



## Lawns Park Primary School and Nursery **A Quick Guide to SpLD Dyslexia**

### What is Dyslexia?

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Dyslexia is a specific learning difficulty (SpLD). It is primarily a set of processing difficulties that affects the acquisition of reading and spelling. The most common difficulty observed is in phonological processing. It can also affect the acquisition of other skills such as reading comprehension, mathematics and learning another language. Working memory, orthographic skills and processing speed can contribute to the impact of dyslexia. Dyslexia frequently co-occurs with one or more developmental difficulties including developmental language disorder, dyscalculia, ADHD and developmental co-ordination disorder. Dyslexia difficulties exist on a continuum and can be experienced to various degrees of severity. Many dyslexic people show strengths in areas such as their oral contributions, reasoning and in visual and creative fields.

### Implications for a pupil

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The pupil may need support with:

- Remembering strings of instructions.
- Sequencing skills (e.g., alphabet / times tables / time).
- Making and retaining firm links between letters and their corresponding sounds. (Grapheme-phoneme correspondence.)
- "Place-keeping" e.g., repeating or skipping words, letters, numbers, or whole steps of an assigned task.
- Task completion - due to losing track of where they are within a task or being unable to remember the steps they are supposed to follow.
- Speed and quality of writing - by the time they finish spelling the first few

words, they've forgotten what they intended to say next.

- Reading comprehension - while working hard to decode written words, the child loses track of the overall "gist" of the text.
- Organisational skills.
- Copying from the board.
- Concentration / attention.
- Tiredness and frustration - due to the extra effort needed to keep up.

### How to help – top tips

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1. Give information in small, repeated chunks - check understanding.
2. Scaffold learning e.g., writing frames (remove the blank page), prompt sheets, cue cards.
3. Plan to over learn skills and concepts (practice and repeat) to embed learning.
4. Ensure any reading material is at the correct level.
5. Practice / prepare any texts to be read out loud.
6. Eliminate unnecessary tasks (e.g., writing the date / success criteria, copying out passages / maths problems).
7. Reduce the number of tasks required to demonstrate competence (such as 2 maths problems instead of 5).
8. Increase time to complete tasks including quizzes, tests, and other class-based work.
9. Monitor time spent on homework and adjusting as necessary.
10. Use multisensory strategies (see, say, write, feel) to practice skills.
11. Ask the pupil what helps them.

### Further advice and support

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#### Useful Websites:

British Dyslexia Association

[British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

Yorkshire Rose Dyslexia

[Dyslexia Support in Yorkshire - Yorkshire Rose Dyslexia](#)

SENIT:

Learning Inclusion Service Guidelines for Specific Literacy Difficulties (Dyslexia)

[Provision Grid for SpLD \(Dyslexia\) | Leeds for Learning](#)