

## Early signs of dyslexia

It is unlikely that children in the early years age group will be diagnosed with dyslexia but that does not mean that they will not have barriers to their learning.

### Possible early signs of dyslexia

- Later than typical age and stage guidelines to talk
- Fewer vocabulary words
- Difficulty with:
  - Pronouncing words i.e. busgetti for spaghetti, par cark for car park
  - Recalling the right word or remembering names
  - Rhyming and remembering songs/rhymes
  - Telling and/or retelling a story in the correct sequence.
- May have trouble learning, remembering and recalling numbers, days of the week, colours and shapes.



It is not an early years practitioner's role to diagnose any delays or conditions but we can all provide inclusive learning opportunities. Providing multi-sensory and hands on learning opportunities can help all children to learn but they are especially beneficial to children who may be showing signs of dyslexia.

### Learning Aims

- To offer inclusive play opportunities to support all children.

### Opportunities for learning

When planning learning opportunities think about adding opportunities for movement and being tactile to cater for different learning styles.

- Make letters, numbers and shapes out of glitter glue, sand/sandpaper, pasta/lentils/rice, Lego bricks, straws, beads or dough
- Make marks in sand and gloop
- Put actions to words/songs (actions that cross the mid-line of their body are effective), or sing rhymes whilst skipping etc.
- Building with blocks and dancing etc. offer the opportunities to build physical skills including crossing the mid-line; these skills/ brain connections will help build reading and writing skills
- Don't forget to praise all children and not only on the end result.

## Extension activities

- Have you thought about how to support any parents/carers/staff who have dyslexia (parents may not feel confident to tell you)? Think about how can you be inclusive; for example can you fill out All About Me and Child Records Forms etc. with all parents/carers at the start of their time with you? Can you explain the contacts and policies instead of leaving them with the parents/carers to read and sign?
- Using IT to write observations can sometimes help staff with dyslexia; spell checkers often pick up on the phonetical attempts at words and offer the correct alternative. Don't ask adults with dyslexia to take minutes of meetings or to read out loud (you do not have to use a book or read the words to tell a good story to children)
- Printing newsletters and other communications on cream paper sometimes helps (it reduces the glare that white paper can produce). Remember breaking up your newsletter content into text boxes and adding images may help too.