

Dyslexia

Education

What the term describes, what the evidence supports, and what it does not.

A specific difficulty with accurate and fluent word reading and spelling, typically linked to phonological processing, and not explained by general ability or teaching quality.

BEST SUPPORTED
structured phonics

NOT SUPPORTED
coloured overlays

- Difficulty is dimensional, not a clean category.
- Phonics-based structured literacy has the best support.
- Coloured overlays and tinted lenses lack good evidence.
- Eye-tracking and motor exercise programmes lack support.
- Reading aloud and audio texts aid access, not decoding.
- Assessment is a specialist task, not a classroom one.

LOOK FOR IT

A pupil who decodes slowly can still access demanding content through audio and discussion while decoding is taught separately.

**Educational reference only, not diagnostic or clinical guidance.
Identification and formal assessment belong with qualified specialists.**