

# Dyslexia Outreach Service

Philippa Baillie

[p\\_baillie@taverhamhigh.org](mailto:p_baillie@taverhamhigh.org)

[dosadmin@taverhamhigh.org](mailto:dosadmin@taverhamhigh.org)

Karen Goulden

Victoria Walters

Belinda O'Brien

[www.dyslexiaoutreach.co.uk](http://www.dyslexiaoutreach.co.uk)

Contact details p52

# Dyslexia Outreach Service

[www.dyslexiaoutreach.co.uk](http://www.dyslexiaoutreach.co.uk)

## Courses

### Level 3 Dyslexia Awareness

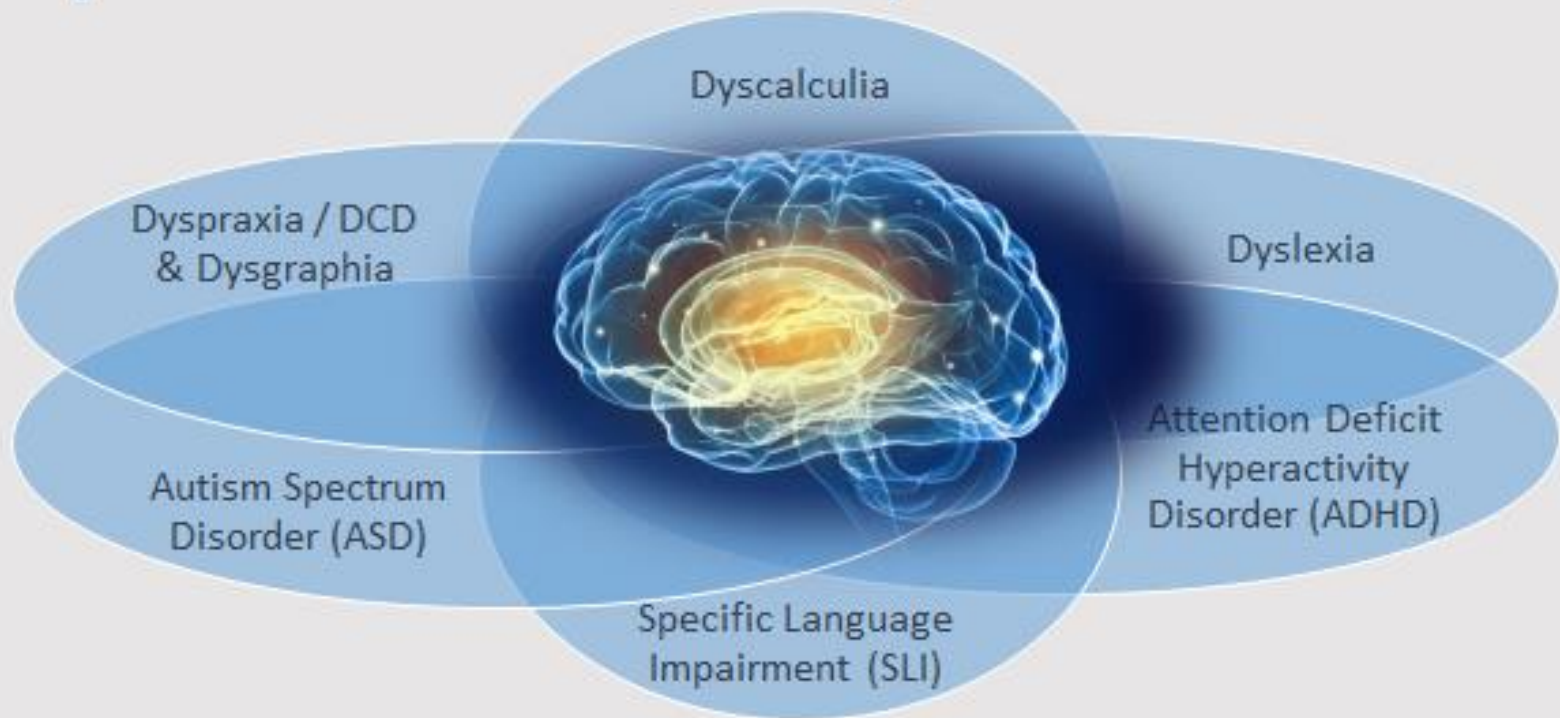
Course resources access: DAlevel32019

Dyslexia

Specific Learning Difficulties

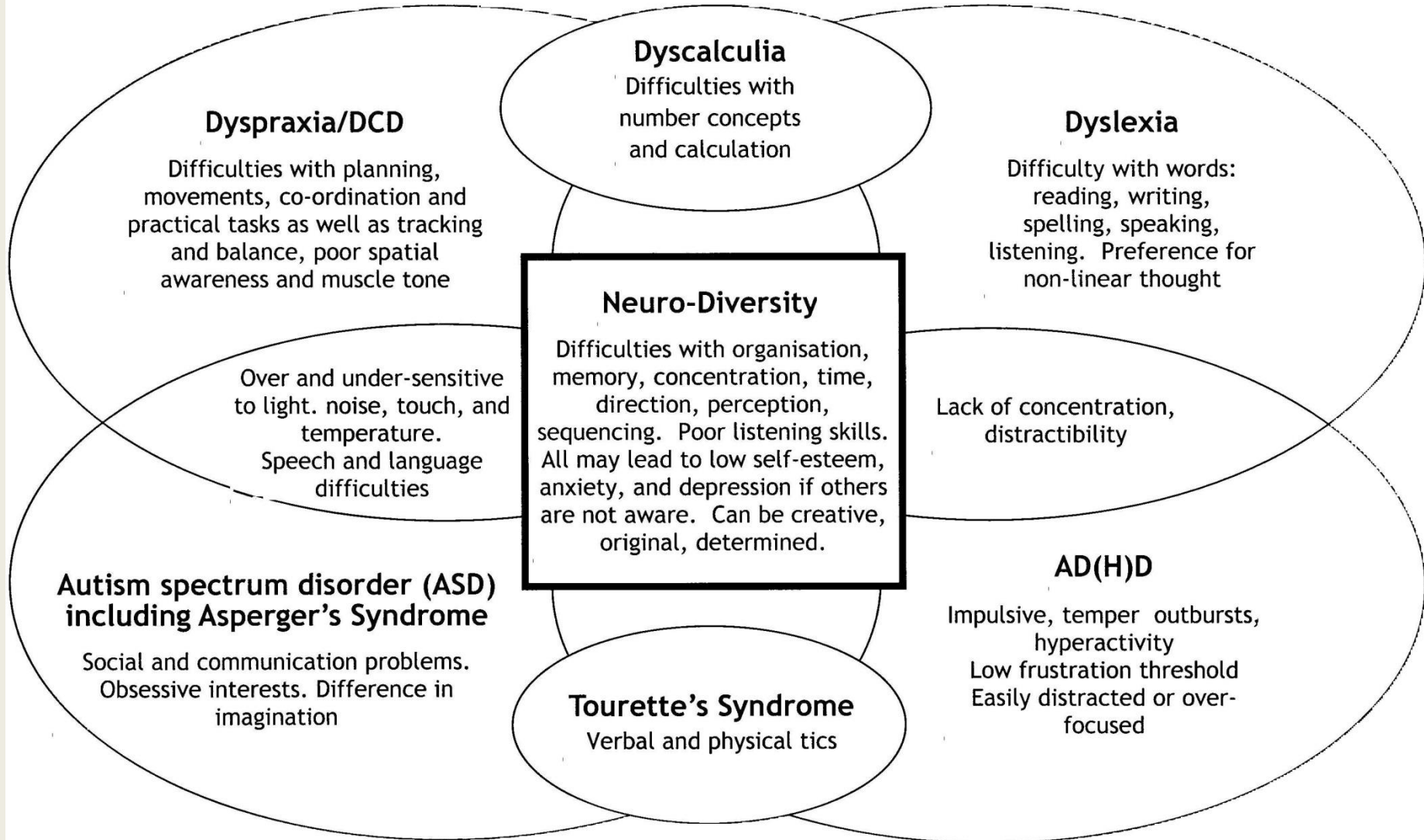
Specific Learning Differences

# SpLD & Neurodiversity



16

# The Make-up of Neuro-Diversity





What is dyslexia?

Behaviour

Psychology

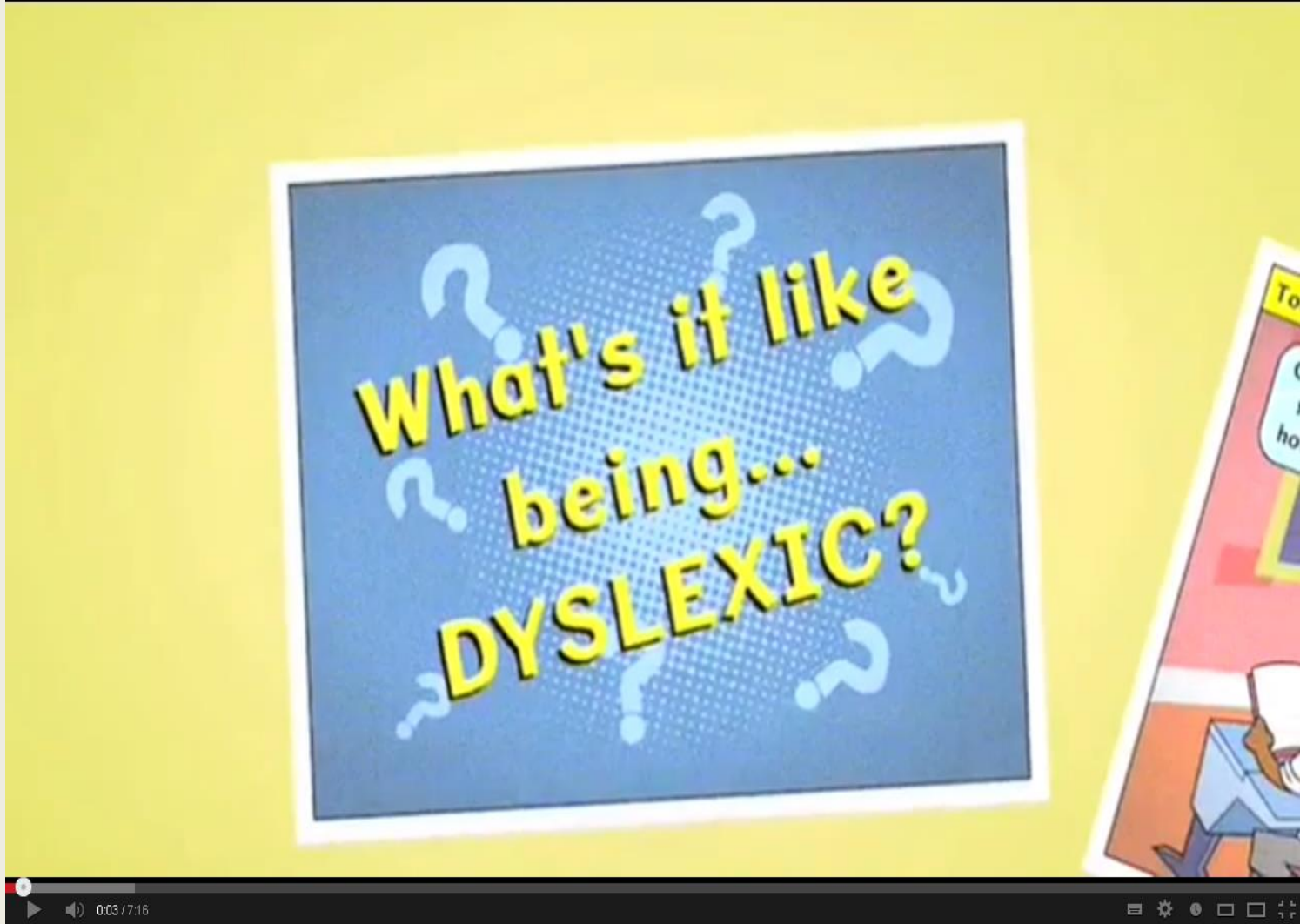
Biology

# What's it like being dyslexic?

## Activity

p9 Bright ideas – notes from video





<https://www.youtube.com/watch?v=IEpBujdee8M&safe=active>



What do I know about the dyslexic young people I work with?

What do I want to know?

# What's it like being dyslexic?

## Activity

AC: 1.2, 1.3

What characteristic features of dyslexia do you see in your learners?

EYFS/Primary/Secondary Checklist

Highlighters

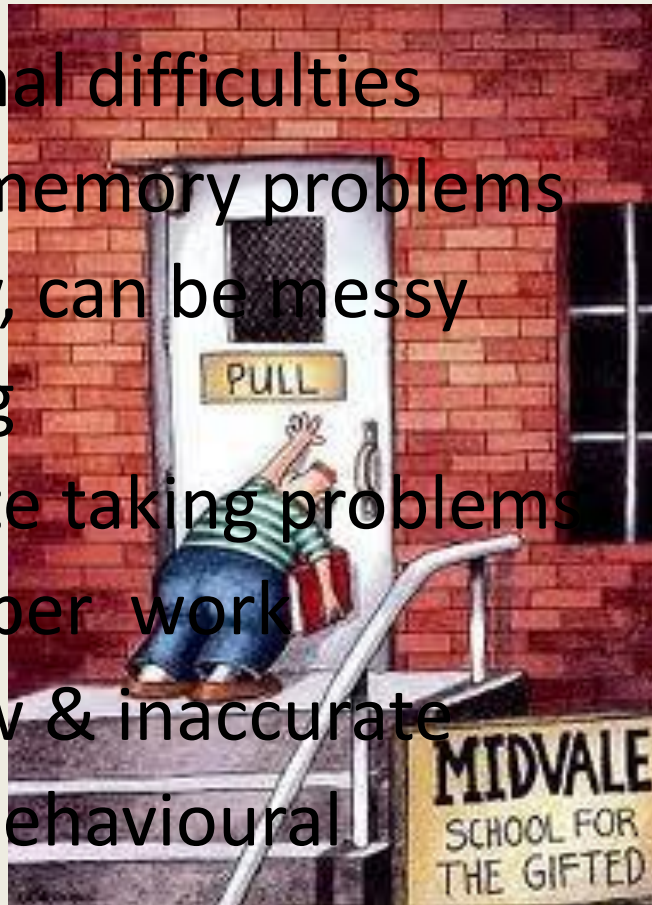
p10 Effects of dyslexia on....

Strategies

p11 Characteristic features of dyslexia (Independent work)

# Barriers to learning

- Organisational difficulties
- Short term memory problems
- Writing slow, can be messy
- Poor spelling
- Copying/note taking problems
- Maths/number work
- Reading slow & inaccurate
- Emotional/behavioural



## Activity

p8 What is your current understanding of dyslexia?

# The Rose Review (2009)

*Dyslexia primarily affects the skills involved in accurate and fluent word reading and spelling.*

*Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed.*

*Dyslexia occurs across the range of intellectual abilities*

*It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.*

*Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organization, but these are not, by themselves, markers of dyslexia.*

*A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.*

# Definition of Dyslexia

*'Dyslexia is evident when accurate and fluent word reading and / or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.'*

Division of Educational and Child Psychology of the British Psychological Society (1999).