

“What to look for” Check list – Curriculum for Excellence Second , Third, Fourth & Senior Levels

This checklist is not an ‘assessment’ for dyslexia.

The purpose of this checklist is to use the collated information to support the collaborative process of identification using the pathway and to inform appropriate planning.

Pupil Name	School	Class	Class teacher/teachers	Date:

Health and Wellbeing



It is important to note the strengths and motivations of the child and concerns which have been observed.
 The Wellbeing wheel can support the collation of a holistic profile through collaboration and discussion. Not all of the areas will be applicable. Full version in appendix

Comments

Safe	
Healthy	
Achieving	
Nurtured	
Active	
Respected	
Responsible	
Included	

Not all of the areas highlighted will be applicable, this will depend on the age and stage of the child

Checklist Please insert/copy tick ✓

Listening and Talking

Areas that may be affected:	Yes	No
Word finding difficulties often persist. On occasions, the child may use the wrong word;		
Articulation may be poor		
Child may have difficulty answering verbal questions		
Word finding difficulties the child may often use the wrong word		
Child appears to have difficulties in following simple instructions and/or the sequence of a story		
Child appears to misunderstand information shared		
Child appears to have difficulty talking about experiences and events in a logical order.		
Child has difficulty retelling a story in a logical sequence.		
Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced.		

Reading

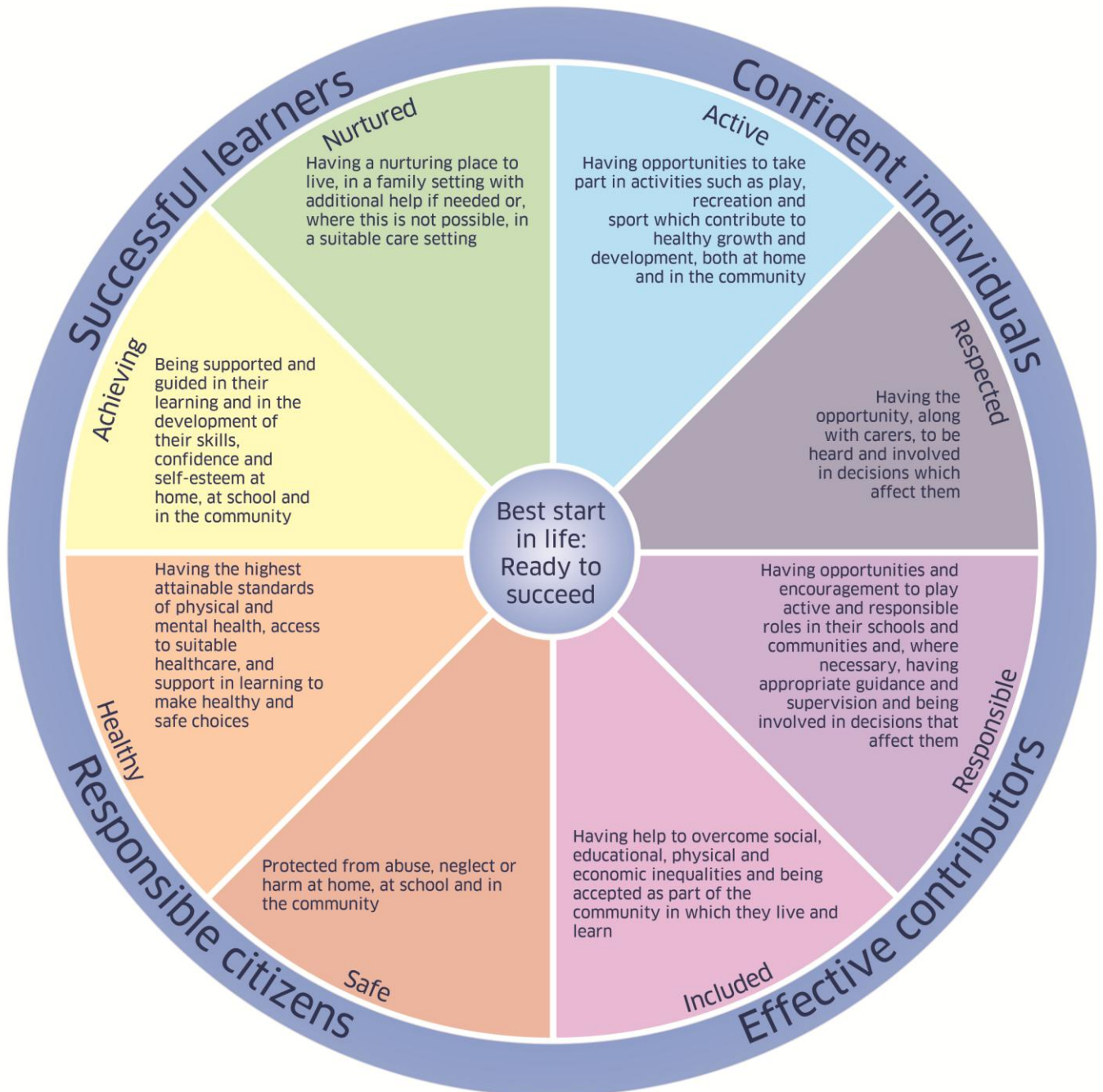
Areas that may be affected:	Yes	No
Is not progressing in reading as expected for age		
Difficulty in decoding words		
Mixing up small words		
Confuses letters and/or numbers which are visually similar (b/d, p/q, m/w, n/u, 2/5, 6/9)		
Mis-reads or reverses words which are visually similar, e.g. for/from; was/saw; on/no		
Tends to lose the place; omits words, skips lines; may experience problems with tracking text along a line from left to right		
Substitutes or inserts words when reading		
Difficulty coping with the amount of reading required		
Difficulty in recognising familiar words which have been read earlier in the passage		

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Slow reading speed - lacks fluency – reading is hesitant; ‘sounds out’ each word aloud; reads word-by-word – may ‘bark at print’		
Difficulty in recognising high-frequency irregular words (‘sight vocabulary’)		
Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud		
Gives up easily/loses interest		
Disregards punctuation; reads without expression		
Relies on context and/or picture cues to help with unfamiliar words and aid comprehension		
Poor comprehension due to lack of fluency; difficulty with summarising events or identifying the main points		
Needs to re-read several times to aid comprehension.		
Does not appear to enjoy engaging with age appropriate books/text independently		
Change in behavior when involved in literacy tasks		
Writing		
Areas that may be affected:	Yes	No
Written work does not reflect oral language skills – expresses good ideas orally but, in writing, may use simple sentence structure and / or ‘safe’ / immature vocabulary		
Appears to have difficulty making accurate notes		
.		
Experiences significant problems in writing when having to think about content, organisation, spelling, punctuation and handwriting simultaneously		
Misses out words or phrases in sentences		
Inconsistent / inappropriate use or lack of punctuation		
Copying from the board and/or book is inaccurate and laborious		
Tends to recall events out of sequence; thoughts/ideas may not be logically ordered		
Difficulty with planning and organisation of writing task		
Slow writing speed; often does not complete written work; produces the bare minimum		
May appear reluctant to write; dislikes or avoids writing activities		
Tenseness in holding pencil or pen.		
Consistent confusion of letters similar in shape: b/d,/p/q; u/n/m/w,		
Transposals – e.g. sift for fist		
Difficulty in forming lowercase and uppercase letters correctly and legibly		
Haphazard use of upper and lower case letters,		
Sometimes the writing is unreadable to the child just a few minutes after completion		
Grammatical sentence structure is weak or confused; word order/sequencing of events problematic		
Regular reversals of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’,		
Spelling		
Areas that may be affected:	Yes	No
Inconsistent spelling – a word may be spelled in several different ways in the same piece of writing		
Inconsistency in spelling even with familiar words		
Has difficulty remembering the spelling of common irregular words, e.g. said, they, with		
Confuses the order of letters in words, e.g. gril/girl; word reversals, e.g. saw/was; on/no		
Spelling may be bizarre and hard to decipher or phonetic but inaccurate.		
Numeracy		
Areas that may be affected:	Yes	No
Difficulty remembering a short sequence of numbers,		
Poor spatial ability,		
Confusion with/reversal of visually similar numbers, e.g. 16/61 and symbols, e.g. + and x; - and ÷		
Difficulty with memorising number bonds, tables		
Limited understanding of the concept of place value		

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Problems with reading and understanding the language of maths		
Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of written work.		
Confuses positional language and directions, e.g. left / right; before / after		
Problems with telling the time, time-management and/or concepts of time (e.g. yesterday, tomorrow)		
Slow information processing - difficulty with mental maths.		
Coordination and organisation		
Areas that may be affected:	Yes	No
Appears to have some difficulty with fine motor skills		
Appears to have some difficulty with gross motor skills		
Poor balance		
Poor hand/eye coordination		
Poor bilateral integration		
Difficulty in copying shapes		
Slow / laborious / untidy / inaccurate copying of text		
Difficulty with presentation and page layout - written work is 'messy' or disorganised		
Poor/awkward pencil grip; difficulty with pencil control and pressure		
Difficulty with spacing between words		
Remembering where things are in the classroom		
Difficulties in remembering some routines		
Difficulty with planning and organisation of written work		
Difficulty with organisation and sequencing		
o ideas – telling or writing a story		
o themselves – school bag, PE kit, timetable		
o dates		
With regard to short term and working memory		
Areas that may be affected:	Yes	No
Remembering a sequence of numbers, letters		
Days of the week, months of the year		
Phone numbers, birthdays		
Doing a calculation that involves holding information in memory		
Multiplication tables, mathematical formulae		
Listening for information		
Processing speed		
Areas that may be affected:	Yes	No
Undue length of time needed to complete work		
Under-performance		
Areas that may be affected:	Yes	No
In tasks that draw upon literacy skills, most evident in timed tasks		
Written work and formative assessments do not represent the child/young person's cognitive ability and subject knowledge and understanding.		
Other comments – Including information shared by parents/carers		



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