

# Dyslexia

## The Facts

- It affects the ability of the boy to read quickly and accurately
- Children with Dyslexia often have poor short term memory and difficulty in processing information
- 5-10% of the population display Dyslexia

## Areas of Strength

Possible strengths are:

- Good speaking skills
- Good comprehension skills
- Good spatial awareness

## Useful Websites

[www.bda-dyslexia.org.uk](http://www.bda-dyslexia.org.uk)  
[www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

## For further information on this issue please contact:

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## GENERAL INFORMATION LEAFLET

## Basic Facts for Leaders

# Dyslexia



## General Features

Boys with Dyslexia generally display the following:

- Difficulty recognising and remembering letter names
- Poor visual tracking
- Lack of intonation
- Mispronounces words
- Difficulty paying attention
- Poor short term/long term auditory memory
- Written work can appear messy
- Difficulty with spelling
- Difficulty with reading
- Difficulty with writing
- Difficulty sequencing events
- Prone to tiredness
- Often display behaviour problems due to frustration

## Areas of the BB programme which would present difficulty for the boy

### Anchor Boy

- CRAFTS** — Remembering sequence of events
- GAMES** — Remembering instructions
- STORY** — Attending to story teller
- ACTIVITIES** — Which involve oral instructions

### Junior Section

#### WRITTEN BADGE WORK

#### FIGURE MARCHING —

- Left/right confusion
- ACTIVITIES** — Which require a written element

### Company Section

#### WRITTEN BADGE WORK

#### DRILL — left/right

- ACTIVITIES** — Which require a written response



## Useful Strategies

- Use a multi-sensory programme of activities
- Make use of pictures, plans and flow charts
- Use electronic forms of recording and proof reading
- Provide key word lists linked to an activity
- Allow sufficient time for all activities
- Encourage the use of book markers, coloured arrays

Please note these are general strategies

### **EACH BOY IS UNIQUE**

It is therefore important to speak to his parent(s) to gain individual relevant information.