

Dyslexia Awareness

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SENTASS: Specific Learning Difficulties Team

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‘Inclusive Education Service’

Provision for 4 areas of Code of Practice

- Cognition and Learning,
- Communication and Interaction,
- Physical and Sensory,
- Social, Emotional and Mental Health.

Identification in the classroom

Areas of difficulty include:

- Reading fluency
- Spelling
- Phonological skills
- Visual processing
- General speed of processing information
- Sequencing
- Concentration
- Memory/Retaining ideas
- Motor skills

Not just reading and spelling!

Handwriting

- Practice
- Finger/hand exercises
- Grip
- Tracing shapes and join the dots
- b/d strategies
- Pencils and paper



Spelling

- Break word into sounds
- Words inside words
- Mnemonics
- Colour
- Correct sensitively

Reading

- Easy enough
- Read everything
- Make it fun
- Paired reading
- Correct sensitively
- Break down word with your thumb

Organisation

- Keep list near the door
- Tidiness
- Short instructions
- Colour coded timetable
- Give enough time

Memory

- Easily overloaded
- Little but often
- Say/sing, See, Do, Feel/touch
- Talk about it
- Sleep,rest, breakfast

Confidence

- 'Big up' strengths
- Keep weaknesses low key
- Provide fun/relaxation
- Clubs and activities

Strengths:

- Ability to visualise things
- Practical and problem solving skills
- Able to see the big picture
- Good visuo-spatial awareness
- Creativity
- Good verbal communication skills
- High levels of motivation and persistence

Dyslexia can be seen as a learning difference

Hyperlinks

[Can dyslexia inspire me to success?](#)

[Dyslexia i.o website](#)

