



Spelling it out

## Founder's Message

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**Made By Dyslexia** is a global charity led by successful dyslexics. Our mission is to help the world properly understand, value and support dyslexia.

EY's groundbreaking "Value Of Dyslexia" report highlights how important dyslexic thinking is for the future, and that educators and employers should be better equipped to enable dyslexics to flourish.

So we're at a tipping point where the world is beginning to recognise the value of dyslexia, and that being able to properly support it must become a priority for every school, employer and government.

We're developing tools to help but to kickstart the process we've created the following:

**Spelling It Out** This simple guide gives essential information about dyslexia, how to support it, and how to advocate for it.

**Made By Dyslexia Pledge** for companies, educators and governments to pledge to value dyslexic thinking, and to begin taking positive steps towards supporting it.

**Our Global Movement** of passionate 'boots on the ground' advocates are a vital part of this tipping point. Help us get this guide and pledge out to your families and friends, your schools and workplaces, your governments and decision makers.

Together we can create a world where everyone realises the value of dyslexia.

Thank you!

*Kate*

Kate Griggs





**10 Reasons**  

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**for Change**  

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1. **Value of Dyslexia** report by EY highlights how important dyslexic thinking is for the future, and that educators and employers must be enabled to support it.
2. **Value of Dyslexia** report finds that a greater understanding of dyslexia, and dyslexic strengths, presents an opportunity for businesses to recruit people with the in-demand skills of the future.

#### But opinions need to change, and support improved...

3. **Only 3%** of the public believe dyslexia is a positive trait according to YouGov research.
4. **73%** of dyslexic people hide their dyslexia from employers.

#### Our global Parent and Teacher research finds...

5. **83%** say there needs to be more access to dyslexia specialists in schools.
6. **84%** describe the process of identifying dyslexia at their school as difficult or just not possible.
7. **98%** say teachers need more training in how to identify and support dyslexia.
8. **91%** say their schools need a better understanding and recognition of dyslexic strengths.
9. **Only 56%** say their schools will use the term dyslexia.
10. **70%** say more focus should be given to creativity and innovation and less importance given to standardised testing and exam grades.





**10 Facts**  

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**about Dyslexia**  

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1. At least 1 in 10 people are dyslexic. Research in the US finds it's as many as 1 in 5.
2. Dyslexia is genetic so it runs in families.
3. Dyslexic brains are 'wired' slightly differently, meaning they have a different way of processing information.
4. This difference results in a pattern of strengths like critical thinking, creativity and communication skills.
5. It also results in challenges affecting traditional learning such as reading, writing, spelling, rote learning, memory and concentration.
6. Each dyslexic will have a different pattern of strengths and challenges.
7. Identification is key to our success in education, employment and in preserving self-esteem.
8. If we place equal importance on dyslexic strengths and challenges, we can and will go far.
9. 4 in 5 successful dyslexics attribute Dyslexic Thinking to their success.
10. We know exactly how to identify and support dyslexia and have done since the 1930s!





**10 Facts about**  

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**Identifying Dyslexia**  

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1. The earlier it's discovered and supported the sooner dyslexic kids catch up and keep up.
2. Screen/test as soon as parents, teachers or kids themselves see a 'problem'. Don't wait.
3. Dyslexia can be identified at 5 or even earlier when many dyslexic kids show signs.
4. Some dyslexics may grasp early reading, only showing signs of struggle later as the workload increases.
5. A mismatch in what an individual seems capable of and the work they produce is a strong indicator of dyslexia.
6. Unidentified dyslexia results in low self-esteem in childhood and carries on into adult life.
7. The 'label' is vital for our own self-understanding.
8. 4 in 5 dyslexics say that knowing they were dyslexic helped them develop the perseverance needed to succeed.
9. Adjustments and accommodations that come with identification are crucial for their success.
10. Traditional teaching and benchmarking mean we often 'fail' despite good knowledge and ability.
  - 9 in 10 dyslexics have poor spelling, punctuation, grammar but many are great writers.
  - 7 in 10 struggle learning times tables but around half of dyslexics are great at maths.
  - 9 in 10 struggle getting thoughts on paper, needing extra time and tech aids to help.



# Dyslexic Thinking Skills

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## Specific Skills

These relate to the career paths often preferential to dyslexic thinkers.



### Visualising

**Interacting with space, senses, physical ideas & new concepts.**

**Moving:** physical interpretation & game playing.

Examples: Dancer, Musician, Sportsperson.

**Making:** visualising, planning & making. Examples: Engineer, Architect, Craft worker, Programmer, Designer, Chef, Gardener.

**Inventing:** exploring possibilities, making connections & inventing. Examples: Scientist, Technologist, Entrepreneur.



### Imagining

**Creating an original piece of work, or giving ideas a new spin.**

**Creating:** creating completely original work from your imagination.

Examples: Designers, Artists, Composers, Writers.

**Interpreting:** using imagination to give ideas a new twist, or fresh angle. Example: Actor, Advertiser, PR, Director, Photographer.



### Communicating

**Crafting & conveying clear & engaging messages.**

**Explaining:** assessing situations/information & explaining to others.

Examples: Journalist, Marketeer, Politician, Teacher, Campaigner.

**Story-telling:** creating vivid, engaging experiences in words, pictures, other media. Examples: Writer, Games/Film Maker, Songwriter.

## General Skills

These relate to most sorts of education, activities and careers.



### Reasoning

**Understanding patterns, evaluating possibilities & making decisions.**

**Simplifying:** understanding, taking apart & simplifying complex ideas & concepts.

**Analysing:** using logic to decide on the strength of an argument or where the truth lies.

**Deciding:** interpreting patterns & situations to predict future events & make decisions.

**Visioning:** seeing past detail to gain a strategic (big picture) view of a subject or problem.



### Connecting

**Understanding self; connecting, empathising & influencing others.**

**Understanding self:** recognising & managing own feelings, & understanding how they affect own behaviour and that of others.

**Understanding others:** understanding & interpreting the verbal, physical & emotional reactions of other people.

**Influencing:** managing, influencing & inspiring constructive emotions in other people.

**Empathising:** sensing, understanding & responding to how people feel.



### Exploring

**Being curious & exploring ideas in a constant & energetic way.**

**Learning:** having a curiosity for finding out new things and learning new skills.

**Digging:** looking into things in a way that means most is learnt or discovered.

**Energising:** being so passionate about something it gives a buzz and tenacity to learn about it.

**Doing:** using new knowledge to achieve a result that surprises & pleases self or others.



# Dyslexic Challenges

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**Reading:** Difficulties recognising and manipulating sounds, letters and words, make learning to read difficult. Once grasped, dyslexics will still remain slow readers. **Solution:** Structured, multi-sensory phonics programmes. Extra time and assistive tech.

**Memory Systems:** Challenges with Verbal (remembering verbal instructions), Sequential (ordering facts, information), Working (keeping facts in mind and manipulating them), and Visual (recognising symbols, letters and words) memory make rote learning and getting thoughts down quickly difficult. **Solution:** Support materials, organisers/planners, and assistive tech.

**Spelling, Punctuation and Grammar:** To be good at spelling, punctuation and grammar you have to learn and retrieve a series of information, skills and rules. Challenges with memory systems make it difficult for dyslexics to learn and apply these rules. **Solution:** Focus on the content of what's being written, not the spelling, punctuation and grammar. Use assistive tech.

**Maths:** Challenges with Sequential and Working Memory cause difficulties with times tables and mental maths, although dyslexics are often good at conceptual, higher level maths. **Solution:** Look for higher level skills and skill of 'seeing big picture' and jumping to the solution. Encourage a love of maths, give support for challenges. Use assistive tech.

**Traditional Benchmarks:** Standardised tests, high stakes exams in education, and many psychometric tests used in recruitment, disadvantage dyslexics because of all the above. **Solution:** Adjustments in tests and assignments, explore different testing methods, use assistive tech. All will enable dyslexics to demonstrate their real knowledge and skills.



# MADE BY DYSLEXIA PLEDGE

## We will endeavour to:

- Recognise** dyslexia as a different and valuable way of thinking.
- Understand** the importance of identifying each dyslexic and their pattern of strengths and challenges.
- Support** which is targeted to enable dyslexics to harness their strengths and flourish.

## We'll achieve this through:

- Knowledge** skilling up staff in schools and workplaces to recognise, understand and support dyslexia.
- Discover** using digital screeners which make it easy and cost effective to check if you're dyslexic.
- Adjustments** in tests and assignments so dyslexics can demonstrate their full knowledge and skills.

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Company name



Microsoft

# ABOUT DYSLEXIA

Dyslexic minds process information differently, creatively. Naturally curious, highly creative with an ability to unconventionally connect the dots and think laterally. But this different way of thinking often results in challenges with traditional learning and processing; with literacy, memorising facts and organising thoughts. So traditional benchmarks in both education and employment, often accentuate these challenges and miss the strengths.

But the world has changed. The 4th Industrial revolution with advanced technology and increased connectivity has created new industries, new business models, new jobs, and entirely new skills. We now need creative thinkers to make sense of the change and disruption. We need dyslexic thinking.

By taking this pledge, businesses, educators and governments are committing to value and support dyslexic thinking and recognise its importance in the fast changing world.

  
 MADE BY  
 DYSLEXIA



# Pledge Guidance

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**Made By Dyslexia Pledge** helps companies, educators and governments demonstrate they value dyslexic thinking and are taking positive steps to support it. Some will showcase the great things they're already doing, others a commitment to get started. We are developing support tools and there is great stuff already out there. Here's some ideas to getting started:

**Recognise** dyslexia as a different and valuable way of thinking. **Action:** Read the Value of Dyslexia report by EY, watch our films and Global Summit. Read up on Dyslexic Thinking Skills on our website and take the test. Talk to parents and dyslexic individuals about their experiences and engage with ours and other social media channels and communities.

**Understanding** the importance of recognising each dyslexic and their pattern of strengths and challenges. **Action:** as above.

**Support** which is targeted to enable dyslexics to harness their strengths and flourish. **Action:** Structured, multi-sensory phonics is essential to teach reading. Extra time, use of assistive tech supports in education and work. Encourage strengths.

**Knowledge** skilling up staff in schools and workplaces to recognise, understand and support dyslexia. **Action:** Most national charities offer and/or signpost training for employers and educators. Our own training will be available early next year.

**Discover** Using digital screeners will make it easy and cost effective to check if you're dyslexic. **Action:** There are many good online screeners. Our Dyslexic Thinking Test (currently just adults), a simple but reliable checklist is a great place to start.

**Adjustments** in tests and assignments so dyslexics can demonstrate their full knowledge and skills. **Action:** Allow extra time, tech aids, allowances for error. In the workplace, this and delegation will support dyslexics and increase their productivity.





How you  

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can Help  

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**Advocacy** We're building the world's largest global dyslexia movement. These 'boots on the ground' advocates are super important to us and play a vital role in getting the world to think differently about dyslexia. Join in on social media and use our advocacy tools in your community to get this message out to your families and friends, your schools and workplaces, your governments and decision makers.

**Fundraising and Donations** We have lots of fundraising initiatives coming up. You can donate via our website or Facebook. Or contact our team if you'd like to work closely with us on fundraising initiatives.

**Corporate Support** Encourage your company to get involved. Various corporate support packages are available for companies who share our passion for thinking differently about dyslexia. Encourage them to take the pledge and even become an early adopter.

If you'd like to join in we'd love to hear from you.



## Useful Links

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[info@madebydyslexia.org](mailto:info@madebydyslexia.org)

The Exchange  
Somerset House  
Strand  
London  
WC2R 1LA

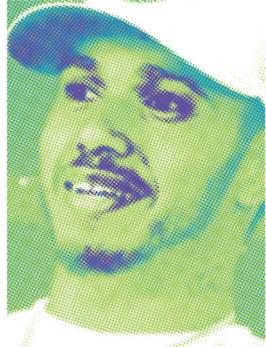
Social media: @madebydyslexia

Website: [www.madebydyslexia.org](http://www.madebydyslexia.org)

Facebook: <https://www.facebook.com/madebydyslexia/>

YouTube: [https://www.youtube.com/channel/UCLBUsgxhf\\_otK\\_qKoZnP0pA](https://www.youtube.com/channel/UCLBUsgxhf_otK_qKoZnP0pA)







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