

Dyslexia Checklist

Name of Pupil: _____

DOB: _____

Name of School: _____

Class: _____

Teacher: _____

Is there a family history of dyslexia?	
Does the child have a history of ear infections or hearing loss?	
Date of last hearing check	
Was the child late to start talking?	
Does the child wear glasses or have any sight impairments?	
Date of last eye test	

Focus	Some of the typical signs of behaviours in pupils at risk of dyslexia	Observed in named pupil?
General	Slow to process instructions	
	Problems with sequencing e.g. getting dressed	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
	Does the pupil have difficulty finding the right word sometimes	
	Difficulty remembering & following instructions	
	Presentation of their work messy	
Writing	Content does not reflect ability:	
	<ul style="list-style-type: none"> • Good at thinking of ideas but cannot get them down on paper 	

	<ul style="list-style-type: none"> • Uses simple ideas and vocabulary that do not reflect verbal ability 	
	<ul style="list-style-type: none"> • Written work often not completed 	
	<ul style="list-style-type: none"> • Reluctant to write 	
	Difficulties in structuring written work:	
	<ul style="list-style-type: none"> • Problems with grammar e.g. tenses or words muddled 	
	<ul style="list-style-type: none"> • Problems with sequencing ideas e.g. when writing a story 	
	<ul style="list-style-type: none"> • Ideas not logically linked together – rambling style 	
	<ul style="list-style-type: none"> • Inaccurate punctuation 	
	Inaccurate spelling:	
	<ul style="list-style-type: none"> • Omits letters within words 	
	<ul style="list-style-type: none"> • Errors in discriminating individual sounds e.g. middle sound 	
	<ul style="list-style-type: none"> • Letters in words in wrong order 	
	<ul style="list-style-type: none"> • Unusual spellings 	
	<ul style="list-style-type: none"> • Is there inconsistency in spelling, one word often being spelt several ways in one piece of work 	
Reading	<ul style="list-style-type: none"> • Problems choosing a book at a suitable reading level 	
	<ul style="list-style-type: none"> • Does not read for pleasure 	
	<ul style="list-style-type: none"> • Reluctant to read out loud 	
	Inaccurate reading:	
	<ul style="list-style-type: none"> • Unable to read high frequency words as well as peers 	
	<ul style="list-style-type: none"> • Confuses words that are visually similar (e.g. was/saw) 	

	<ul style="list-style-type: none"> • Omits words when reading 	
	<ul style="list-style-type: none"> • Confuses the order of sounds in words 	
	Lack of reading fluency:	
	<ul style="list-style-type: none"> • Sounding out each word 	
	<ul style="list-style-type: none"> • Needs time to process visual information 	
	<ul style="list-style-type: none"> • Lack of expression 	
	<ul style="list-style-type: none"> • Slow reading speed 	
	Does not understand what is being read:	
	<ul style="list-style-type: none"> • Not reading for meaning and using context as a strategy 	
	<ul style="list-style-type: none"> • Cannot predict what is going to happen next 	
	<ul style="list-style-type: none"> • Cannot summarise what has happened 	
	<ul style="list-style-type: none"> • Needs to read several times to understand meaning 	
Mathematics	<ul style="list-style-type: none"> • Problems remembering times tables 	
	<ul style="list-style-type: none"> • Difficulty with mental maths and remembering the question 	
	<ul style="list-style-type: none"> • Confusion of visually similar numbers e.g. 6/9 	
	<ul style="list-style-type: none"> • Forgets maths concepts if not practised regularly 	
	<ul style="list-style-type: none"> • Misreads signs 	
	<ul style="list-style-type: none"> • Misreads written instructions 	
Concept of time	<ul style="list-style-type: none"> • Confusion about timetable for the day 	
	<ul style="list-style-type: none"> • Problems adapting to change in routine 	
	<ul style="list-style-type: none"> • May not be able to say what day it is 	
Organisation	<ul style="list-style-type: none"> • Problems finding what they need to start a task 	
	<ul style="list-style-type: none"> • Difficulties executing tasks in the right order 	
	<ul style="list-style-type: none"> • Often forgets to bring resources e.g. PE Kit 	

Behaviour & Motivation	<ul style="list-style-type: none">• Uses behaviour to avoid hard work	
	<ul style="list-style-type: none">• Often off-task	
	<ul style="list-style-type: none">• Reluctant to contribute in lessons	
	<ul style="list-style-type: none">• Copies from other children	
	<ul style="list-style-type: none">• Significant level of frustration in coping with school work	