What is Dyscalculia?

It is estimated that dyscalculia affects 4 – 6% of the population and it often co-occurs alongside other specific learning difficulties such as dyslexia and dyspraxia. Just as there is no single set of indicators that characterises dyslexia, there are a number of areas which can cause dyscalculic difficulties. These could include written number problems and difficulties caused by poor working memory.

See a definition of dyscalculia on the Addressing Dyslexia Toolkit website. https://addressingdyslexia.org/what-is-dyslexia/what-is-dyscalculia/

In general, people with dyscalculia have poor 'number sense'. Number sense is an intuitive understanding of how numbers work. Number sense is at the core of maths learning. In a similar way that a lack of phonemic awareness causes people with dyslexia to struggle with reading, a lack of number sense causes people with dyscalculia to struggle with maths concepts. If individuals don't understand the basics about how numbers work, learning maths and using it every day can be very frustrating.

Signs of Dyscalculia in pre-school children

- Has trouble learning to count, especially when it comes to assigning a number to objects in a group.
- Has trouble recognising number symbols.
- Struggles to connect a number to a real-life situation, such as knowing that '3' can apply to any group that has three things in it – 3 biscuits, 3 cars, 3 toys.
- Has trouble remembering numbers and skips numbers long after other children of the same age can count and remember numbers in the right order.
- Finds it hard to recognise patterns and sort items by size, shape or colour.
- Avoids playing popular games that involve numbers, counting and other maths concepts.