

Definition of Dyslexia

Dyslexia is a learning difficulty that primarily affects the skill 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 co-ordination, mental calculation, concentration and personal organisation, 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.

Rose Report (2009)

The assessment will report on your child's achievements in reading and spelling; general underlying ability; phonological awareness and phonological production; processing speeds; and working memory. These terms will be explained fully at the meeting that you will be invited to attend.

**Islington Dyslexia Network @
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Information for Parents/Carers

IDN



Srs

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If you have received this leaflet, you are likely to have had some conversations with the school about your child's progress.

The purpose of this leaflet is to explain what will take place if the school and you agree that a literacy assessment would be useful.

The Islington Dyslexia Network offers a full literacy assessment, and gives specialist advice about reading, writing and spelling difficulties. Every member of the team is trained as a Specific Learning Difficulties (Dyslexia) assessor and is a member of AMBDA (Associate Member of the British Dyslexia Association).

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What happens?

1. The school SENCo will ask you to fill in a questionnaire about your child, and their development.
2. When completed and given back to the SENCo, a time will be arranged for the assessment to take place.
3. The assessment takes place at your child's school, in familiar surroundings.
4. The assessor will then write up the report.
5. Then the SENCo will arrange a time and date with you, for a meeting to take place to discuss the report and its recommendations with the assessor. It is likely that both the SENCo and your child's teacher will also attend the meeting. There will be lots of opportunities for you to ask questions at this meeting.

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