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| Description: Description: cfe%20logo | | | | | | | | |
| **“What to look for” Checklist – Curriculum for Excellence Early Level** | | | | | | | | |
| This resource has been developed to support the [Scottish Working Definition of Dyslexia](http://addressingdyslexia.org/what-dyslexia).  The purpose of this resource is to guide **initial** gathering of evidence to support the collaborative process using the [dyslexia identification pathway](http://addressingdyslexia.org/sites/default/files/resources/Identification%20Pathway%20for%20%20Dyslexia.pdf), but will **not** provide an identification of dyslexia. A copy of this tool should be kept in the learner’s records to inform appropriate future planning. | | | | | | | | |
| **Learner’s Name** | | **Nursery/School** | **Class** | ****Practitioner Name and Role**** | | | **Date** | |
|  | |  |  |  | | |  | |
| Health and Wellbeing - Strengths | | | | | | | | |
|  | It is important to include the strengths and motivations of the child which have been observed.The use of the Wellbeing Wheel to gather strengths and areas of concern/difficulties can support the collation of a holistic profile through collaboration and discussion. However not all of the areas may be applicable. | | | | | | | |
| Safe |  | | | | | | | |
| Healthy |  | | | | | | | |
| Achieving |  | | | | | | | |
| Nurtured |  | | | | | | | |
| Active |  | | | | | | | |
| Respected |  | | | | | | | |
| Responsible |  | | | | | | | |
| Included |  | | | | | | | |
| Other relevant factors to consider - these may include:Information shared by parents/carersFamily history of dyslexia or difficulties with literacyOther factors highlighted within the Toolkit - <http://addressingdyslexia.org/other-factors-consider> | | | | | | | | |
| Other relevant factors | | | | | | | | |
| Health and Wellbeing | | | | | Insert (copy & paste) Tick ✓ | | | |
| Areas that may be affected which are not developmentally age and stage expected for example | | | | | **Often** | **Sometimes** | | **Rarely** |
| Does not appear to want to engage in learning activities | | | | |  |  | |  |
| Language development and expressive communication skills appears to be limited | | | | |  |  | |  |
| Inconsistent profile – some days can be very good at activities and others less so | | | | |  |  | |  |
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| The Scottish Working Definition of Dyslexia . The following sections cover the associated difficulties in order. Not all areas may be applicable to each learner (age and stage appropriate). | | | | | | | | |
| Processing of language-based information (auditory and/or visual) | | | | | Insert (copy & paste) Tick ✓ | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Appears to have difficulty processing verbal questions | | | | |  |  | |  |
| Word finding difficulties are evident | | | | |  |  | |  |
| Appears to have difficulties in following simple instructions | | | | |  |  | |  |
| Appears to misunderstand information shared | | | | |  |  | |  |
| Appears to have difficulty describing experiences and events | | | | |  |  | |  |
| Difficulty in recognising the relationships between onset and rime – c/**at** and b/**at**; m/**at** and s/**at** | | | | |  |  | |  |
| Confusion of similar sounding letters – d/t; f/v/th; short vowels | | | | |  |  | |  |
| Consistent confusion of letters similar in shape: b/d,/p/q; u/n/m/w, | | | | |  |  | |  |
| Inconsistent use of upper and lower case letters | | | | |  |  | |  |
| Reversals of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’ | | | | |  |  | |  |
| Difficulty in copying from the board or jotter | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Phonological Awareness** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Child finds it difficult to remember rhymes and understand rhyming link between words | | | | |  |  | |  |
| Difficulty with listening to | | | | |  |  | |  |
| Difficulty with keeping a simple rhythm e.g. clapping to the beat | | | | |  |  | |  |
| Difficulty with identifying and or generating rhyme | | | | |  |  | |  |
| Difficulty isolating words when listening to a sentence being spoken | | | | |  |  | |  |
| Difficulty with recognising alliteration | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Oral language skills and reading fluency** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| **Oral language** | | | | |  |  | |  |
| Difficulty in communicating their message due to speech and language difficulties | | | | |  |  | |  |
| Articulation may be poor | | | | |  |  | |  |
| May often use the wrong word | | | | |  |  | |  |
| **Reading fluency** | | | | |  |  | |  |
| Difficulties with the acquisition of phonics | | | | |  |  | |  |
| Severe difficulty in associating letters and sounds, | | | | |  |  | |  |
| Omission or confusion over small words | | | | |  |  | |  |
| Difficulties with the visual tracking of words and symbols | | | | |  |  | |  |
| Does not appear to enjoy engaging with age appropriate books/text independently | | | | |  |  | |  |
| Difficulties with the consolidation of previous words learnt | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Short-term and working memory** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Appears to forget information previously learnt | | | | |  |  | |  |
| Confusion over using full stops and capital letters | | | | |  |  | |  |
| Difficulty remembering a short sequence of numbers | | | | |  |  | |  |
| Difficulties in remembering some everyday routines | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Sequencing and directionality** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| May have difficulty following the sequence of a story | | | | |  |  | |  |
| Difficulty retelling a story in a logical sequence | | | | |  |  | |  |
| Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced | | | | |  |  | |  |
| Has difficulty in following the reading and writing direction of left to right and top to bottom | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Number skills** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Difficulty processing the concept of number bonds | | | | |  |  | |  |
| Difficulty in processing the relationships between initial number bonds | | | | |  |  | |  |
| Difficulties learning early number language and procedures e.g. multiple terms and subtraction and addition | | | | |  |  | |  |
| Difficulty associating numbers and symbols | | | | |  |  | |  |
| Difficulties with spatial awareness | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Organisational ability** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Remembering where things are in the nursery/classroom/home | | | | |  |  | |  |
| Difficulty organising things needed for activities for which they are responsible | | | | |  |  | |  |
| Difficulties in carrying out some everyday routines | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Motor skills and co-ordination** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Struggling to produce evidence of appropriate mark making, letter and number formation | | | | |  |  | |  |
| Difficulty and/or extreme tenseness in holding pencil | | | | |  |  | |  |
| Difficulties with scissor skills | | | | |  |  | |  |
| Difficulties using the keyboard, tablet or mouse | | | | |  |  | |  |
| Reluctance to participate in PE | | | | |  |  | |  |
| Gross motor coordination difficulties e.g. starjumps, catching, throwing, balance | | | | |  |  | |  |
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| **Additional Comments** | | | | | | | | |
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