

# Indicators of Dyslexia – A Guide for Teachers

It is thought that dyslexia is on a continuum, ranging from mild to severe. It is often diagnosed at some point in key stage 2.

## **There are many possible signs of dyslexia in key stage 2. Children may:**

- have poor attention or concentration span for activities that involve reading and writing;
- try to avoid reading and may get anxious and frustrated when expected to read;
- struggle with sequencing and to do things like order the days of the week;
- often not recognise the difference between small words like 'goes' and 'does' and may miss them out if they are reading;
- have trouble sounding out words and often try to guess words instead of reading them properly;
- struggle to recognise sight words like 'because' and 'which';
- have trouble decoding vowels and confuse them;
- often forget how to spell words they have just learnt;
- choose simple vocabulary in their written work;
- struggle with alliteration and saying which words start with the same sounds;
- struggle to learn times tables and number bonds;
- have persistent spelling difficulties and struggle to follow spelling rules;
- have a poor working memory;
- have trouble organising themselves and may regularly lose things;
- be clumsy and struggle to do a sequence of activities during PE;
- have trouble remembering more than one instruction at a time;
- have poor handwriting and be very slow at writing;
- struggle to copy from the board;
- often be better at more practical subjects where they are not expected to write as much;
- have low self-esteem as they find school work increasingly difficult and may develop avoidance strategies or behavioural issues.

Of course, all children develop differently and at different stages, so just because a child may demonstrate one or more of the above, it does not mean that they have dyslexia. Dyslexia can be described as a pattern of difficulties that are apparent over time and are causing difficulties with literacy development. However, it could also be that a child has a different underlying learning issue that is causing difficulties.