# 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
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| 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
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| Difficulties understanding what they have read |  | * Language comprehension
* Processing speed
* Working memory
 | * 2020 reading intervention
* Strategies to develop language comprehension/receptive language- see toolkit.
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| 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
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| 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.
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| 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.
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| Seems to be restless. |  | * Difficulties with maintaining attention/concentration often co-occur with reading difficulties.
 | * As above.
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| 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.
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| 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.
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