



**Aga Khan Education Board**  
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**Every Step, *together***

# AKEB | All about Dyslexia

# What is dyslexia?

Find out more about dyslexia.

View this [video](#) "See Dyslexia differently" by the British Dyslexia Association.

This animation seeks to preempt misconceptions of dyslexia by shedding light on the real challenges dyslexic children face whilst also acknowledging their strengths and potential.



# What is dyslexia?

- Dyslexia is a learning difference which primarily affects reading and writing skills.
- However, it does not only affect these skills. It is actually about information processing.
- Dyslexic people may have difficulty processing and remembering information they see and hear. This can affect learning and the acquisition of literacy skills.
- This includes spelling, reading, punctuation and processing/retaining written instructions.
- Dyslexia can also impact on other areas such as organisational skills.



**Every Step, together**

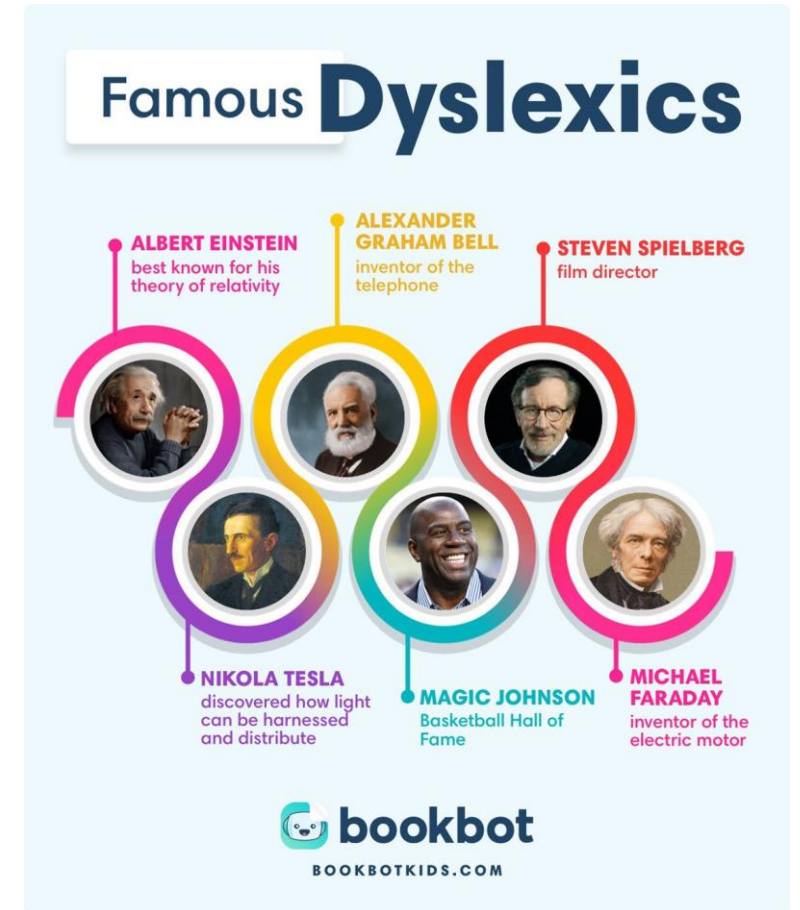
EARLY YEARS | PRIMARY | SECONDARY | TERTIARY | LIFE-LONG LEARNING



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# You can be dyslexic and famous

- However, dyslexic people often have strong visual, creative and problem solving skills and are prominent among entrepreneurs, inventors, architects, engineers and in the arts and entertainment world.
- Many famous and successful people are dyslexic.



# How it feels to be dyslexic



- “I see things from a different perspective.”
- “I can come up with solutions no one else has thought of and I think fast on my feet.”
- “When I am reading, occasionally a passage will get all jumbled up, but when it happens I have to read and re-read the passage over again.”
- “I know what I want to say, but I can never find the right words.”
- “In formal situations, although I know what I want to say, I struggle, lose focus and then my mind goes blank and I panic.”
- “I have the right ideas, but I can’t get them down on paper.”
- “It’s like my computer crashing with too much information!”

# Signs of dyslexia

- Each person with dyslexia will experience the condition in a way that is unique to them and as such, each will have their own set of abilities and difficulties.
- However, there are common signs that can help you to identify whether the difficulties being experienced **could be indicative** of dyslexia and would suggest that **further investigation** could be beneficial.

To find out more about the signs of dyslexia please click on the relevant link below.

- [Early Years](#)
- [Primary school age](#)
- [Secondary school age](#)
- [Adults](#)

# How is dyslexia diagnosed?

- There are specific screening tests and checklists that are used to help give an indication of possible dyslexic difficulties.
- These tools can be a great help in order to ensure support is put in place quickly, but they **can't provide a diagnosis.**
- Dyslexia can only be formally diagnosed through a **Diagnostic Assessment carried out by a certified assessor.**



# Strategies for children with dyslexia

## 1. Praise a person with dyslexia often

- This will boost their self-confidence, providing the opportunity to succeed.
- Praise for small achievements, this will mean a lot to a person with Dyslexia.
- Use positive reinforcement.

## 2. Don't ask person with dyslexia to read aloud

- Words are likely to be misread or skipped, causing embarrassment.

## 3. Don't automatically give punishment for forgetting books or sports kit

- Offer positive strategies such as having one place to put things away.

## 4. Don't use the word 'lazy'

- People with dyslexia have to work harder to produce a smaller amount.
- They will have difficulty staying focused when reading, writing or listening





# Strategies for children with dyslexia



## 5. Expect less written work

- A person with dyslexia may be verbally bright but struggle to put ideas into writing.
- Allow more time for reading, listening and understanding.

## 6. Prepare a printout of homework and stick it in their book

- Provide numbered steps and clear instructions.

## 7. Do not ask them to copy text from a board or book

- Give them a printout.
- Suggest they highlight key areas and/or draw pictures in the margin to represent the most important points.

## 8. Discuss an activity to make sure it is understood

- Visualising the activity or linking it to a funny action may help someone with dyslexia remember.