHAT'S READ**
- **PROBLEMS WITH WRITING**

**DYSLEXIA ISN'T A LACK OF INTELLIGENCE OR INABILITY TO UNDERSTAND**

## DYSLEXIA TEACHING TIPS

- Make sure that messages and day to day classroom activities are written down, and never sent verbally.
- Make a daily check list for the learner to refer to each evening. Encourage a daily routine to help develop the learner's own self-reliance and responsibilities.
- Encourage good organizational skills by the use of folders and dividers to keep work easily accessible and in an orderly fashion.
- Break tasks down into small easily remembered pieces of information.
- Save the dyslexic learner the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the teacher.
- Put key words on a card index system or on the inside cover of the learner's books so it can be used for reference and revision
- Pinpointed spelling mistakes should be appropriate to the learner's level of spelling. Marking should be done in pencil and have positive comments.
- Try not to use red pens to mark the dyslexic learner's work. There's nothing more disheartening for the learner than to have work returned covered in red ink, when they've inevitably tried harder than their peers to produce the work.
- More time should be allocated for completion of work because of the extra time a dyslexic learner needs for reading, planning, rewriting and proofreading their work.
- Provide a regular study buddy whom the learner sits next to in class.
- Provide opportunities for writing and spelling every day, in a variety of formats, such as writing in a journal, sending an email, writing or copying a list of homework activities, writing on a large wall calendar, writing thank you letters, or archiving items in a collection.
- Emphasise the need to write in "stages" rather than completing a long narrative in one sitting. The stages should include: planning, writing, and revision.
- Provide overlays or print work on different coloured paper (ask the learner what colour works best for them).