# Reading and Overlapping Difficulties Checklist

Name:

| **Behaviour** | **√** | **Difficulty** | **Suggestions** |
| --- | --- | --- | --- |
| Sounds out every/most words. |  | * Automaticity/fluency * Limited sight recall * Phonological awareness | * Precision teaching to develop sight vocabulary. * Phonological awareness and fluency training. * 20-20 reading intervention * Multisensory approach |
| Skips lines or misses out words. |  | * Visual processing difficulties * Tracking difficulties | * Check vision * Screen for Irlen’s * Try coloured overlays * Tracking device |
| Reads slowly/has to re-read. |  | * Automaticity/fluency * Processing speed * Language processing | * Precision teaching to develop * Fluency. * Keda Cowling – Stride Ahead * Extra time * Use of a reader or computer reader where appropriate. * 20-20 reading intervention |
| Difficulties understanding what they have read |  | * Language comprehension * Processing speed * Working memory | * 2020 reading intervention * Strategies to develop language comprehension/receptive language- see toolkit. |
| Low motivation for reading. |  | * Reading difficulties. * Low self-concept for reading and/or reading self-efficacy. * Low self-esteem. * Doesn’t see the value in reading or feel like its’ relevant to them. | * Appropriate reading intervention for reading difficulties (see above). * Use of motivating reading material, think about personal interests as well as age appropriate (e.g. Barrington Stoke publishers for low reading age/high interest) * Opportunities for re-reading favourite texts to develop confidence. * Ensure reading materials are differentiated appropriately. * Provide meaningful choices for pupils within reading curriculum. * Low pressure approach to reading tasks. * Take account of pupil voice. * Raise profile of reading. * Model reading for pleasure. * Encourage use of text-based media, multi modal texts |
| Reluctant to engage in activities in class that place demands on reading. |  | * Reading difficulties. * Low self-concept for reading and/or reading self-efficacy. * Low self-esteem. * Doesn’t see the value in reading or feel like its’ relevant to them. | * As above. |
| Daydreaming and/or starting new tasks before finishing old ones. |  | * Difficulties with maintaining attention/concentration often co-occur with reading difficulties. | * Consider seating. * Task plans/visual checklists. * Post-teach check. * Multisensory teaching. * Opportunities for kinaesthetic learning. |
| Seems to be restless. |  | * Difficulties with maintaining attention/concentration often co-occur with reading difficulties. | * As above. |
| Outwardly challenging behaviours- being disruptive, aggressive behaviours etc. |  | * Reading difficulties are associated with externalising challenging behaviours (SEMH). | * Ensure learning needs are supported. * Build up supportive relationships with pupils and families. * Provide meaningful choice for pupils and promote ownership. * Teach positive metacognition/self-talk about learning. * Be flexible. * Promote growth mind set approach. * See all above recommendations related to low motivation. * Seek support from specialist teaching team for SEMH or EP team if concerned. |
| Mood changes, avoidance of activities or changes in concentration. |  | * Reading difficulties are associated with internalising/emotional problems, in particular symptoms of anxiety (SEMH). * Possibly as a result of low self-concept for academic or just literacy-based tasks. | * As above. |