**Pupil Checklist for Dyslexia**

If you think you may have dyslexia this checklist will be of help to the staff who are supporting you. Please answer as many questions as you can but remember **that there are no right or wrong answers** – each person is an individual, with different strengths. Think carefully, but not too long about your answers – ask for help if you are not sure about how to answer any question. A Pupil Support Teacher/Learning Support Teacher will help you with this questionnaire and discuss your answers with you.

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| **Pupil Checklist for Dyslexia** | | | | | | |
| **Name** |  | **Date of Birth** |  | | | |
| **School** |  | **Class** |  | | | |
| Copy and paste the tick into the answer boxes if you are using a devise to complete this. **✓** | | | | | | |
| **Writing** | | | | | | |
| **Do you:** | | | | **Yes** | **No** | **?** |
| find it hard to organise ideas on paper compared to explaining | | | |  |  |  |
| find it hard to listen and take notes at the same time. | | | |  |  |  |
| have difficulty copying accurately at the same speed as others | | | |  |  |  |
| have problems finding the exact word you want to use | | | |  |  |  |
| miss out or add in letters of words | | | |  |  |  |
| miss out little words | | | |  |  |  |
| confuse or reverse letters in a word e.g. b/d; b/p; f/t; n/v | | | |  |  |  |
| have problems writing essays/reports in the right order | | | |  |  |  |
| have messy or illegible handwriting | | | |  |  |  |
| have difficulties with spelling | | | |  |  |  |
| Is there anything else that bothers you about your writing | | | |  |  |  |

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| **Reading** | | | |
| **Do you:** | **Yes** | **No** | **?** |
| read very slowly |  |  |  |
| find reading difficult and tiring |  |  |  |
| misread or misinterpret text |  |  |  |
| have to read text over again to make sense |  |  |  |
| have difficulty finding information in a text |  |  |  |
| lose your place when you are copying from the white/black board |  |  |  |
| lose the place when reading |  |  |  |
| forget the beginning in longer questions |  |  |  |
| find it hard to use a dictionary or index |  |  |  |
| find black print on white paper difficult to see clearly |  |  |  |
| is there anything else that bothers you when reading? |  |  |  |

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| --- | --- | --- | --- |
| **Numbers/Maths** | | | |
| **Do you:** | **Yes** | **No** | **?** |
| mix up numbers or confuse maths symbols |  |  |  |
| confuse dates and times |  |  |  |
| have difficulty with directions (left/right) |  |  |  |
| find it hard to remember tables |  |  |  |
| find it hard to get information from graphs and charts |  |  |  |
| have problems holding numbers in your head when calculating |  |  |  |
| get muddled when doing a complicated maths problem |  |  |  |
| have problems reading and understanding maths words |  |  |  |
| find it hard to remember the order of steps to solve problems |  |  |  |
| is there anything else that makes maths hard for you? |  |  |  |

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| **In general, do you…** | **Yes** | **No** | **?** |
| avoid reading if you can |  |  |  |
| avoid writing if you can |  |  |  |
| find it hard to finish work in time allowed |  |  |  |
| forget or lose books and equipment |  |  |  |
| find it hard to follow instructions |  |  |  |
| lose answers because your work is messy |  |  |  |
| find it hard to remember names, and messages |  |  |  |
| often put things in the wrong order |  |  |  |
| have problems judging speed and distance |  |  |  |
| have poor balance, or clumsy |  |  |  |
| find you are easily distracted |  |  |  |
| miss deadlines, appointments etc |  |  |  |
| tend to bump into things/people |  |  |  |
| feel confused doing tasks that you find hard but feel other people find easier |  |  |  |
| try to hide your difficulties from others |  |  |  |
| lack self confidence |  |  |  |
| feel angry and frustrated at times |  |  |  |
| **Is there anything the child/learner would like to add?** | | | |

You may have ticked a number of yes boxes – this does not necessarily mean that you are dyslexic. Many people experience some of these problems for a range of reasons for example; stress, lots of school absences, eyesight or hearing difficulties or English is not their first language.