

Table 4.3 Checklist for identification of pupils who may have dyslexia

CHECKLIST For Identification of Pupils who may have Dyslexia		
(NB: This is a rapid screen and a high score does NOT mean that the pupil is dyslexic)		
Name: Date of birth: Chronological age:		
Background: Family history of dyslexia: Yes / No Known hearing loss: Yes / No Home language English: Yes / No Late to start talking: Yes / No Had speech / language therapy before starting school: Yes / No		
Area	Characteristics/behaviours	Tick if observed
General/ organisational	• Often appears not to have the right things/equipment for a task • Slow to process instructions • Difficulty following more than one instruction at a time • Poor concentration skills • Difficulties in sequencing, e.g. getting dressed or carrying out tasks in the right order • Often forgets to bring things, e.g. dinner money/PE or games kit/ notes from home • Doesn't remember concepts from one lesson to the next • Difficulty in word finding (although may have a good spoken vocabulary)	
Concept of time	• Often confused about time of day • Problems adapting to changes of routine (likes structure and ability to predict routines) • May refer to time/days awkwardly (e.g. 'the day before what it is today' rather than 'yesterday')	
Literacy / reading	• Reluctant to read • Doesn't read for pleasure • Loses place frequently (e.g. one line to the next line) • Poor grapheme-phoneme correspondence • Confuses visually similar words • Reverses/confuses position of letters (e.g. was/saw) • Reverses/inverts letters (e.g. b/d, n/u) • Omits words • Doesn't recognise common high-frequency words • Sounds out words • Processes visual information slowly (affecting fluency/pace) • 'Barking' at print/lacks expression • Comprehension may be better than reading fluency implies • Doesn't understand what has been read as concentrating on decoding	

(Continued)