

What is dyslexia?

NHS (2018) states that dyslexia is a learning difficulty that can affect many children. Dyslexia can cause difficulties with spelling, reading, and writing. Dyslexia is known as a learning difficulty whereby children have difficulty learning, whereas a learning disability affects children's intelligence (NHS, 2018). However, The British Dyslexia Association (no date b) indicates that although children with dyslexia can have difficulty with their reading and writing, they also have difficulty with understanding and retaining information they access through seeing and hearing. Dyslexia can also affect the skills associated with organization. However, children with dyslexia have a different way of thinking which is positive, as they have many strengths in the creative and reasoning fields.

Signs of dyslexia in the Early Years?

British Dyslexia Association (no date a) show there are many signs of dyslexia in children such as, children may struggle to learn the alphabet, difficult to keep rhythm or even the child may not pay attention. There can be many reasons why children find it difficult to learn the alphabet, keep rhythm or pay attention for example, a child with dyslexia can be distracted very easily and will lose concentration quite quickly. However, children who are dyslexic struggle with the alphabet as the sound of the letters may sound like each other, which can confuse them in remembering the sounds which also links with rhythm and the rhythm may sound like other noises.

Central Digital & Data Office (2017) explains that 6.3 million people approximately 10% of the UK are dyslexic. However, Central Digital & Data Office (2017) indicates that people with dyslexia can also have other learning difficulties such as, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Dyscalculia which is difficulties with numbers. NHS (2018) explains that there is not a reason why children are dyslexic, but it does often run-in children's families. Dorta (2022) suggests that if a child is dyslexic and has siblings, then approximately 40% of the siblings will struggle with reading and 49% of the child's parents will also have difficulties with reading.

Support strategy.

Queen Mary University of London (no date) point out that a child with dyslexia can receive one to one support which is personalised to each child, with a teacher that is qualified in Specific Learning Differences. DWAMSB (2018) explain that the one-to-one sessions are there to help a child improve their writing, organization and spelling skills. East Sussex County Council (no date) show us ways to help, such as flash cards with pictures and words to play different types of games This could help children with dyslexia as they are having fun while learning and as they are on their own, there will not be anyone or anything around to distract them. Also, during one-to-one sessions making a scrap book on the alphabet could help children with their letters and sounds helping the child understand the letters and pictures that go together. Jones (2021) indicates that there are 3 barriers with one-to-one sessions. One barrier that could not help a child reach their full potential is the specialist teacher may not understand exactly what they should be doing for that individual child. However, Jones (2021) also explains that if they do not have the correct information, it can be pointless having one to one support. Lastly, the teachers may have self-doubt and think they are not supporting the child as much as they should.

How is it identified and diagnosed?

Dyslexia Scotland (2017) explains when identifying a child with dyslexia there are many tests and assessments involved. The assessments and tests will be taken over a period, which needs to be a holistic process. However, when a concern has been raised that a child may be dyslexic, there will be a procedure put in place which is called staged intervention, this is when the teacher needs evidence on why they think the child is dyslexic. Dyslexia Scotland (2017) suggests after identifying the child with dyslexia the teacher will need to adapt any work for the child and continually assess the child making sure they are progressing. Once this is done after a period, the teacher can see if anything else can help the child. Welsh Government (2012) explain that specialist teachers are needed in schools identifying and helping children with dyslexia in the classroom. Develop Us (no date) indicates that only specialist teachers that have an Assessing Practicing Certificate can carry out the dyslexia tests. The tests include many activities which involves words, sounds, and pictures and the assessment normally takes approximately 3 hours. Develop Us (no date) explains that the tests show the cognitive profile and where there can be improvements. Also, while diagnosing a child with dyslexia, the report is approximately 25 pages long which includes the evidence.

Snowling (2013, cited in Integrated Services for Learning, no date) points out that it is beneficial in the child's education if dyslexia is identified early on. International Dyslexia Association (2017) also explains how important it is to diagnose a child as early as possible to help them achieve their full potential in school.

However, Helen Arkell Dyslexia Charity (2022) points out that diagnosing a child who has signs of dyslexia is difficult and is not easy to do. Also, every child will show signs of dyslexia in different ways, and it can be different in every different environment they are in. Team up (no date) explains that dyslexia should not be labelled as it makes other people see all dyslexic children as the same, whereas every child is different and unique in their own way.

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Source: Dyslexia Centre (2020).

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