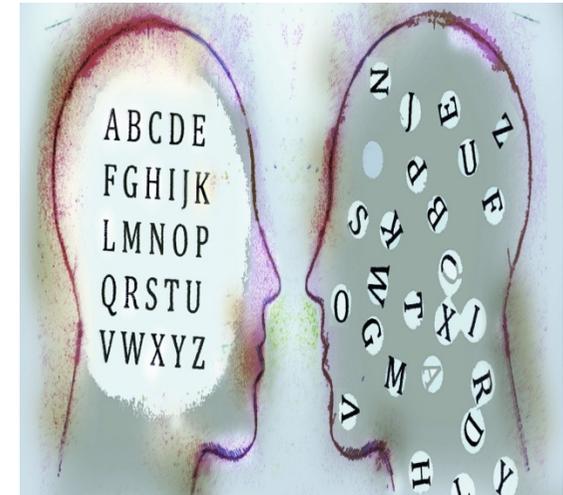


# Implications on Teaching

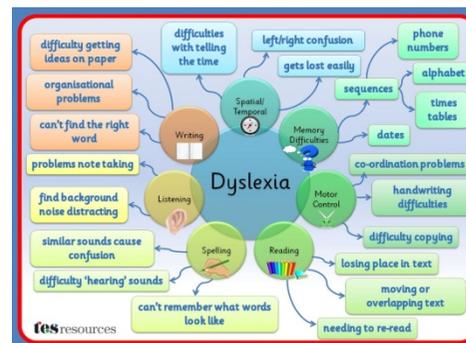
- **Setting suitable learning challenges-** dyslexia shouldn't stop goals being reached. Dyslexics can often be more gifted in other areas than a standard child. They should be assisted in the areas that they find difficult but then be pushed in the areas that they flourish in.
- **Responding to pupils' diverse learning needs-** all teaching programmes for children with dyslexia should be multisensory. Teachers should make use of resources and adapt them accordingly. Using a computer instead of writing for example.
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils-** over learning is vital for children with dyslexia. New skills need to be reinforced through careful planning and teaching not just repeated. Skills have to reach the long term memory. Many dyslexic people find it difficult to merge a new skill with an old one, so specific questioning from a teacher can help bridge skills together.

# References

- [www.dyslexia.org](http://www.dyslexia.org)
- [www.understood.org](http://www.understood.org)
- [www.medicalnewstoday.com](http://www.medicalnewstoday.com)
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# DYSLEXIA



# What is Dyslexia?

Dyslexia is a severe reading problem of neurological origin in a person with average or above average intelligence, for which there are no other physical, medical, or psychological conditions sufficiently serious to account for the language handling deficits.

A person's native language can play an important role. A language where there is a clear connection between how a word is written and how it sounds, and consistent grammatical rules, such as in Italian and Spanish, can be easier for a person with mild to moderate dyslexia. However, languages such as English, where there is often no clear connection between the written form and sound, as in words such as "cough" and "dough," can be more challenging for a person with dyslexia.

The effects of dyslexia, in fact, vary from person to person. The only shared trait among people with dyslexia is that they read at levels significantly lower than typical for people of their age.

# Key Causes

- Underutilised left-hemisphere (The left is programmed to do the things you need for reading)
- Underutilised corpus callosum (A bridge from one side of your brain to the other. The corpus callosum decides the most appropriate side to send information to)
- Smaller language area than in a standard brain
- Genes inherited from your parents may act together in a way that affects how some parts of brain develop during early life.
- Brain damage from an accident (small minority)



# Implications on Learning

- \* Quite often pupils will be branded with behavioural issues as they are seen to be “just frustrated” as they are not seen to be engaging with the learning as much as they’re expected to be.
- \* Slow reading and writing speed - Could be an issue during guided reading and independent writing tasks which could have a negative impact on confidence.
- \* Slow processing speed which can have implications on going into an activity rapidly after receiving instructions and direction
- \* Difficulties in retaining sequences. Could cause implications during Maths when working with patterns and sequences of numbers as well as alphabet work.
- \* Difficulty in acquiring and understanding new vocabulary
- \* Short attention span
- \* Reading deficit which impacts all areas of learning. A lot of subjects require reading and this is difficult for pupils with dyslexia, this is particularly an issue during assessments.