



What Are the Effects of Dyslexia

Signs of typical reading development and possible indicators of risk for dyslexia.



Typical Readers



Readers at Risk
for Dyslexia
May

Preschool Years



- Notice repeated sounds in oral language (e.g. Baa, Baa, Black Sheep)
- May start to pay attention to beginning or rhyming sounds in words
- Know the functions of print (e.g. know that different texts are used for different purposes, know that print has meaning)
- Know 10 alphabet letters, and the letters in their name

- Have trouble learning common nursery rhymes
- Not recognize rhyming patterns.
- Have difficulty learning and remembering the names of letters in the alphabet
- Use persistent “baby talk”

Kindergarten to 1st Grade



- Learn one-to-one letter sound correspondences
- Understand that speech sounds map on to printed letters to form words
- Learn to decode regular one-syllable words using their knowledge of letter-sound correspondences
- Begin to make sense of what they are reading

- Not associate letters with sounds
- Make reading errors that show no connection to the sounds of the letters on the page
- Not understand that words “come apart”
- Not be able to sound out simple words like map, cat, pan
- Complain about how hard reading is

2nd Grade and Beyond



- Use knowledge of letter-sound correspondences to sound out unknown words
- Use word parts to decode regular multisyllabic words
- Read accurately and fluently enough to concentrate on comprehension

- Often be very slow in acquiring reading skills
- Often guess at words
- Not be able to sound out words
- Confuse words that sound alike
- Avoid reading out loud
- Have poor spelling and messy handwriting