



Tatsfield Primary School

Special Educational Needs and Disability (SEND)
information for Parent/Carers

Dyslexia

- ▶ Identification
- ▶ Definition
- ▶ Adaptive strategies
- ▶ Interventions
- ▶ Assessments/Exams

What is dyslexia?

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

Delphi definition of dyslexia (2025)

Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling.

In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.

Across all languages, difficulties in reading fluency and spelling are key markers of dyslexia.

What is dyslexia?

Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity.

The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language.

The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed.

Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.

Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

English is hard

green

bead

thief

paediatrician

...and the same letters can be pronounced differently in different words

bead

bread

There are many words
that violate the rules

come

yacht

through

Dyslexia: Reality or myth?

Pupils with dyslexic difficulties

See words backwards

A risk for dyslexia can be hereditary and sometimes runs in families

Dyslexic difficulties are more common in left-handers

Dyslexia occurs in all ethnic groups and in all languages



Weaknesses

- ▶ Dyslexia is really about information processing: dyslexic people may have difficulty processing and remembering information they see and hear. This can affect learning and the acquisition of literacy skills.
- ▶ Spelling
- ▶ Punctuation
- ▶ Reading
- ▶ Processing and retaining written instruction

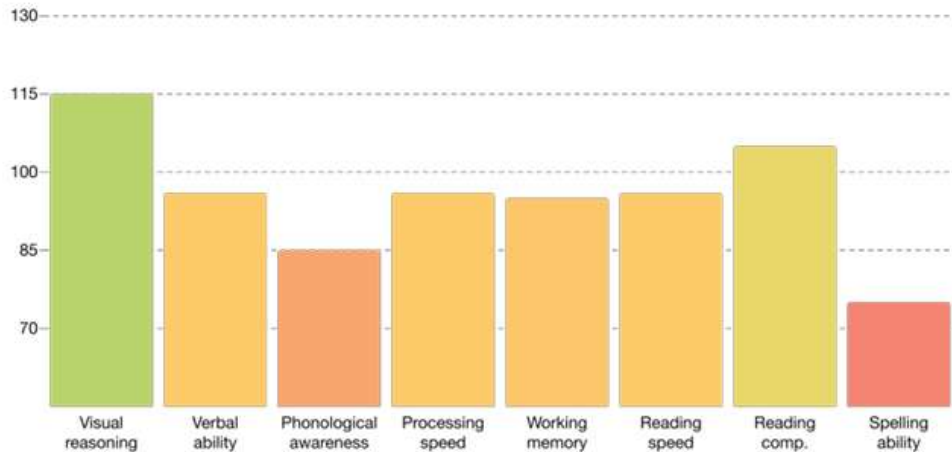
Strengths

- ▶ Dyslexic people often have strong visual, creative and problem solving skills
- ▶ Dyslexic people are associated with holistic thinking (looking at the bigger picture).
- ▶ Many famous and successful people are dyslexic.

Identification

Results

Cognitive profile



This chart shows Jane's standardised scores across the cognitive areas measured by Talamo. Standardisation ensures that scores are reliably compared to other individuals across the same age.

Insights

Risks

[Learn more](#)



Medium level of need

Jane has struggled in a few activities, indicating a medium level of need. Jane may benefit from additional support to address areas of difficulty. While the need is not as intensive, consistent monitoring and supportive strategies are still important to ensure Jane's success.



Likely to be dyslexia

Jane has shown key signs of dyslexia, suggesting a high probability that it is present. We would recommend close monitoring and considering targeting intervention to support. Further investigation would be required to confirm a diagnosis and unlock access to dispensations.

Strengths and challenges



Spelling score low

Jane's spelling was noticeably under the expected level. The rest of the report details direct support, activities and regular reviews to boost attainment.


How to support

Based on all of Jane's results, we recommend the following strategies for support. These are suggestions and would not necessarily all be implemented at once.

In the classroom

Ideas teachers can do to help Jane in the classroom.

Highlight individual learning strengths

 **Type:** Tip

This is important for everyone, however particularly so given Jane's risk of dyslexia.

Regular wellbeing check-ins

 **Type:** Tip  **Duration:** Termly

Regular check-ins to spot any specific learning difficulties and track mental health - as Jane has come up with a dyslexia risk, and those with the condition can have low self-esteem.

 **How to support**

At home

We believe joined-up provision provides the best results - here are some tips with how to help Jane at home.

Transition Planning

 **Type:** Tip

When it comes time for Jane to move transition to a new school environment, it's worth talking to both education settings about how this can be made easier.

Talk to Jane

 **Type:** Tip

Chatting to Jane about their learning experiences, challenges, and any areas where they feel they need more help can help guide how best to support them.

Understanding Dyslexia

 **Type:** Tip

Since Jane has a risk of dyslexia, it's worth learning a bit more about it. Dyslexia is part of the broader concept of neurodiversity, which recognises that neurological differences are a natural aspect of human diversity. However, before labelling Jane it might be worth having some further assessment.

A good mix of Visual, Auditory and Kinaesthetic activities.

Dyslexic pupils sitting within easy eye contact of the teacher.

Revisiting reading and spelling strategies and having these accessible for constant reference.

A well organised environment with clear routines to minimise movement and noise.

Using ICT as a multi-sensory method of working.

Giving children thinking and talking time.

Pre-teaching vocabulary. Overlearning and extra time to consolidate.

Using planning boards or writing frames. Talk for Writing. Cusp spelling.

Colour photocopies or coloured wallets/ overlays for use with white paper.

A Dyslexia-Friendly Environment

“ If they don't learn the way we teach them, can we teach them the way they learn?”
(Dr Harry Chasty)

Interventions

- ▶ Pupil Passport/Learning Plan
- ▶ Daily reading
- ▶ Phonics catch up
- ▶ Literacy for All
- ▶ Lexia
- ▶ TTRS

Assessments/Exams

- ▶ Extra time
- ▶ SATs
- ▶ Secondary (reading pen)



Resources

- ▶ SESDA
- ▶ Helen Arkell
- ▶ High Quality/Adaptive teaching strategies on the Waves of provision on the website

Any questions?

- ▶ Thank you for attending.