

Introduction

Dyslexia is known as a hidden disability since there are no outwardly obvious symptoms (Khalid Haruna, 2018). Dyslexia is a specialised learning challenge, which means it can interfere with some learning skills like reading and writing. Intelligence may not be affected, unlike other additional learning needs. Up to one in ten individuals in the UK are thought to have dyslexia (NHS, 2022). (Margo In dyslexia,2018) Although dyslexia is a chronic condition that can cause difficulties on a daily basis, there is support available to help those who struggle with their develop through reading and writing, without support this can affect their abilities to succeed in both school and within their home life. Although there has been solid research on dyslexia for more than 20 years, teachers have not yet received enough of it (Foss, 2016). So that they can implement the appropriate educational assistance for children with dyslexia, teachers must be informed on the true meaning of dyslexia.

Identification and Diagnosis.

According to the International Dyslexia Association (2002) and the National Institute of Child Health and Human Development, dyslexia is defined by challenges with accurate and/or fluent word recognition as well as by poor spelling and decoding skills. These issues are often brought on by a phonological impairment in language, which is frequently unanticipated in light of other cognitive skills and the effectiveness of classroom training. The development of vocabulary and background information may be hampered by reading comprehension issues and a decreased reading experience, which are secondary effects. A young person with dyslexia might have a pause in discourse, unable to adhere to instructions (International Dyslexia Association, 2023). Repetition or omission of brief words such as and, the, but and they can also have trouble understanding the differences between left and right (Thought Co, 2019). Katherine Martinelli (2022) states, children with dyslexia are more likely to experience the following issues at school, inferior to other children their age in fluency. When reading, flip the letters and numbers (read saw as was, for example). Struggle with rhyme, linking sounds with letters, sequencing and organising sounds, and taking notes and repeating words from the board. Dyslexic children are compelled to make up for their weaknesses by copying their peers, verbally processing knowledge, depending on rote memorization, and employing firsthand/experiential learning situations. It is important to keep in mind that students with dyslexia may have specific talents in each subject area. Numerous dyslexics exhibit great talent in one or more of the following areas: problem-solving outside the box, creativity, hands-on learning, and sports. Many people excel in the linguistic, visual-spatial, social, memory, and musical domains. (The Regents of the University of Michigan, 2023). If there are concerns about a child's progress with reading and writing, first talk to their teacher. If a parent or the child's teacher has an ongoing concern, take the child to see a GP so they can check for signs of any underlying health issues, such as hearing or vision problems, that could be affecting their ability to learn. If the child doesn't have any obvious underlying health problems to explain their learning difficulties, different teaching methods may need to be tried. The parent may also want to request an assessment to identify any special needs they may have, this can be done through the school or GP (Keeping Children Safe in Education, 2017). Every member of the staff should be able to spot children who could use some early assistance. Early assistance refers to offering assistance as soon as an issue arises, from the early years of development until adolescence.

Strategies

An organised literacy strategy called Orton-Gillingham is used to assist children who have trouble with reading, writing, spelling, and comprehension. All children will benefit from this method, but those with dyslexia, auditory processing disorders, speech and language disorders, and other learning disabilities stand to gain the most. Even in traditional classroom settings like whole-class education and small-group instruction, Orton-Gillingham is frequently used (Richland, 2022). Children with dyslexia frequently receive instruction in Orton-Gillingham (OG), a well-liked instructional training method. This method of teaching reading, which was created by neurologists Dr. Samuel Orton and Anne Gillingham in the early 20th century, concentrates on phonetics with a multimodal pedagogical approach, making it distinctive and different from other approaches. All of the senses should be stimulated by OG in order to help concepts stick in long-term memory. The OG approach has since been implemented in schools all across the world and served as the foundation for 15 commercial programmes in reference to Rose & Zirkel, (2007) in accordance with Bernadowski (2017). According to Harlen and James (1997), teachers who lack understanding themselves cannot effectively steer students toward comprehension (Bernadowski 2017). Results from a previous synthesis of the available data and What Works Clearinghouse reports did not support the efficacy of Orton-Gillingham interventions. In order to determine how Orton-Gillingham reading interventions affect children who have WLRD or who are at risk for developing it, meta-analysis was done. The results showed that Orton-Gillingham reading interventions did not statistically substantially enhance the outcomes of fundamental skills such phonological awareness, phonics, fluency, and spelling (Stevens et al., 2021).

Barriers and challenges

Dyslexia is a chronic impairment that can affect both adults and children. According to studies, dyslexic children encounter numerous challenges in their social relationships and educational settings. Additionally, due to their lack of successes, particularly academically, they experience frustration and low self-esteem, which may have an impact on their long-term life prospects (Khalid Haruna, 2018). In order to ensure the children's long-term development, parents must be aware about dyslexia and how it affects their children. For the sake of both the parent and the child's wellbeing, it is important that parents are informed of their children's conditions as early as possible. (Khalid Haruna, 2018). Any child with dyslexia must be able to access lessons, according to the teachers. In a perfect world, all instruction would be fully differentiated, so that it would be given to your child in the way and at the level that will benefit him or her the most. Teachers should at the very least offer useful support, such as creating important word lists, offering "writing frames," or being accessible for spelling inquiries (The Good School Guide, no date). It is a good strategy to educate yourself about the child's specific ailment and what it means. Ask the educational psychologist to explain the differences between processing speed, working memory, and perceptual reasoning as dyslexia is merely an umbrella word. How much a parent feels the teachers are helping their child depends on whether or not they take the time to understand these distinctions (Structural Learning, no date). Many LAs expressed the opinion that supporting primary level children is best done in brief, frequent sessions. The most frequent and subtle interventions were observed in areas where children receive 5 to 10 minutes of concentrated, targeted support multiple times a day in a classroom environment and provision is school based. Most LAs offer support in 30- to 40-minute sessions once or twice a week with a specialist teacher, however this frequently occurs with a learning support assistant (LSA) or teaching assistant (TA) present so they can continue the programme with the child on a daily basis. This assistance is provided either on an individual basis or in small groups of children with comparable needs (Welsh Government, 2012).

Conclusion

Dyslexia can effect children and adults in many different ways but mainly with reading and writing, it can be a struggle for the child to have to confidence to ask for the help needed especially when they could possibly have very low self esteem which can have a knock on effect to there confidence. Thankfully, these days there are many more ways in helping children to overcome these obstacles and fears.

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