Identification of pupils on the dyslexic continuum – Primary

Name of pupil_____

Is there a family history of dyslexia?	
Does the child have a history of ear infections or hearing loss?	
Was the child late to start talking?	

Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
General	Slow to process instructions	
	Problems with sequencing, e.g. getting dressed	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
Writing	**Content does not reflect ability:**	
	▪ Good at thinking of ideas, but cannot get them down on paper	
	▪ Uses simple ideas and vocabulary that do not reflect verbal ability	
	▪ Written work often not completed	
	▪ Reluctant to write	
	Difficulties in structuring written work:	
	▪ Problems with grammar, e.g. tenses or words muddled	
	▪ Problems sequencing ideas, e.g. when writing a story	
	▪ Ideas not logically linked together – rambling style	
	▪ Inaccurate punctuation	
	Poor handwriting:	
	▪ Reverses some letters when writing, e.g. b/d, p/q, m/w	
	▪ Older child does not write cursively	
	▪ Writing badly arranged on the page	
	▪ No spaces between words	
	▪ Slow writing speed	
	▪ Problems copying from the board	
	Inaccurate spelling:	
	▪ Omits letters within words	
	▪ Errors in discriminating individual sounds, e.g. middle sound	
	▪ Letters in words in the wrong order	
	▪ Bizarre spelling	

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Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
Reading	Problems choosing a book at a suitable reading level	
	Does not read for pleasure	
	Reluctant to read out loud	
	Inaccurate reading:	
	▪ Unable to read high frequency words as well as peers	
	▪ Confuses words that are visually similar (e.g. was/saw)	
	▪ Omits words when reading	
	▪ Poor tracking along words and lines when reading	
	Lack of reading fluency:	
	▪ Sounding out each word	
	▪ Needs time to process visual information	
	▪ Lack of expression	
	▪ Slow reading speed	
	Does not understand what is being read:	
	▪ Not reading for meaning and using context as a strategy	
	▪ Cannot predict what is going to happen next	
	▪ Cannot summarise what has happened	
	▪ Needs to read several times to understand meaning	
Mathematics	Problems remembering times tables	
	Difficulty with mental maths	
	Confusion of visually similar numbers (e.g. 6/9)	
	Forgets maths concepts if not practised regularly	
	Misreads signs	
	Misreads written instructions	
Concept of time	Confusion about timetable for the day	
	Problems adapting to changes in routine	
	May not be able to say what day it is	
Organisation	Problems finding what they need to start a task	
	Difficulties executing tasks in the right order	
	Often forgets to bring dinner money/PE kit, etc.	
Behaviour and motivation	Uses bad behaviour to avoid work	
	Often off-task	
	Reluctant to contribute in lessons	
	Copies from other children	

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