

Dyslexia Awareness Qualification

Summary of Changes

Gateway Qualifications has updated the following qualification to provide centres with enhanced support for planning and delivery:

Qualification Number	Qualification Title
601/2436/2	Gateway Qualifications Level 2 Award in Dyslexia Awareness

Indicative content has been added to the unit listed below. This additional guidance is intended to support centres in interpreting unit requirements and in designing effective teaching, learning and assessment activities:

Unit Number	Unit Title
D/505/9074	Dyslexia Awareness

No other changes have been made to the structure, assessment requirements or learning outcomes of the unit or qualification.

The information below details what changes have been made for teaching from 1st August 2026 onwards.

Dyslexia Awareness

Unit reference:	D/505/9074
Unit level:	Level 2
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what is meant by 'dyslexia'.	1.1 Define the term ' dyslexia '. 1.2 Describe the key characteristic features of dyslexia.
2. Know how dyslexia is diagnosed.	2.1 Give examples of typical signs of dyslexia. 2.2 Describe different methods of assessment used to determine if an individual has dyslexia.
3. Know how dyslexia can affect individuals.	3.1 Describe the possible social, emotional and behavioural effects of dyslexia on an individual. 3.2 Describe ways in which dyslexia affects learning .
4. Know about ways to support the learning of individuals with dyslexia.	4.1 Describe different ways to support the learning of individuals with dyslexia.
5. Know about sources of information for individuals with dyslexia and those supporting them.	5.1 Outline key sources of information, advice and guidance , giving examples of the types of support on offer.

Indicative content:

AC1.1: Dyslexia, for example:

- a specific learning difficulty (SpLD) that primarily affects reading, writing, spelling
- neurological in origin
- unrelated to intelligence

- often involves difficulties with processing language, verbal processing speed, phonological awareness

AC1.2: Key characteristic, for example:

- difficulty with reading fluency, decoding words
- struggles with spelling, grammar, written expression
- poor short-term memory
- difficulty with organisational skills
- challenges with phonological processing, for example, identifying sounds in words

AC2.1: Typical signs, for example:

- frequent spelling mistakes
- difficulties learning new words
- slow or inaccurate reading/difficulty understanding text
- strong listening skills in relation to written and maths tasks
- struggles with following instructions/sequencing tasks

AC2.2: Different methods of assessment, for example:

- observations of academic performance by teachers or parents
- screening tests to highlight potential indicators, for example, phonological awareness tests
- review of developmental and medical history, for example, early developmental milestones, for example, when they started talking and relevant medical history
- review of educational history, for example, reviewing school reports, previous interventions, and general academic performance
- review of family history to determine if dyslexia or other learning difficulties run in the family, as there may be a genetic link

AC3.1: Social, emotional and behavioural effects, for example:

- social, for example, difficulty making friends due to communication challenges, seeming isolated, fear of being judged, feeling socially immature compared to peers
- emotional, for example, low self-esteem, frustration, anxiety, negative self-image, feelings of inadequacy
- behavioural, for example, avoiding tasks involving reading or writing; possible withdrawal, disruptive behaviour, perfectionism; setting unrealistic goals to prove worth, leading to burnout

AC3.2: Affects learning, for example:

- difficulty understanding written instructions
- slow pace in completing tasks or assignments
- struggle with working memory and concentration, such as holding multiple pieces of information in the mind, often leading to frequent rereading
- ability to retrieve information quickly, processing speed
- problems with spelling, grammar, punctuation in written work

AC4.1: Different ways to support, for example:

- use of assistive technology, for example, text-to-speech software, word processors
- breaking instructions into smaller, manageable steps
- providing extra time for tasks/assessments
- using multisensory teaching methods, for example, visual, auditory, tactile activities
- encouraging the use of tools, for example, coloured overlays, reading rulers

AC5.1: Key sources of information, advice and guidance, for example:

- charities/organisations, for example, British Dyslexia Association (BDA), Dyslexia Action – resources, training, advocacy
- educational support services, for example, local education authorities, school SENCOs (Special Educational Needs Coordinators)
- online resources/helplines, for example, Understood.org or local dyslexia support groups
- publications, for example, books, articles, guides on strategies for managing dyslexia
- specialist practitioners, for example, NHS, Educational psychologists, speech and language therapists, dyslexia assessors