

Good evening, today I will be discussing dyslexia. What dyslexia is, how dyslexia is identified and diagnosed. I will be discussing the barriers around dyslexia. I will also be discussing the strategies to support and overcome the barriers while critically analysing the pros and cons for tailoring various approaches to each individual child.

As we are aware not all strategies in life work for each individual person on a daily basis but with an additional learning need strategies need to be tailored to work for each individual through their journey of education and beyond.

Dyslexia is a learning difficulty that mainly causes problems with reading, writing, and spelling. NHS (2025) statistics say it is estimated that one in ten people in the United Kingdom are diagnosed with some degree of dyslexia.

Dyslexia is not linked to any type of intelligence it is known to be a neurological, meaning that the brain processes language in a unique way to others, (NHS, 2025).

There are various aspects of dyslexia and some of the traits differ from one individual to another but the common effects I will be discussing are the ones known to be aware of as we investigate dyslexia. Writing and phonetic spelling is a difficulty as some inconsistently spelling words and challenges around punctuation and grammar. Baggett, Diamond, and Olszewski (2024) discuss the findings in which individuals with dyslexia do experience difficulties with poor grammar, spelling and challenges around their errors in writing is sometimes picked up on with their pencil grip and possible speed of writing due to the unsurety of processing words. The mix up of words being read during written and reading work, for example some mis up letters or whole words, the letters 'b' and 'd' are example of letters that can frequently be mixed up by an individual who has dyslexia, (NHS,2025). Words that do not spell as they are phonetically pronounced can be tricky to an individual with dyslexia. Individuals with dyslexia have difficulty working with sounds in spoken language for example rhyming and segmenting words into sounds.

Recognising that some individuals read slower as they process and mix up words often with instruction and support it can still be difficult for some to accurately listen and follow instruction and process the reading at the same time, some children read slower, some children become embarrassed of reading aloud. Oakley and Sejnowski (2021) discuss that some individuals mix up their left and right, have experienced difficulty with time keeping and have processing instruction and memorising

instructions are a challenge also. This is a common discussion in research with following instruction and processing words being raised concerns for the majority.

As indicated by Rathcke and Lin. (2021) a dyslexic person's brain is disrupted and the challenges of processing what they are hearing, reading and spelling can become overwhelming, there are many indications and signs to be cautious of with identifying individual's needs and difficulties and there are strategies that as professionals need to be considered and always learning of how to support individuals as we educate young minds. Considering all aspects of an individual's difficulties and acknowledging how to support them is important for their growth and development. Dyslexia is a learning difficulty that is not linked to intelligence a stated previously it is a brain disruption in how the individual processes words and sounds and does not go away but can be managed effectively with the correct support, strategies, and guidance.

Identifying and diagnosing dyslexia early on and supporting individuals with useful strategies can have a significant impact on their development and effectively change their education with effective interventions in place, (NHS, 2025).

Prior (2022) discusses the assessments of intellectual ability of children with reading difficulties. The assessments performed by professionals look to identify specific learning difficulties and rule out other potential causes of reading or writing challenges before a diagnosis of dyslexia.

Assessments are carried out by professionals; teachers can raise concerns at first the next point of call would be the SENCo within the school followed by educational psychologists to rule out other possible factors within a child's development. Speech and language therapists will be contacted along with specialist teachers to support the educators with strategies which I will discuss with you further along. Information will be provided and gathered from parents and genetic history as study shows that dyslexia is often associated with genetics and known to have links to family history of previously diagnosed dyslexia within, (Erbeli, Rice, and Paracchini, 2021). A series of questionnaires, meetings, and interviews with parents or guardians, other immediate family members to gather as much insight as possible on further backgrounds in

family history. Teachers and SENCo staff will arrange meetings to discuss their observations and findings as well as concerns of diagnosis of dyslexia.

The tests that are administered in the form of ability to recognise sounds in words and manipulate words also known as phonological awareness. Another test which focuses on sounding out words known as decoding words. Professionals will also look at the reading and spelling of an individual and their abilities in those sections, (Milankov, *et al*, 2021). Focusing on their memory is another test to assess their short-term memory and how it works and the speed of processing information in which time limit all of the tests and assessments are carried out. Tests are then compared to age related statistics to identify possible delays or concerns in brain development, (Fletcher, 2021).

Dyslexia can be detected at any age. Colenbrander, Ricketts, and Breadmore, (2018) explain that an early diagnosis with early intervention can be helpful for challenges that individuals may face later within education and their development. Also, the earlier the diagnosis the more effective strategies can be put in place so that support can be given and managed from an early age. Building confidence in their future selves with the correct support individuals with dyslexia can thrive in education and beyond, (Abu Omar, *et al*, 2024).

Strategies –

They key benefits and strategies commonly used for dyslexia are as follows:

Multi-sensory learning therefore enhancing reading by adding movement while teaching, from discussion developed by (Sutton and Shields, 2016) this could be something like tracing letters or writing a letter and saying aloud to enhance the formation and sound of the letter to link more than one sensory at a time as the brain struggles to connect the both together so performing small but intensive sessions on this may have significant impact. Sarudin, Hashim, and Yunus, (2019) expand on the findings that this approach has its benefits as it enhances memory retention which is commonly a weakness in individuals with dyslexia which engages other parts of the brain to work better. However, children with multisensory overload will struggle to come to terms with this method as it may cause issues in their coping mechanisms due to sensitivity around the amount of information and work taking place in one sitting. As stated previously not all methods and strategies work for all individuals

because of the effects it will have on their development and other overloads they may have going on.

Phonological awareness and implementing speech phonetically, breaking down words into sounds and repeating thoroughly will help individuals to overcome fears of having to read smaller or larger words as they learn to develop words one letter or sound at a time. Brosseau-Lapr  and Roepke (2022) discuss implementing speech and phonetically sounding letters can build confidence in individuals and encouraging positive socio-emotional outcomes and they build letters and sounds into words to further enhance their reading skills. Ehri (2022) implies that the phonetic way of teaching readers enhances their word recognition as well as using a decoding method to help with their independence of reading. Milankov, *et al.* (2021) discusses that phonological methods develops the manipulation of sounds which helps the understanding of various ways that spoken language is written and read.

Answer 1: Yes, an individual can still have dyslexia and read well, early diagnosis and intervention can have significant impact, and an individual can thrive both academically and professionally with dyslexia.

Answer 2: Strengths commonly found in individuals with dyslexia are highly creative, good with art and music and are sensitive to others' emotions understanding their feelings.

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