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