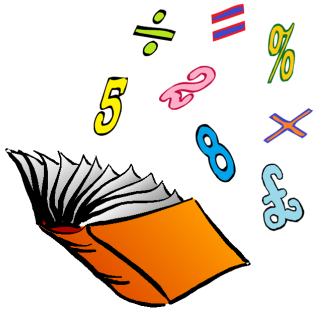


Numeracy

- May seem to understand the concepts of number but have difficulty associating the numbers with the symbols



- Difficulty remembering a short sequence of numbers
- Poor spatial ability
- Problems learning early number facts and early procedures
- Number formation – handwriting
- Difficulty copying numbers from the board or jotter

Short-term and working memory

- Appears to forget information previously learnt
- Difficulties in remembering some everyday routines

DYSLEXIA INDICATORS TO

HELP INFORM INTERVENTIONS

CfE Early 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



In the early years, even though there may be a known family history of dyslexia, the procedure is not one of labelling but of observing the children, noting any areas of difference or difficulty and adapting learning and teaching approaches where appropriate.

Listening and Talking

- Child may have difficulty in communicating their message due to early speech and language difficulties
- Immature speech pattern and articulation may be poor
- Word finding difficulties often persist into later stages of development. On occasions, the child may use the wrong word
- Child may have difficulties in following a sequence of instructions and/or the sequence of a story;
- Information may become jumbled in memory, seemingly resulting in misunderstanding
- Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced
- Poor memory for rhythms, stories, events

Phonological Awareness



- Poor understanding of rhyme
- Cannot keep a rhythm or keep a musical beat

Phonics

- Finds it hard to learn letters and sounds relationships
- Difficulty in recognising onset and rime – c/at; b/at; m/at; s/at
- Omission or confusion over small words

- Confusion of similar sounding letters – d/t; f/v/th; short vowels
- Confusion with similar words

Look and Say/automatic whole word recognition

- May seem to catch on initially, but when memory gets to the point of 'overload', forgets even the simplest of words

Writing

- Difficulty and/or extreme tenseness in holding pencil.
- Has not established hand dominance
- Poor fine motor skills, including drawing, copying and letter formation
- Badly or wrongly formed letters
- Confusion of letters similar in shape: b/d, p/q, u/n, m/w
- Sometimes spelling attempts seem bizarre, and are unreadable to the child just a few minutes after writing
- Reversals of words – 'was' for 'saw', 'god' for 'dog'
- Considerable confusion over simple punctuation
- Haphazard use of upper and lower case letters
- Difficulty copying from the board or jotter
- Confusion over using full stops and capital letters

