## Dyslexia Outreach Service

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Contact details p52



## Dyslexia Outreach Service

www.dyslexiaoutreach.co.uk

Courses

Level 3 Dyslexia Awareness

Course resources access: DALevel32019

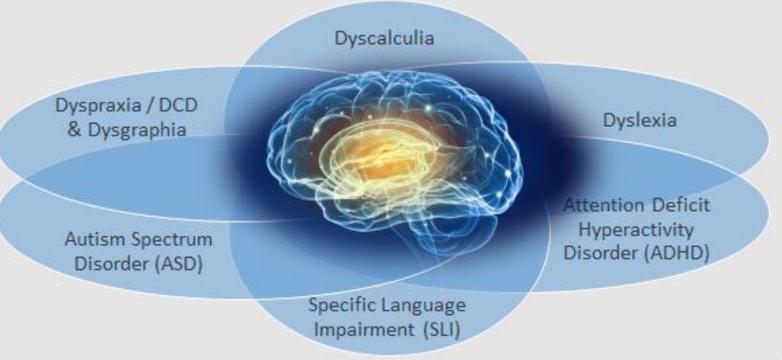


## Dyslexia

# Specific Learning Difficulties

Specific Learning Differences

## SpLD & Neurodiversity





#### The Make-up of Neuro-Diversity

#### Dyspraxia/DCD

Difficulties with planning, movements, co-ordination and practical tasks as well as tracking and balance, poor spatial awareness and muscle tone

Over and under-sensitive to light. noise, touch, and temperature.

Speech and language difficulties

## Autism spectrum disorder (ASD) including Asperger's Syndrome

Social and communication problems.

Obsessive interests. Difference in imagination

#### Dyscalculia

Difficulties with number concepts and calculation

#### **Neuro-Diversity**

Difficulties with organisation, memory, concentration, time, direction, perception, sequencing. Poor listening skills. All may lead to low self-esteem, anxiety, and depression if others are not aware. Can be creative, original, determined.

#### Tourette's Syndrome

Verbal and physical tics

#### Dyslexia

Difficulty with words:
reading, writing,
spelling, speaking,
listening. Preference for
non-linear thought

Lack of concentration, distractibility

#### AD(H)D

Impulsive, temper outbursts,
hyperactivity
Low frustration threshold
Easily distracted or overfocused



# 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?

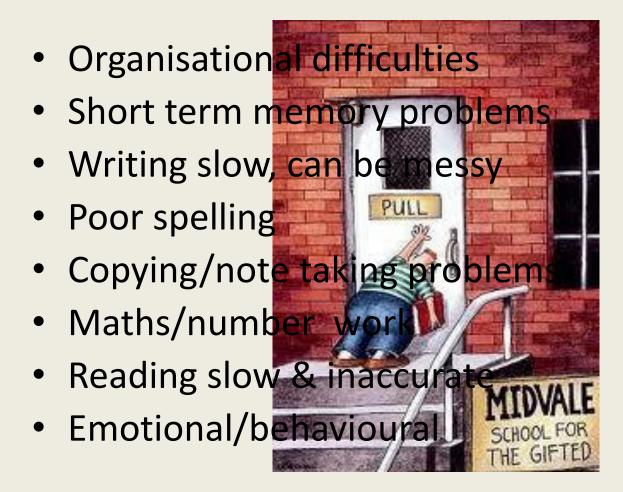
EYFS/Primary/Secondary Checklist Highlighters

p10 Effects of dyslexia on....
Strategies

p11 Characteristic features of dyslexia (Independent work)



## Barriers to learning





### **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).

