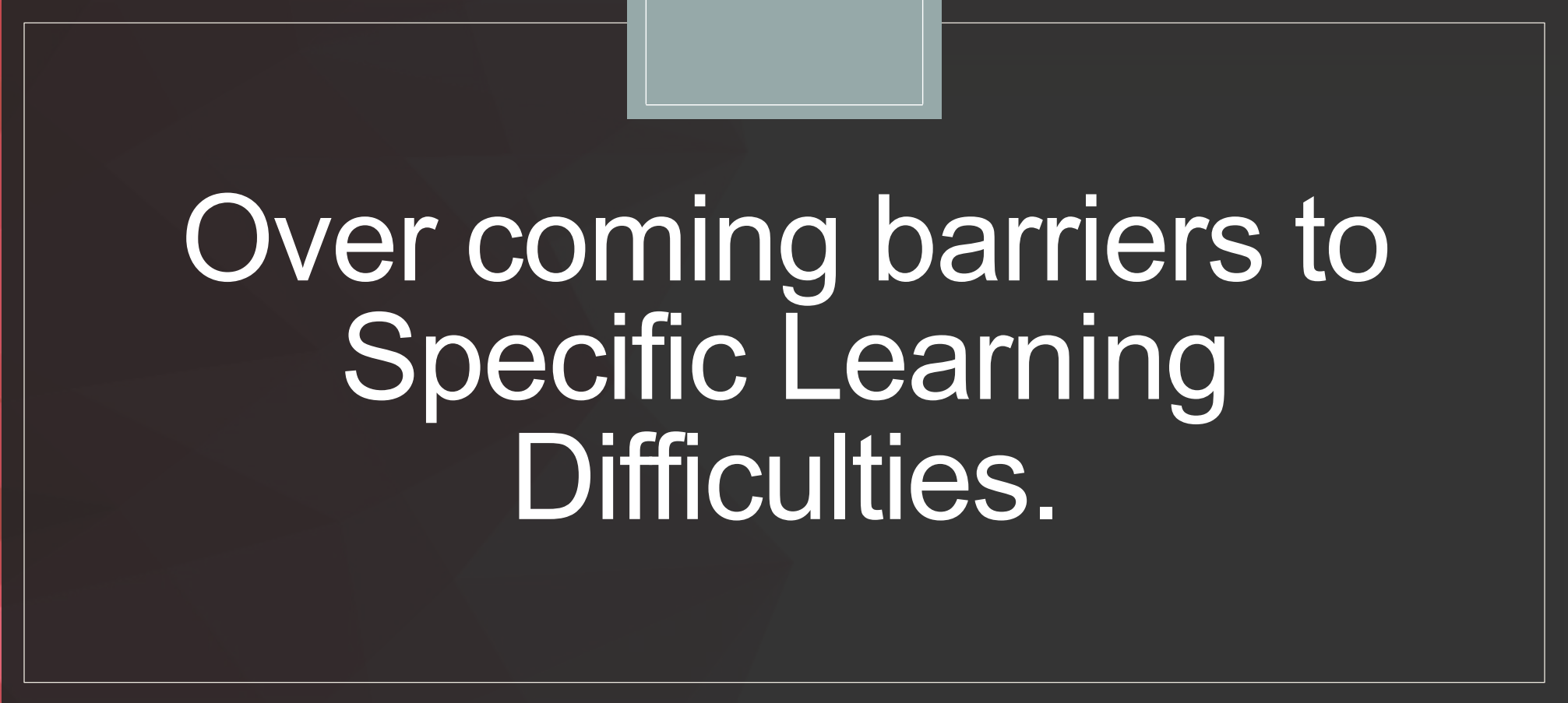
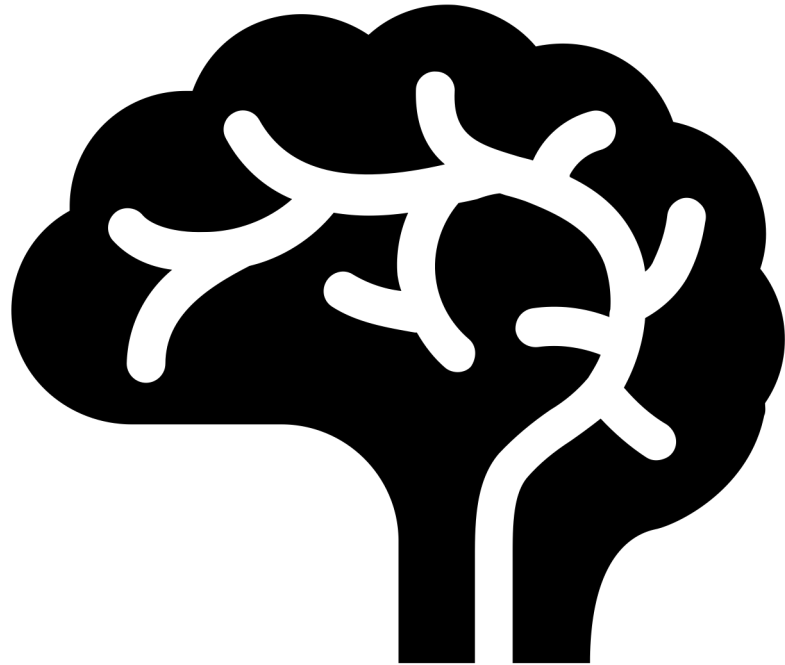


Action Plan: Use wider sources of literature such as books and journals.



Over coming barriers to Specific Learning Difficulties.

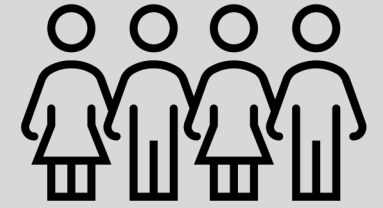
Student Number: 2010511 Name: Victoria John Module Code: SJIE4003



Introduction.

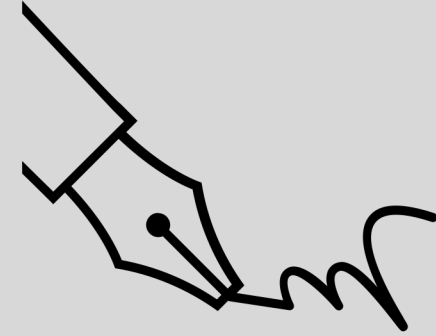
- Briefly inform the audience what is dyslexia.
- Discuss and evaluate a multi-sensory resource that supports individuals who face dyslexia.
- Linking the resource to theory and policy.

What is dyslexia?



- Dyslexia is a learning difference which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing (British Dyslexia Association, 2021).
- 10% of the UK population have dyslexia.
- Schools 'failing to diagnose at least 80% of dyslexic pupils' (BBC News, 2019).

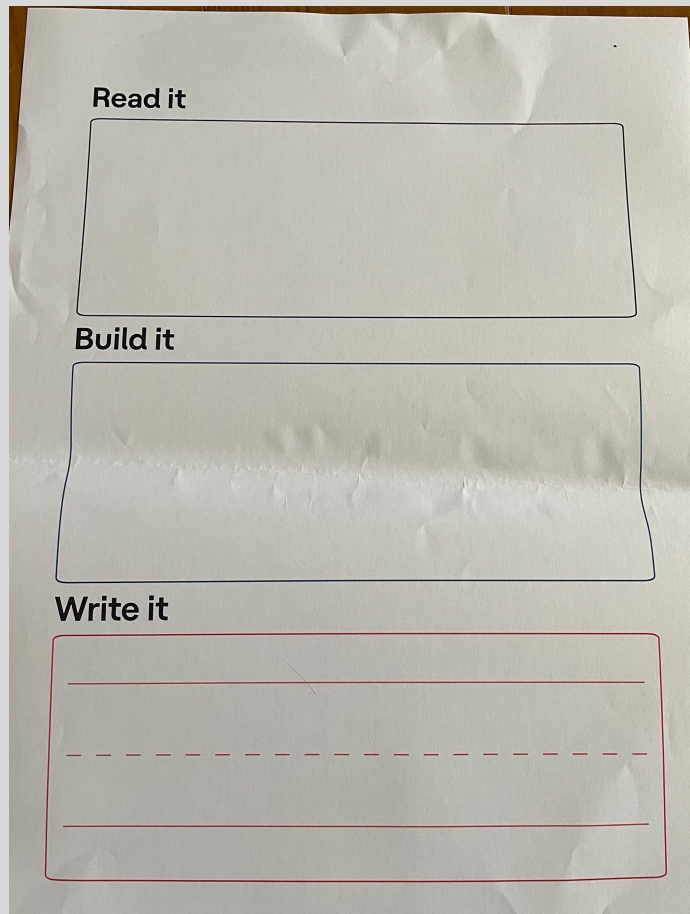
Signs and symptoms.



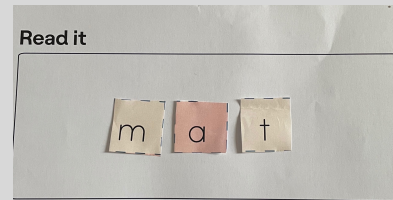
NHS (2018) states:

- problems learning the names and sounds of letters.
- spelling that's unpredictable and inconsistent.
- putting letters and figures the wrong way round (such as writing "6" instead of "9", or "b" instead of "d").
- confusing the order of letters in words.
- visual disturbances when reading (for example, a child may describe letters and words as seeming to move around or appear blurred).
- problems copying written language and taking longer than normal to complete written work.

Read it, build it, write it.



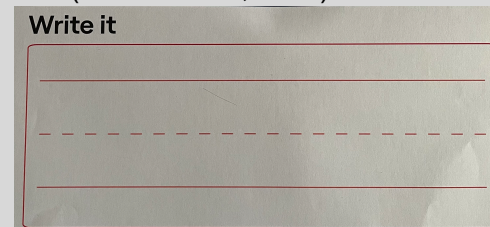
(Author's own, 2021).



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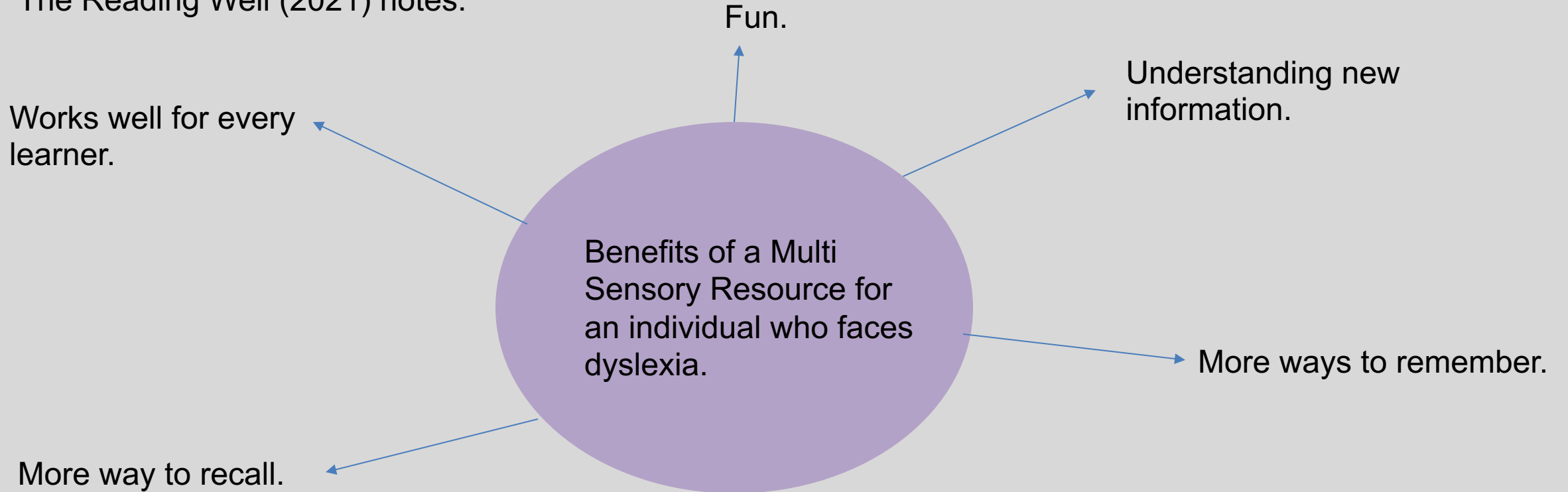
Welsh Gov (2019) states:

Language, Literacy and Communication Skills:

- Develop through talking, signing/communicating and listening.
- Use a range of reading materials to develop their enjoyment and understanding and will be supported as they develop their skills for writing.
- Communicate their needs, feelings and thoughts, and talk about experiences.

Read it, build it, write it.

The Reading Well (2021) notes:



“Dyslexic children typically have difficulty absorbing new information, especially if it is abstract or involves memorizing sequences or steps” (The Reading Well, 2021).

Theory and policy.

- The phonological theory postulates that dyslexics have a specific impairment in the representation, storage and/or retrieval of speech sounds (Ramus, et al. 2003).
- It also pioneered the multisensory approach to teaching reading, which is a common component of effective literacy programs. This means that instructors use sight, hearing, touch, and movement to help students connect language with letters and words. Orton–Gillingham is widely used to teach students with dyslexia (Rosen, 2021).
- School A’s policy was developed from The Profound Education Curriculum 2010. The term “multisensory learning” suggests that the more the opportunity is given to use a number of senses, the richer the associations will be and the more effectively learning will take place (School A 2012).

Conclusion.

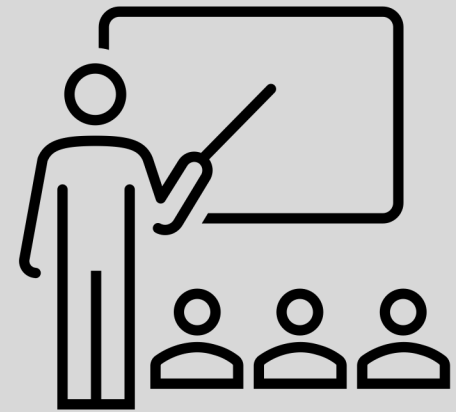
What I found out.

- Dyslexia in younger children can be difficult for both parents and teachers, because the signs and symptoms are not always obvious (Arkell, 2021).

What needs to change?

Detecting Dyslexia early can:

- Confidence.
- Receive the right amount of support.
- Cope/come to terms with strategies.



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