

## Indicators in Primary Years

As a child moves through Primary School, many of the early years indicators may persist. Other difficulties often arise as demands on reading, spelling, writing and numeracy increase. The gap between what a child seems to be capable of and what they actually attain may become more obvious.

### Difficulty with:

- Retaining spellings
- Poor spelling in written work with a preference for using short, familiar words
- Continuing confusion of letters such as b/d, u/n, p/q, f/t
- Linking letter shape with its sound
- Immature / poor handwriting
- Story writing – too brief and poor sentence construction
- Completing written work in the given time
- Copying from the board
- Slow reading rate
- Processing what they have read
- Recalling what they have read
- Reading skills steadily falling behind
- Reversing numbers
- Recalling sequences, especially times tables and alphabet
- Numeracy - a range of difficulties may present

At this stage there may be a loss of self-esteem and self-confidence leading to poor self-image and loss of motivation. School refusal and some behaviour problems are not uncommon.

## **Conclusion**

As dyslexia can exist on a continuum from mild to severe, difficulties may not be noticed in the early years particularly with bright children who may unconsciously be compensating for difficulties. The root cause of a reluctance to attend school or unacceptable behaviour in the classroom may be a learning difficulty such as dyslexia.

It is now generally recognised that people with dyslexia often have co-occurring difficulties such as dyspraxia and ADHD. Often the symptoms may look similar; for example the dyslexic pupil may look as if they have an attention deficit when the explanation may well be that they are finding it difficult to attend because of the nature of the work they are being asked to complete.