

Table 4.3 (Continued)

Area	Characteristics/behaviours	Tick if observed
Writing	• 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	• 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	• 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• Low self-esteem with regard to school work • May develop challenging behaviours/become the class-clown • May become withdrawn • May observe what other pupils do before starting work (Stott's view of an 'observational learner') because hasn't fully understood instructions (May be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	• 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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