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| Description: Description: cfe%20logo | | | | | | | | |
| **“What to look for” Checklist – Curriculum for Excellence Third, Fourth & Senior Levels** | | | | | | | | |
| 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** | | **School** | **Class** | ****Practitioner Name and Role**** | | | **Date** | |
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| 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 | | | | | **Often** | **Sometimes** | | **Rarely** |
| Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud | | | | |  |  | |  |
| Gives up easily/loses interest | | | | |  |  | |  |
| Does not appear to enjoy engaging with age appropriate books/text independently | | | | |  |  | |  |
| Change in behavior when involved in literacy tasks | | | | |  |  | |  |
| May appear reluctant to write; dislikes or avoids writing activities | | | | |  |  | |  |
|  | | | | |  |  | |  |
| The Scottish Working Definition of Dyslexia. The following sections cover the associated difficulties in order. Not all areas may be applicable to each learner and some factors are less persistent as the learner develops appropriate strategies . | | | | | | | | |
| Processing of language-based information (auditory and/or visual) | | | | | Copy/Paste Tick ✓ | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Appears to have difficulty processing verbal questions | | | | |  |  | |  |
| Word finding difficulties often persist. On occasions, the learner may use the wrong word | | | | |  |  | |  |
| Difficulties in following a sequence of instructions | | | | |  |  | |  |
| Appears to misunderstand/misinterpret information provided/shared/discussed | | | | |  |  | |  |
| Difficulty talking about experiences and events in a logical order | | | | |  |  | |  |
| Difficulties 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 and numbers similar in shape: b/d,/p/q; u/n/m/w, 2/5 , 6/9 | | | | |  |  | |  |
| Inconsistent use of upper and lower case letters | | | | |  |  | |  |
| Misreads or reverses words which are visually similar – ‘was’ for ‘saw’, ‘god’ for ‘dog’ | | | | |  |  | |  |
| Regular reversal of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’ in writing | | | | |  |  | |  |
| Difficulty copying | | | | |  |  | |  |
| Spelling may be bizarre and hard to dicipher or phonetically accurate but misspelt | | | | |  |  | |  |
| Difficulty coping with the amount of reading required | | | | |  |  | |  |
| Difficulty in recognising familiar words which have been read earlier in the passage | | | | |  |  | |  |
| Slow writing speed; often does not complete written work; produces the bare minimum | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Phonological Awareness** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| 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 | | | | |  |  | |  |
| Difficulty identifying where a specific sound is heard in an orally delivered word | | | | |  |  | |  |
| Difficulty manipulating sounds in words and sentences | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Oral language skills and reading fluency** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| **Oral language** | | | | |  |  | |  |
| Verbal communication due to history of speech and language difficulties | | | | |  |  | |  |
| Articulation unclear | | | | |  |  | |  |
| May often use the wrong word | | | | |  |  | |  |
| Expresses good ideas orally, but in writing may use simple sentence structure and/or ‘safe’/immature vocabulary | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Reading fluency** | | | | |  |  | |  |
| On-going difficulty with acquiring phonic skills - identifying/linking sounds to letters, blending letter sounds and syllables to decode words | | | | |  |  | |  |
| Difficulty in associating letters and sounds | | | | |  |  | |  |
| Visual confusion over small words | | | | |  |  | |  |
| May make random guesses at words, using initial letter cues | | | | |  |  | |  |
| 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 | | | | |  |  | |  |
| Slow reading speed - lacks fluency – reading is hesitant; ‘sounds out’ each word aloud; reads word-by-word – may read without understanding | | | | |  |  | |  |
| Difficulty in recognising high-frequency irregular words (sight vocabulary) | | | | |  |  | |  |
| 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 | | | | |  |  | |  |
| Difficulties with the consolidation of previous words learnt | | | | |  |  | |  |
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| **Short-term and working memory** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Appears to forget information previously learnt | | | | |  |  | |  |
| Difficulty remembering subject specific vocabulary | | | | |  |  | |  |
| Confusion over using full stops and capital letters | | | | |  |  | |  |
| Difficulty remembering a short sequence of numbers | | | | |  |  | |  |
| Experiences significant problems in writing when having to think about content, organisation, spelling, punctuation and handwriting simultaneously | | | | |  |  | |  |
| Inconsistent/inappropriate use of or lack of punctuation | | | | |  |  | |  |
| Copying from the board and/or books is inaccurate and/or laborious | | | | |  |  | |  |
| Inconsistent /inappropriate use of upper and lower case letters when writing | | | | |  |  | |  |
| Grammatical sentence structure in writing is weak or confused | | | | |  |  | |  |
| Inconsistent spelling – a word may be spelled in several different ways in the same piece of writing | | | | |  |  | |  |
| Has difficulty remembering spelling of common irregular words e.g. said, they, with | | | | |  |  | |  |
| Difficulties in remembering equations | | | | |  |  | |  |
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| **Sequencing and directionality** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| May have difficulty following the sequence of a story | | | | |  |  | |  |
| Has 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 | | | | |  |  | |  |
| Misses out words or phrases in sentences | | | | |  |  | |  |
| Tends to recall events out of sequence; thoughts/ideas may not be logically ordered | | | | |  |  | |  |
| Difficulty with word order/ sequencing of events in writing | | | | |  |  | |  |
|  | | | | |  |  | |  |
| **Number skills** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Difficulty in understanding relationships between initial number bonds | | | | |  |  | |  |
| Difficulties learning specific number language, symbols and procedures | | | | |  |  | |  |
| Problems learning number facts and procedures | | | | |  |  | |  |
| Difficulty remembering a sequence of numbers | | | | |  |  | |  |
| Reduced computation speed (due to pace of processing ) | | | | |  |  | |  |
| Difficulty in understanding the concept of time | | | | |  |  | |  |
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| **Organisational ability** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Difficulty remembering where things are in the classroom and home | | | | |  |  | |  |
| Difficulty organising things needed for activities for which they are responsible | | | | |  |  | |  |
| Difficulties in carrying out some everyday routines | | | | |  |  | |  |
| Difficulty with planning and organisation of writing tasks | | | | |  |  | |  |
| Difficulty in remembering school and exam timetables | | | | |  |  | |  |
| Awareness of time - difficulties with time management | | | | |  |  | |  |
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| **Motor skills and co-ordination** | | | | | | | | |
| **Areas that may be affected:** | | | | | **Often** | **Sometimes** | | **Rarely** |
| Difficulty in forming letters and numbers correctly and legibly | | | | |  |  | |  |
| Difficulty and/or extreme tenseness in holding pencil | | | | |  |  | |  |
| Difficulties using the keyboard, tablet or mouse | | | | |  |  | |  |
| Reluctance to participate in PE | | | | |  |  | |  |
| Gross motor coordination difficulties e.g. star jumps, catching, throwing, balance | | | | |  |  | |  |
| Fine motor coordination difficulties e.g. handwriting | | | | |  |  | |  |
| Tenseness in holding pencil or pen | | | | |  |  | |  |
| Sometimes writing is unreadable to the learner just a few minutes after completion | | | | |  |  | |  |
| Poor spatial awareness on a page – placement on page, writing on lines, rows of sums, spaces between letters and numbers | | | | |  |  | |  |
| Poor spatial awareness | | | | |  |  | |  |
| Starting a sequence of actions and forgetting where they got to in the sequence | | | | |  |  | |  |
| Difficulty with spacing between words | | | | |  |  | |  |
| Difficulty finding way around school/campus | | | | |  |  | |  |
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| **Additional Comments** | | | | | | | | |
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