



Carbrain Primary School & Nursery Class Spotlight on...

Dyslexia

| September 2026

Carbrain Cares

Caring for Ourselves – Caring for Each Other – Caring for Ourselves

Raising Awareness Leaflet



Inclusion

Scotland has an inclusive approach to education and all children with additional support needs have the right to attend a mainstream school.

Children with additional support needs can face social exclusion because of their differences, and often a lack of understanding/ awareness of the difficulties they may face. This series of information leaflets aims to increase awareness and understanding among our school community so that we can create a compassionate and inclusive school community that is reflective of our school values.

Mrs. K Lowe, *Head Teacher*

What is dyslexia?

Dyslexia is a difference in the way that some people learn to read, write and/ or spell. It is a specific difficulty with literacy and people with dyslexia usually have other strengths like maths, PE, or music. 'In January 2009, the Scottish Government, Dyslexia Scotland, and the Cross-Party Group on Dyslexia in the Scottish Parliament agreed on the following working definition:

'Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability.'

(Dyslexia Scotland)

What is core to dyslexia and how do these differences can impact dyslexic learners at school?

Dyslexic learners may:

- Have difficulty with Literacy, particularly reading and writing/ spelling.
- Find some areas of Maths and Numeracy challenging.
- Have a poor memory and difficulty with sequencing, so benefit from instructions and tasks being broken down.
- Require some support with organisation.
- Have low self-esteem/ get frustrated easily.
- Be tired after having to put in so much effort at school.
- Not manage to finish tasks as they can take more time to complete.
- Have difficulties with organisation/ finding their way around.
- May have a wealth of knowledge, understanding and wide vocabulary that does not match their reading and writing ability.
- Struggle to focus and concentrate in school.



When appropriate supports are in place, pupils with dyslexia are likely to achieve their full academic potential.

What can I do to help?

Have open, honest conversation with your child about differences. Encourage them to ask questions if they do not understand or wish to know more. Click on the link for a child-friendly video about Dyslexia:

[See dyslexia differently - YouTube](#)



Other useful links/ further information:

Dyslexia Scotland:

[Dyslexia Scotland Dyslexia Scotland - Empowering people with dyslexia to reach their full potential](#)

In Carbrain Primary we use GIRFEC planning and staged intervention processes, to monitor pupil progress and measure the impact of supports. **Miss McGovern, Principal Teacher** is the Dyslexia Champion within the school. Please speak with your child's **Class Teacher** in the first instance if you have any questions or concerns about your child's progress.

More information about the process of identification can be found here: [Home | Addressing Dyslexia](#)