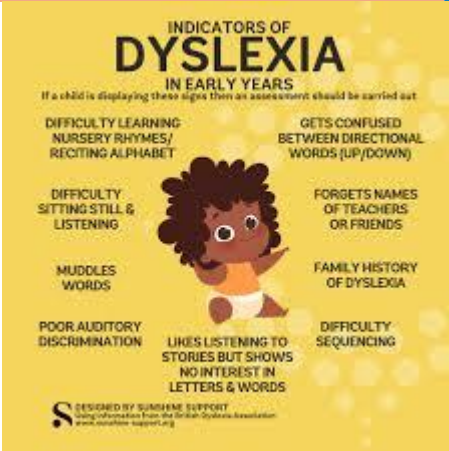


What is dyslexia?
According to the International Dyslexia Association (2020), dyslexia is a verbal-based learning disability and refers to a group of symptoms that result in people having difficulties with certain language skills, mainly reading. Pupils with dyslexia usually face difficulties with other skills, for example, spelling, writing and pronouncing words (International Dyslexia Association (IDA), 2020; British Dyslexia Association (BDA), 2026a). Dyslexia is a common learning difficulty; unlike a learning disability, having dyslexia does not affect intelligence. It is estimated that up to 1 in every 10 people in the United Kingdom has some degree of dyslexia. Dyslexia is a lifelong problem that can present challenges on a daily basis, but with the right support available, reading and writing skills can be improved (NHS, 2022a).

Early intervention
Children with dyslexia can learn to read skilfully if provided with successful reading instructions and interventions. At this present time, the vast majority of the United States of America has embraced dyslexia laws, many of which put the duty on schools to identify pupils who may have dyslexia. The common, widespread practice of dyslexia recognition is a responsive form of identification (GREENBERG, 2024).

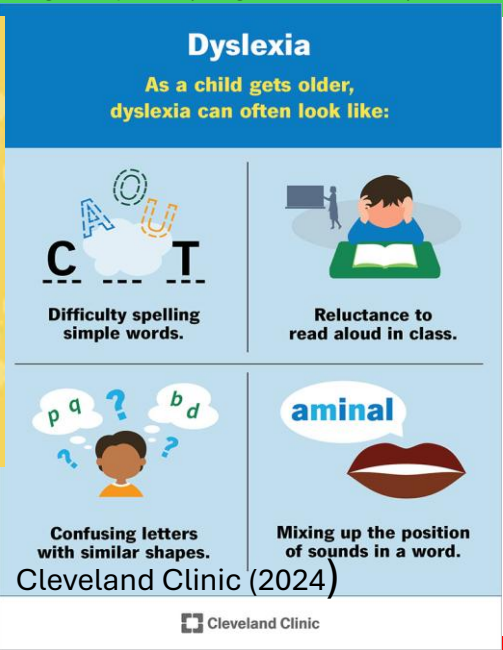
Conclusion
Dyslexia is a complex learning difference that influences far more than a child’s reading ability, shaping their confidence, emotional well-being, and overall experience of school. Although it has no connection to intelligence, it can create significant challenges when the right support is missing. Early identification and timely, evidence-based intervention remain essential, helping children build on their strengths and preventing the frustration or self-doubt that can develop when their needs go unrecognised. As research and policy continue to evolve, there is growing recognition that dyslexia spans the full range of abilities and requires personalised, structured teaching rather than outdated models of diagnosis. Formal assessment, skilled instruction, and consistent support at home and school all play a crucial role in enabling children to flourish

what are the signs and symptoms?
Recognising the early indicators of dyslexia can transform a child’s confidence and overall learning experience (Addressing Dyslexia, 2026; Child Mind Institute, 2026). These signs can be easy to miss; perhaps they struggle with reading or find it hard to remember sequences. When support is not put in place, children may become discouraged, frustrated, and begin to doubt their abilities. Identifying dyslexia early, with guidance from a specialist assessor, opens the door to personalised support that helps children flourish both in school and in their wider lives. And with remote assessments now available, taking that first step has never been more accessible (Williams, 2024). There are many signs and symptoms which can present differently due to age and individual (BDA, 2026b). All children will present the signs and symptoms differently, and each child with dyslexia will have a unique outline of strengths and weaknesses (NHS, 2022b).



Sunshine Support UK (2023)

What might this look like in the early years?
Dyslexia refers to difficulties with learning to read words aloud and with spelling (Rose, 2009). For many years, dyslexia was viewed as a *specific* learning difficulty, meaning that the reading problems could not be recognised as obvious factors such as sensory impairments or low general ability (Rose, 2009; Reid, 2017). However, research has shown that children with dyslexia do not differ in a distinct, qualitative way from children who have borderline learning challenges, particularly in areas like reading and phonological skills. As a result, the traditional “discrepancy” model has fallen out of favour. The Rose Review highlighted that dyslexia can be found across the full range of IQ scores, and that children with poor decoding skills benefit from the same types of interventions regardless of their cognitive profile (Margaret *et al.*, 2020).

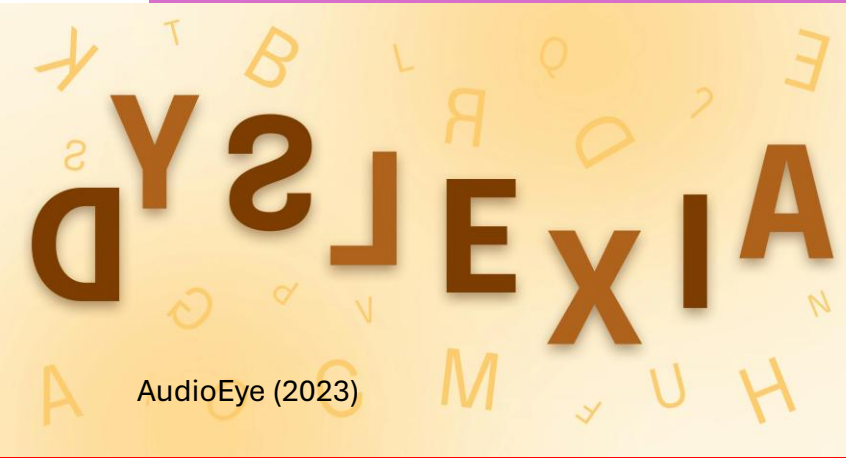


Cleveland Clinic (2024)

What are the barriers?
If children with dyslexia do not get the right support can develop many mental challenges, including anxiety, which is commonly described as the leading emotional difficulty experienced by children with dyslexia. It is a natural and protective human reaction designed to keep us safe, and it can trigger the familiar fight, flight, or freeze responses when we’re faced with something stressful or threatening. Around one in eight children and young people are thought to experience mental health difficulties, with rates starting lower in early childhood and rising as they move into their teenage years (IDA, no date b: UCL, 2020). Anger issues can also be developed; many emotional challenges linked to dyslexia stem from the frustration children often feel in academic or social settings. Researchers have long noted that frustration can lead to anger, and this pattern is evident in many young people with dyslexia. Anger can also surface as a response to underlying anxiety or depression. People with learning disabilities often describe experiencing feelings such as anger, stress, embarrassment, aggression, guilt, loneliness, insecurity and anxiety, along with other emotional and social difficulties. The impact of these experiences can stay with them and cause long-term harm well into adulthood (IDA, no date b: Livingston *et al*, 2018).

Student no.: 2208347
Word count: 947
I have used Grammarly in correspondence with my dyslexia

How is dyslexia diagnosed?
A formal diagnosis of dyslexia can only be made through a Diagnostic Assessment carried out by a qualified dyslexia inspector. This assessment approves whether a child is dyslexic and delivers a thorough report displaying their strengths, areas of difficulty, and an overall picture of how they learn. It also offers guidance on the best ways to support them. The purpose of the assessment is to: “Understand the child’s unique learning style and what helps or hinders them Gather detailed information about their reading, spelling, and writing abilities Determine whether there is a noticeable gap between their general ability and their literacy skills Explore any other factors that may be influencing their learning Identify any Reasonable Adjustments needed to ensure they can fully access lessons and exams”.



AudioEye (2023)