

## **Reading Difficulty – Primarily Dyslexia**

*In which an individual has significant difficulty with speed and accuracy of word decoding.*

Dyslexia is a weakness in reading, including spelling, writing and vocabulary. Dyslexia affects reading at the word level, reading speed, reading comprehension and vocabulary development. In addition, dyslexia causes difficulty with learning to spell and to write. Dyslexia occurs in the language areas of the brain. It is a neurologically based condition.

Dyslexia falls along a continuum from mild to severe.

The root cause of dyslexia involves difficulties with *phonological processing*, that is being able to segment words into their component sounds, and associate letters with their sounds.

Dyslexia can be singular: phonological dyslexia (trouble reading pseudo-words), orthographic (trouble reading real words), a combination of both types and finally a combination known as double deficit dyslexia in which the reader has dyslexia and slow processing speed. (Rapid automatic naming speed)

There are two mechanisms that individuals use to read words: the *direct (orthographic) route and the indirect (phonological) route*. The direct route involves looking at a word and automatically being able to read the word. Skilled readers use this route for most of what they read. The indirect route involves translating the letters into sounds and knowing how to pronounce those sounds when they are in letter combinations. *Dyslexics have a great deal of difficulty with the phonological route, which is the primary building block when learning to read. Thus, they experience delayed reading development from a young age.*

The effects of dyslexia are seen throughout all of a persons literacy areas: slow reading fluency, low levels of reading comprehension, poor spelling and lower levels of vocabulary.

Dyslexia is a genetically inherited reading disability. It tends to run in families.

Readers with dyslexia will read slowly, make mistakes at the word level, will often substituting letter sounds, switch words, guess at words. They will have low reading comprehension due to the breakdown at the word level.

Readers need to be systematically taught with an Orton Gillingham approved reading intervention that will systematically and methodically build the reading framework from the ground up.

Compiled from – Perspectives on Dyslexia – National Institute of Health Boston Children’s Hospital – [www.childrenshospital.org](http://www.childrenshospital.org)