

What is Dyslexia?

ECEY6006
2311745
Word Count: 670

- Dyslexia is a learning difficulty that is a neurological problem that disrupts the brain from processing words correctly.
- 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).
- 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).
- 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.
- NHS (2025) statistics say it is estimated that one in ten people in the United Kingdom are diagnosed with some degree of dyslexia.
- 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.

Strategies

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. 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.

Dyslexia

Identifying and Diagnosing.

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. 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). Identifying dyslexia requires multiagency work from:

- Teachers
- SENCo
- Educational psychologists
- Speech and language therapists
- Specialist teachers
- Parents.

Gathering evidence from:

- Parents
- Teachers
- Meetings
- Observations
- Questionnaires
- Genetic History
- Family History