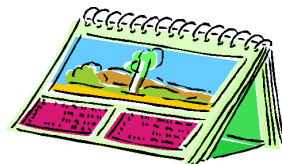


- Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of written work
- Still confuses positional language and directions, e.g. left/right; before/after
- Problems with telling the time, time-management and/or concepts of time (e.g. yesterday, tomorrow)
- Slow information processing - difficulty with mental maths

Other

- Poor organisation and presentation: forgets homework, books etc.
- Frustrated and has a poor self image
- Easily distracted/daydreams
- Finds it difficult to recall a sequence of numbers, letters e.g. telephone numbers
- Appears to have difficulty processing verbal questions
- Appears to misunderstand/misinterpret information provided/ shared/discussed
- Difficulty talking about experiences and events in a logical order



DYSLEXIA INDICATORS TO

HELP INFORM INTERVENTIONS

CfE 2nd 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

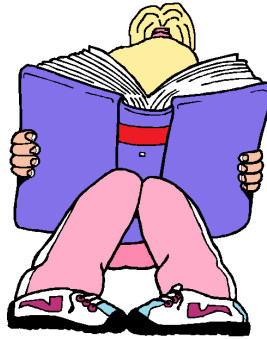
Listening and Talking

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

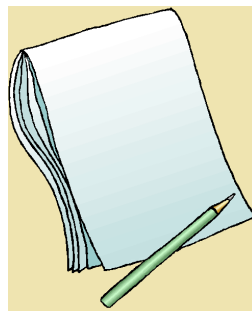
Reading

- Poor progress in reading
- Mainly this applies to decoding words but weak decoding is likely to affect comprehension also
- Reads adequately but slowly, making careless errors
- Mechanics of reading weak, inserting or omitting words, guessing, ignoring phrasing and punctuation
- Mixing up small words
- Gets tired in extended reading situations
- Does not appear to enjoy engaging with age appropriate books/text independently



Written Work

- Very good orally but written work disappointing
- Find it difficult to make notes
- Poorly formed, spaced immature written work
- Confusing letters similar in shape – e.g. n/u, b/d, M/W, f/t.
- Faulty letter formation
- Reversals in letters and sometimes words – e.g. 2 for 5, was for saw
- Transposals – e.g. sift for fist
- Misses out syllables
- Spelling may sometimes seem bizarre
- Inconsistency in spelling, even with familiar words
- Has difficulty remembering the spelling of common irregular words, e.g. said, they, with



- Difficulty copying from board or from book or paper
- Difficulty in answering questions based on interpretation of own work
- Erratic use of capital letters, missing words, paragraphs disordered or not there at all
- Difficulty retelling a story (ordering of events, retelling from memory (immediate recall))

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

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
- Limited understanding of the concept of place value
- Problems with reading and understanding the language of maths

