

DYSLEXIA

Key Stage 1 and 2 Checklist

Name..... DoB..... Yr Gp..... CA..... Date.....

Do any of your pupils struggle with spelling, writing, reading or mathematics? Do they not progress as quickly as their classmates – or worse, not seem to progress at all? There are obvious inconsistencies in these individuals, many of them exhibiting abilities alongside weaknesses.

You have been teaching well and hope that, like other pupils in your class, this child will improve their basic skills over time; but you see little or no change.

How can you tell if they might be dyslexic? Look out for the following signs, but remember: not all dyslexic children have the same cluster of difficulties and abilities. Watch out for strengths in areas of creativity and/or highly developed verbal skills.

General

Speed of processing: spoken and/or written language slow	
Poor concentration	
Has difficulty following instructions	
Is forgetful of words	
Has difficulty remembering anything in a sequential order eg tables, days of the week, the alphabet	

Written Work

Has a poor standard of written work compared with oral ability	
Produces messy work with many crossings out	
Is persistently confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w	
Has poor handwriting, possibly with 'reversals' and badly formed letters	
Spells a word several different ways in one piece of writing eg wipe, wype, wiep, wibe	
Makes anagrams of words eg tired for tried, breaded for bearded	
Produces badly set-out written work, does not stay close to the margin	
Has a poor pencil grip	
Produces phonetic and bizarre spelling that is not age/ability appropriate	
Uses unusual sequencing of letters or words	

Reading

Makes poor reading progress	
Finds it difficult to blend letters together	
Has difficulty in establishing syllable division or knowing the beginnings and endings of words	
No expression in reading	
Comprehension poor	
Hesitant and laboured in reading, especially when reading aloud	
Misses out words when reading, or adds extra words	
Fails to recognise familiar words	
Loses the point of a story being read or written	
Has difficulty in picking out the most important points from a passage	

Mathematics

Shows confusion with number order, eg units, tens, hundreds	
Is confused by symbols such as + and x signs	
Has difficulty remembering anything in a sequential order, eg tables, days of the week, the alphabet	
Difficulty learning and remembering times tables	
May reverse numbers 2 .. 5	

Time

Has difficulty in learning to tell the time	
Shows poor time-keeping and general awareness	
Has poor personal organisation	
Has difficulty remembering what day of the week it is: birth date, seasons of the year, months of the year	
Difficulty with concepts – yesterday, today, tomorrow	

Skills

Has poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil	
Has limited understanding of non-verbal communication	
Is confused by the differences between left and right, up and down, east and west	
Has indeterminate hand preference	
Performs unevenly from day to day	

Behaviour

Employs work avoidance tactics, such as sharpening pencils and looking for books	
Seems to 'dream', does not seem to listen	
Is easily distracted	
Is the class clown or is disruptive or withdrawn (these are often cries for help)	
Is excessively tired due to amount of concentration and effort required	