

Dyslexia is a specific learning difficulty that primarily affects the accurate and fluent development of word reading and spelling. It is associated with difficulties in phonological processing, linking speech sounds to letters, decoding unfamiliar words and developing automatic word recognition. Dyslexia is not caused by low intelligence, poor motivation or a lack of effort, and it can range from mild to severe.

## Common signs of dyslexia

- Difficulty learning or recalling letter-sound relationships.
- Slow, effortful or inaccurate reading, particularly with unfamiliar words.
- Guessing words from the first letter, pictures or context rather than decoding fully.
- Ongoing difficulty with spelling, including vowel confusions and inconsistent attempts.
- Trouble blending sounds, separating words into sounds, or holding sound sequences in mind.
- Reading fluency that remains slow or laboured even when comprehension and oral language are stronger.

## Dyslexia can affect

- Phonological awareness and phonological memory.
- Accurate and automatic word recognition.
- Decoding unfamiliar and multisyllable words.
- Reading fluency and reading stamina.
- Spelling and written accuracy.
- Reading comprehension when decoding uses too much effort.

## Helpful supports

- Explicit, systematic and cumulative structured literacy instruction.
- Direct teaching of phonemic awareness, phonics, syllable patterns and morphology.
- Frequent supported practice with carefully selected decodable text.
- Extra time and reduced pressure during reading and writing tasks.
- Access to audiobooks, text-to-speech and other assistive technology when appropriate.

- Teaching that values accuracy, understanding and progress rather than speed alone.

## Dyslexia can look different from child to child

Difficulty	Main area affected	Often noticed as
<b>Dyslexia</b>	Word reading, decoding, spelling and language-based literacy.	Reading and spelling are slow, effortful or less accurate than expected.
<b>Dysgraphia</b>	Written expression, handwriting, transcription and writing organisation.	Getting ideas onto paper is difficult, slow or tiring.
<b>Dyscalculia</b>	Number sense, quantities, maths facts and mathematical reasoning.	Maths learning remains confusing, slow or inconsistent.

### Important things to understand

- Dyslexia occurs across the full range of intelligence and is not a sign that a child cannot learn.
- Children may compensate through strong oral language, memory, reasoning or background knowledge, which can sometimes mask their difficulty.
- A child can have dyslexia alongside dysgraphia, dyscalculia, ADHD, developmental language disorder or other learning needs.
- Early identification and effective intervention are important, but older students and adults can also make meaningful progress with appropriate teaching.

### How O-G Reading Clinic can help

Our clinic provides individualised, explicit and cumulative structured literacy intervention. We teach the sound system of English, decoding, spelling rules, syllable structures, reading fluency and morphology in a carefully sequenced way. Programs are adjusted to each student's current skills, learning profile and rate of progress, with the goal of building accuracy, automaticity, confidence and independence.

*Explicit teaching • Individualised intervention • Evidence-informed practice*