

Dyslexia Initial Checklist

This checklist only provides an indicator as to whether a student is presenting with dyslexic-type tendencies - the formal diagnosis of dyslexia is generally undertaken by an educational psychologist or a specialist teacher who has obtained additional qualifications in this area. It should also be noted that regardless of whether a student is formally or informally identified, the process only has meaning if it leads to a different approach to the education of the student. Ideally, the checklist should be completed collaboratively by two or more staff.

Student		Date		Staff	
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This student has been known to staff for _____ weeks / months.

The student...	yes	no	unsure
1. is working at a significantly lower reading level to that of their peers (2years +).			
2. is working at a significantly lower spelling level to that of their peers (2years +).			
3. presents with observable lateral confusion i.e. writes with left hand, kicks a football with right foot etc.			
4. has a talent for visual and/or kinesthetic learning activities, whilst struggling at other tasks.			
5. struggles to add a rhyming or alliteration word to a list of rhyming or alliteration words.			
6. struggles to follow a sequence of instructions, struggles to sequence a story etc.			
7. makes mistakes when writing letters – especially letter reversals, confused starting points, irregular size.			
8. is noticeably inconsistent when reading - recognising words then being unable to read the same word later in the day/book/page.			
9. will spell the same word in different ways within the same piece of work – and is unable to identify the correct spelling.			

10. will become off-task during literacy activities more frequently than when taking part in other activities such as art, design, sport etc.			
11. will resist writing and/or reading tasks because of low confidence.			
12. is able to speak articulately about a story or answer but struggles to put it into writing.			
13. is noticeably clumsy / has poor coordination.			
14. struggles to copy from the board, take notes etc.			
15. when copying from the board or a book, will look at it more frequently than other students.			
16. struggles to cope with extended writing tasks without substantial support (teaching assistant, pre-planning, writing frames, word banks etc).			
17. comes from a family with a history of literacy difficulties.			

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.

Sources:

<http://www.educational-psychologist.co.uk/dyslexiaacklist.htm>

<http://www.dyslexiaaction.org.uk/Page.aspx?Pagelid=100>