

Table 5.11 Checklist for identification of pupils who may have dyslexia

CHECKLIST For identification of pupils who may have dyslexia		
<p>(NB: This is a rapid screen and a high score does NOT mean that the pupil is dyslexic)</p>		
<p>Name: Date of birth: Chronological age:</p>		
<p>Background: Family history of dyslexia: Yes / No Known hearing loss: Yes / No Home language English: Yes / No Late to start talking: Yes / No Had speech/language therapy before starting school: Yes / No</p>		
Area	Characteristics/behaviours	Tick if observed
General/ organisational	<ul style="list-style-type: none"> • Often appears not to have the right things/equipment for a task • Slow to process instructions • Difficulty following more than one instruction at a time • Poor concentration skills • Difficulties in sequencing, e.g. getting dressed or carrying out tasks in the right order • Often forgets to bring things, e.g. dinner money/PE or games kit/ notes from home • Doesn't remember concepts from one lesson to the next • Difficulty in word finding (although may have a good spoken vocabulary) 	
Concept of time	<ul style="list-style-type: none"> • Often confused about time of day • Problems adapting to changes of routine (likes structure and ability to predict routines) • May refer to time/days awkwardly (e.g. 'the day before what it is today' rather than 'yesterday') 	
Literacy / reading	<ul style="list-style-type: none"> • Reluctant to read • Doesn't read for pleasure • Loses place frequently (e.g. one line to the next line) • Poor grapheme-phoneme correspondence • Confuses visually similar words • Reverses/confuses position of letters (e.g. was/saw) • Reverses/inverts letters (e.g. b/d, n/u) • Omits words • Doesn't recognise common high-frequency words • Sounds out words • Processes visual information slowly (affecting fluency/pace) • 'Barking' at print/lacks expression • Comprehension may be better than reading fluency implies • Doesn't understand what has been read as concentrating on decoding 	

(Continued)

Table 5.11 (Continued)

Area	Characteristics/behaviours	Tick if observed
Writing	<ul style="list-style-type: none"> • Difficulties in organising/structuring written work • Difficulties in sequencing • Restricts written vocabulary and ideas because of awareness of organisational and spelling difficulties • Content doesn't reflect oral ability • Many crossings out • Written work often not completed • Reluctant to write • Writes slowly • May show confusion of tenses and words (because of problems with time, name finding and sequencing) • Poor handwriting • Reversals/inversions of letters (b/d, m/w, p/q) • Writing poorly spaced • Letter formation lacks consistency of shape and size • Difficulties copying from the board • Spelling shows poor grapheme-phoneme correspondence • Transposition/omission of letters 	
Maths/numeracy	<ul style="list-style-type: none"> • Difficulties in mental maths work • Problem remembering maths tables • Difficulties setting work down logically • Confuses/reverses visually similar numbers (e.g. 6/9, 3/5) • Reading difficulties hinder understanding of questions although may understand the 'maths' 	
Attitude to learning/ classroom tasks	<ul style="list-style-type: none"> • Participates in oral work more enthusiastically than work requiring reading/writing • May employ avoidance strategies rather than begin a writing/reading activity • Low self-esteem with regard to school work • May develop challenging behaviours/become the class-clown • May become withdrawn • May observe what other pupils do before starting work (Stott's view of an 'observational learner') because hasn't fully understood instructions (may be interpreted as 'copying') 	
Other associated aspects	<ul style="list-style-type: none"> • May have poor gross/fine motor skills • Poor pen/pencil grip • Confuses left and right • May be excessively tired by activities (because of extra effort involved) • Performs unevenly from day to day 	
Strengths Identify any areas (general/subject specific) where there is evidence of average/ high ability/ knowledge/skills		



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