

Whitgreave Primary School

Dyslexia Checklist



If a child has several of these indications, further investigation should be made. The child may be dyslexic, or there may be other reasons. There are many persisting factors in dyslexia, which can appear from an early age. This checklist should be completed in consultation with the Parent, Child, SENCO and CT wherever possible.

	√ or ×	√ or x	Comment
	(Home)	(School)	
Has the pupil's hearing been checked?			When?
Has the pupil's vision been checked?			When?
Were developmental milestones (walking, talking, crawling,			
and dressing etc) met?			
Obvious 'good' and 'bad' days, for no apparent reason			
Confusion between directional words, e.g. up/down, in/out			
Difficulty with sequence, e.g. coloured bead sequence,			
later with days of the week or numbers			
A family history of dyslexia/reading difficulties			
Pre-	school (A	ge 0-5)	
Later than expected speech development			
Has persistent jumbled phrases, e.g. 'cobbler's club' for			
'toddler's club'			
Use of substitute words e.g. 'lampshade' for 'lamppost'			
Inability to remember the label for known objects, e.g.			
'table, chair'			
Difficulty learning nursery rhymes and rhyming words,			
e.g. 'cat, mat, sat'			
May have walked early but did not crawl - was a 'bottom			
shuffler' or 'tummy wriggler'			
Persistent difficulties in getting dressed efficiently and			
putting shoes on the correct feet			
Enjoys being read to but shows no interest in letters or			
words			
Excessive tripping, bumping into things and falling over			
Is often accused of not listening or paying attention			
Difficulty with catching, kicking or throwing a ball; with			
hopping and/or skipping			
Difficulty with clapping a simple rhythm			
Prir	nary (<i>Age</i>	5-11)	
Difficulty with phonological awareness, especially at the			
phoneme level			
Inaccurate decoding			
Fear or reading aloud			
Difficulty copying from the board			
Has poor handwriting			
Seems more disorganised than their peers			
Struggles following directions			
Does the pupil struggle with fine motor skills (cutting out			
etc)			

Has particular difficulty with reading and spelling			
Puts letters and figures the wrong way round			
Has difficulty remembering tables, alphabet, formulae			
etc			
Leaves letters out of words or puts them in the wrong			
order			
Still occasionally confuses 'b' and 'd' and words such as			
'no/on'			
Still needs to use fingers or marks on paper to make			
simple calculations			
Poor concentration			
Has problems understanding what he/she has read			
Takes longer than average to do written work			
Problems processing language at speed			
Has difficulty telling left from right, order of days of			
the week, months of the year etc			
Has difficulty with tying shoe laces, tie, dressing			
Surprises you because in other ways he/she is bright and			
alert			
Has a poor sense of direction and still confuses left and			
right			
Lacks confidence and has a poor self-image			
What is the child's attitude to school like?			
What hobbies/interests does the child have?			
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What are the child's strengths? (doesn't have to be Litera	cy/Numeracy linke	d)	
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