



# DYSLEXIA INDICATORS (5–7+ YEARS\*)

## PROFILE

All members of Dyslexia Specialists Ireland (DySI) are practising and experienced teachers and tutors with many registered with The Teaching Council of Ireland. We are all graduates of a programme offering accreditation in the area of dyslexia in the Republic of Ireland – a level nine M. Ed. in SpLD/Dyslexia certified by DCU. The M. Ed. in SpLD/Dyslexia, a specialist teaching qualification, reflects the competences, knowledge and professional skills identified by the International Dyslexia Association, and the International Literacy Association. This qualification allows the members of DySI to carry out assessments of suspected dyslexic individuals and provide subsequent tailor-made tuition programmes. This is a unique and new form of specialist in the Irish education system.

## CONTACT

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## REFERENCE

Department of Education and Science (2001). Report of the task force on dyslexia.

\*MANY OF THESE INDICATORS MAY ALSO BE NOTED IN CHILDREN WITH LEARNING DIFFERENCES NOT ARISING FROM DYSLEXIA.

- Is slow to learn the connection between letters and sounds (alphabetic principle)
- Has difficulty separating words into sounds, and blending sounds to form words (phonemic awareness)
- Has difficulty repeating multi-syllabic words (e.g., enemy for enemy; spaghetti for spaghetti)
- Has difficulty decoding single words (reading single words in isolation)
- Has poor word-attack skills, especially for new words
- Confuses small or 'easy' words: at/to; said/and; does/goes)
- May make constant reading and spelling errors including: - Letter reversals (e.g., d for b as in dog for bog) - Letter inversions (e.g., m for w) - Letter transpositions (e.g., felt and left) - Word reversals (e.g., tip for pit) - Word substitutions (e.g., house for home)
- Reads slowly with little expression or fluency (oral reading is slow and laborious)
- Has more difficulty with function words (e.g., is, to, of) than with content words (e.g., cloud, run, yellow)
- May be slow to learn new skills, relying heavily on memorising without understanding
- Reading comprehension is below expectation due to poor accuracy, fluency and speed
- Reading comprehension is better than single word reading
- Listening comprehension is better than reading comprehension
- Has trouble learning facts · Has difficulty planning or organizing
- Uses awkward pencil grip · Has slow and poor-quality handwriting
- Has trouble learning to tell the time on an analogue clock or watch
- Has poor fine motor co-ordination