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| **Literacy and Inclusive Practice** **Checklist – First/Second Level** |

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| **Pupil:** |  | **DOB:** |  |
| **Stage:** |  | **Completed by:** |  |
| **Date started:** |  | **Date completed:** |  |

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| This resource is to guide gathering of evidence to support the identification of literacy difficulties. It supports a school’s staged process of intervention. This also supports the [dyslexia identification pathway](http://addressingdyslexia.org/sites/default/files/resources/Identification%20Pathway%20for%20%20Dyslexia.pdf), as described in the Addressing Dyslexia Toolkit.**A copy of this tool should be kept in the learner’s records to inform appropriate future planning.**  |

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| --- | --- | --- | --- | --- | --- |
|  | Often | Some-times | Rarely | Not sure | Comment |
| Reading |
| **Motivation/ Awareness** |  |
| * Lacks interest on books/ reading
 |  |  |  |  |
| * Lacks confidence- unwilling/reluctant to read aloud
 |  |  |  |  |
|  |  |  |  |  |
| **Phonological Skills: Can hear and manipulate sounds in words** |
| * Difficulty with rhyme
 |  |  |  |  |
| * Struggles to distinguish words in sentences
 |  |  |  |  |
| * Struggles to distinguish syllables in words
 |  |  |  |  |
| * Struggles to distinguish sounds in words, e.g. initial, middle, final sounds
 |  |  |  |  |
| * Struggles to blend sounds to make words
 |  |  |  |  |
| * Struggles to manipulate sounds in words, e.g. alliteration, can change sounds to make new words, spoonerisms
 |  |  |  |  |
|  |  |  |  |  |
| **Phonic Skills:** |  |
| * Struggles to remember letter sounds
 |  |  |  |  |
| * difficulty blending letter sounds
 |  |  |  |  |
| * Confuses letters that look similar, b/d; m/n
 |  |  |  |  |
| * Confuses letters that sound similar, d/t; p/b;c/g
 |  |  |  |  |
| * Misreads/ reverses visually similar words, the/then; was/saw
 |  |  |  |  |
| * ‘Guesses’ words using the initial letter cues
 |  |  |  |  |
| * Poor sight vocabulary
 |  |  |  |  |
| * Difficulty recognising familiar words read earlier on a page
 |  |  |  |  |
| * Difficulty reading non-words
 |  |  |  |  |
| * Poor word attack skills
 |  |  |  |  |
|  |  |  |  |  |
| **Fluency** |
| * Reading is hesitant
 |  |  |  |  |
| * Struggles to read unfamiliar text
 |  |  |  |  |
| * Loses the place when reading
 |  |  |  |  |
| * Rate of reading is slow.
 |  |  |  |  |
|  |  |  |  |  |
| **Comprehension** |  |  |  |  |
| * Understanding is affected by poor reading skills
 |  |  |  |  |
| * Seems to read but not understand the text
 |  |  |  |  |
| * Understanding is better when text and questions read out
 |  |  |  |  |
| * Difficulty locating information in text
 |  |  |  |  |
| **Spelling** |
| * Difficulty spelling common irregular words – said, they
 |  |  |  |  |  |
| * Letters out of sequence
 |  |  |  |  |
| * Reverses visually similar words, on/no, was/saw.
 |  |  |  |  |
| * Spelling is bizarre or hard to decipher
 |  |  |  |  |
| * Spells phonetically
 |  |  |  |  |
| * Uses strategies to learn to spell words
 |  |  |  |  |
| * Inconsistent spelling, e.g. different errors for the same word
 |  |  |  |  |
| * Knows and applies spelling rules
 |  |  |  |  |
| * Capital letters in the middle of words
 |  |  |  |  |
| **Writing** |
| * Letters not well-formed
 |  |  |  |  |  |
| * Different sizes of letters
 |  |  |  |  |
| * No space between words
 |  |  |  |  |
| * Inappropriate use of capitals
 |  |  |  |  |
| * Writing seems slow and laborious
 |  |  |  |  |
| * Difficulty copying
 |  |  |  |  |
| * Writing is very small/ large
 |  |  |  |  |
| * Poor presentation of written work
 |  |  |  |  |
| * Difficulty with punctuation and paragraphs
 |  |  |  |  |
| * Difficulty sequencing ideas
 |  |  |  |  |

**Other Factors to Consider**

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| * School Attendance Pattern
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| * Emotional and Behavioural Factors (e.g. effort/ motivation/interest/ concentration and ability to settle/ follow classroom routines)
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| * Additional Language factors (e.g. language spoken at home)
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| * Memory factors
 |  |
| * Balance and coordination
 |  |
| * Speech and Language Factors
 |  |
| * Sight/ Hearing Factors
 |  |