APPENDIX 4

DYSLEXIA INDICATORS CHECKLIST: PRIMARY AND

SECONDARY AGED PUPILS

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class\_\_\_\_\_\_\_\_\_\_\_\_

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

The following should be completed by the class teacher with reference to what would be expected for the age and stage of the pupil. Agreement with any statement should be objectively based on evidence rather than subjective judgement.

**Reading**

|  |  |  |
| --- | --- | --- |
| Slow and hesitant rate of reading |  |  |
| Confusion over visually similar words (e.g. of, off) |  |  |
| Auditory confusion (e.g. t/d) |  |  |
| Omissions of syllables or words  |  |  |
| Directional problems, loses place |  |  |
| Reversals (e.g. left/felt) |  |  |
| Poor comprehension |  |  |
| Comprehension improves when text is read aloud |  |  |
| Difficulty in skimming/scanning text for information |  |  |
| Limited progress in reading despite significant support |  |  |

**Spelling**

|  |  |  |
| --- | --- | --- |
| Bizarre spelling errors with little phonetic sense  |  |  |
| Letters written out of sequence |  |  |
| Capital letters in the middle of words |  |  |
| Limited improvements in spelling despite significant support |  |  |

**Writing**

|  |  |  |
| --- | --- | --- |
| Untidy and disjointed handwriting |  |  |
| Reversing or muddling letters and/or syllables  |  |  |
| Good content, poor presentation |  |  |
| Inaccurate copying |  |  |
| Fusion of letters |  |  |
| Directional problems, loses place |  |  |
| Difficulty keeping on line |  |  |
| Incorrect punctuation |  |  |

**Number**

|  |  |  |
| --- | --- | --- |
| Confusion with/reversal of visually similar numbers e.g. 16/61 and symbols, e.g. + and x |  |  |
| Difficulty with memorising number bonds, tables |  |  |
| Limited understanding of the concept of place value |  |  |
| Problems with reading and understanding the language of maths |  |  |
| Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of written work |  |  |
| Confused positional language and directions, e.g. left/right; before/after |  |  |
| Problems with telling the time, time-management and/or concepts of time |  |  |
| Slow information processing – difficulty with mental maths |  |  |

**Learning Behaviour**

|  |  |  |
| --- | --- | --- |
| Reluctant to attempt reading tasks |  |  |
| Reluctant to attempt writing tasks |  |  |
| Takes a long time to complete tasks |  |  |
| Easily distracted during written work |  |  |
| Rarely completes written work |  |  |
| Rarely engages in reading activities out of choice |  |  |
| Lots of correcting and changing of written work |  |  |
| Frustration when engaging in reading or written work |  |  |
| Family history of reading difficulties |  |  |

**General Development**

|  |  |  |
| --- | --- | --- |
| Difficulty recalling sequences of information |  |  |
| Struggles to follow a set of sequential instructions |  |  |
| Word-finding problems |  |  |
| Muddled pronunciation of long words (e.g. tarecaker) |  |  |
| Short term memory weakness (e.g. times tables) |  |  |
| Poor hand coordination |  |  |
| Laterality confusion |  |  |
| Difficulties with organisation and timekeeping |  |  |
| Family history of reading difficulties |  |  |
| Concentration difficulties |  |  |

It is important to note that not all of these characteristics need to be present to trigger a more in-depth assessment process. In addition, some characteristics are also features of other specific learning difficulties other than dyslexia.

**Any other information that the teacher thinks is pertinent (please make notes below)**: