

Organisation of Written Work

- Difficulty with presentation and page layout - written work is 'messy' or disorganised
- Inaccurate letter formation/orientation - frequent letter and number reversals/inversions (b/d; p/q/g; m/w; 2/5; 6/9).
- Inappropriate use of upper case letters
- Poor/awkward pencil grip; difficulty with pencil control and pressure
- Difficulty with spacing between words
- Slow/laborious/untidy/inaccurate copying of text

Numeracy

- Confusion with/reversal of visually similar numbers, e.g. 16/61 and symbols, e.g. + and x; - and ÷
- Difficulty with memorising number bonds, tables etc
- Limited understanding of the concept of place value
- Problems with reading and understanding the language of maths
- Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of written work
- Confuses positional language and directions, e.g. left/right; before/after
- Problems with telling the time, time-management and/or concepts of time (e.g. yesterday, tomorrow)
- Slow information processing - difficulty with mental maths.

Other

- Slow to learn how to tie shoe laces
- Has poor organisation skills
- Has poor self image and can become frustrated
- Easily distracted or day dreams



June 2020

DYSLEXIA INDICATORS TO

HELP INFORM INTERVENTIONS

CfE 1st Level

Please remember that most young children will exhibit some of the signs of dyslexic difficulties. It is therefore important that we look for a cluster of characteristics which may indicate dyslexia and that we do not jump to conclusions prematurely when pupils show only one or two indications.

Dyslexic difficulties will be at different levels of severity, requiring different levels of response and intervention. Observation and detailed assessment will be required within CFE to identify specific strengths and development needs before any conclusions can be drawn.

<http://addressingdyslexia.org/starting-process>

For further information on identifying Dyslexia and Literacy difficulties please see Standard Circular 102: East Ayrshire Assessment Process

Listening and Talking

Articulation may be poor;

- Word finding difficulties often persist. On occasions, the child may use the wrong word
- Child may start a sequence of actions and forget where he/she got to in the sequence
- Information may become jumbled in memory, seemingly resulting in misunderstanding
- Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced
- Has difficulty in learning common sequences: alphabet/months and days of the week

Reading

- On-going difficulty with acquiring phonic skills - identifying/linking sounds to letters, blending letter-sounds and syllables to decode words
- May make random 'guesses' at words, using initial letter cues
- Confuses letters and/or numbers which are visually similar (b/d, p/q, m/w, n/u, 2/5, 6/9)
- Mis-reads or reverses words which are visually similar, e.g. for/from; was/saw; on/no
- Tends to lose the place; omits words, skips lines; may experience problems with tracking text along a line from left to right
- Substitutes or inserts words when reading
- Difficulty coping with the amount of reading required
- Difficulty in recognising familiar words which have been read earlier in the passage
- Slow reading speed - lacks fluency – reading is hesitant; 'sounds out' each word aloud; reads word-by-word – may 'bark at print'
- Difficulty in recognising high-frequency irregular words ('sight vocabulary')
- Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud
- Gives up easily/loses interest
- Disregards punctuation; reads without expression
- Relies on context and/or picture cues to help with unfamiliar words and aid comprehension
- Poor comprehension due to lack of fluency; difficulty with summarising events or identifying the main points
- Needs to re-read several times to aid comprehension



Written Work

- Written work does not reflect oral language skills – expresses good ideas orally but, in writing, may use simple sentence structure and/or 'safe'/immature vocabulary
- Experiences significant problems in writing when having to think about content, organisation, spelling, punctuation and handwriting simultaneously
- Grammatical sentence structure is weak or confused; word order/sequencing of events problematic
- Misses out words or phrases in sentences
- Inconsistent/inappropriate use or lack of punctuation
- Copying from the board and/or book is inaccurate and laborious
- Tends to recall events out of sequence; thoughts/ideas may not be logically ordered
- Difficulty with planning and organisation
- Slow writing speed; often does not complete written work; produces the bare minimum
- May appear reluctant to write; dislikes or avoids writing activities
- Poorly or wrongly formed letters. Tenseness in holding pencil or pen

Spelling

- Inconsistent spelling – a word may be spelled in several different ways in the same piece of writing
- Has difficulty spelling very simple regular words
- Has difficulty remembering the spelling of common irregular words, e.g. said, they, with
- Muddles the order of letters in words, e.g. gril/girl; word reversals, e.g. saw/was; on/no
- Spelling may be bizarre and hard to decipher or phonetic but inaccurate