

**What is Dyslexia?**

**The Rose Report on dyslexia (DCSF,2009)included the following information about dyslexia:**

- A learning difficulty that primarily affects the skills in fluent word reading and spelling
- Characteristic features of dyslexia include difficulties with phonological awareness, verbal memory and verbal processing abilities
- Dyslexia can occur across a range of intellectual abilities
- Dyslexia should be considered as a continuum, not a distinct category, with no clear cut off points
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention
- Pupils with dyslexia may have co-occurring difficulties in aspects of language, motor co-ordination , mental calculation, concentration and personal organisation, but these themselves are not by themselves markers of dyslexia.

The following checklist provides an overview of indicators to consider when underlying difficulties are linked to specific learning difficulty/dyslexia.

Focus	Indicator	Y/N?	Observation/Comment
Learning behaviours/ motivation	Tires easily, especially when asked to read, copy or write for extended periods		
	May lack concentration, easily distracted or frequently off task		
	May have low self esteem and self confidence in literacy tasks		
	May use avoidance tactics (e.g. sharpening pencils, looking for books) or use poor behaviour to delay/get out of doing work		
	May appear lazy or dreamy		
	May have behavioural difficulties due to frustrations.		
Language/ memory	Slow to process instructions		
	Difficulties organising tasks in the right order		
	Difficulties with sequencing		
Reading	Poor phonological awareness and struggles to: <ul style="list-style-type: none"> <li>• identify sounds at the beginning, middle and end of words</li> <li>• find syllables in words</li> <li>• blend letters</li> </ul>		
	Confuses/reverses letters words that are visually similar e.g. bdp/was and saw		
	Poor recall of high frequency words		
	May omit words, jump lines or lose place in the text.		
	Reading is often slow and hesitant with little expression		
	May have good reading comprehension despite inaccuracies in decoding		
	May lose the point of the story being read		

This checklist was compiled with reference to a range of sources including Dyslexia Action and the Dyslexia Inclusion Development programme)

Writing			
<b>Handwriting/ Presentation</b>	Poor pencil grip		
	Pressure: Too light and too hard?		
	Letters may be written in reversal		
	Writing may drift away from the margin		
	Writing difficult to read, non cursive and incorrect letter formation.		
<b>Spellings</b>	Spellings may include a mixture of lower and upper case e.g. BaBy		
	Spellings are often incorrect and inconsistent even within a paragraph – e.g. thay, they, tahy		
	May attempt to use phonic alternatives – cercl, circle or use bizarre combinations of letters		
	Makes anagrams of words e.g. tired fro tried/ brearded or bearded (correct letters wrong order)		
Composition	Standard and amount of written work not reflective of knowledge and verbal articulation of ideas and opinions		
	May find planning, sequencing and organising thoughts and ideas difficult resulting in seemingly messy overcorrected work.		
Mathematics	Difficulty learning and remembering times tables		
	Number and symbol reversals and confusion e.g. 6 and 9		
	Difficulties with mental maths.		
	Struggles to remember sequences e.g days months.		
	Difficulties with concepts of time- yesterday, today tomorrow		
	Difficulty telling the time or use of timetables		
	Struggles with word problems		
	Quickly forgets mathematical concepts if not practised frequently		

Other characteristics of a child who may have dyslexia can include:

- aptitude for creative activities, problem solving and oral work
- Talented in sport, music art and drama
- A good general knowledge and keen interest and expertise in particular topics
- Good spatial awareness demonstrated through construction activities,

If a significant number of indicators ( 50% plus) are identified further assessments should be carried out by SENCO and other key professionals to give a clearer view of the underlying areas of strengths and difficulties and possible diagnosis of dyslexia

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