



North Warwickshire & Coventry Dyslexia Association

What is Dyslexia

Registered Charity No. 1012070

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Definitions of Dyslexia

There are many different definitions of dyslexia, but in 1968 the World Federation of Neurology stated that specific developmental dyslexia was "dependent upon fundamental cognitive disabilities which are frequently of constitutional origin".

In 2003 Lindsay Peer CBE, former BDA Education Director and Deputy Chief Executive said that:

"Dyslexia is best described as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing and organisation, auditory and / or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation.

Some children have outstanding creative skills, others have strong oral skills. Some have no outstanding talents. All have strengths.

Dyslexia can occur despite normal intellectual ability and teaching. It is independent of socio-economic or language background."

The definition of Dyslexia used by Warwickshire Special Education Needs (SEN) Support Services and schools is:

"Dyslexia is a specific learning difficulty which is constitutional in origin (in the make up of the person) independent of socio-economic or language background, and can occur at any level of intellectual ability.

It can cause unexpected and persistent difficulties in acquiring certain skills in one or more of the following areas: reading, writing, spelling and sometimes numeracy and spoken language.

There may be accompanying weaknesses in: speed of processing, short term memory, sequencing, motor skills, and auditory / visual perception."

LABSS 2003

Commonly quoted is the definition published by the British Psychological Corporation in a report of 1999

"Dyslexia is evident when accurate and fluent word reading and / or spelling develops incompletely or with great difficulty. This focuses on literacy learning at the "word level" and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching". Unfortunately this definition does not take account of the other difficulties experienced by dyslexic people.

For further information contact NWCD A Helpline :-

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