

Other

- Poor organisation and presentation: forgets homework, books etc
- Frustrated and has a poor self image
- Easily distracted/daydreams
 - Still has difficulty in recalling days of the week, months of the year - Can result in children finding it difficult to get work in on time
 - Finds it difficult to recall a sequence of numbers, letters e.g. telephone numbers



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://www.addressingdyslexia.org/pages/index.php?category=14&sub=3&point=2>)



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

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))

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
- 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

