

is writing backwards a sign of dyslexia

****Is Writing Backwards a Sign of Dyslexia? Exploring the Connection****

Is writing backwards a sign of dyslexia? This question often arises among parents, educators, and even adults who notice reversed letters or words in handwriting. It's a common concern, especially when a child is learning to write and seems to flip letters or write words in reverse. Understanding whether this behavior is linked to dyslexia or if it's part of normal development can help reduce anxiety and guide appropriate support.

In this article, we'll delve into the relationship between writing backwards and dyslexia, clarify common misconceptions, and explore how to recognize dyslexia symptoms beyond reversed writing. We'll also discuss other conditions that might cause similar behaviors and how early intervention can make a significant difference.

Understanding Dyslexia and Its Symptoms

Dyslexia is a specific learning difficulty primarily affecting reading and related language-based processing skills. It's important to recognize that dyslexia is a neurological condition, not a reflection of intelligence or effort. People with dyslexia often experience difficulties with accurate and fluent word recognition, spelling, and decoding.

Common Signs of Dyslexia

While every individual with dyslexia may experience a unique set of challenges, some typical symptoms include:

- Difficulty reading words correctly or fluently
- Problems with spelling and writing
- Slow reading speed and comprehension issues
- Challenges with phonological processing (manipulating sounds within words)
- Trouble learning to speak or delays in language development

Writing backwards or letter reversals can be one of many signs, but it's rarely the sole indicator of dyslexia.

Is Writing Backwards a Sign of Dyslexia?

Writing backwards, often called letter reversal, is when a person writes letters or even entire words in reverse order. For example, writing the letter "b" as "d," or spelling "dog" as "god." This behavior is frequently noticed in young children who are just beginning to write.

Why Do Children Write Backwards?

Letter reversals are quite common in early childhood and are considered a normal part of learning to write. Children's brains are still developing their spatial awareness and understanding of letter shapes. For many kids, reversing letters is a temporary phase lasting until around age 7 or 8.

In fact, research shows that letter reversals are not unique to children with dyslexia. Many typically developing children exhibit this behavior during early literacy development. Therefore, simply writing backwards is not a definitive sign of dyslexia.

When Does Writing Backwards Become Concerning?

If letter reversals persist beyond the early years or if they occur alongside other difficulties with reading, spelling, and language processing, it may be a red flag for dyslexia or another learning challenge. Persistent reversals coupled with:

- Difficulty recognizing common words
- Struggles with phonics or sounding out words
- Slow reading progress despite support
- Frustration and avoidance of reading tasks

could indicate the presence of dyslexia. In such cases, seeking a professional evaluation from an educational psychologist or specialist is advisable.

Other Causes of Writing Backwards

It's important to realize that writing backwards isn't exclusive to dyslexia. There are several other reasons why someone might write letters or words in reverse.

Developmental Stages and Motor Skills

Young children are still mastering fine motor skills and spatial orientation. Writing backwards can be a natural part of this developmental process, similar to how toddlers might confuse left and right or struggle with hand-eye coordination.

Visual Processing Issues

Sometimes, writing backwards may be related to visual perceptual difficulties rather than dyslexia. Visual processing disorder affects how the brain interprets visual information, which can lead to letter reversals, difficulty copying shapes, or trouble with reading maps and charts.

Neurological Conditions

In rare cases, neurological conditions or brain injuries can impact writing and reading abilities, including causing reversed writing. However, these situations are usually accompanied by other noticeable symptoms such as muscle weakness, coordination problems, or speech difficulties.

Tips for Parents and Educators: Supporting Children Who Write Backwards

Understanding the context of backwards writing is crucial when deciding how to respond. Here are some practical tips for supporting children:

Encourage Multisensory Learning

Engaging multiple senses can help children solidify letter recognition and formation. For example:

- Use tactile materials like sandpaper letters or clay to shape letters

- Practice writing letters in the air or on textured surfaces
- Incorporate songs or rhymes that emphasize letter sounds

Be Patient and Positive

Avoid scolding or correcting too harshly, as this can cause frustration. Celebrate progress and gently guide children toward correct letter formation.

Use Visual Aids and Tools

Tools such as lined paper, letter charts, or apps designed to improve handwriting can assist children in orienting letters correctly.

Monitor for Additional Signs

Keep an eye on whether the child struggles with other literacy skills like reading, spelling, and phonological awareness. If so, it may warrant further assessment.

When to Seek Professional Help

If writing backwards persists beyond early childhood or is accompanied by other symptoms such as difficulty reading, poor spelling, or trouble understanding language, it's a good idea to consult a specialist. Early diagnosis of dyslexia can open doors to effective interventions and accommodations that improve learning outcomes.

Educational psychologists, speech-language therapists, and special education professionals can assess a child's strengths and challenges, providing tailored strategies that address specific needs.

Interventions for Dyslexia

Effective dyslexia interventions often involve:

- Structured literacy programs focused on phonics and decoding
- Multisensory instruction incorporating sight, sound, and touch

- Regular practice with reading and writing tasks adapted to the child's level
- Supportive classroom accommodations, such as extra time or audio books

Combining professional support with encouragement at home can significantly boost confidence and academic success.

Debunking Myths About Dyslexia and Backwards Writing

There are several myths surrounding dyslexia and reversed writing that are worth addressing:

- **Myth:** Only people with dyslexia write letters backwards.
Fact: Many children without dyslexia reverse letters while learning to write.
- **Myth:** Dyslexia is just about mixing up letters.
Fact: Dyslexia affects a broad range of reading and language skills, not just letter orientation.
- **Myth:** Writing backwards means a child isn't trying hard enough.
Fact: Dyslexia is neurological, not a result of laziness or lack of effort.

Clearing up these misunderstandings encourages empathy and appropriate responses.

Looking Beyond Writing: The Bigger Picture of Dyslexia

While writing backwards can be an initial clue, dyslexia is a complex condition that requires a comprehensive look at multiple skills including:

- Reading fluency and accuracy
- Spelling patterns and consistency
- Language comprehension

- Working memory and processing speed

By considering the whole picture, parents and educators can better support children's literacy journeys.

If you or someone you know is concerned about writing backwards and its connection to dyslexia, remember that early support and understanding make a world of difference. Writing backwards in itself isn't an automatic sign of dyslexia, but it can be a part of a larger pattern worth exploring with care and professional guidance.

Frequently Asked Questions

Is writing backwards a common sign of dyslexia?

Writing backwards, such as reversing letters or numbers, can be a characteristic observed in some individuals with dyslexia, but it is not exclusive to dyslexia and can occur in early writing development stages.

Why do some people with dyslexia write letters backwards?

People with dyslexia may write letters backwards due to difficulties in processing the orientation and sequence of letters, which affects their ability to accurately reproduce written language.

Can writing backwards alone diagnose dyslexia?

No, writing backwards alone cannot diagnose dyslexia. Dyslexia is diagnosed through a comprehensive evaluation that includes reading, writing, and language assessments.

Is writing backwards only seen in children with dyslexia?

No, writing backwards can occur in young children as they learn to write and is not necessarily a sign of dyslexia. It may also appear in other conditions or as a developmental phase.

How can parents differentiate between normal writing

development and signs of dyslexia?

Parents should look for persistent difficulties with reading, spelling, and writing beyond the early learning stages, especially if writing backwards continues and is accompanied by other language processing challenges.

What interventions help children who write letters backwards due to dyslexia?

Interventions such as specialized reading programs, multi-sensory learning techniques, and occupational therapy can help children with dyslexia improve their letter orientation and overall literacy skills.

Are there other signs besides writing backwards that indicate dyslexia?

Yes, other signs of dyslexia include difficulty reading fluently, trouble spelling, problems with phonological processing, slow reading speed, and challenges with decoding words.

Additional Resources

****Is Writing Backwards a Sign of Dyslexia? An In-Depth Examination****

Is writing backwards a sign of dyslexia? This question frequently arises among parents, educators, and even adults who notice reversed letters or mirror writing in themselves or others. Dyslexia, a neurodevelopmental condition that affects reading, spelling, and writing skills, is often associated with a range of symptoms, among which reversed writing is commonly misunderstood. However, the relationship between writing backwards and dyslexia is complex and requires a nuanced understanding of underlying cognitive processes, developmental patterns, and educational implications.

Understanding Dyslexia and Its Core Characteristics

Dyslexia is primarily characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These challenges are typically unexpected relative to other cognitive abilities and the provision of effective classroom instruction. According to the International Dyslexia Association, dyslexia stems from differences in brain areas responsible for language processing rather than simply visual confusion or letter reversals.

While letter reversals or mirror writing may be noticed in some individuals

with dyslexia, they are not definitive or exclusive indicators of the condition. In fact, many children, regardless of dyslexia diagnosis, exhibit reversed letters during early stages of writing development. This phenomenon is a normal part of learning to write and does not necessarily reflect a neurological disorder.

Letter Reversals: Developmental Phase or Dyslexia Symptom?

Letter reversals—writing letters such as 'b' as 'd' or 'p' as 'q'—are common among young children just beginning to learn the alphabet and handwriting. Research in developmental psychology shows that children often reverse letters until around age 7 or 8 as they develop spatial awareness and fine motor skills. This is particularly relevant because many letters in the alphabet are visually similar and require understanding of orientation.

In dyslexia, however, letter reversals can persist beyond the typical developmental window. Persistent reversals might be linked to difficulties processing the phonological components of language rather than purely visual-spatial confusion. Dyslexia affects the brain's ability to map sounds to letters (phoneme-grapheme correspondence), which can manifest as spelling errors, letter reversals, and slow reading fluency.

The Neuroscience Behind Writing Backwards and Dyslexia

Understanding whether writing backwards is a sign of dyslexia involves examining how the brain processes written language. Dyslexia is associated with atypical functioning in the left hemisphere regions responsible for language, including the temporoparietal and occipitotemporal areas.

Studies using neuroimaging techniques, such as fMRI, reveal that individuals with dyslexia show less activation in these regions during reading tasks. This neurological difference can contribute to difficulties in decoding words and recognizing letter patterns, which may lead to errors like letter reversals or mirror writing.

However, writing backwards can also result from other neurological or cognitive factors unrelated to dyslexia. For example, some children with visual processing disorders or developmental coordination issues might exhibit reversed writing due to impaired spatial orientation or motor planning.

Comparing Dyslexia with Other Conditions Involving Backwards Writing

It is essential to differentiate dyslexia from other disorders that might cause backwards writing:

- **Visual Processing Disorders:** These involve difficulty interpreting visual information, which can affect letter orientation recognition.
- **Developmental Coordination Disorder (DCD):** Also known as dyspraxia, this affects motor skills and may result in poor handwriting and reversed letters.
- **Neurological Conditions:** Rarely, brain injuries or developmental delays can lead to atypical writing patterns, including mirror writing.

While dyslexia primarily impacts language processing, these other conditions involve different cognitive or motor domains. Therefore, writing backwards alone cannot serve as a diagnostic criterion for dyslexia.

Educational Implications of Backwards Writing in Dyslexia

From an educational perspective, recognizing that writing backwards may be a sign of dyslexia is crucial but insufficient for diagnosis. Effective assessment involves comprehensive evaluation by specialists, including reading tests, phonological awareness assessments, and cognitive evaluations.

Teachers and parents often misinterpret backwards writing as laziness or lack of attention, which can lead to frustration and negative self-esteem in children. Understanding that letter reversals can be a symptom of an underlying learning difference encourages more supportive teaching strategies.

Interventions for dyslexia typically focus on explicit phonics instruction, multisensory learning approaches, and accommodations such as extra time or reading aids. Addressing reversed writing directly involves reinforcing letter orientation through targeted practice and visual-spatial exercises.

Strategies to Support Children Who Write Backwards

- **Multisensory Learning:** Engaging sight, sound, touch, and movement helps reinforce correct letter formation.
- **Use of Technology:** Apps and software designed for dyslexia can assist in practicing letter orientation and reading skills.
- **Consistent Feedback:** Gentle correction and positive reinforcement encourage confidence in writing.
- **Professional Assessment:** Early evaluation by specialists ensures appropriate interventions are implemented.

These strategies help mitigate the challenges associated with dyslexia and reversed writing, improving literacy outcomes and overall academic performance.

Is Writing Backwards a Reliable Indicator of Dyslexia?

The short answer is: not necessarily. Writing backwards can be a feature observed in some individuals with dyslexia but is neither a definitive nor exclusive symptom. Dyslexia is a multifaceted disorder involving language processing deficits rather than merely visual or motor issues.

Moreover, many children without dyslexia also exhibit letter reversals during early learning stages. The persistence and context of backwards writing, along with other symptoms such as difficulties in phonological processing, slow reading speed, and poor spelling, provide a more accurate picture.

It is important to approach this question with caution and avoid premature labeling. Comprehensive assessment by qualified professionals remains the gold standard for diagnosing dyslexia and distinguishing it from normal developmental variations or other disorders.

The Role of Awareness and Early Intervention

Raising awareness about dyslexia and its varied manifestations, including the occasional presence of backwards writing, empowers educators and parents to seek timely help. Early intervention is critical in improving literacy skills and preventing the secondary effects of undiagnosed dyslexia such as low self-esteem and academic underachievement.

Schools that incorporate screening programs and provide teacher training on dyslexia are better positioned to support students exhibiting signs like letter reversals. Collaboration among educators, psychologists, speech

therapists, and families creates a comprehensive support network for affected children.

Ultimately, recognizing the nuanced relationship between reversed writing and dyslexia helps dismantle myths and fosters a more informed, empathetic approach to learning differences.

In exploring whether writing backwards is a sign of dyslexia, it becomes clear that while there is some overlap, this behavior alone is insufficient for diagnosis. Understanding the broader context of language processing difficulties, developmental stages, and neurological factors is essential. By focusing on evidence-based assessments and interventions, educators and families can better support individuals struggling with dyslexia and related challenges.

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Reading foundations addresses the issue of teaching phonemic and orthographic skills to beginning and struggling readers.--Back cover.

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is writing backwards a sign of dyslexia: Dyslexia Advantage: The Concise Guide on How to Cope with Dyslexia and Bring out the best in Dyslexic people of all ages Cole Darenmit, 2019-12-14 Did you know that many successful architects, lawyers, engineers-even bestselling novelists-had difficulties learning to read and write as children? This book has an invaluable advice on how parents, educators, and individuals with dyslexia can recognize and use the strengths of the dyslexic learning style in: material reasoning (used by architects and engineers); interconnected reasoning (scientists and designers), narrative reasoning (novelists and lawyers); and dynamic reasoning

(economists and entrepreneurs.) Dyslexia can be an often-misunderstood, confusing term for reading problems. The term dyslexia comprises of two different parts: dys- abnormal, or impaired or difficult, and -lexia signifying words, reading, or vocabulary. So quite actually, dyslexia means difficulty with words (Catts & Kamhi, 2005). Regardless of the many confusions and misunderstandings, the word dyslexia is often utilized by medical personnel, researchers, and clinicians.

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is writing backwards a sign of dyslexia: Overcoming Dyslexia in Children, Adolescent, and Adults Dale R. Jordan, 2002 Jordan's book is a valuable tool for those who work with and educate individuals with dyslexia. Now in its third edition, Overcoming Dyslexia in Children, Adolescents, and Adults tells the story of dyslexia in a positive, hopeful way. Overcoming Dyslexia leads the reader through simple, clear descriptions of the learning and social patterns of students who are dyslexic. The book summarizes in easy-to-understand language what science knows today about the causes of the different forms of dyslexia. All forms of dyslexia are described in detail. Illustrations of how dyslexia impacts classroom learning, social behavior, emotional maturity, job performance, and personal development are also provided. Chapter 1 summarizes remarkable new information about how genetic codes determine brain development and how differences in brain structure cause dyslexia. Chapter 2 explains the perceptual and emotional nature of dyslexia. Chapter 3 describes the problems of poor central vision for reading and attention deficit disorders

that often exist beneath the surface of dyslexia. Chapters 4 through 6 describe the four most common subtypes of this learning difference: visual dyslexia, auditory dyslexia, dysgraphia, and dyscalculia. Chapter 7 describes the emotions, feelings, and moods that trip up struggling learners with failure and low self-confidence. Chapter 8 tells about the nonverbal learning disabilities and social-emotional learning disabilities that often accompany dyslexia. Chapter 8 also presents strategies for developing effective social skills and learning to live independently. Chapter 9 tells dynamic victory stories of how eight prominent adults overcame dyslexic challenges in their lives. Finally, the appendices provide assessment techniques to help teachers and parents identify types of dyslexia, attention deficits, and other kinds of differences that make classroom learning and social success difficult for 20% of our population.

is writing backwards a sign of dyslexia: Assessment of Learners with Dyslexic-Type Difficulties Sylvia Phillips, Kathleen Kelly, 2018-05-24 Reinforcing best practice techniques, the second edition of this specialist guide for the assessment of learners with dyslexic-type difficulties includes: - a new chapter on The Implications of Co-existing Specific Learning Difficulties - updates to legislation including the SEND Code of Practice - updates to specific diagnostic tests - examples of interpreting test profiles - photocopiable resources available to download from the website This comprehensive guide enables teachers to understand a range of approaches to the assessment of children with dyslexic-type difficulties. It is an essential companion for those training to be specialist teachers of learners with dyslexia and a useful resource for all SENCOs, and teachers new or experienced.

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is writing backwards a sign of dyslexia: Dyslexia for Kids , Regardless of the many confusions and misunderstandings, the word dyslexia is often utilized by medical personnel, researchers, and clinicians. Among the most typical misunderstandings concerning this condition is that dyslexia is an issue of attention, or term reversals (b/d, was/noticed) or of characters, words, or sentences dance around on the web page (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001). Dyslexia can be an often-misunderstood, confusing term for reading problems. The term dyslexia comprises of two different parts: dys- abnormal, or impaired or difficult, and -lexia signifying words, reading, or vocabulary. So quite actually, dyslexia means difficulty with words (Catts & Kamhi, 2005). Actually, writing and reading words backwards are normal in the first stages of understanding how to read and write among average and dyslexic children as well, and the existence of reversals may or might not indicate an underlying reading problem. Probably one of the most complete definitions of dyslexia originates from over twenty years of research: - Dyslexia is a particular learning impairment that is neurobiological in the source. It is seen as a problem with accurate and/or fluent phrase acknowledgement, and poor spelling and decoding capabilities. These troubles typically derive from a deficit in the phonological element of vocabulary that is often unpredicted with regards to other cognitive skills and the provision of effective classroom training. (Lyon, Shaywitz, & Shaywitz, 2003) - Dyslexia is a particular learning impairment in reading that often impacts spelling as well. Actually, reading impairment is the most common and most carefully analysed study of the training disabilities, influencing 80% (eighty percent) of most specified learning disabilities. As a result of

this, we use the conditions: dyslexia and reading disabilities (RD) interchangeably in this specific article to spell it out to the students. It really is neurobiological in origins, and therefore the problem is situated physically in the mind. Dyslexia is not triggered by poverty, developmental hold off, conversation, hearing impairments, or learning another vocabulary, although those conditions may put a kid more in danger of creating a reading impairment (Snow, Burns, & Griffin, 1998). Children with dyslexia will most likely show two apparent problems when asked to learn text message at their quality level. First, they'll not have the ability to read much of the text message; you will see many words which they'll stumble, think of, or try to audio out. This is actually the problem with fluent term recognition identified in the last definition. Second, they will show decoding difficulties, and therefore their attempts to recognize words they don't know will produce many mistakes. They'll not be very accurate in using letter-sound associations in mixture with context to recognize unknown words. These problems in phrase recognition are credited to a fundamental deficit in the sound element of language, that means it is very hard for readers connecting characters and sounds to be able to decode. People who have dyslexia frequently have trouble comprehending what they read because of the fantastic difficulty they experience in accessing the imprinted words.

Common Misunderstandings about Students with Reading Disabilities

1. Writing words backwards are symptoms of dyslexia.
2. Writing characters and words backwards are normal in the first stages of understanding how to read and write among average and dyslexic children.

It is an indicator that orthographic representations (i.e. forms and spellings of words) have never been firmly founded, and a child with this characteristic commonly has reading impairment (Adams, 1990). Reading disabilities are triggered by visual belief problems. The existing consensus predicated on a big body of research (e.g., Lyon et al., 2003; Morris et al., 1998; Rayner et al., 2001; Wagner & Torgesen, 1987) is that dyslexia is most beneficially characterized as a problem with vocabulary digesting at the phoneme level, with no problem with visual digesting. In the event that you just provide them with plenty of time, children will outgrow dyslexia. There is absolutely no evidence that dyslexia is a problem that may be outgrown. There is certainly, however, strong proof that children with reading problems show an ongoing prolonged deficit in their reading, rather than simply developing later like average children (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996). More strong proof demonstrates that children with dyslexia continue steadily to experience reading problems into adolescence and adulthood (Shaywitz et al., 1999, 2003). More males than ladies have dyslexia. Longitudinal research implies that as much girls as boys are influenced by dyslexia (Shaywitz, Shaywitz, Fletcher, & Escobar, 1990). There are numerous possible known reasons for the over identification of men by colleges, including higher behavioural performance and a smaller capability to play among kids. More research is required to determine why. Dyslexia only impacts people who speak British. Dyslexia appears in every cultures and dialects in the world with written vocabulary, including the ones that do not use an alphabetic script such as Korean and Hebrew. In British, the principal difficulty is accurate decoding of unfamiliar words. In constant orthographies such as German or Italian, dyslexia shows up more regularly as a problem with fluent reading - people may be accurate, but very decrease (Ziegler & Goswami, 2005). People who have dyslexia will reap the benefits of coloured text message overlays or lens. There is absolutely no strong research evidence that mentioned using coloured overlays or special lens has any influence on the term reading or comprehension of children with dyslexia (American Optometric Association, 2004; Iovino, Fletcher, Breitmeyer, & Foorman, 1998). A person with dyslexia can't ever figure out how to read. This is not true. The sooner children who struggle are recognized and provided organized, intense teaching, the less severe their problems will tend to be (Country wide Institute of Child Health insurance and Human Being Development, 2000; Torgesen, 2002). With properly intensive instructions, however, even teenagers with dyslexia may become accurate, albeit decrease people (Torgesen et al., 2001). What regions of the mind relate with language and reading? The mind is a complex organ that has many different functions. It sets the body and receives, analyses, and stores information. The brain can be divided down the centre lengthwise into the right and a left hemisphere. A lot of the areas accountable for talk, language digesting, and reading are in the left hemisphere, and because of this

we will concentrate our explanations and numbers on the still left side of the brain. Within each hemisphere, we find the next four brain lobes. The frontal lobe is the biggest and accountable for controlling speech, reasoning, planning, regulating emotions, and consciousness. In the 19th century, Paul Broca was discovering areas of the mind used for language and observed a particular area of the brain that was impaired in a guy whose speech became limited after a stroke. This area received increasingly more attention, now we realize that Broca's area, located within the frontal lobe, is very important to the organization, creation, and manipulation of vocabulary and conversation (Joseph, Noble, & Eden, 2001). Regions of the frontal lobe are also very important to silent reading skills (Shaywitz et al., 2002). The parietal lobe is situated farther behind the brain and controls sensory perceptions as well as linking spoken and written language to memory to provide it meaning so we can know very well what we hear and read. The occipital lobe, at the trunk of the head, is where in fact the primary visual cortex is situated. Among other styles of visual understanding, the visible cortex is important in the recognition of letters. The temporal lobe is situated in the lower area of the brain, parallel with the ears, and it is involved with verbal memory. Wernicke's area, long regarded as important in understanding vocabulary (Joseph et al., 2001), is situated here. This region, determined by Carl Wernicke at a comparable time and using the same methods as Broca, is crucial in language digesting and reading. Furthermore, converging evidence shows that two other systems, which process vocabulary within and between lobes, are essential for reading. The foremost is the left parieto-temporal system that are involved with word analysis - the conscious, effortful decoding of words (Shaywitz et al., 2002). This region is crucial along the way of mapping words and written words onto their audio correspondences - notice noises and spoken words (Heim & Keil, 2004). This area is also very important to comprehending written and spoken vocabulary (Joseph et al., 2001). The next system that is very important to reading is the still left occipito-temporal area. This technique appears to be involved in automated, rapid usage of whole words and it is a crucial area for skilled, fluent reading (Shaywitz et al., 2002, 2004). Exactly what does brain imaging research reveal about dyslexia? Structural brain differences Studies of structural variations in the brains of individuals of all age groups show distinctions between people who have and without reading disabilities. The brain is chiefly composed of two types: grey matter and white matter. Grey matter is exactly what we see whenever we take a look at a brain and is mainly made up of nerve cells. Its main function is digesting information. White matter is available within the deeper elements of the mind, and comprises of connective fibres protected in myelin, the coating made to facilitate communication between nerves. White matter is mainly accountable for information transfer in the brain. Booth and Burman (2001) found that individuals with dyslexia have less grey matter in the left parieto-temporal area than non-dyslexic individuals. Having less grey matter in this area of the brain may lead to problems digesting the sound framework of vocabulary (phonological consciousness). Many people who have dyslexia likewise have less white matter in this same area than average readers, which is important because more white matter is correlated with an increase of reading skill (Deutsch, Dougherty, Bammer, Siok, Gabrieli, & Wandell, 2005). Having less white matter could lessen the power or efficiency of the parts of the brain to talk to one another. Other structural analyses of the brains of individuals with and without RD have found variations in hemispherical asymmetry. Specifically, most brains of right-handed, non-dyslexic people are asymmetrical with the still left hemisphere being bigger than the same area on the right. On the other hand, Heim and Keil (2004) discovered that right-handed people who have dyslexia show a pattern of symmetry (right equals left) or asymmetry in the other direction (right bigger than left). The precise reason behind these size variations is the main topic of ongoing research, however they appear to be implicated in the reading and spelling problems of individuals with dyslexia.

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excited about learning. They -and you! - will get help with letters, numbers and everything in between. Daisy's games only take five minutes to set up and five minutes to tidy up you can support them at home without wanting to bang your head on the kitchen table. 'I love Five Minute Mum - she's come up with games that are fun and educational' The Unmumsy Mum Also available: Five Minute Mum: Give Me Five Five Minute Mum: On the Go

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