



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

Yr Athrofa  
Centre for Education  
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa  
Yr Athrofa Professional Learning Partnership

*Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together*

Anawsterau  
dysgu gyda  
llythrennedd  
a rhifedd

*Specific  
difficulties with  
literacy and  
numeracy*

ECAD5011/C

# Nodau *Aims*

1

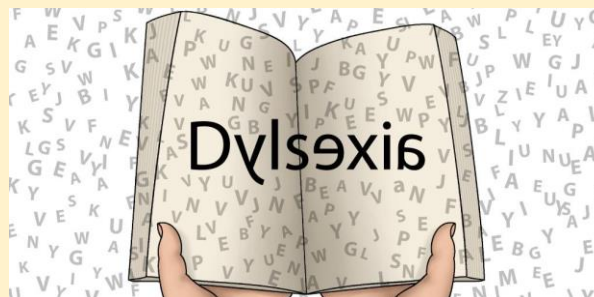
Codi ymwybyddiaeth  
o nodweddion ac  
arwyddion dyslecsia.

*Raise awareness of  
the characteristics  
and signs of dyslexia*

2

Rhannu rhai  
strategaethau i'r  
ystafell ddosbarth

*Share some  
classroom strategies*



# Mae'n ...

## *It is ...*

anhawster dysgu penodol

*a specific learning difficulty*

gallu achosi rhwystrau rhag dysgu ond nid yw'n gysylltiedig gyda deallusrwydd

*not linked to intelligence but can cause barriers to learning*

gyflwr gydol oes

*a life-long condition*

ar gontinwm

*on a continuum*

cael ei ystyried fel anabledd dan Ddeddf Cydraddoldeb 2010

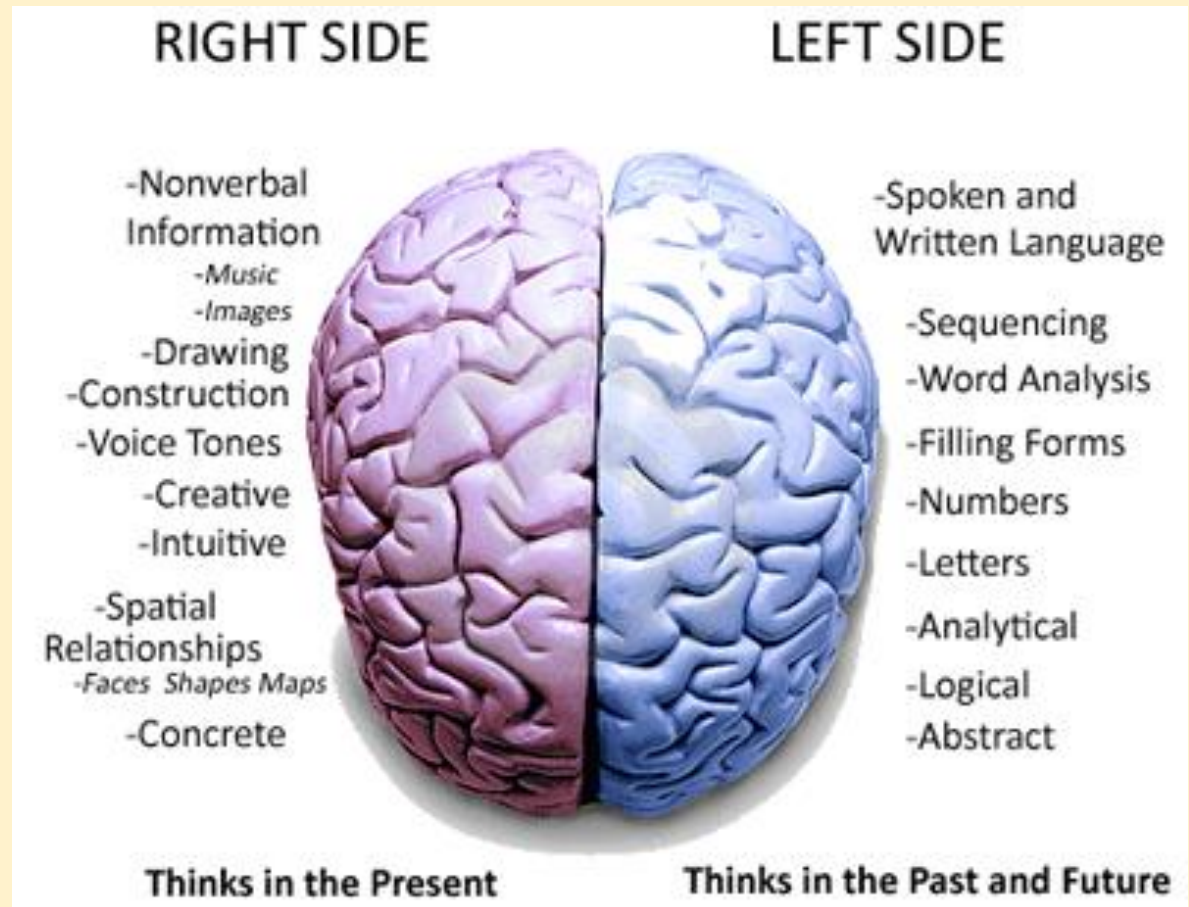
*classed as a disability under the Equality Act 2010*

gyfuniad o gryfderau a gwendidau

*a combination of strengths and weaknesses*

Dull  
gwahanol  
o ddysgu

*A learning  
difference*



# Diffinio dyslecsia

## Defining dyslexia

"Dyslexia is evident when accurate fluent reading and/or spelling develops incompletely or with great difficulty."

(British Psychological Society, 1999 *cited in* Hall, 2009, p.7)

"A processing difference experienced by people of all ages, often characterised by difficulties in literacy, it can affect other cognitive areas such as memory, speed of processing, time management, co-ordination and directional aspects ."

(Reid, 2004 *cited in* Hall, 2009, p.7)

# Gwir neu gau?

## *True or false?*

1. Mae mwy o fechgyn na merched â dyslecsia.
2. Mae dyslecsia ar gontinwwm.
3. Dim ond yn Gymraeg a Saesneg mae dyslecsia yn bodoli.
4. Ysgrifennu llythrennau a geiriau go chwith yw dyslecsia.
5. Mae tua 20% o boblogaeth y DU â dyslecsia.
6. Mae pobl a dyslecsia yn gweld geririau yn neidio o gwmpas y dudalen.
7. Anhawster gyda darllen ac ysgrifennu yn unig yw dyslecsia.

1. *More boys than girls have dyslexia.*
2. *Dyslexia is on a continuum.*
3. *Dyslexia only exists in Welsh and English.*
4. *Dyslexia is writing letters and words backwards.*
5. *Around 20% of the UK population are dyslexic.*
6. *People with dyslexia see words jumping around the page.*
7. *Dyslexia is a difficulty with reading and writing.*



... a llawer mwy  
*... and much more*

# Famous dyslexics



# Rhwystrau eraill rhag dysgu

## *Other barriers to learning*

- sgiliau trefnu gwael
- methu cofio dilyniannau syml, e.e. diwrnodau'r wythnos
- methu dilyn cyfarwyddiadau llafar
- anodd deall amser a chyfeiriadau
- *weak organisation skills*
- *fail to remember simple sequences, e.g. days of the week*
- *have difficulty following oral instructions correctly*
- *weak sense of time and direction*

It there is a pupil in your class who seems bright verbally with good ideas but has difficulty in expressing him/herself in writing it is possible that this student is dyslexic. It is also possible that another, less obvious student, could have this disability.

To ascertain for certain whether he/she is dyslexic a complex assessment would have to be carried out.

There are many definitions of dyslexia, and it has been broken down into many, many types. I have never found two dyslexic pupils who are the same as each other and there are, therefore, almost certainly as many forms of dyslexia as there are dyslexics.

*English is confusing!!*



BOUGH



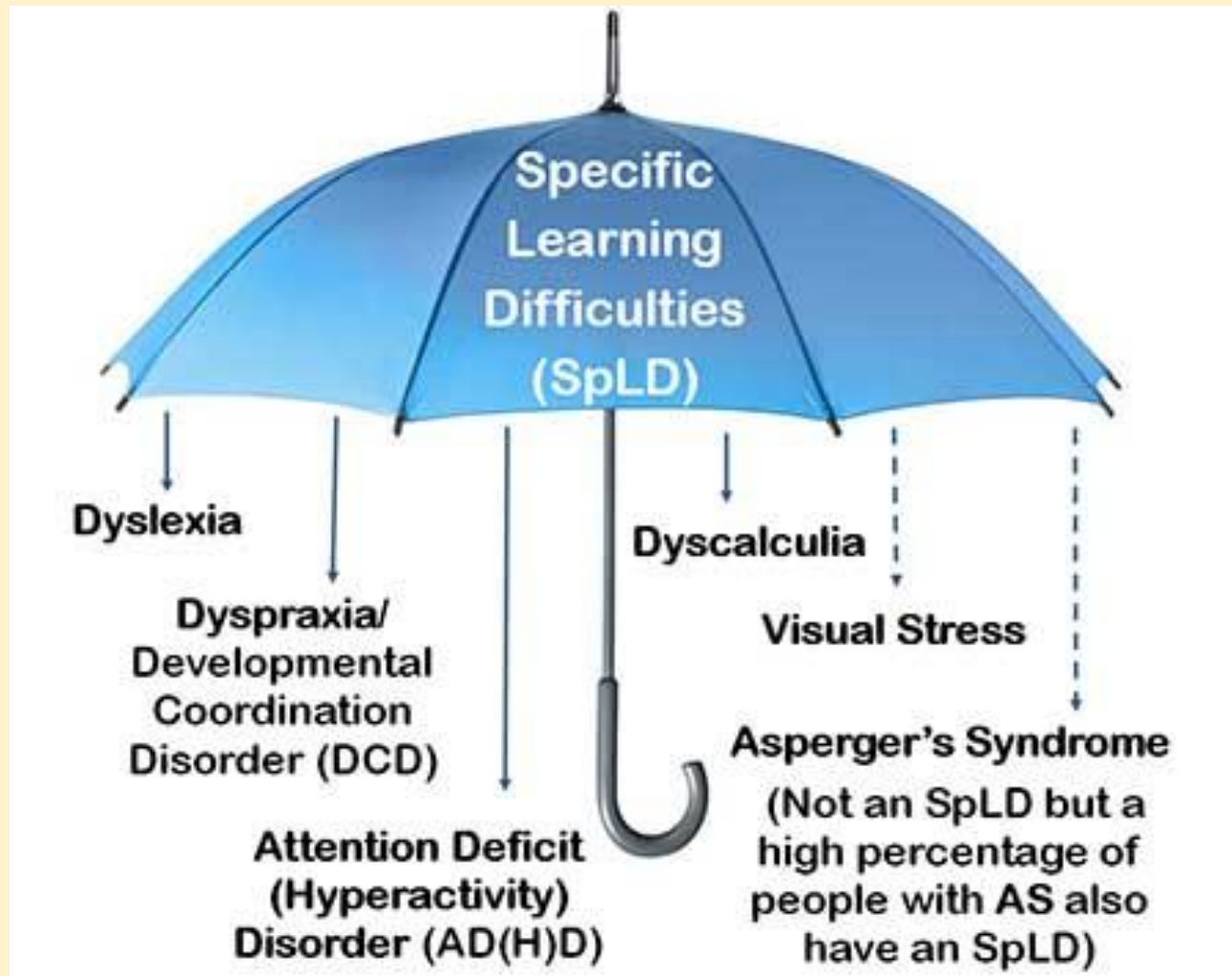
COUGH



DOUGH

# *Cysylltiad ag ADY eraill (cydafiachusrwydd)*

## *Link with other ALN (comorbidity)*



(British Dyslexia Association, 2015)

# Sut allwn ni helpu?

## *How can we help?*

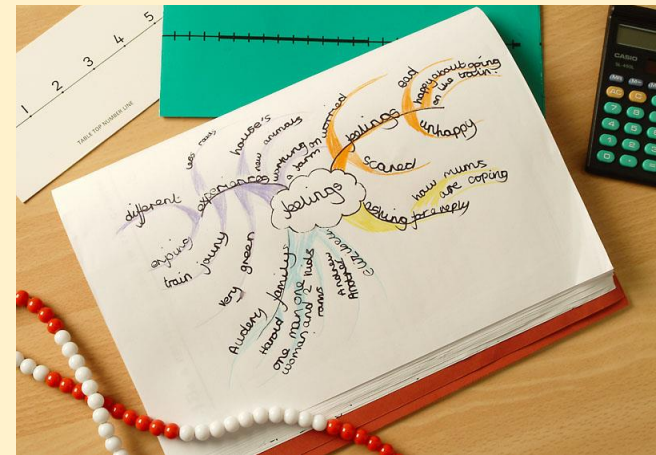
- Casglu tystiolaeth ar gyfer sgrinio/asesu
- Arddull amlsynhwyrdd
- Amser meddwl
- Gemau cof
- Adnabod anghenion unigol
- Adnoddau penodol e.e. gorchudd lliw, teclyn dal pensil
- Fformat cyflwyniadau/tasgau darllen
- Adnoddau TGCh e.e. botwm darllen yn uchel neu arddweud yn 'Word'
- Cefnogi'r plentyn cyfan
- *Collect evidence for screening/assessment*
- *A multi-sensory approach*
- *Thinking time*
- *Memory games*
- *Recognising individual needs*
- *Specific resources, e.g. coloured overlay, pencil grip*
- *Format of presentations/reading tasks*
- *ICT resources e.g. read aloud or dictate function in Word*
- *Supporting the whole child*

# Cefnogi darllen

## *Supporting reading*

- Pwysigrwydd ail adrodd:
  - geiriau
  - cystrawennau
  - patrymau
- Geirfa syml ond addas i'r oedran
- Lluniau i gefnogi'r cyddestun
- Odl
- Rhythm
- Importance of repetition:
  - words
  - syntax
  - patterns
- Simple but age-appropriate vocabulary
- Pictures to support context
- Rhyme
- Rhythm

Adnoddau i gefnogi'r dysgu  
Resources to support learning



(TDA, 2008)

# Mwy o adnoddau

## More resources

- Gwyddor yr enfys
- Papur neu orchudd lliw
- Prennau darllen
- Gafaelwr peniau
- Defnydd o TGCh
- Gemau cof
- Rainbow alphabet
- Coloured paper/
  - overlays
- Reading rulers
- Pen grips
- Use of ICT
- Memory games

(TDA, 2008)



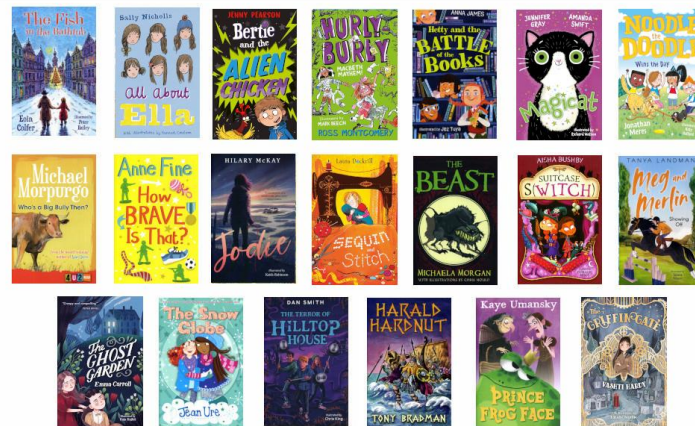
Llyfrau darllen i  
ddarllenwyr ag  
anawsterau  
llythrennedd



# Reading books for learners with literacy difficulties

## BARRINGTON STOKE DYSLEXIA FRIENDLY COLLECTION 7+

26  
Titles





Dyscalcwlia – beth yw hwn?  
*Dyscalculia – what's this?*

# Y ffeithiau!

## *The facts!*

- Yn ôl Adolygiad Williams (DCSF, 2008) mae tua 6% o ddisgyblion wedi cwmpo'n sylweddol ar ei hôl hi erbyn diwedd CA2 (islaw lefel 3)
- Cred Butterworth bod rhwng 4% a 6% o boblogaeth Prydain a dyscalcwlia
- Mae'r Adran Arloesi, Prifysgolion a Sgiliau yn amcangyfrif bod oddeutu 50-60% o'r 4-10% o'r boblogaeth gyffredinol sy'n ddyslecsig, ag anawsterau cysylltiedig ag agweddau ar fathemateg
- *According to the Williams Review (DCSF, 2008) approximately 6% of pupils have fallen significantly behind by the end of KS2 (below level 3)*
- *Butterworth estimates between 4% and 6% of the British population have dyscalculia*
- *The Department for Innovation, Universities and Skills estimate that of the 4-10% of the general population that are dyslexic, approximately 50-60% have associated difficulties with aspects of mathematics*

# Diffinio Dyscalcwlia

## *Defining Dyscalculia*

“A condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.”

(Department for Education and Skills, 2001, p.2)

# Arwyddion allweddol

## *Key Indicators*

- diffyg cymhelliant mewn gweithgareddau mathemategol
- diffyg hunanhyder – hyd yn oed pan fo'r ateb yn gywir
- teimladau o bryder
- datblygu strategaethau osgoi
- osgoi cymryd rhan mewn gweithgareddau grŵp cyfan
- agwedd "Rwy'n casáu Mathemateg!"
- lack of motivation in mathematical activities
- lack of self-confidence – even when the answer is correct
- feelings of anxiety
- may develop avoidance strategies
- avoid taking part in whole group activities
- an “I hate Maths!” attitude

# SUPPORT STRATEGIES FOR LEARNERS WITH DYSCALCULIA

## INSTRUCTIONAL STRATEGIES



Use Concrete Manipulatives



Multisensory Teaching



Step-by-Step Instructions



Real-Life Contexts

## CLASSROOM ACCOMMODATIONS



Extra Time on Tasks and Assessments



Alternative Assessment Methods



Use of Calculators or Math Reference Sheets

## TECHNOLOGICAL SUPPORTS



Maths Apps and Games



Speech-to-Text and Text-to-Speech Tools



Digital Manipulatives

## ORGANIZATIONAL AND EMOTIONAL SUPPORT



Build Confidence Gradually



Teach Coping Strategies



Consistent Routines and Visual Schedules

## COLLABORATION AND COMMUNICATION



Work with SENCO and Educational Psychologists

The National  
Numeracy Strategy

The daily mathematics lesson

# Guidance to support pupils with dyslexia and dyscalculia

Guidance

Curriculum & Standards

Teachers and  
Teaching Assistants  
in Primary Schools

Status: Recommended

Date of issue: 09/01

Ref: DfES 0512/2001



Excellence  
in schools



Raising  
Standards

department for  
**education and skills**  
creating opportunity. releasing potential. achieving excellence

# Gweld dyslecsia mewn ffordd wahanol

## *Seeing dyslexia differently*



# *Adnoddau i'r ystafell ddosbarth*

## *Classroom resources*

[Educator - British Dyslexia Association](http://bdadyslexia.org.uk)  
 [\(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

[InfoForTeachers.pdf \(dyslexiascotland.org.uk\)](http://dyslexiascotland.org.uk)

[Home | Addressing Dyslexia](#)

[DITC-Handbook.pdf \(dyslexiaida.org\)](http://dyslexiaida.org)

For dyslexic student teachers:

[Supportingdyslexictraineesteachers.pdf \(patoss-dyslexia.org\)](http://patoss-dyslexia.org)

# Cyfeirnodau

## *References*

Davis, R, D. (2010). *The Gift of Dyslexia: Why some of the Brightest People Can't Read and How They Learn* (3<sup>rd</sup> ed). London: Souvenir Press Ltd.

Reid, G. (2016) *Dyslexia: A Practitioner's Handbook* (5<sup>th</sup> ed.). London: Wiley.

Rooke, M. (2016) *Creative, Successful, Dyslexic*. London: Jessica Kingsley Publishers.