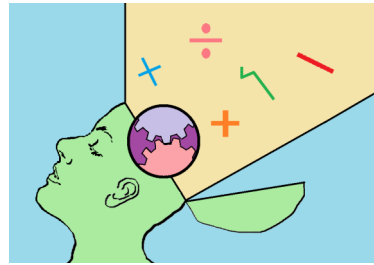


Numeracy

- Confusion with/reversal of visually similar numbers, e.g. 16/61
- Confusion with shapes & symbols, e.g. + and x; - and ÷
- Difficulty with place value
- Difficulty with memorising number bonds, tables, formulae etc
- 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
- 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 organisational skills
- Loses/forgets things needed e.g. forgets homework, PE kit etc
- Frustrated and has a poor self image / low self-esteem
- Easily distracted/daydreams
- Poor sequential memory—Finds it difficult to recall a sequence of numbers, letters e.g. telephone numbers and/or common sequences (months of the year, etc)
- Finds it hard to hold aural information in working memory e.g. Finds it hard to remember/follow instructions
- Poor memory for visual information e.g. timetable
- Difficulty carrying out more than one instruction at a time
- Underperformance in timed literacy tasks
- Extended time needed to complete work
- Word finding difficulties
- Appears to misunderstand/misinterpret information provided/shared/discussed

DYSLEXIA INDICATORS TO

HELP INFORM INTERVENTIONS

CfE 3rd / 4th Level

Please remember that most young people 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



Reading

- Slow silent reading or reading that appears fast and careless
- Gets tired in extended reading situations
- Needs finger or marker to keep place
- Unwillingness to read aloud
- Hesitant or inaccurate oral reading
- Jumps/repeats lines when reading
- Mechanics of reading weak:
 - Poor sight vocabulary
 - Mixes up small words
 - Inserts or omits words,
 - Guesses words
 - Ignores phrasing and punctuation
- Difficulty retelling a story (ordering of events, retelling from memory (immediate recall))
- Poor comprehension



Listening and Talking

Oral Language

- Sometimes slower or hesitant/poorly articulated speech
- Brief delay in responding to others
- Finds it difficult to 'find the words'
- Confuses word e.g. People's names

Auditory

- Poor auditory discrimination - confuses similar-sounding words and sounds
- Asks for or needs repetition
- Mishears or confuses what people say
- Difficulty listening when background noise
- Difficulty with non-word reading

Phonological

- Poor rhyme and alliteration recognition/production
- Difficulty with Spoonerisms
- Poor sound insertion/deletion skills

Written Work

- Very good orally but written work does not reflect this ability
- Tires easily and work produced seems disproportionate to effort applied
- Reluctance and tenseness when requested to produce written work
- Poor spelling, ranging from spellings that are legible and accessible but inaccurate, to those that are bizarre and hard to decipher
- Inconsistency in spelling, even with familiar or sight words
- Transposals – e.g. sift for fist
- Missing out letters, whole syllables or words
- Erratic use of capital letters e.g. capital letters within words or favouring the use of capitals
- Inconsistency in the use of appropriate punctuation
- Paragraphs disordered or not there at all
- Poor presentation– handwriting, spacing, page layout etc
- Confusing letters similar in shape – e.g. n/u, b/d, M/W, f/t.
- Faulty or weak letter formation
- Difficulty copying from board or from book or paper (slow and / or untidy / contains errors)
- Difficulty making notes
- Difficulty in answering questions based on interpretation of own work

