

DYSLEXIA: CHECKLIST

EARLY YEARS	YES	NO	?
<ul style="list-style-type: none"> Delayed or problematic speech Poor expressive language- may be delayed in ability to speak short sentences or may muddle up words in a sentence Poor understanding of prepositions Poor understanding of abstract instructions: 'why?' 'how?' Reduced vocabulary compared with peers Difficulty in rhyming Reduced interest in the alphabet, letters or numbers Misuses pronouns Difficulty remembering the sequence of the alphabet Appears distant and inattentive 			
PRIMARY YEARS	YES	NO	?
<p>Reading:</p> <ul style="list-style-type: none"> Slow or reluctant to begin to read Often mis-reads text or misses out words Sounds out words beyond appropriate age Loses place when reading Very slow reader Difficulty taking in the information whilst reading it Reluctant to read out loud Passive reading leads to weak reading comprehension - focus of attention is on decoding and not reading for meaning May confuse visually similar words such as saw/was; on/no Reads mechanically and without intonation Struggles to infer what comes next in the sentence <p>Spelling:</p> <ul style="list-style-type: none"> Difficulty spelling homonyms Difficulty in learning alphabetical sounds (phoneme) and corresponding written representation (grapheme) 			



<ul style="list-style-type: none"> • Difficulty in spelling rules • Difficulty in segmenting leading to difficulty in breaking words down into component sounds • Slow writing <p>Other difficulties:</p> <ul style="list-style-type: none"> • Difficulty in rhyme and alliteration • Marked discrepancy between spoken and written language • Difficulty in generalising • Appears to struggle with syntax - sentence structures • Appears forgetful, having lots of ideas but easily forgetting them before writing them • Forgets punctuation and paragraphing • Writes words as they sound as over-reliance upon phonics • Written work lacks structure and organisation • Inconsistency in performance across the curriculum • Difficulty remembering the order of sounds in words • Appears distant and inattentive • Appears forgetful • Struggles to follow multiple instructions when given verbally • Loses place in a multi-stepped problem 			
<p>SECONDARY YEARS Reading and spelling difficulties persist, in addition to inattention and difficulties with study skills, such as revision and essay-writing</p>			
<p>Reading:</p> <ul style="list-style-type: none"> • Reading fluency (rate and accuracy) will be poor compared to peers • Avoids reading altogether • Writing and reading speed are slow • Mis-reads visually similar words: pathogen/parasite • Reading is often passive and lacks intonation • Reading comprehension is impacted through passive reading and focus upon decoding rather than internalising information • Continues to struggle with reading accuracy, leading to mis-interpretation of questions and information • May continue to miss out words, letters, lines 			



<ul style="list-style-type: none"> • May continue to experience syntactical difficulties resulting in disfluent reading <p>Spelling:</p> <ul style="list-style-type: none"> • Poor spelling persists • Over-reliance on phonics becomes more inaccurate <p>Other difficulties:</p> <ul style="list-style-type: none"> • Problems with copying from the board • Poor organisational skills, associated with working memory difficulties • Problems with following multiple instructions given aurally • Often imaginative ideas are not expressed in writing • Discrepancy between verbal and written performance • Problems with subject-specific vocabulary: spelling and reading • Problems with word retrieval; knows what to say but can't find the right words to say it • Struggles with structuring written work: has lots of ideas but very disorganised • Difficulty in sequencing in other subjects, such as maths • Difficulty in inference and deductive reasoning 			
BEYOND SECONDARY	YES	NO	?
<ul style="list-style-type: none"> • Slow reading speed impacting upon further study • Disorganisation impacting upon employment • Difficulties in organisation within written expression impacting essay-writing • Difficulties in processing verbal instructions impacting upon concentrating and keeping pace in higher education lectures and in specific employment situations • Poor time concept • Difficulties in remembering telephone numbers and mental arithmetic • May avoid writing preferring to use a word processor 			