

DYSORA™ Screening Report

Ben

16/10/2026

DYSORA™

Ben's Screening Score

Ben's responses suggest significant indicators of literacy difficulties that may be associated with dyslexia.

While this does not mean that Ben has dyslexia, the screening has identified a concerning pattern of literacy difficulties that warrants further investigation and targeted support.

Taking action now can help address these challenges, support literacy development and reduce the potential impact on Ben's confidence and learning experiences.

For guidance on understanding Ben's results, beginning targeted literacy intervention and preparing for a professional assessment if appropriate, explore your personalised roadmap and resources in the DYSORA™ Portal.

Your Overall Score

63%

DYSORAT™ assesses six areas to build a clearer picture of Ben's literacy development and learning needs. Each domain receives an individual indicator level, which contributes to the overall screening result.

The four literacy skill domains carry the greatest weight, while Behavioural & Emotional Indicators and Background Risk Factors provide important additional context. Reviewing each domain alongside the overall result helps identify where further attention or support may be beneficial.

Phonological Processing

59%

Significant Indicators

Decoding/Word Reading

50%

Significant Indicators

Spelling/Encoding

52%

Significant Indicators

Reading Comprehension

92%

Strong Indicators

Behavioural & Emotional Indicators

100%

Strong Indicators

Background Risk Indicators

78%

Strong Indicators

About Ben's Phonological Processing Score

SIGNIFICANT INDICATORS

Understanding this domain

Phonological processing is Ben's ability to hear, recognise and work with the sounds that make up spoken words.

Before children learn to read, they begin developing an understanding that words are made up of smaller sounds. For example, they learn to recognise that “cat” and “hat” rhyme, that “elephant” has three syllables, and that “sun” is made up of three individual sounds: s-u-n.

This might seem simple, but it's an important foundation for learning to read and spell. When children can recognise the sounds in spoken words, it helps them connect those sounds to written letters.

This is one of the building blocks of learning to read unfamiliar words and spell them accurately.

What Ben's results tell us

Ben's screening responses suggest a significant level of difficulty with recognising and working with the sounds in spoken words.

This is an important finding because phonological processing plays a central role in how children learn to read and spell.

About Ben's Spelling/Encoding Score

**SIGNIFICANT
INDICATORS**

Understanding this domain

Spelling, also called encoding, is Ben's ability to turn the sounds in spoken words into written letters, in the correct order.

It's closely connected to decoding, but works in the opposite direction. When reading, children turn letters into sounds. When spelling, they need to think about the sounds in a word and work out which letters represent them.

For example, to spell the word "ship", a child needs to recognise the sounds sh-i-p and understand that the "sh" sound is represented by two letters working together.

As children develop, they also learn spelling patterns and rules that help them write increasingly complex words.

Spelling is an important part of literacy development, and it's possible for a child to read a word correctly but still find it difficult to spell independently.

What Ben's results tell us

Ben's screening responses suggest a significant level of difficulty with spelling words accurately and consistently.

About Ben's Behavioural & Emotional Indicators

**STRONG
INDICATORS**

Understanding this domain

This area looks at how Ben's learning experiences may be affecting their confidence, motivation and feelings about themselves as a learner.

It's not a test of academic ability. Instead, it explores how children respond when learning feels difficult, particularly when they experience repeated challenges or feel they're not keeping up with their peers.

For example, a child might become frustrated during homework, avoid participating in classroom activities, compare themselves to classmates or begin saying things like "I'm not smart enough."

These reactions can sometimes develop when children experience repeated difficulties, particularly when they don't understand why learning seems harder for them than for others.

Looking at these patterns alongside literacy skills can help us understand not just where a child may be struggling, but how those experiences may be affecting their confidence and self-belief.

What Ben's results tell us

Ben's screening responses suggest a strong and consistent pattern of behavioural or emotional responses that may be associated with ongoing difficulties in learning.

Your DYSORA™ Roadmap

A practical guide for the next 6–12 months

Ben

SAMPLE

Understanding Your Next Steps

Ben's overall DYSORA™ screening result suggests a significant pattern of literacy difficulties that may be associated with dyslexia.

This doesn't mean that Ben has dyslexia, but it does indicate that their literacy development requires further attention and targeted support.

The important thing now is to take action, ensuring Ben receives appropriate support while you work towards a clearer understanding of their learning needs.

Your next steps are about addressing the difficulties identified, working with their school, monitoring progress and preparing for a professional assessment if appropriate.

Every child's learning journey is different, and so is their starting point.

Some families are just beginning to explore concerns, while others have already spoken with teachers, accessed additional learning support or sought professional advice.

The DYSORA™ Roadmap has been designed to help you understand the different stages of identifying and supporting literacy difficulties, from recognising concerns through to preparing for a formal assessment.

The timeframes are a guide, not a set of deadlines. You may find that some stages are already familiar, others aren't relevant to Ben right now, or that you need to work through several stages at the same time.

You don't need to complete every stage, and you don't need to start from the beginning if you're already further along.

Your DYSORA Portal contains the detailed information, resources and guidance for each stage. This overview will help you understand what to expect and where to focus your attention.

Stage 1: Understand Your Results & Take the First Steps

Weeks 1–4

Understanding where Ben is now.

The first stage is about making sense of Ben's screening results and understanding what they may mean for their literacy development.

With a Significant Indicator, the results suggest that some literacy skills may be considerably more difficult for Ben than expected. Reviewing the individual domains will help you understand where concerns have been identified and how they compare with what you're noticing at home and what their teacher is seeing at school.

This stage also helps you understand more about dyslexia, recognise patterns of literacy difficulties and begin identifying the support Ben may need.

Inside your DYSORA Portal: Understanding your results, understanding dyslexia, supportive home routines and tracking progress.

Your Complimentary 15-Minute Results Consultation

Your DYSORA™ screening includes a complimentary 15-minute consultation to discuss Ben's results.

If you're unsure what the findings mean, have questions about the areas identified or would like some guidance on where to begin, you're welcome to book a time to talk them through.

You can book your consultation at any time using the booking link in your DYSORA Portal.

Continue in Your DYSORA™ Portal

Your DYSORA Portal brings together the information and resources that support each stage of this roadmap, including practical articles, guidance for working with schools, intervention information and completion checklists.

You can work through the resources at your own pace, return to them whenever needed and focus on the stages most relevant to Ben.

Thank you for choosing DYSORA™ to better understand Ben's learning needs.

Taking the time to understand how your child learns is an important step towards ensuring they receive the support they need.

Every child deserves to feel understood, supported and confident in their ability to learn.

I hope DYSORA™ helps you feel more informed and confident about the journey ahead.

[LOGIN TO DYSORA PORTAL HERE](#)