

EARLY WARNING SIGNS FOR DYSLEXIA

The earlier we notice, the earlier we can help.



Dyslexia looks different in every child, and signs can appear as early as preschool or kindergarten.

Spotting the signs early can make a life-changing difference.



WHAT IS DYSLEXIA?



Dyslexia is a learning difference that affects how the brain processes reading, writing, and spelling.

It is not related to intelligence. With the right support, children with dyslexia can learn, grow, and thrive.

IMPORTANT TO REMEMBER



These signs do not mean your child definitely has dyslexia.



Every child develops at their own pace.



If you notice several signs, trust your instincts and seek guidance.

EARLY SIGNS BY AGE RANGE

PRESCHOOL (Ages 3–5)



- Trouble rhyming words
- Difficulty learning letters, numbers, or colors
- Hard time remembering names or sequences
- Mixes up similar sounds (e.g., "b" and "d")
- Late to start talking
- Difficulty following multi-step directions



Early challenges in talking and listening can be an early clue.

EARLY SCHOOL YEARS (Ages 6–8)



- Difficulty learning letter sounds
- Trouble blending sounds to read words
- Reads slowly and makes frequent mistakes
- Spelling is inconsistent
- Forgets how to spell common words
- Avoids reading or writing tasks



These signs can affect confidence and enjoyment of learning.

LATE ELEMENTARY (Ages 9–10+)



- Difficulty reading fluently
- Struggles to understand what they read
- Trouble organizing thoughts in writing
- Poor handwriting or avoidance of writing
- Low confidence in schoolwork
- May avoid subjects that involve reading



With the right support, they can build skills and believe in themselves.



Every child learns differently. Early awareness and support can open the door to a brighter, more confident future.



You are not alone.
Together, we can help your child reach their full potential.



neuroly.co

COMMON EARLY WARNING SIGNS TO LOOK FOR

These signs may show up in one or more areas of learning and behavior. Look for patterns over time.



Every child is unique. The presence of these signs does **not mean** a child has dyslexia, but they **may benefit** from further evaluation.

1


READING

Difficulties with reading are often the earliest signs of dyslexia.

WHAT IT MAY LOOK LIKE

- Difficulty recognizing letters and their sounds
- Trouble sounding out new words
- Skips or adds words when reading
- Reads slowly and with effort
- Loses place while reading
- Avoids reading or says they "don't like it"

WHY IT MATTERS



Reading builds on the ability to recognize sounds and letters. Struggles in these early skills can make reading challenging and frustrating.

2


WRITING & SPELLING

Challenges with spelling and writing often go hand in hand with reading difficulties.

WHAT IT MAY LOOK LIKE

- Spells phonetically or makes unusual spelling errors
- Leaves out small words (e.g., "the", "a", "to")
- Poor sentence structure and punctuation
- Extreme effort and frustration when writing
- Avoids or resists writing tasks
- Illegible handwriting or inconsistent letter sizing

WHY IT MATTERS



Writing requires planning, spelling knowledge, and organizing thoughts. Difficulties can affect school performance and self-expression.

3


MEMORY & PROCESSING

Some children may struggle to remember and process information efficiently.

WHAT IT MAY LOOK LIKE

- Forgets instructions quickly
- Trouble remembering the order of things
- Needs extra time to respond
- Overwhelmed by multi-step tasks
- Difficulty with automatic information (e.g., days of the week, alphabet)

WHY IT MATTERS



Dyslexia is not a memory problem, but processing differences can make it harder to learn and retrieve information.

4


LANGUAGE

Language development can be a key area of early difference.

WHAT IT MAY LOOK LIKE

- Late to start talking
- Limited vocabulary for their age
- Difficulty finding the right words
- Trouble understanding jokes or wordplay
- Mixes up similar-sounding words (e.g., "bat" and "pat")

WHY IT MATTERS



Strong language skills support reading comprehension, expression, and learning across all subjects.

5


BEHAVIOR & EMOTIONS

Emotional responses can be an early sign that a child is struggling.

WHAT IT MAY LOOK LIKE

- Easily frustrated or tears up quickly
- Avoids reading aloud or answering in class
- Low self-esteem related to school
- Says "I'm dumb" or "I can't do it"
- May act out or shut down
- Complaints of headaches or tummy aches before school or stressful tasks

WHY IT MATTERS



Struggles can affect how children feel about themselves. Early support can protect confidence and motivation.

OTHER FACTORS THAT MAY CO-OCCUR



Attention difficulties (ADHD)



Language disorder



Anxiety



Vision or hearing issues



Sleep challenges

If you notice several signs across multiple areas, it's important to look deeper.

★ TRUST YOUR INSTINCTS

You know your child best. If something feels "off" and the signs persist for 6 months or more, talk to a professional.

Early action can make a lasting difference.



With awareness, the right support, and early intervention, children with dyslexia can learn, grow, and achieve amazing things.



WHAT TO DO IF YOU NOTICE THE SIGNS

Early identification and support can change your child's future.



You don't need to wait for school struggles to get help.

Trust your instincts.

You know your child best.

Early action leads to better outcomes.

5 STEPS TO TAKE

1 OBSERVE & DOCUMENT



Note the signs you see and examples of when they happen. Share these observations with your child's teacher.

2 TALK TO YOUR CHILD'S TEACHER



Teachers can provide valuable insight and may use classroom strategies to support your child while you explore next steps.

3 SEEK A PROFESSIONAL SCREENING



A qualified specialist can determine if your child is showing signs of dyslexia or other learning differences.

4 GET A DETAILED ASSESSMENT



If screening indicates concerns, a comprehensive evaluation provides a clear picture of your child's strengths and needs.

5 CREATE A SUPPORT PLAN



Work with professionals and educators to build an individualized plan that supports learning and builds confidence.

HOW YOU CAN SUPPORT YOUR CHILD EVERY DAY



BUILD CONFIDENCE

Celebrate effort and progress, not just results. Encourage your child's strengths and interests.



READ TOGETHER

Make reading enjoyable. Listen to audiobooks and take turns reading aloud.



ESTABLISH ROUTINES

Predictable routines reduce stress and create the structure children with dyslexia often need.



BREAK TASKS DOWN

Chunk tasks into smaller steps. Use checklists and visuals to help your child stay organized.



ALLOW EXTRA TIME

Give extra time for reading, writing, and assignments. Speed is not the goal, understanding is.



USE MULTISENSORY STRATEGIES

Hands-on, visual, and movement-based learning helps many children with dyslexia learn better.



STAY POSITIVE & PATIENT

Your support, patience, and belief make a powerful difference.

COMMON MYTHS VS. FACTS

MYTH

FACT



Dyslexia means low intelligence.



Dyslexia has nothing to do with intelligence. Many people with dyslexia are very successful.



Children will outgrow dyslexia.



Dyslexia is lifelong, but with the right support, skills can improve dramatically.



Dyslexia is just reversing letters.



It's more than that. It affects reading accuracy, fluency, spelling, writing, and processing information.



More practice will fix it.



Practice helps, but children need the right type of instruction that teaches their brain how to learn.



Dyslexia only affects reading.



It can also impact spelling, writing, memory, organization, and self-esteem.

YOU ARE NOT ALONE

Dyslexia is common. Support is available. Hope is real. Progress is possible.

BY THE NUMBERS



15-20%
of people have dyslexia.



With early support, most children make significant progress.



Strengths like creativity, problem-solving, and big-picture thinking are common among individuals with dyslexia.

With the right support today, your child can achieve tomorrow.



Awareness today. Support today. Success tomorrow.
Every step forward matters.

