# Dyslexia

# Information for Teachers

MCj03974900000[1]Dyslexia is described as a 'specific learning difficulty'. It makes the learning of literacy skills such as spelling, reading and writing more difficult. It can also affect the use of other systems of communicating that use symbols, such as maths and written music. The Dyslexia Institute definition states that it is **'a problem with managing verbal codes in memory'** and that it is neurologically based. This means that it is to do with the nervous system and has nothing to do with lack of concentration or effort. It often runs in families.

All departments have been given information booklets published by *Dyslexia Scotland*. These are full of useful and practical suggestions for teachers and are subject specific. Refer to these for more information.

### All dyslexic pupils are different, but may have problems with any of the following:

### Visual processing difficulties - report that words move around the page; have difficulty copying; complain of sore eyes often; lose the place when reading; insert or omit words frequently when reading.

### Memory difficulties – forget instructions, find memorising for tests **tricky, struggle with rote learning.**

### **Directional confusion can cause pupils to reverse letters or numbers, have a poor sense of direction, and struggle to learn to tell the time.**

### **Physical co-ordinationproblems can cause difficulties with any activity that requires dexterity or spatial awareness.**

### **Organisational skills – may find setting work out difficult, not bring the right equipment to class, not be able to follow a timetable!**

### **Extended writing – be unable to plan and organise writing, have slow laborious handwriting, have inconsistent or bizarre spelling.**

### **Study skills – dyslexic pupils, not know how to study, lack proof reading skills, misunderstand instructions or be unable to take notes properly.**

### ****Some general strategies for teachers****

### Teachers can help by:

* Outline what is going to be taught in the lesson and give a resume of what has been taught at the end.
* Check the child correctly writes down exactly what is required.
* Encourage good organizational skills - use of folders and dividers to keep work easily accessible and in an orderly fashion.
* Break tasks down into small easily remembered pieces of information.
* Keep copying to a minimum. Notes or handouts are far more useful.
* Don't ask a dyslexic pupil to read aloud.
* Remember, poor spelling is not an indication of low intelligence – mark for content.
* Encourage a dyslexic child to use a calculator.
* Alternative ways of recording should be looked at, such as :
  + The use of computers for word processing.
  + Digital voice recorder for recording lessons that can then be written up at a later stage.
  + Written record of the pupil's verbal account, or voice activated software can be used.
* Allow more time for completion of work.
* Allow taping.
* Multi-sensory strategies – visual cues, oral explanation etc.
* Provide LS staff with any course notes, for differentiation.