

### What is Dyslexia?

Additional learning needs are very common in early years settings and one of these additional learning needs is Dyslexia as Reid (2016) states, dyslexia is a common learning difficulty in certain children and young people, dyslexia affects children's learning abilities as it affects a child's understanding of certain tasks and affects their abilities in literacy and language which has an impact on the child's educational learning. In addition, Ellis (2016) agrees explaining, dyslexia is a specific learning disability which may cause issues in certain abilities for children in their educational learning such as, reading, writing, and spelling. Furthermore, Blythe, Kirkby and Liversedge (2018) also concur stating, children with dyslexia tend to process information differently from other children, as part of their brain is less active than other parts meaning, it takes them longer to process information and think things over.

### Signs and Symptoms of Dyslexia.

Dyslexia can manifest in different ways depending on the specific child. For example, British Dyslexia Association (No date) explains, that some children may have trouble processing information and knowledge for example, children may make errors in reading words and sentences and may see letters move around and disappear off the paper. Furthermore, Shetty and Rai (2014) describe, some children as displaying symptoms such as, they may have issues with their literacy and language development as this may cause the child's handwriting skills to be poor, making a lot of mistakes in words and sentences in their spelling. Moreover, Ward, Bush and Braaten (2019) agree explaining, this also includes their verbal speech, as some children tend to stutter if they find it difficult to pronounce certain words or sentences resulting in struggling to read out loud in the class. Similarly, Giovagnoli et al. (2020) explain dyslexia also has been known to affect children's memory. This suggests they may be forgetful of things such as names of peers and instructions on task, which affects the child's behaviour as they will become frustrated if they are unable to start or complete tasks due to not understanding what is needed.

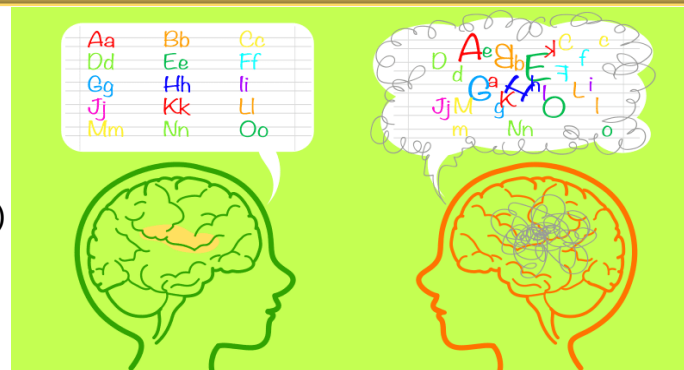
Dyslexia can be developed differently in everyone as NHS (2018) discusses, there is no exact cause of dyslexia in children, It is known that dyslexia can develop from certain parts of family history and from their own genetics when they are developing in the womb.

(Weareteachers, 2016)

### Diagnosis of Dyslexia.

Diagnosing dyslexia is different from other types of assessments. The assessment would be carried out by an educational psychologist as Kirby (2020) explains they will be covering all the areas of the child's development to see where the child's strengths and weaknesses are and to see what support suits their needs. There will be multiple assessments the child will undertake as Elliott and Grigorenko (2014) explain, these assessments cover the child's development such as, their reading and writing abilities, this shows how well they spell, their writing speed on copying text thus, showing any errors or mistakes. In addition, Adlof and Hogan (2018) agree explaining the assessment also analyses the child's memory as they would be tested on remembering sequences of numbers, words, and sentences. This would show if the child made any mistakes or is unable to complete sequences and sentences.

However, diagnosing dyslexia is not as easy as it seems as Rello et al. (2016) explains, dyslexia is different for everyone as they may display different or not show any signs of dyslexia making it difficult to spot and could change overtime. In addition, Martins et al. (2016) agree explaining, since dyslexia is not obvious as everyone is different, children tend to diagnose later as a young person or in adulthood causing more challenges in their learning and work environment.



### Barriers.

Children who have dyslexia will be facing barriers that may impact on their educational learning if not provided with the right support (Jacobs et al., 2020). Dyslexia children may be held back on their education which will have an impact as Deacon, Macdonald and Donaghue (2020) explain, telling a child they are unable to do certain tasks or deeming them lazy will impact their mental health, thus forming a fixed mindset where this will have an impact on their self-worth and education. Caskey (2020) concurs explaining, dyslexic students with a fixed mindset will have a lot of self-doubt of them ever believing they cannot improve on their skills or being successful in life. This also impacts their learning, as they will not challenge themselves as they believe they cannot do it and stick to their basic skills and knowledge. Late diagnosis of dyslexia is a huge issue as BBC (2019) explains in this 2019 article, it is reported that 80% of schools are failing to diagnose children with dyslexia thus impacting on children not being provided with the right support and struggling throughout their young lives and adulthood.

### Strategies.

One of these learning strategies could be multi-sensory learning as Kelly and Phillips (2016) explain, multi-sensory is a variety of different activities which involves the use of visual, auditory and kinesthetics which supports the child's memory, literacy and language. Similarly, Mills (2018) discusses this strategy is different as it will be using different resources and materials the child is interested in to help build on their muscle memory and heighten their attention span as they will be using their hands-on experiences during activities.

However, there is a disadvantage to this strategy as Zikos et al. (2016) states, this type of strategy requires practitioners to have extensive training to manage it within the setting, which will require additional costing and also their needs to be a collection of resources and material to meet the needs of the multisensory approach.

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