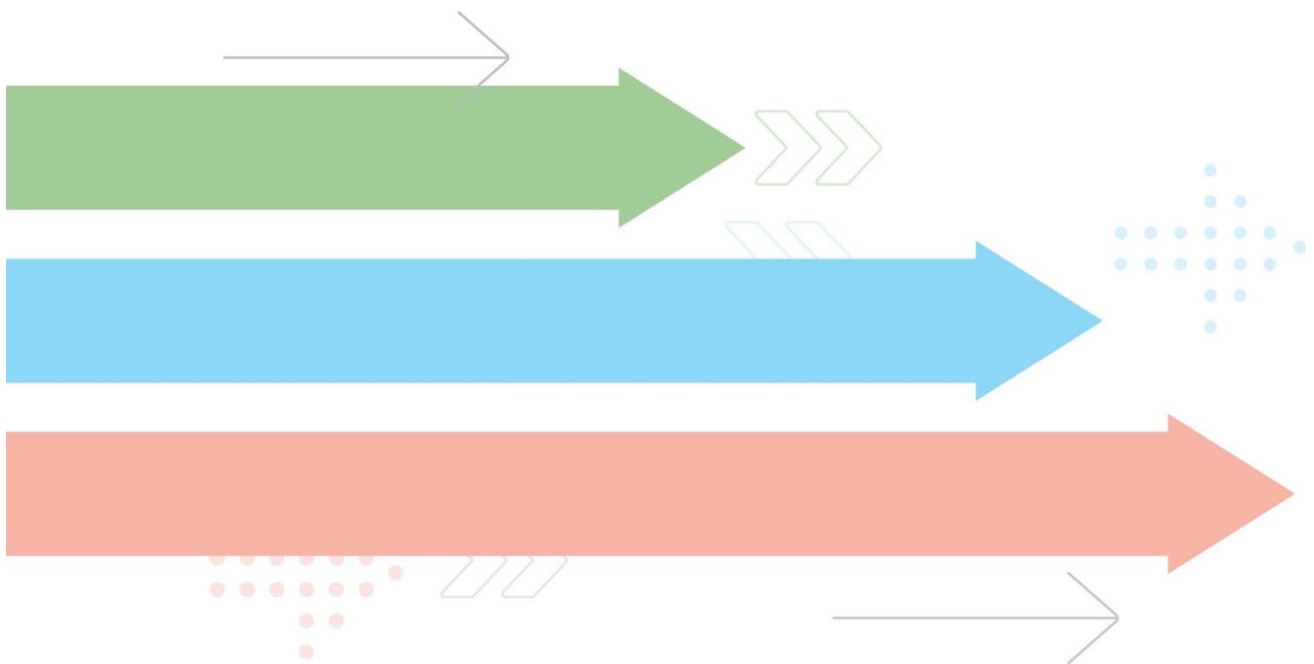




# A Guide to Assessing and Monitoring Literacy and Numeracy Differences (Dyslexia and Dyscalculia)



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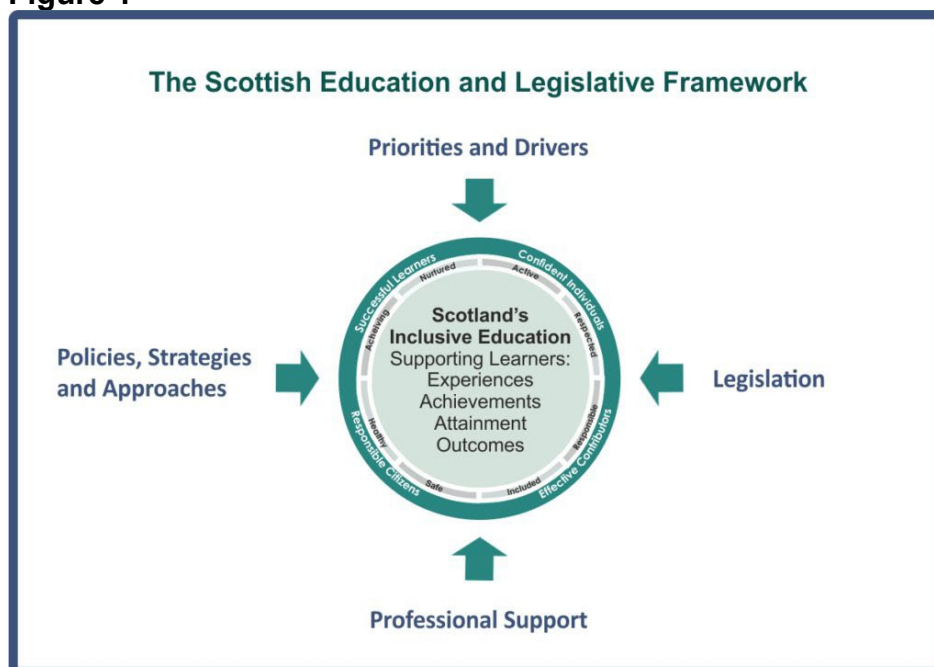
## Introduction

This guide outlines the Falkirk Literacy and Numeracy Pathways which were developed to support good practice in the assessment, intervention, and monitoring of children who experience difficulties in developing literacy and numeracy skills. Identification of literacy differences (Dyslexia) or numeracy differences (Dyscalculia) should not be seen in isolation, but part of Falkirk Council's Staged Intervention Framework, and cover wider literacy or numeracy needs not just dyslexia or dyscalculia. This guide includes information on what dyslexia and dyscalculia is, and when and how to identify them. Effective assessment and intervention will consider the individual's ability to access the curriculum, the learning environment, and coping strategies. The main aim is to support and promote independent learning. To effectively support young people there needs to be good communication between home and school and all parties need to work together at all stages of the process.

One of the key aims of the National Improvement Framework is to improve attainment in literacy and numeracy for all children. To give children equal opportunities in learning we need to identify and address any barriers to learning. Scotland's education system aims to be inclusive, providing support where required.

The graphic below outlines the Scottish Education context.

Figure 1



[Addressing Dyslexia Toolkit](#)

## What can cause difficulties in literacy and numeracy?

There can be a number of reasons why some children struggle to develop skills in literacy and numeracy. These factors need to be considered within the assessment process. These may include:

- Social factors
- Vocabulary acquisition,
- Early life experiences
- Visual and hearing impairment
- Dyslexia
- Gaps in learning

- Neurodiversity
- Dyscalculia
- Speech and language
- English as an Additional Language
- Teaching pace, style, and methods
- Developmental delay
- Emotional factors

As highlighted above, not all challenges in literacy or numeracy are necessarily due to dyslexia or dyscalculia. Dyslexia or dyscalculia can co-occur with some of these factors, but careful assessment is required. This should be carried out collaboratively with the Team Around the Child.

## What is dyslexia?

### The definition of Dyslexia

Falkirk Council uses both the Scottish Government and the British Psychological Society definition of dyslexia. Both definitions are used as working definitions and acknowledge that environmental factors are important at all levels.

Scottish Government (2009)

**'Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas'. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:**

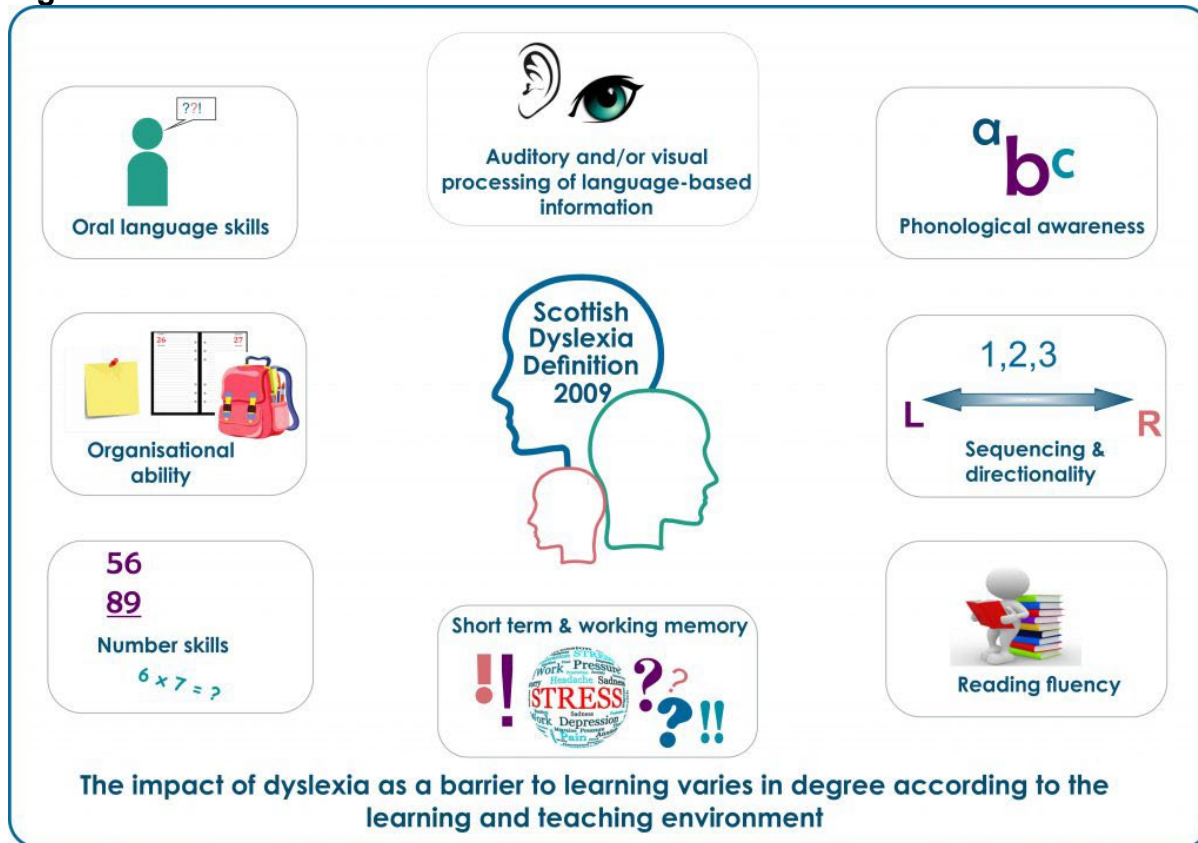
- auditory and/or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality difficulties
- number skills
- organisational ability

**Motor skills and co-ordination difficulties may also be affected.**

**Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds.**

**It is a hereditary, life-long, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.'**

Figure 2



[Addressing Dyslexia Toolkit](#)

## British Psychological Society (2005)

**‘Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the “word level” and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching’**

Although dyslexia may present challenges in aspects of learning there may also be areas of strength. These may include creative thinking, practical skills, visualisation and good social skills to name a few.

## Making Sense Report

[Education Scotland’s Making Sense Report](#) (2014) made five recommendations to improve outcomes for learners with dyslexia:

1. Access to up-to-date practical advice for schools, learners and parents
2. High quality Career Long Professional Learning (CLPL) (school, local and national level) related to meeting the needs of learners with dyslexia
3. Initial Teacher Education (ITE)/Postgraduate course content to include dyslexia and additional support needs
4. Action to improve the quality of educational outcomes for learners with dyslexia, highlighting dyslexia friendly practice
5. Improved availability and use of reliable information on learners needs, development and achievements.

This guidance is Falkirk Council's approach to implementing these recommendations. In particular this pathway provides support to improve the quality of outcomes for learners.

Practical advice for supporting pupils is available at [Dyslexia Scotland](#). Training and professional learning for practitioners, including online modules in Inclusive Practice and dyslexia, are available on the [Addressing Dyslexia Toolkit](#).

Professional learning is further supported in Falkirk Council through courses provided by the Central Education Team including Educational Psychologists and the Specific Learning Differences Teachers (SpLD). This can be accessed through Falkirk CPD Manager.

## What is dyscalculia?

### The definition of Dyscalculia

Falkirk Council uses the Scottish Government's definition of dyscalculia. This is used as a working definition and acknowledges that environmental factors are important at all levels.

#### Scottish Government (2022)

**'Dyscalculia is a neurodevelopmental learning difference which can co-occur with a range of other specific learning needs.**

**Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities. It is distinguishable from other challenges associated with numeracy and mathematics due to the:**

- **Persistent inability to understand or retrieve numerical facts from memory**
- **Use of underdeveloped procedures and processes**
- **Severity of difficulties with number sense**

**Associated difficulties can include:**

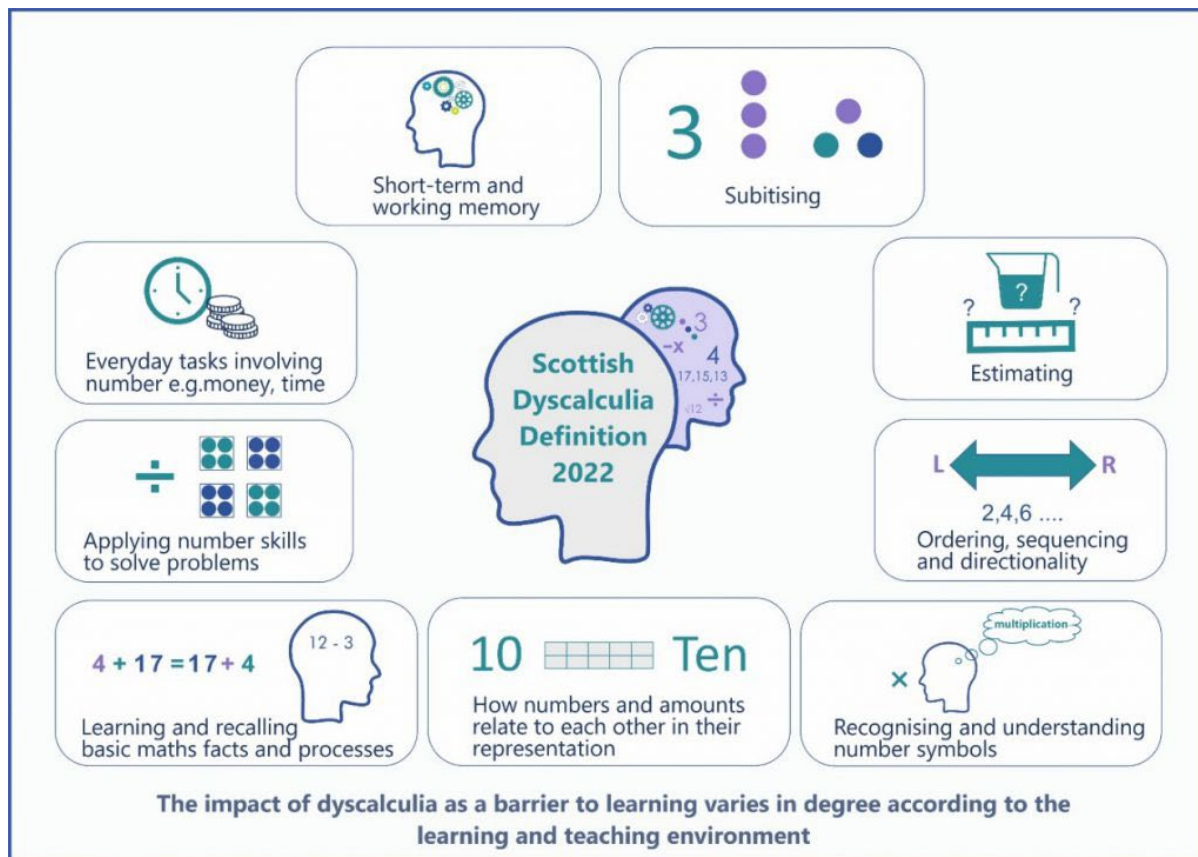
- **Subitising – immediately recognising quantity without counting**
- **Estimating**
- **Ordering, sequencing and directionality**
- **Recognising and understanding number symbols**
- **How numbers and amounts relate to each other in their representation**
- **Learning and recalling basic maths facts and processes**
- **Applying number skills to solve problems**
- **Everyday tasks involving number e.g. money, time**
- **Short-term and working memory.**

**These difficulties often do not reflect an individual's cognitive abilities. They may not be typical of performance in other areas and cannot be attributed to other factors, for example gaps in learning, developmental, genetic and neurodevelopmental differences which include autism, dyslexia and attention difficulties. The impact of dyscalculia as a barrier to learning varies according to the learning and teaching environment.**

**Dyscalculia exists in all cultures and across the range of abilities and socio-economic backgrounds. Learners with dyscalculia can continue to make progress in mathematics but may do so at a different pace.**

Dyscalculia is likely to be a genetic, life-long, neurodevelopmental difference. Unidentified, it could result in mathematics anxiety, low self-esteem, high stress, atypical behaviour and low achievement. This can have associated impacts on opportunities in adult life.'

Figure 3



[Addressing Dyslexia Toolkit](#)

Practical advice for supporting pupils is available at [Dyscalculia | Neurodiversity | Resources | Education Scotland](#). Professional learning is further supported in Falkirk Council through courses provided by the Central Education Team including Educational Psychologists and the Specific Learning Differences Teachers (SpLD). This can be accessed through Falkirk CPD Manager.

## When should we use the terms dyslexia and dyscalculia?

It can be complex to identify dyslexia and dyscalculia. There is not one 'test' that can identify them. Evidence needs to be gathered over time and be analysed to consider if they are evident.

**'If there is agreement that the collaborative assessment evidence can provide an identification of dyslexia then it should be shared with the learner and their family as soon as the identification has been confirmed and recorded appropriately'.**

[Addressing Dyslexia Toolkit](#)

It is important to talk about the identification of dyslexia and dyscalculia. It is valuable to discuss with parents and young people if and when they wish the term to be used. Some children will find

the term helpful and be happy to share this with others, while some may wish to keep this private. Signposting to appropriate supports may be helpful at this time (Appendix 6).

Although children and young people may respond and make progress in their learning with appropriate interventions, they will always have underlying learning differences.

Identification of dyslexia and dyscalculia should be part of a team around the child meeting. It is essential that it is recorded formally using the GIRFEC paperwork (Form 6) and recorded on SEEMIS. The next section will go through the process of how to assess and monitor literacy and numeracy differences.

## **How should we assess, monitor and record literacy and numeracy differences?**

The Falkirk Literacy and Numeracy Pathway is aligned with Falkirk Councils Framework for Staged Intervention [FC-Staged-Intervention-uidance.pdf \(glowscotland.org.uk\)](http://www.glowscotland.org.uk) . The pathway follows a staged process for assessment, monitoring and recording. It has been designed and implemented with reference to the Scottish Government recommendations for good practice, “Addressing Dyslexia Toolkit” (<http://www.addressingdyslexia.org>) and Education Scotland ([Dyscalculia | Neurodiversity | Resources | Education Scotland](http://www.education.scot.nhs.uk/resources/education-scotland) ). In this section we go through the stages in this process. An overview of the pathway is contained in Appendix 1 and the roles and responsibilities in relation to the pathway are summarised in Appendix 4.

### **Principles of assessment:**

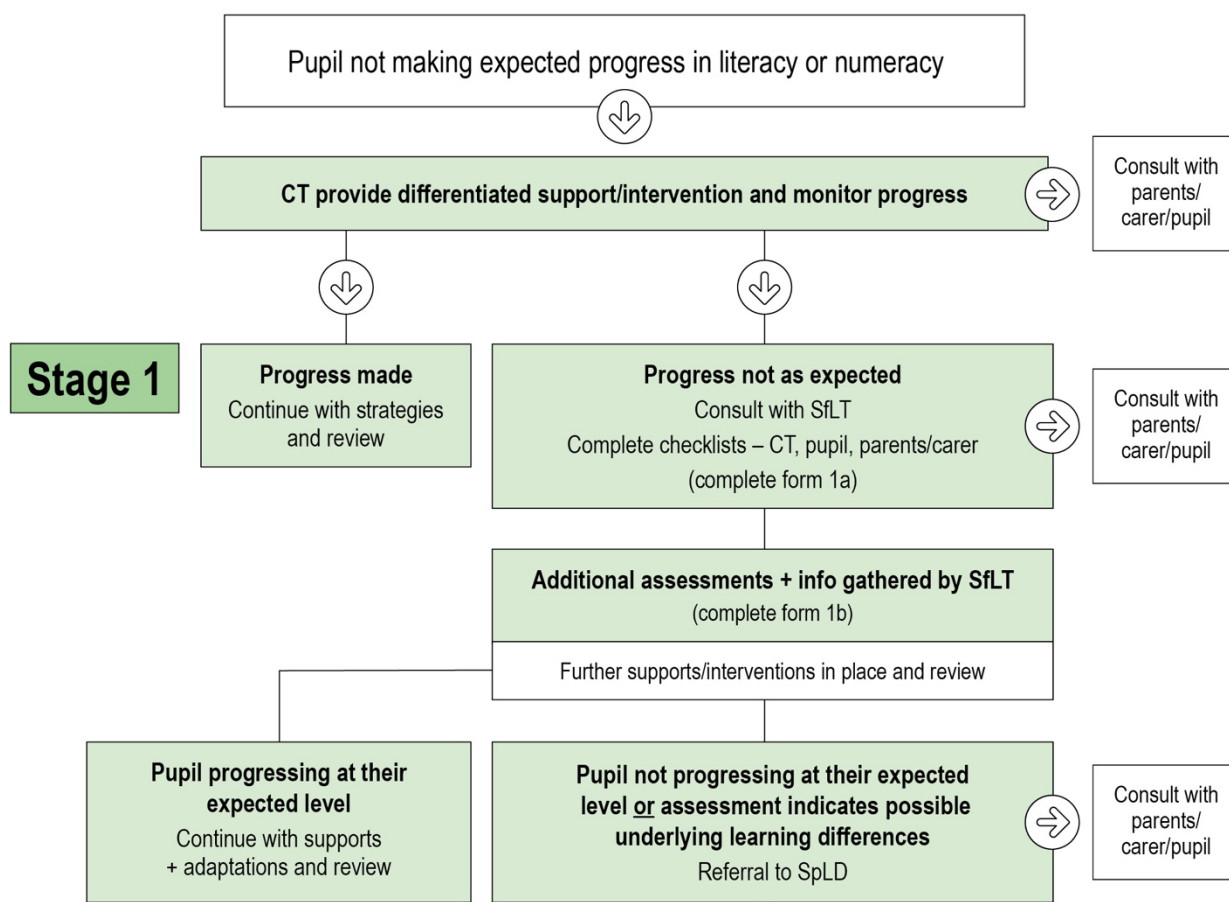
- The assessment process is continuous and is used to inform intervention and teaching approaches (plan, do, review).
- It is carried out over time and in different contexts, using a range of assessment sources to gather evidence.
- It gathers a holistic profile of the pupil; including areas of strength, areas for development, and factors impacting on learning.
- It evaluates the severity and persistence of differences and the response to interventions.
- The pathway recognises the collective responsibility of school staff, support services, parents, and pupils.
- It is imperative that parent/carers and pupils are involved throughout the process and their views are central to planning and all aspects of decision making.
- The timescales for assessment will be dependent on the individual needs in collaboration with the team around the child.

The process is recorded in the pathway paperwork which is contained in Appendix 2 for dyslexia and Appendix 3 for dyscalculia. A choice of forms, including simplified versions, are available to support you to seek and record parent and pupil views (Appendices 2 and 3). All paperwork and meeting records should be retained in the child’s PPR. Where dyslexia or dyscalculia is identified it is important that this is formally recorded on a team around the child meeting minute and on SEEMIS.

It is expected that most young people will have had access to appropriate assessment and intervention at Primary stages to identify dyslexia and dyscalculia. There are some instances where assessment may begin at Secondary school. The emphasis is likely to be slightly different in these cases where assessment will focus on current literacy and numeracy levels and the impact of difficulties in accessing the curriculum. Many Secondary schools have established their own assessment and monitoring processes which should align with the principles in this pathway.

The pathway follows a staged process for assessment, monitoring and recording is as follows:

## Stage 1: In school support – Figure 4



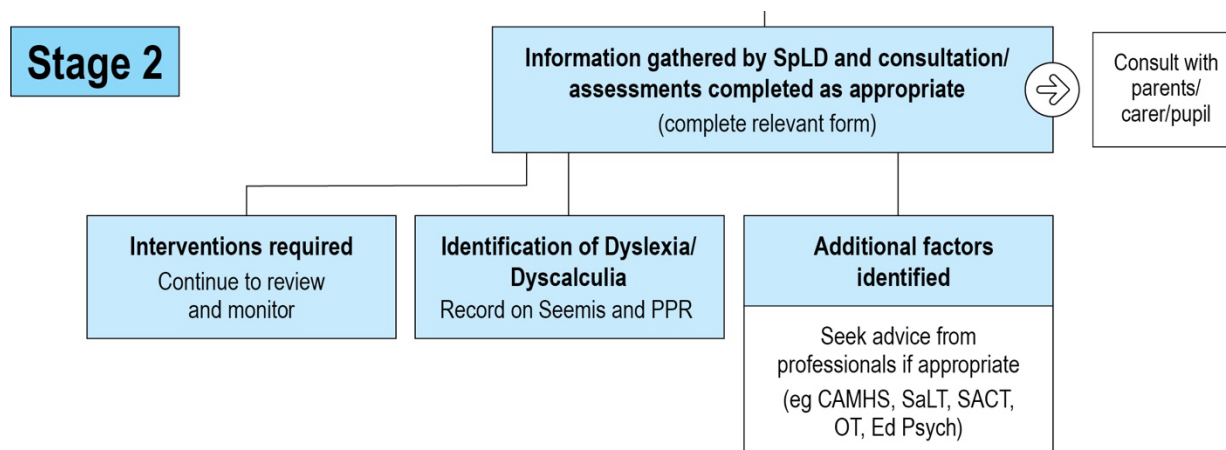
As shown in figure 4 above, at stage 1 it is the responsibility of the class teacher to identify areas of challenge and provide appropriate differentiation and/or intervention in collaboration with the parent/carer. There are appropriate checklists to help with this and the class teacher should complete the Assessment Profile 1a (see appendix 2 for dyslexia and appendix 3 for dyscalculia)

Teachers may wish to consult with the Support for Learning Teacher (SfLT) during this process. If the difficulties persist the class teacher should involve the SfLT to decide if further assessment is required.

Where further assessment is required, this will be carried out by the SfLT. The Support for Learning Teacher will carry out additional assessments including contextual assessments of the child/young person and liaise with the school's Support for Learning Co-ordinator.

The Support for Learning Teacher should complete the Assessment Record 1b (Appendix 2 or 3). Where the evidence suggests there may be a Specific Learning Difference a referral will be made to the SpLD Teacher. Where the decision has been made to refer to the SpLD Teacher the views of the parent and pupil should be sought.

## Stage 2: Support provided by SpLD teacher – Figure 5



At stage 2, as indicated in figure 5 above, the support provided by the SpLD teacher will vary depending on the expertise of staff. In some cases, the SpLD teacher may conduct direct assessments and in others the role will be more consultative. Information gathered will highlight individual strengths and areas for development, as well as suggesting appropriate strategies and interventions for the classroom. The support teacher will complete the SpLD Assessment Report (Appendix 2 or 3).

There may be various outcomes including the identification of dyslexia or dyscalculia or referral to other agencies. Where dyslexia or dyscalculia is identified it is important that this is formally recorded on a team around the child meeting minute and on SEEMIS.

### Stage 3- Educational Psychology and other agency support.

Stage three of the pathway acknowledges that some of the pupils may need the support and involvement of an Educational Psychologist and/ or other multi-agency stakeholders. This is likely where there are additional barriers to learning and there are more complex issues to unpick in the assessment picture. Generally, Stage 3 would involve the Educational Psychologist and /or other Agencies joining the team around the child to review the assessment evidence to consider the child/young person's strengths and areas for development.

There may be various outcomes including identification of dyslexia or dyscalculia, and/or additional factors impacting on the child's learning and attainment. The lead professional will complete SpLD Assessment Report (Appendix 2 or 3).

Where dyslexia or dyscalculia is identified it is important that this is formally recorded on a team around the child meeting minute and on SEEMIS.

## Transitions

It is extremely important that all teachers and support staff working with children who have additional support needs are aware of the child support needs and profile. This also includes supply staff. Information must be made available to all the child's teachers through the school's confidential information sharing system, and they must access it.

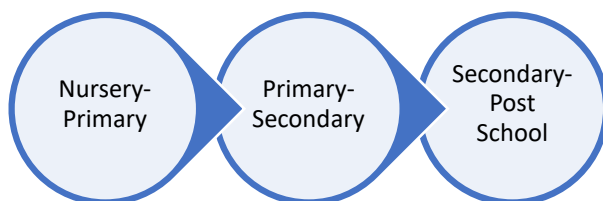
‘Primary and secondary schools must work together to support the transition process for all children and for those who have additional support needs, planning is required to support the needs of the child. Support strategies and plans should continue into secondary.

In cases where dyslexia is a significant additional support need the transition planning must begin no later than 12 months before they enter S1 and it often the case that transition begins in P6, or sometimes earlier as highlighted in the 2010 Code of Practice’.

### [Addressing Dyslexia Toolkit](#)

The Education (Additional Support for Learning) (Scotland) Act (2004) requires education authorities to take specific action to help young people with additional support needs to make the transition from school to post -school life successfully. The child or young person should be provided with an up-dated summary of their assessment and needs to help inform their future support in their post school destination.

**Figure 5**



## **Alternative Assessment Arrangements**

Children and young people with dyslexia are eligible to access alternative assessment arrangements, where appropriate. From primary school through to further education there is a wide range of alternative assessment arrangements available to learners with dyslexia. The particular arrangements devised should reflect the support or strategies applied to the learning situation of the individual. It is important that appropriate alternative assessment arrangements are identified from the earliest possible point, to enable the individual to have many opportunities to experience these alternative arrangements, such that the arrangements are as enabling as possible.

For more information visit [www.sqa.org.uk](http://www.sqa.org.uk)

### **Technology Support**

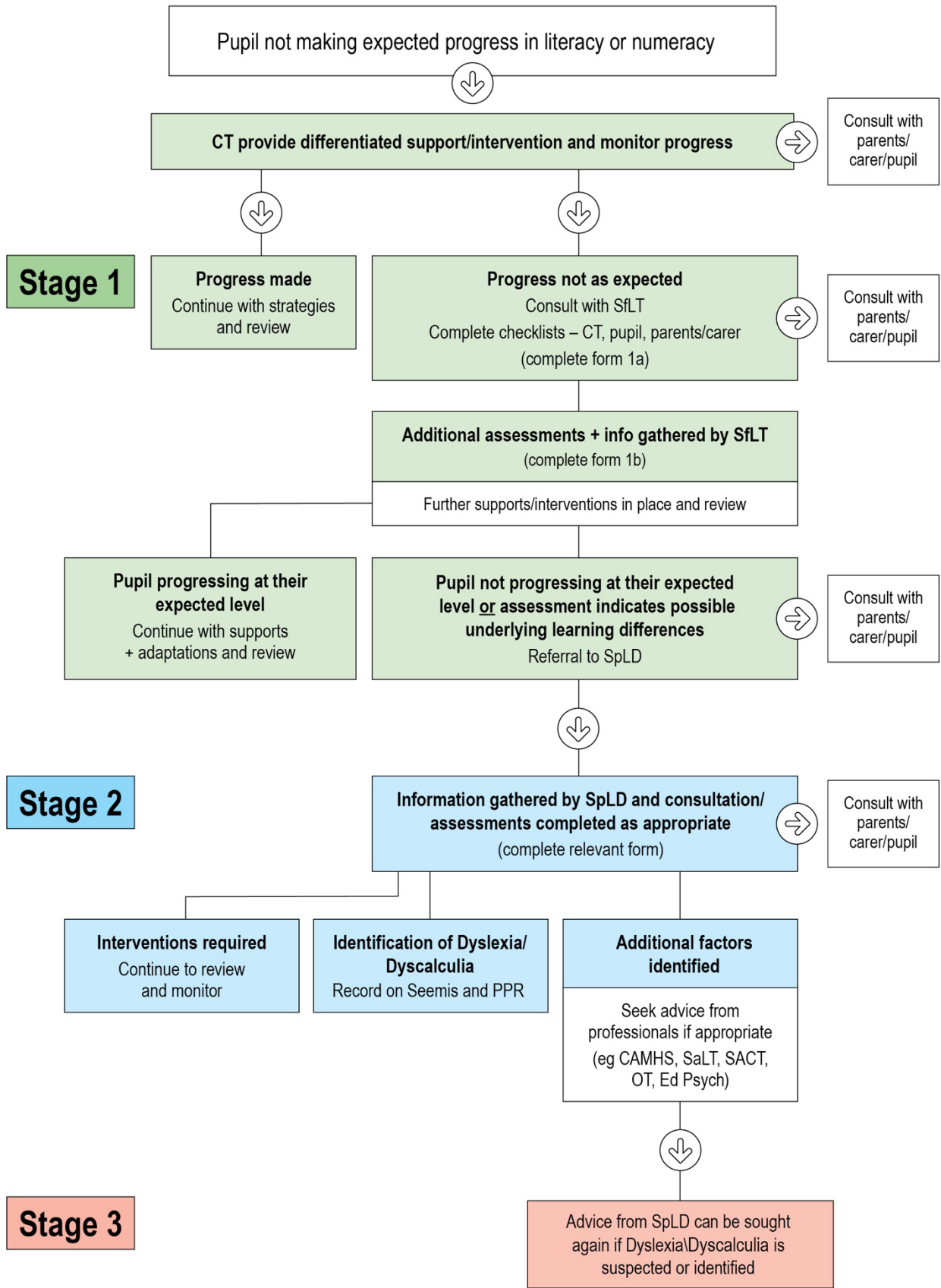
Connected Falkirk provides iPads to all P6-S6 pupils in Falkirk Council. These provide a range of accessibility features and apps to support pupils access and capture learning.

If a pupil requires specialised equipment a referral can be made to the ICT ASL Service [ICT/ASN Service | Falkirk Council Additional Support Needs \(glowscotland.org.uk\)](#)

**Further general guidance and useful links are provided in appendix 5 & 6.**

This guidance was produced by Louise Amos & Judith Davies, SpLD teachers and Helen Benzie, Educational Psychologist 2025

# Appendix I - Falkirk Council Literacy and Numeracy Pathway



# Appendix 2 - Forms for Literacy Pathway (Dyslexia)

## Assessment Profile/Record



Kerry Drinnan: Service Manager- ASN  
Falkirk Stadium, 4 Stadium Way,  
Falkirk FK2 9EE  
t 01324 618740  
e Kerry.drinnan@falkirk.gov.uk

### Assessment Profile

Name: \_\_\_\_\_ DoB: \_\_\_\_\_ Stage: \_\_\_\_\_  
Current School/Facility: \_\_\_\_\_ Date:| \_\_\_\_\_

Main Language: English   
Other

### Stage 1a – Green Level: Class-Based Assessment and Planning Nature of Literacy/Numeracy Difficulty

### Areas of Strength

### Data and Views

Using the Falkirk Green Level Observation Guide, clarify sources of information, observation, parental and pupil perspective and views, identification of strengths and development, testing results, vision and hearing checks, intervention strategies used at stage 1, collation of multiagency involvement, and any other relevant data.

### Outcome

Note decision and date

Progress made: Continue with Stage 1 strategies  Concerns, further assessment required

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Class Teacher

## Assessment Record:

Name:

School:

Stage:

Date:

### Stage 1b – Orange Level: Detailed Assessment:

#### Contextual Assessment: Supplementary Information

This form links to Addressing Dyslexia Toolkit, is compliant with assessment levels, captures key areas pertinent to literacy and language. It is designed to be updated.

#### Latest Standardised Assessments – Overview of Results

Schools in Falkirk use several measures to analyse literacy abilities: the Neale Analysis of Reading Ability (NARA), the York Assessment of Reading and Comprehension (YARC), the British Picture Vocabulary Scale (BPVS) and the GL Dyslexia Portfolio.

Area	Test	Date of Assessment	Age at Assessment	Standard Score	Age Equivalence
Receptive Vocabulary	BPVS		yrs m	ss.	Confidence Band: y m- y m)
Reading Accuracy	<input type="checkbox"/> NARA <input type="checkbox"/> YARC		yrs m	ss.	yrs m
Reading Comprehension	<input type="checkbox"/> NARA <input type="checkbox"/> YARC		yrs m	ss.	yrs m
SNSA's	Chron Age: yrs m Reading: Writing: Numeracy:				
Alternative assessments = (e.g. CEM)					
<u>Dyslexia Portfolio</u>					
Single Word Reading	ss.		Phonological Cluster	ss.	
Single Word Spelling	ss.		Phoneme Deletion	ss.	
Processing Speed:	ss.		Nonword Reading	ss.	
Naming Speed	ss.		Working Memory:	ss.	
Reading Speed	ss.		Digits Forward:	ss.	
			Digits Backwards:	ss.	
			Writing (free Writing)		

#### Support for Learning Teacher and Teacher Analyses

#### Outcome Note decision and date

- Assessment evidence indicates that planning should continue at Stage 1
- Assessment evidence indicates that consultation with Outreach Team is required: Proceed to Stage 2 (complete ASLOT referral form with parental signature)

Signed:

Date:

Support for Learning Teacher

## Specific Learning Difference Assessment Report:

Name:

School

Stage:

Date

### Stage 2 – Consultation with Education Services Specialists

Consultation between school and the Additional Support for Learning Outreach Team regarding assessment and evidence. Note: there is a greater degree of confidence in confirming specific learning difference for pupils in the upper primary stage.

### Outreach Team, Support for Learning Teacher Analyses

### Implications for the Child or Young Person's Plan

### Outcome of Consultation

- Further intervention required. Continue at Stage 1b.
- Responding to intervention plan: Continue at Stage 1a.
- Assessment profile indicates planning is required to support areas in addition to literacy
- Consult with Educational Psychology Service (Complete Form 8)
- The child/young person fits the Scottish Government (2009) definition of Dyslexia

Signed:

Date:

*On behalf of the Team Around the Child*

### Parental/pupil comments

## Specific Learning Difference Assessment Report:

Name:

School

Stage:

Date

### Stage 3 – External Multi-Agency Support

*Consultation and review of assessment profile*

### Analysis from Educational Psychologist, and Parent and School Comments

### Implications for Child or Young Person's Plan

### Outcome of Consultation

Nature of Literacy Need

Persistence

Severity

- Further intervention required. Continue at Stage 1b
- Responding to intervention plan: Continue at Stage 1a.
- Assessment profile indicates further planning required to support areas in addition to literacy
- The child/young person fits the Scottish Government (2009) definition of Dyslexia

Signed:

Date:

*On behalf of the Team Around the Child*

### Parental comments

## Parent/Carer Dyslexia Checklist and views (chose relevant form)

If you think your child or a child you are caring for may have dyslexia this checklist will be of help to the staff who are supporting them. Please answer as many questions as you can but remember that there are no right or wrong answers – each person is an individual, with different strengths. Think carefully, but not too long about your answers. Ask for help if you are not sure about how to answer any question - a member of the support staff at your school can help you.

Checklist for Dyslexia			
Name of child/young person		Date of Birth	
School		Class and year group	
The views of the child/young person are very important, and it can be helpful to share and discuss these questions with them. They may also complete the 'Learner Questionnaire' either independently or with support.			

This form can be completed electronically; copy and paste the tick into the answer boxes.			
Overview		✓	
	Yes	No	?
Does your child have good verbal skills, do they like to talk, share what they know and or tell stories?			
Is your child always full of ideas about various things?			
Do you think your child has a high sense of curiosity and wants to know about things?			
What hobbies, skills or interests does your child have that we would not necessarily know about in school?			
What aspect of school does your child enjoy most?			

Background		✓	
Has the child/young person:	Yes	No	?
a relative who is or thought to be dyslexic			
experienced frequent ear infections in their early years			
experienced several absences from school			
moved schools several times			
have you ever had concerns about your child's speech development			
had input from allied health professionals e.g. speech and language or occupational therapy			
had a recent eye test to confirm their vision is satisfactory – with or without glasses			

Reading		✓		
Does the child/young person:	Yes	No	?	
read for enjoyment				
read very slowly				
actively avoid reading				
Prefer to listen to stories/audio books rather than read them				
find reading difficult and tiring				
Misread or misinterpret text or guess a story line or text				
find it hard to say a word correctly (mispronounce)				
have to read text over again to make sense				
have difficulty finding information in a text				
lose the place when reading				
forget the beginning in longer questions				
find it hard to use a dictionary or index				

Writing		✓		
Does the child/young person:	Yes	No	?	
demonstrate a difference in what they can write down and what they can talk about				
actively avoid writing				
confuse words that are similar				
appear to write slowly				
have problems finding the exact word they want to use				
miss out or add in letters of words				
miss out little words				
confuse or reverse letters in a word e.g. b/d; b/p; f/t; n/v				
have messy or illegible handwriting				
have difficulties with spelling				

Numbers/Maths		✓		
Does the child/young person:	Yes	No	?	
mix up numbers or confuse maths symbols				
confuse dates and times				
have difficulty with directions (left/right)				
find it hard to remember tables				
find it hard to get information from graphs and charts				
find mental maths very hard				
get muddled when doing a complicated maths problem				
have problems reading and understanding maths words				
find it hard to remember the order of steps to solve problems				

In general do you feel your child		✓		
	Yes	No	?	

mispronounces words			
jumbles up the order of sounds of words, for example 'parcark' instead of 'carpark'			
Appear to need more 'thinking time'			
Appear excessively tired when they get home from school			
finds it difficult to understand what is expected of them whether that be homework, a class project to be completed at home or an assignment			
struggles to start and/or get through homework, projects or assignments			
finds it hard to finish work in time allowed			
forgets or loses books and equipment			
finds it hard to follow instructions			
finds it hard to remember names of objects or people			
finds it hard to remember messages			
often puts things in the wrong order			
has problems judging speed and distance			
has poor balance, or appears clumsy			
becomes easily distracted			
miss deadlines, appointments etc.			
tends to bump into things/people			
appears/says they feel confused doing tasks that they find hard but feel other people find easier			
tries to hide their difficulties from others			
lacks self confidence			
feels angry and frustrated at times			
<b>Is there anything you or your child would like to add?</b>			
<b>Parent/Carer</b>			
<b>I give permission for this information to be shared to support the collaborative assessment</b>			
<b>Signature</b>	<b>Date</b>		
<b>Child/young person (If aged 12 and over)</b>			
<b>I give permission for this information to be shared to support the collaborative assessment</b>			
<b>Signature</b>	<b>Date</b>		

There are many strengths associated with dyslexia and they are just as common as some of the difficulties experienced. People with dyslexia will find some things difficult but often will have other skills to help overcome these difficulties.

You may have ticked several 'yes' boxes – this does not necessarily mean that the child/young person is dyslexic. Many people experience some of these difficulties for a range of reasons e.g. stress, lots of school absences, eyesight or hearing difficulties or if English is not their first language.

**Early history development**

.....  
.....  
.....  
.....  
.....

**Are there reading difficulties in the family?**

.....  
.....  
.....  
.....



**About my child's learning**

Child's name

.....

Parent's name

.....

**My views about my child's reading**

.....  
.....  
.....  
.....  
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.....  
.....

**Other agencies**

(e.g. speech and language)

.....  
.....  
.....  
.....  
.....  
.....

**My views about my child's writing**

.....  
.....  
.....  
.....  
.....

**Anything else you want to tell us**

.....  
.....  
.....  
.....

## Pupil checklist and views (choose appropriate form)

If you think you may have dyslexia this checklist will be of help to the staff who are supporting you. Please answer as many questions as you can but remember **that there are no right or wrong answers** – each person is an individual, with different strengths. Think carefully, but not too long about your answers – ask for help if you are not sure about how to answer any question. A Pupil Support Teacher/Learning Support Teacher will help you with this questionnaire and discuss your answers with you.

Pupil Checklist for Dyslexia			
Name		Date of Birth	
School		Class	
Copy and paste the tick into the answer boxes if you are using a devise to complete this. ✓			
Writing			
Do you:	Yes	No	?
find it hard to organise ideas on paper compared to explaining			
find it hard to listen and take notes at the same time.			
have difficulty copying accurately at the same speed as others			
have problems finding the exact word you want to use			
miss out or add in letters of words			
miss out little words			
confuse or reverse letters in a word e.g. b/d; b/p; f/t; n/v			
have problems writing essays/reports in the right order			
have messy or illegible handwriting			
have difficulties with spelling			
Is there anything else that bothers you about your writing			

Reading			
Do you:	Yes	No	?
read very slowly			
find reading difficult and tiring			
misread or misinterpret text			
have to read text over again to make sense			
have difficulty finding information in a text			
lose your place when you are copying from the white/black board			
lose the place when reading			
forget the beginning in longer questions			
find it hard to use a dictionary or index			
find black print on white paper difficult to see clearly			
is there anything else that bothers you when reading?			

<b>Numbers/Maths</b>			
<b>Do you:</b>	<b>Yes</b>	<b>No</b>	<b>?</b>
mix up numbers or confuse maths symbols			
confuse dates and times			
have difficulty with directions (left/right)			
find it hard to remember tables			
find it hard to get information from graphs and charts			
have problems holding numbers in your head when calculating			
get muddled when doing a complicated maths problem			
have problems reading and understanding maths words			
find it hard to remember the order of steps to solve problems			
is there anything else that makes maths hard for you?			

<b>In general, do you...</b>	<b>Yes</b>	<b>No</b>	<b>?</b>
avoid reading if you can			
avoid writing if you can			
find it hard to finish work in time allowed			
forget or lose books and equipment			
find it hard to follow instructions			
lose answers because your work is messy			
find it hard to remember names, and messages			
often put things in the wrong order			
have problems judging speed and distance			
have poor balance, or clumsy			
find you are easily distracted			
miss deadlines, appointments etc			
tend to bump into things/people			
feel confused doing tasks that you find hard but feel other people find easier			
try to hide your difficulties from others			
lack self confidence			
feel angry and frustrated at times			

**Is there anything the child/learner would like to add?**

You may have ticked a number of yes boxes – this does not necessarily mean that you are dyslexic. Many people experience some of these problems for a range of reasons for example; stress, lots of school absences, eyesight or hearing difficulties or English is not their first language.

**What helps me?**

.....  
.....  
.....  
.....  
.....

**What do I like?**

.....  
.....  
.....  
.....  
.....



# About me

Reading and writing



Name

.....

Age

.....

**What do I find tricky?**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**When do I read?**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**Anything else I want to tell you about school?**

.....  
.....  
.....  
.....  
.....

**How do I feel when I read?**



1 2 3 4 5 6

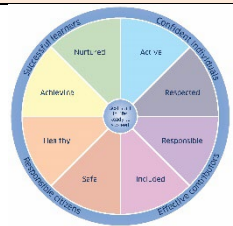
**Class teacher- What to look for checklists**

**“What to look for” Checklist – Curriculum for Excellence Early Level**

This resource has been developed to support the [Scottish Working Definition of Dyslexia](#). The purpose of this resource is to guide **initial** gathering of evidence to support the collaborative process using the [dyslexia identification pathway](#), but will **not** provide an identification of dyslexia. A copy of this tool should be kept in the learner’s records to inform appropriate future planning.

Learner’s Name	Nursery/School	Class	Practitioner Name and Role	Date

**Health and Wellbeing - Strengths**



It is important to include the **strengths and motivations** of the child which have been observed. The use of the Wellbeing Wheel to gather strengths and areas of concern/difficulties can support the collation of a holistic profile through collaboration and discussion. However not all of the areas may be applicable.

<b>Safe</b>	
<b>Healthy</b>	
<b>Achieving</b>	
<b>Nurtured</b>	
<b>Active</b>	
<b>Respected</b>	
<b>Responsible</b>	
<b>Included</b>	

**Other relevant factors to consider - these may include:**

- Information shared by parents/carers
- Family history of dyslexia or difficulties with literacy
- Other factors highlighted within the Toolkit - <http://addressingdyslexia.org/other-factors-consider>

**Other relevant factors**

- 

Health and Wellbeing	Insert (copy & paste) Tick ✓		
Areas that may be affected which are not developmentally age and stage expected for example	Often	Sometimes	Rarely
Does not appear to want to engage in learning activities			
Language development and expressive communication skills appears to be limited			
Inconsistent profile – some days can be very good at activities and others less so			

**The Scottish Working Definition of Dyslexia . The following sections cover the associated difficulties in order. Not all areas may be applicable to each learner (age and stage appropriate).**

Processing of language-based information (auditory and/or visual)	Insert (copy & paste) Tick ✓		
Areas that may be affected:	Often	Sometimes	Rarely
Appears to have difficulty processing verbal questions			
Word finding difficulties are evident			
Appears to have difficulties in following simple instructions			
Appears to misunderstand information shared			
Appears to have difficulty describing experiences and events			
Difficulty in recognising the relationships between onset and rime – c/at and b/at; m/at and s/at			

Confusion of similar sounding letters – d/t; f/v/th; short vowels			
Consistent confusion of letters similar in shape: b/d,,p/q; u/n/m/w,			
Inconsistent use of upper and lower case letters			
Reversals of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’			
Difficulty in copying from the board or jotter			
<b>Phonological Awareness</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Child finds it difficult to remember rhymes and understand rhyming link between words			
Difficulty with listening to			
Difficulty with keeping a simple rhythm e.g. clapping to the beat			
Difficulty with identifying and or generating rhyme			
Difficulty isolating words when listening to a sentence being spoken			
Difficulty with recognising alliteration			
<b>Oral language skills and reading fluency</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
<b>Oral language</b>			
Difficulty in communicating their message due to speech and language difficulties			
Articulation may be poor			
May often use the wrong word			
<b>Reading fluency</b>			
Difficulties with the acquisition of phonics			
Severe difficulty in associating letters and sounds,			
Omission or confusion over small words			
Difficulties with the visual tracking of words and symbols			
Does not appear to enjoy engaging with age appropriate books/text independently			
Difficulties with the consolidation of previous words learnt			
<b>Short-term and working memory</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Appears to forget information previously learnt			
Confusion over using full stops and capital letters			
Difficulty remembering a short sequence of numbers			
Difficulties in remembering some everyday routines			
<b>Sequencing and directionality</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
May have difficulty following the sequence of a story			
Difficulty retelling a story in a logical sequence			
Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced			
Has difficulty in following the reading and writing direction of left to right and top to bottom			
<b>Number skills</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty processing the concept of number bonds			
Difficulty in processing the relationships between initial number bonds			
Difficulties learning early number language and procedures e.g. multiple terms and subtraction and addition			

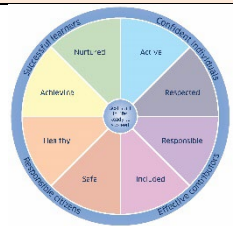
Difficulty associating numbers and symbols			
Difficulties with spatial awareness			
<b>Organisational ability</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Remembering where things are in the nursery/classroom/home			
Difficulty organising things needed for activities for which they are responsible			
Difficulties in carrying out some everyday routines			
<b>Motor skills and co-ordination</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Struggling to produce evidence of appropriate mark making, letter and number formation			
Difficulty and/or extreme tenseness in holding pencil			
Difficulties with scissor skills			
Difficulties using the keyboard, tablet or mouse			
Reluctance to participate in PE			
Gross motor coordination difficulties e.g. starjumps, catching, throwing, balance			
<b>Additional Comments</b>			

**“What to look for” Checklist – Curriculum for Excellence First and Second Levels**

This resource has been developed to support the [Scottish Working Definition of Dyslexia](#). The purpose of this resource is to guide **initial** gathering of evidence to support the collaborative process using the [dyslexia identification pathway](#), but will **not** provide an identification of dyslexia. A copy of this tool should be kept in the learner’s records to inform appropriate future planning.

Learner’s Name	Nursery/School	Class	Practitioner Name and Role	Date

**Health and Wellbeing - Strengths**



It is important to include the **strengths and motivations** of the child which have been observed. The use of the Wellbeing Wheel to gather strengths and areas of concern/difficulties can support the collation of a holistic profile through collaboration and discussion. However not all of the areas may be applicable.

<b>Safe</b>	
<b>Healthy</b>	
<b>Achieving</b>	
<b>Nurtured</b>	
<b>Active</b>	
<b>Respected</b>	
<b>Responsible</b>	
<b>Included</b>	

**Other relevant factors to consider- these may include:**

- Information shared by parents/carers
- Family history of dyslexia or difficulties with literacy
- Other factors highlighted within the Toolkit - <http://addressingdyslexia.org/other-factors-consider>

**Other relevant factors**

- 

<b>Health and Wellbeing</b>	<b>Insert (copy &amp; paste) Tick ✓</b>		
<b>Areas that may be affected</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud			
Gives up easily/loses interest in activities/tasks			
Does not appear to enjoy engaging with age appropriate books/text independently			
Change in behaviour when involved in literacy tasks			
May appear reluctant to write; dislikes or avoids writing activities			

**The Scottish Working Definition of Dyslexia. The following sections cover the associated difficulties in order. Not all areas may be applicable to each learner (age and stage appropriate).**

<b>Processing of language-based information (auditory and/or visual)</b>	<b>Copy/Paste Tick ✓</b>		
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Appears to have difficulty processing verbal questions			
Word finding difficulties often persist. On occasions, the learner may use the wrong word			
Difficulties in following a sequence of instructions			
Appears to misunderstand/misinterpret information provided/shared/discussed			

Difficulty talking about experiences and events in a logical order			
Difficulty in recognising the relationships between onset and rime – c/at and b/at; m/at and s/at			
Confusion of similar sounding letters – d/t; f/v/th; short vowels			
Consistent confusion of letters and numbers similar in shape: b/d, p/q; u/n/m/w, 2/5, 6/9			
Inconsistent use of upper and lower case letters			
Misreads or reverses words which are visually similar – ‘was’ for ‘saw’, ‘god’ for ‘dog’			
Regular reversal of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’ in writing			
Difficulty copying			
Spelling may be bizarre and hard to decipher or phonetically accurate but misspelt			
Difficulty coping with the amount of reading required			
Difficulty in recognising familiar words which have been read earlier in the passage			
Slow writing speed; often does not complete written work; produces the bare minimum			
<b>Phonological Awareness</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Finds it difficult to remember rhymes and understanding rhyming links between words			
Difficulty with keeping a simple rhythm e.g. clapping to the beat			
Difficulty with identifying and or generating rhyme			
Difficulty isolating words when listening to a sentence being spoken			
Difficulty with recognising alliteration			
Difficulty identifying where a specific sound is heard in an orally delivered word			
Difficulty manipulating sounds in words and sentences			
<b>Oral language skills and reading fluency</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
<b>Oral language</b>			
Verbal communication due to history of speech and language difficulties			
Articulation unclear			
May often use the wrong word			
Expresses good ideas orally, but in writing may use simple sentence structure and/or ‘safe’/immature vocabulary			
<b>Reading fluency</b>			
On-going difficulty with acquiring phonic skills - identifying/linking sounds to letters, blending letter sounds and syllables to decode words			
Difficulty in associating letters and sounds			
Visual confusion over small words			
May make random guesses at words, using initial letter cues			
Tends to lose the place; omits words, skips lines; may experience problems with tracking text along a line from left to right			
Substitutes or inserts words when reading			
Slow reading speed - lacks fluency – reading is hesitant; ‘sounds out’ each word aloud; reads word-by-word – may read without understanding			
Difficulty in recognising high-frequency irregular words (sight vocabulary)			
Disregards punctuation; reads without expression			
Relies on context and/or picture cues to help with unfamiliar words and aid comprehension			
Poor comprehension due to lack of fluency; difficulty with summarising events or identifying the main points			

Needs to re-read several times to aid comprehension			
<b>Short-term and working memory</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Appears to forget information previously learnt			
Confusion over using full stops and capital letters			
Difficulty remembering a short sequence of numbers			
Experiences significant problems in writing when having to think about content, organisation, spelling, punctuation and handwriting simultaneously			
Inconsistent/inappropriate use of or lack of punctuation			
Copying from the board and/or book is inaccurate and/or laborious			
Inconsistent /inappropriate use of upper and lower case letters when writing			
Grammatical sentence structure in writing is weak or confused			
Inconsistent spelling – a word may be spelled in several different ways in the same piece of writing			
Has difficulty remembering spelling of common irregular words e.g. said, they, with			
<b>Sequencing and directionality</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
May have difficulty following the sequence of a story			
Difficulty retelling a story in a logical sequence			
Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced			
Difficulty in following the reading and writing direction of left to right and top to bottom			
Misses out words or phrases in sentences			
Tends to recall events out of sequence; thoughts/ideas may not be logically ordered			
Difficulty with word order/ sequencing of events in writing			
<b>Number skills</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty understanding the concept of number bonds			
Difficulty in understanding relationships between initial number bonds			
Difficulties learning number language and procedures			
Difficulty associating numbers and symbols			
Problems learning number facts and procedures			
Difficulty remembering a short sequence of numbers			
Difficulty in understanding the concept of time			
Difficulty understanding the concept of fractions			
<b>Organisational ability</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulties remembering where things are in the nursery/classroom/home			
Difficulty organising things needed for activities for which they are responsible			
Difficulties in carrying out some everyday routines			
Difficulty with planning and organisation of writing tasks			
<b>Motor skills and co-ordination</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty in forming letters and numbers correctly and legibly			
Difficulty and/or extreme tenseness in holding pencil			

Difficulties using the keyboard, tablet or mouse			
Struggling to produce evidence of appropriate letter and number formation			
Reluctance to participate in PE			
Gross motor coordination difficulties e.g. star jumps, catching, throwing, balance			
Fine motor coordination difficulties e.g. handwriting, tying laces, scissor skills			
Tenseness in holding pencil or pen			
Sometimes writing is unreadable to the learner just a few minutes after completion			
Poor spatial awareness on a page – placement on page, writing on lines, rows of sums, spaces between letters and numbers			
Poor spatial awareness			
Starting a sequence of actions and forgetting where they got to in the sequence			
Difficulty in following the reading and writing direction of left to right and top to bottom			
Difficulty with spacing between words			

**Additional Comments**

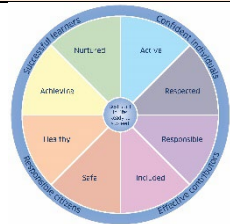
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**“What to look for” Checklist – Curriculum for Excellence Third, Fourth & Senior Levels**

This resource has been developed to support the [Scottish Working Definition of Dyslexia](#). The purpose of this resource is to guide **initial** gathering of evidence to support the collaborative process using the [dyslexia identification pathway](#), but will **not** provide an identification of dyslexia. A copy of this tool should be kept in the learner’s records to inform appropriate future planning.

Learner’s Name	School	Class	Practitioner Name and Role	Date

**Health and Wellbeing - Strengths**



It is important to include the **strengths and motivations** of the child which have been observed.

The use of the Wellbeing Wheel to gather strengths and areas of concern/difficulties can support the collation of a holistic profile through collaboration and discussion. However not all of the areas may be applicable.

<b>Safe</b>	
<b>Healthy</b>	
<b>Achieving</b>	
<b>Nurtured</b>	
<b>Active</b>	
<b>Respected</b>	
<b>Responsible</b>	
<b>Included</b>	

**Other relevant factors to consider- these may include:**

- Information shared by parents/carers
- Family history of dyslexia or difficulties with literacy
- Other factors highlighted within the Toolkit - <http://addressingdyslexia.org/other-factors-consider>

**Other relevant factors**

- 

Health and Wellbeing	Insert (copy & paste) Tick ✓		
Areas that may be affected	Often	Sometimes	Rarely
Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud			
Gives up easily/loses interest			
Does not appear to enjoy engaging with age appropriate books/text independently			
Change in behavior when involved in literacy tasks			
May appear reluctant to write; dislikes or avoids writing activities			

**The Scottish Working Definition of Dyslexia.** The following sections cover the associated difficulties in order. Not all areas may be applicable to each learner and some factors are less persistent as the learner develops appropriate strategies .

Processing of language-based information (auditory and/or visual)	Copy/Paste Tick ✓		
Areas that may be affected:	Often	Sometimes	Rarely
Appears to have difficulty processing verbal questions			
Word finding difficulties often persist. On occasions, the learner may use the wrong word			

Difficulties in following a sequence of instructions			
Appears to misunderstand/misinterpret information provided/shared/discussed			
Difficulty talking about experiences and events in a logical order			
Difficulties in recognising the relationships between onset and rime – c/ <b>at</b> and b/ <b>at</b> ; m/ <b>at</b> and s/ <b>at</b>			
Confusion of similar sounding letters – d/t; f/v/th; short vowels			
Consistent confusion of letters and numbers similar in shape: b/d,/p/q; u/n/m/w, 2/5 , 6/9			
Inconsistent use of upper and lower case letters			
Misreads or reverses words which are visually similar – ‘was’ for ‘saw’, ‘god’ for ‘dog’			
Regular reversal of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’ in writing			
Difficulty copying			
Spelling may be bizarre and hard to decipher or phonetically accurate but misspelt			
Difficulty coping with the amount of reading required			
Difficulty in recognising familiar words which have been read earlier in the passage			
Slow writing speed; often does not complete written work; produces the bare minimum			
<b>Phonological Awareness</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty with keeping a simple rhythm e.g. clapping to the beat			
Difficulty with identifying and or generating rhyme			
Difficulty isolating words when listening to a sentence being spoken			
Difficulty with recognising alliteration			
Difficulty identifying where a specific sound is heard in an orally delivered word			
Difficulty manipulating sounds in words and sentences			
<b>Oral language skills and reading fluency</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
<b>Oral language</b>			
Verbal communication due to history of speech and language difficulties			
Articulation unclear			
May often use the wrong word			
Expresses good ideas orally, but in writing may use simple sentence structure and/or ‘safe’/immature vocabulary			
<b>Reading fluency</b>			
On-going difficulty with acquiring phonic skills - identifying/linking sounds to letters, blending letter sounds and syllables to decode words			
Difficulty in associating letters and sounds			
Visual confusion over small words			
May make random guesses at words, using initial letter cues			
Tends to lose the place; omits words, skips lines; may experience problems with tracking text along a line from left to right			
Substitutes or inserts words when reading			
Slow reading speed - lacks fluency – reading is hesitant; ‘sounds out’ each word aloud; reads word-by-word – may read without understanding			
Difficulty in recognising high-frequency irregular words (sight vocabulary)			
Disregards punctuation; reads without expression			
Relies on context and/or picture cues to help with unfamiliar words and aid comprehension			

Poor comprehension due to lack of fluency; difficulty with summarising events or identifying the main points			
Needs to re-read several times to aid comprehension			
Does not appear to enjoy engaging with age appropriate books/text independently			
Difficulties with the consolidation of previous words learnt			
<b>Short-term and working memory</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Appears to forget information previously learnt			
Difficulty remembering subject specific vocabulary			
Confusion over using full stops and capital letters			
Difficulty remembering a short sequence of numbers			
Experiences significant problems in writing when having to think about content, organisation, spelling, punctuation and handwriting simultaneously			
Inconsistent/inappropriate use of or lack of punctuation			
Copying from the board and/or books is inaccurate and/or laborious			
Inconsistent /inappropriate use of upper and lower case letters when writing			
Grammatical sentence structure in writing is weak or confused			
Inconsistent spelling – a word may be spelled in several different ways in the same piece of writing			
Has difficulty remembering spelling of common irregular words e.g. said, they, with			
Difficulties in remembering equations			
<b>Sequencing and directionality</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
May have difficulty following the sequence of a story			
Has difficulty retelling a story in a logical sequence			
Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced			
Has difficulty in following the reading and writing direction of left to right and top to bottom			
Misses out words or phrases in sentences			
Tends to recall events out of sequence; thoughts/ideas may not be logically ordered			
Difficulty with word order/ sequencing of events in writing			
<b>Number skills</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty in understanding relationships between initial number bonds			
Difficulties learning specific number language, symbols and procedures			
Problems learning number facts and procedures			
Difficulty remembering a sequence of numbers			
Reduced computation speed (due to pace of processing )			
Difficulty in understanding the concept of time			
<b>Organisational ability</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty remembering where things are in the classroom and home			
Difficulty organising things needed for activities for which they are responsible			
Difficulties in carrying out some everyday routines			
Difficulty with planning and organisation of writing tasks			

Difficulty in remembering school and exam timetables			
Awareness of time - difficulties with time management			
<b>Motor skills and co-ordination</b>			
<b>Areas that may be affected:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Difficulty in forming letters and numbers correctly and legibly			
Difficulty and/or extreme tenseness in holding pencil			
Difficulties using the keyboard, tablet or mouse			
Reluctance to participate in PE			
Gross motor coordination difficulties e.g. star jumps, catching, throwing, balance			
Fine motor coordination difficulties e.g. handwriting			
Tenseness in holding pencil or pen			
Sometimes writing is unreadable to the learner just a few minutes after completion			
Poor spatial awareness on a page – placement on page, writing on lines, rows of sums, spaces between letters and numbers			
Poor spatial awareness			
Starting a sequence of actions and forgetting where they got to in the sequence			
Difficulty with spacing between words			
Difficulty finding way around school/campus			
<b>Additional Comments</b>			

# Appendix 3- Forms for Numeracy Pathway (Dyscalculia)

## Assessment Profile/Record



Kerry Drinnan: Service Manager- ASN  
Falkirk Stadium, 4 Stadium Way,  
Falkirk FK2 9EE  
t 01324 618740  
e Kerry.drinnan@falkirk.gov.uk

### Assessment Profile

Name:  DoB:  Stage:

Current School/Facility:  Date:

Main Language: English

Other

### Stage 1a – Green Level: Class-Based Assessment and Planning

#### Nature of Literacy/Numeracy Difficulty

#### Areas of Strength

#### Data and Views

Using the Falkirk Green Level Observation Guide, clarify sources of information, observation, parental and pupil perspective and views, identification of strengths and development, testing results, vision and hearing checks, intervention strategies used at stage 1, collation of multi-agency involvement, and any other relevant data.

#### Outcome

Note decision and date


Progress made: Continue with Stage 1 strategies



Concerns, further assessment required

Signed:  
Class Teacher

Date:

**Scottish Dyscalculia Observation and Planning Tool** - Access the Scottish working definition of dyscalculia. **Stage 1b**  This observation and planning tool provides opportunities to focus on the associated characteristics of dyscalculia. Use this tool to aid discussions, record areas of strengths, difficulties and next steps. The information can be used within the dyscalculia identification pathway and to evaluate progress within an agreed time scale.

Name	Class	School	Date
<b>Subitising - immediately recognising quantity without counting.</b>			
Short-term and working memory.	 <b>Scottish Working Definition of Dyscalculia</b>	Ordering, sequencing and directionality.	
Everyday tasks involving number e.g. money, time.			
Applying number skills to solve problems.		How numbers and amounts relate to each other in their representation.	
Learning and recalling basic maths facts and processes.			
Learning Environment			
Next steps			

FALKIRK COUNCIL		Collaborative Dyscalculia Assessment Summary Form 3 To be used with the Dyscalculia Identification Pathway				Stage 2		 	
Date		School		Date of birth		<b>Support notes - referenced to the <a href="#">Scottish Working Definition of Dyscalculia</a>.</b> <ul style="list-style-type: none"> <li>Start with highlighting the learner's strengths</li> <li>This is not a prescriptive list</li> <li>This document is only a summary overview and will support the development of a learner profile</li> <li>Evidence gathered for the assessment areas highlighted below does not have to be from standardised/formal/commercial assessments. The evidence can be gathered collaboratively through effective monitoring and assessment within Curriculum for Excellence</li> </ul>			
Name				Chronological age					
Year and Class				In progress					
Dyscalculia Identification	Yes	No							
Holistic overview of learner									
Focus areas	Comments – Provide a short summary of assessment results					Identified strengths	Areas for development	Current and suggested interventions and support – Including SOA Assessment Arrangements for course work and examinations	
Learner's own thoughts on their experiences									
Parental observations/concerns									
Observation - information from class and home									
Curricular assessments									
Examples of class work									
Standardised assessments									
Subitising									
Recognising small quantities without counting (familiar patterns)									
Recognising small quantities without counting (unfamiliar patterns)									
Identify the number of objects by partitioning collections into smaller quantities									
Estimating									
Estimating answers to simple calculations									
Determining the reasonableness of solutions to problems									

Estimating measurements e.g. time, distance, volume					
Gauging the accuracy of estimates					
Ordering, sequencing and directionality					
Following instructions					
Remembering and manipulating information					
Awareness of left and right					
Speed and legibility of writing, numerical layout					
Identifying patterns in everyday situations					
Recognising, continuing and describing patterns in numbers					
Ordering numbers					
Identifying missing numbers in a sequence					
Counting					
The one-one principle (matching one number name to one object)					
The stable-order principle (understanding that the order of the numbers never <u>change</u> )					
The cardinal principle (understanding that the last number name counted represents the total number in the group.)					
The abstraction principle (understanding that what is counted could be things they can touch (tangible) or things they can't (intangible))					
The order-irrelevance principle (understanding that they can count from any starting point, in any arrangement and this does not affect the total number in the group)					
Identifying number before/after					

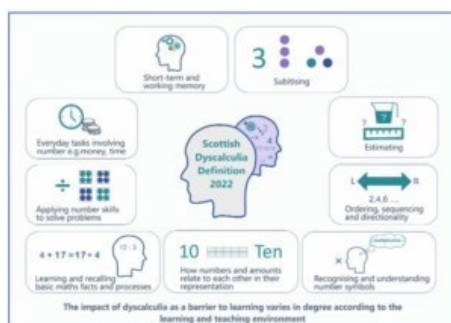
Identifying which number is greater/less than				
Recognising and understanding number symbols				
Using symbols in appropriate ways				
How numbers and amounts relate to each other in their representation.				
Understanding place value				
Partitioning				
Associating numerals and number names with the appropriate quantities				
Matching visual representations and concrete materials to quantities				
Learning and recalling basic maths facts and processes				
Addition/subtraction facts				
Multiplication/division facts				
Applying number skills to solve problems				
Applying addition/subtraction in context				
Applying multiplication/division in context				
Solving problems with 2 or more steps				
Everyday tasks involving number e.g. money, time				
Organisational skills				
Awareness of time				
Telling the time				
Time management				
Planning and organisation of tasks				
Understanding the value of and using money				
Learning Environment				
Using concrete materials				
Using pictorial approaches				
Using calculation aids				

<p>Using other supports Recognising and applying numeracy skills in other areas of the curriculum</p>				
<p><b>Additional comments</b></p>				

# Parent/carer Dyscalculia Checklist



## Possible Indicators of Dyscalculia Parent/Carer Checklist



If you think your child or a child you are caring for may have dyscalculia this checklist will be of help to the staff who are supporting them. Please answer as many questions as you can but remember that there are no right or wrong answers – each person is an individual. Think carefully, but not too long about your answers. If you are not sure about how to answer any question - a member of the support staff at the school can help you.

<b>Name of Child:</b>		<b>School:</b>	
<b>D.O.B.:</b>		<b>Stage:</b>	
<b>Completed by:</b>		<b>Date</b>	

Concerns		
		Comments
1	What are your main concerns with your child's ability in numeracy and mathematics?	
2	Are there any other areas of concern other than numeracy and mathematics?	

Family History					
		Yes	No	Unsure	Comments
1	Has a member of your family had difficulties with numeracy and/or mathematics?				
2	Has a member of your family been identified with dyscalculia?				

Life Skills					
		Yes	No	Unsure	Comments
1	Does your child confuse left and right?				
2	Does your child have difficulty with money/giving change?				

3	Does your child have difficulty with telling the time on analogue/digital clocks?				
4	Does your child have difficulty with time management?				
5	Does your child have difficulty measuring things at home e.g. when cooking?				

Self Esteem					
		Yes	No	Unsure	Comments
1	Does your child speak to you about numeracy and mathematics? If yes, please comment on what they say.				
2	Does your child have any anxiety towards numeracy and/or mathematics?				
3	Do you feel your child lacks confidence with numeracy and/or mathematics?				
4	How does your child cope with numeracy and mathematics homework?				
5	What do you feel helps support your child with numeracy and mathematics tasks?				
6	What strengths does your child have within numeracy and mathematics?				

Number					
		Yes	No	Unsure	Comments
1	Does your child reverse digits when writing them? E.g. 6 9				
2	Does your child invert digits e.g. 36/63				
3	Does your child rely on using fingers/other materials to count simple totals?				

Memory and Sequencing					
		Yes	No	Unsure	Comments
1	Does your child have difficulty recalling/using number bonds and/or times tables?				

2	Does your child quickly forget previously mastered mathematical procedures?				
3	Does your child forget the meaning of maths symbols e.g. + and -?				

**Supporting Information**

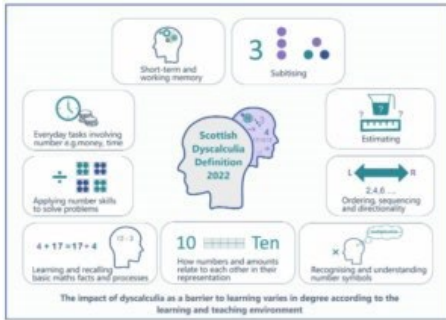
Any further information you would like to add:

You may have ticked several 'yes' boxes – this does not necessarily mean that your child or the child you are caring for is dyslexic. Your responses will contribute towards a range of information which is considered when identifying dyscalculia.

# Pupil Checklist for Dyscalculia

## Learner's Checklist

<b>Name:</b>		<b>D.O.B:</b>	
<b>School:</b>		<b>Class:</b>	
		<b>Date:</b>	



If you think you may have dyscalculia this checklist will be of help to the staff who are supporting you. Please answer as many questions as you can but remember that there are no right or wrong answers – each person is an individual, with different strengths and challenges. Think carefully, but not too long about your answers – ask for help if you are not sure about how to answer any question.

A Pupil Support/Support for Learning Teacher will help you with this questionnaire and discuss your answers with you.

General Mathematics and Numeracy		
		Comments
1	Do you enjoy working with numbers?	
2	What is your favourite part/s of Numeracy and Mathematics?	
3	Which parts do you find challenging?	

How hard or easy do you find each of the following area ?					
		Very Hard	A little Hard	Easy	Comments
1	Counting forward				
2	Counting backwards				
3	Ordering numbers				
4	Naming the value of digits in a number (place value)				
5	Addition				
6	Subtraction				
7	Multiplication				
8	Division				
9	Fractions				

10	Money				
11	Time				
12	Mental Maths				
13	Measurement/Volume				

### How do you feel?

		Very worried / upset	A little worried / upset	Not worried / upset at all	Comments
1	When Numeracy and Mathematics is the next lesson?				
2	During a Numeracy and Mathematics lesson?				
3	When you have a word problem to solve?				
4	Learning times tables?				
5	Working out answers quickly?				
6	Answering questions aloud in class?				
7	Working as part of a group?				
8	When a new concept is introduced?				
9	When you make a Numeracy mistake?				
10	When you see lots of "sums" on a page?				
11	When sitting a of Numeracy and Mathematics test?				
12	Setting out numeracy work?				
13	During timed mental maths activities?				

### Support

		Comments
1	Who helps you when you are finding things tricky?	
2	What materials do you find helpful/ not helpful?	
3	Is there anything your teacher could do to help you get better at of Numeracy and Mathematics?	

We all find some things difficult but often have other skills to help overcome these difficulties. You may have ticked several 'yes' boxes – this does not necessarily mean that you are dyscalculic. Many

people experience some of these difficulties for a range of reasons e.g. stress, lots of school absences, eyesight/hearing difficulties or if English is not their first language.

Your responses will contribute towards a range of information which is considered when identifying dyscalculia.

## Class Teacher- What to look for checklist

<b>Name of Learner:</b>		<b>Establishment:</b>	
<b>D.O.B:</b>		<b>Class Teacher:</b>	
<b>Stage:</b>		<b>Date &amp; Session:</b>	

### Scottish Working Definition of Dyscalculia 2022

Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities. It is distinguishable from other challenges associated with numeracy and mathematics due to the:

- Persistent inability to understand and or retrieve numerical facts from memory
- Use of underdeveloped procedures and processes
- Severity of difficulties with number sense.

### Associated difficulties can include:

- Subitising - immediately recognising quantity without counting
- Estimating
- Ordering, sequencing and directionality
- Recognising and understanding number symbols
- How numbers and amounts relate to each other in their representation
- Learning and recalling basic maths facts and processes
- Applying number skills to solve problems
- Everyday tasks involving number e.g. money, time
- Short-term and working memory.

Select here for further information. [Dyscalculia | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

**This checklist has been designed to help identify learners who may have difficulties with Numeracy and Mathematics. It should be used as part of a holistic assessment process to identify areas of strengths and development, not as a diagnostic tool.**

General Mathematics and Numeracy					
		Often	Sometimes	Rarely / Never	Comments
1	Has a high level of anxiety around maths				
2	Slow when performing calculations in comparison to peers				
3	Lacks confidence in their own answers				
4	Adopts avoidance or diversion tactics during lessons				
5	Is reluctant to ask for help even when he/she does not understand				

6	Dislikes whole group interactive sessions				
7	Finds it difficult to organise written work e.g., columns of numbers not properly lined up				
8	Is easily distracted/overloaded by worksheets with lots of calculations				
9	Uses maths procedures mechanically without understanding				

Subitising					
		Often	Sometimes	Rarely / Never	Comments
1	Unable to recognise small quantities without counting e.g. unable to see that 4 objects is 4				
2	Unable to identify the number of objects by partitioning collections into smaller quantities				
3	Unable to recognise regular dot patterns				
4	Unable to recognise irregular dot patterns				

Counting, ordering, sequencing, and directionality					
		Often	Sometimes	Rarely / Never	Comments
1	Finds it hard to count objects correctly (poor 1-1 correspondence)				
2	Finds it difficult associating numerals and number names with appropriate quantities				
3	Uses fingers to work out simple addition and subtraction calculations				
4	Uses tally marks to aid counting but doesn't group 5				
5	Finds it difficult to move from concrete materials to work in the abstract				
6	Counts from 1 when adding e.g. $6+3$ , 1,2,3,4,5,6...7,8,9,				
7	Uses counting on or back by 1 as a default strategy e.g., $6+3$ ... 7,8,9				
8	Has difficulty ordering numbers				
9	Has difficulty counting backwards compared to forwards				
10	Has to subvocalise numbers when counting by 2 e.g. 1,2,3,4,5,6,7,8...				
11	Finds it difficult to count fluently less familiar sequences e.g. 1,3,5,7,9				

12	Has difficulty recognising, continuing, identifying missing numbers and describing number patterns				
13	Confuses left and right				

Place Value					
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		Often	Sometimes	Rarely / Never	Comments
1	Is unable to identify the value of digits				
2	Misreads/writes numbers 36/63				
3	Has difficulty reading and writing numbers that contain zeros as place holders e.g. 4021				
4	Confuses teen and -ty numbers e.g. 13 and 30				
5	Struggles to link knowledge of place value to x by 10,100,1000 etc.				

Recognising and understanding number symbols					
--	--	--	--	--	--

		Often	Sometimes	Rarely / Never	Comments
1	Does not recognise the commutative law e.g. $7+5/5+7$ , $7 \times 3/3 \times 7$				
2	Does not see the relationship between addition/subtraction and multiplication/division				
3	Confuses mathematical terms e.g. total, sum, equals				

Estimating					
------------	--	--	--	--	--

		Often	Sometimes	Rarely / Never	Comments
1	Is unable to estimate answers to simple calculations				
2	Is unable to judge whether an answer is reasonable				
3	Has difficulty estimating measurements e.g. time, distance, volume				

Language of Maths					
-------------------	--	--	--	--	--

		Often	Sometimes	Rarely / Never	Comments
1	Finds it difficult to explain his/her thinking				

2	Has sound technical reading skills but fails to understand mathematical language				
---	--	--	--	--	--

### Learning and recalling basic maths facts and processes

		Often	Sometimes	Rarely / Never	Comments
1	Has difficulty recalling number bonds from memory e.g. bonds of 10, doubles				
2	Finds it difficult to learn and retain times tables or can only recall the x2, x5 and x10 table facts				
3	Unable to use known table facts to work out other tables e.g. use 2x table to work out 4x table				
4	Uses skip counting to recall facts for times tables e.g. 2, 4, 6, 8...				

### Short term and working memory

		Often	Sometimes	Rarely / Never	Comments
1	Forgets the questions asked in mental maths				
2	Loses track of the 'sum' when completing a longer word problem				
3	Forgets previously mastered procedures				
4	Loses place/track when counting				
5	Has difficulty following verbal instructions				

### Applying number skills to solve problems

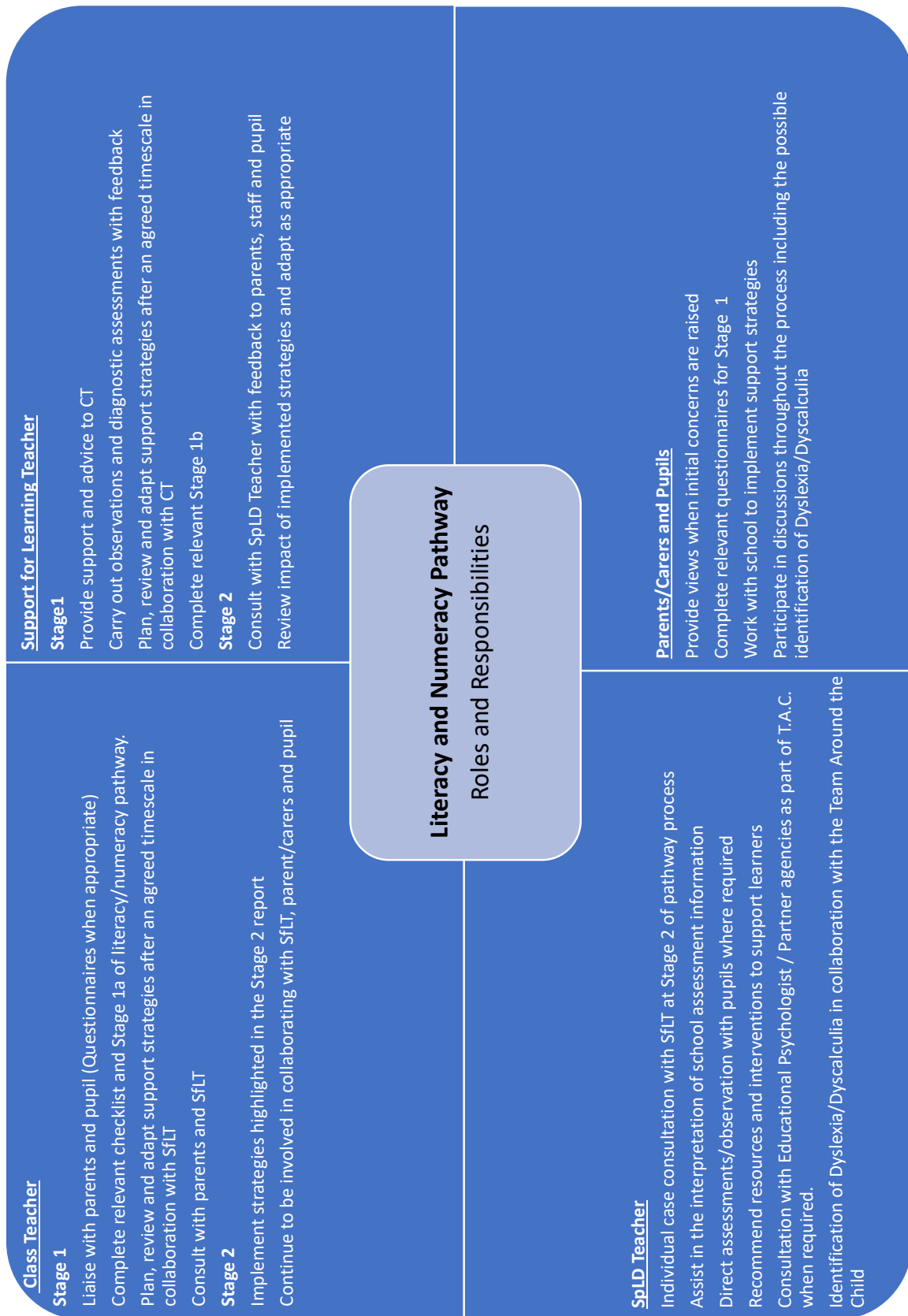
		Often	Sometimes	Rarely / Never	Comments
1	Difficult to applying number skills to solve problems				
2	Has difficulty interpreting/choosing the right strategy to unpick a word problem				
3	Has difficulty solving problems with 2 or more steps				
4	Has difficulty transferring to different contexts				
5	Finds it difficult to recognise and apply number skills in other areas of the curriculum				

Everyday tasks involving number					
		Often	Sometimes	Rarely / Never	Comments
1	Has difficulties with all aspects of money e.g. confuses value of coins and notes, unable to work out change, doesn't know that £3.99 is nearly £4				
2	Unable to tell the time on an analogue clock.				
3	An inability to manage time in their daily lives e.g. is often late or early				
4	Finds it difficult to read timetables				
5	Confuses the axes on graphs and co-ordinates				

Supporting Information
Any further information you would like to add:

You may have ticked several 'yes' boxes – this does not necessarily mean that the learner has dyscalculia. Your responses will contribute towards a range of information which is considered when identifying dyscalculia.

# Appendix 4- Roles and Responsibilities



## Appendix 5 - General Guidelines

Assessment area	Strategies
Gross and fine motor development	<ul style="list-style-type: none"> <li>• Provide resources to support motor development e.g. pencil grips, thicker pencils, alternative ways of recording</li> <li>• Give opportunities to practise and strengthen motor skills e.g. threading, cutting, ball games, motor skills programmes</li> </ul>
Speech and language development	<ul style="list-style-type: none"> <li>• Simplify language and break down into smaller steps</li> <li>• Check instructions are understood</li> <li>• Use of visuals to support</li> <li>• Model language and teach key vocabulary</li> </ul>
Phonological awareness	<ul style="list-style-type: none"> <li>• Opportunities to practice and reinforce phonological skills</li> <li>• Multisensory activities and games</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Structured phonics programme at an appropriate pace with opportunities for overlearning</li> <li>• Provide age-appropriate texts at the correct reading level</li> <li>• Develop sight vocabulary and “word attack” strategies</li> <li>• Explicit teaching of comprehension strategies (skim and scan)</li> <li>• Introduce key vocabulary and themes before reading</li> <li>• Encourage pupils to monitor and self-correct while reading</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• Multisensory activities and approaches</li> <li>• Revisit common words regularly</li> <li>• Visual resources to support spelling (word banks, key wordlists)</li> <li>• Use of ICT when appropriate</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Support to structure writing (mind maps, writing frames, story boards, comic strips, audio notes)</li> <li>• Provide supports for spelling (word banks, key word lists)</li> <li>• Use of ICT and other alternative methods of recording ideas, where appropriate</li> </ul>
Memory, attention and processing	<ul style="list-style-type: none"> <li>• Provide short, clear instructions and check for understanding</li> <li>• Breakdown tasks into smaller steps</li> <li>• Visual supports</li> <li>• Note taking/mind mapping</li> </ul>
Self esteem	<ul style="list-style-type: none"> <li>• Acknowledge strengths and utilise these to support learning (verbal skills, ICT, creative)</li> <li>• Recognise and encourage effort</li> <li>• Group according to requirements of the task, not at literacy level</li> <li>• Create opportunities for success</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Use of concrete materials</li> <li>• Explore concepts through discussion and questions to support understanding</li> <li>• Dot patterns and number lines to provide strong visual images</li> <li>• Provide real life context e.g. for word problems</li> <li>• Teach reasoning from known facts</li> <li>• Games and activities to reinforce learning</li> </ul>

## Appendix 6 - Useful links

Falkirk Council EPS Practitioners Blog: [Materials and Practice Guides |](#)

[Falkirk Council Staged Intervention | Falkirk Council Additional Support Needs](#)

[www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)

[www.addressingdyslexia.org](http://www.addressingdyslexia.org)

<https://dyslexiascotland.org.uk/unwrapped/>

<https://dyslexiascotland.org.uk/leaflets/>

[Making Sense Programme: final report - gov.scot \(www.gov.scot\)](#)

[CALL Scotland](#)

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

[Dyscalculia | Neurodiversity | Resources | Education Scotland](#)