

**“What to look for” Check list – Curriculum for Excellence Early Level**

**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	Nursery Practitioner	Class teacher	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**

<b>Safe</b>	
<b>Healthy</b>	
<b>Achieving</b>	
<b>Nurtured</b>	
<b>Active</b>	
<b>Respected</b>	
<b>Responsible</b>	
<b>Included</b>	

**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
Child may have difficulty in communicating their message due to early speech and language difficulties		
Articulation may be poor		
Child finds it difficult to remember rhymes and understand rhyming link between words		
Childs may have difficulty answering verbal questions		
Word finding difficulties often persist into later stages of development. 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
Difficulties with the acquisition of pre phonics and phonics		
Severe difficulty in associating letters and sounds,		
Difficulty in recognising onset and rime – c/ at; b/ at; m/ at; s/ at,		
Omission or confusion over small words,		
Confusion of similar sounding letters – d/t; f/v/th; short vowels.		
Does not appear to enjoy engaging with age appropriate books/text independently		
Change in behavior when involved in literacy tasks		
May seem to catch on initially, but when memory gets to the point of ‘overload’, forgets even the simplest of words.		

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<b>Writing</b>		
<b>Areas that may be affected:</b>	<b>Yes</b>	<b>No</b>
Considerable confusion over using full stops and capital letters		
Consistent confusion of letters similar in shape: b/d,,p/q; u/n/m/w,		
Difficulty in forming lowercase and uppercase letters correctly and legibly		
Haphazard use of upper and lower case letters,		
Sometimes attempts seem bizarre, and are unreadable to the child just a few minutes after writing,		
Reversals of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’,		
Difficulty copying from the board or jotter,		
Difficulty and/or extreme tenseness in holding pencil.		
<b>Numeracy</b>		
<b>Areas that may be affected:</b>	<b>Yes</b>	<b>No</b>
May seem to understand the concepts of number but have difficulty associating the numbers with the symbols,		
Difficulty in understanding initial number bonds – 1 to 10		
Difficulty remembering a short sequence of numbers,		
Poor spatial ability,		
Problems learning early number facts and early procedures,		
Number formation - handwriting,		
Difficulty copying numbers from the board or jotter		
<b>Coordination and organisation</b>		
<b>Areas that may be affected:</b>	<b>Yes</b>	<b>No</b>
Has difficulty in following the reading and writing direction of left to right and top to bottom.		
Appears to have some difficulty with fine motor skills		
Appears to have some difficulty with gross motor skills		
Remembering where things are in the nursery/classroom		
Difficulties in remembering some routines		
<b>Other comments – Including information shared by parents/carers</b>		

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## Appendix 1

