

Characteristics of Dyslexia

The Pre-school/Nursery child

- Difficulty in learning nursery rhymes or naming things
- No interest in letters or words but enjoys being read to
- Family history of dyslexia
- Has poor phonological awareness - cannot easily analyse the sounds in spoken words or blend sounds to make words
- Difficulty with clapping a simple rhyme
- Has a history of slow speech development
- Problems catching or throwing a ball, hopping or skipping
- Difficulties getting dressed, putting shoes on correct feet

Characteristics of Dyslexia

The Primary School Child

- Poor sense of direction, confuses left and right, east and west
- A discrepancy between receptive and expressive language. Short-term memory limitations
- Difficulties with writing and spelling:
 - -a disparity between written and spoken language
 - -confusion of similar letters - b/d, p/g, n/u
 - -bizarre spelling
 - -same word spelt differently in the same piece of work
 - -confuses homophones e.g. too/to/two
- Misunderstands complex instructions
- Bright, alert, often creative
- Tires due to effort
- Easily distracted - May use avoidance tactics e.g. excessive pencil sharpening
- Short-term memory limitations e.g. can't remember times tables
- May have literacy difficulties:
 - -hesitant, laboured
 - -omitted words or lines
 - -muddling words that look alike e.g. 'no' and 'on'
 - -problems understanding what they have read
 - -Loses place on the page, reads the same line twice



Concerned about Dyslexia?

Parent information September 2024

Dyslexia isn't something that needs to be cured. It is more a pattern of learning that needs to be understood.

"Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects.

It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities."

The British Dyslexia Management Board October 2007

This leaflet will explain how we will approach your concerns at Berry Hill.

Berry Hill Primary School is working towards accreditation as a Dyslexia friendly school, and has its own Dyslexia pathway, written to support and guide evidence and good practice across school. This helps to ensure that we are providing the best possible provision for all of our children all of the time, not only those whose attainment we are concerned about.

It enables us to assess and reflect on our practice and our classroom environment to ensure that we are providing all appropriate resources and support strategies possible while gathering information to support identification of a pupil we believe may be dyslexic.

Nottinghamshire Local Authority school support services currently do not offer a diagnosing service. A diagnosis is not needed to put support and strategies in place. Whole school actions to achieve Dyslexia friendly school accreditation will also support improved quality first teaching and support within the classroom, along with strategies to support pupils.

If you have a concern regarding your child, the first point of contact is your child's teacher. They will record your concern and begin information gathering through the Pathway - this will include completing a checklist of observations within school, seeking information from you and from your child, along with gathering evidence of difficulties with Literacy over time. These will be discussed and shared with the SENCo once initial information has been gathered.

Through the graduated response, and looking at the individual information gathered, strategies and support will be put in place - for example, using an overlay, additional word banks,

access to Lexia reading support, additional adult support on, for example, learning spellings if appropriate. We appreciate the support you will offer with these areas outside of school, such as additional home reading, and spelling practice.

As part of the Pathway, additional assessments may occur, such as auditory and visual sequencing assessments, nonverbal reasoning assessments, and after Year 3, a dyslexia screener may also be used to look for indicators.

We will communicate with you regarding these concerns in a termly review meeting, to discuss progress, celebrate success and identify future steps.

If your child shows significant difficulties with literacy over an extended period, after discussion with you, they will be recorded as a pupil believed to have Dyslexia, and a portfolio of evidence will be created. This will pass with your child to their next school.

You may find the British Dyslexia Association website useful in considering if you are concerned about your child being Dyslexic.

<https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic/signs-of-dyslexia-primary-age>

They also have information relating to private diagnosis, if this is something you wish to consider, and offer training and advice to parents.

<https://www.bdadyslexia.org.uk/services/assessments>

<https://www.bdadyslexia.org.uk/advice/children>