



What to Look For Checklist CfE First and Second Level

"What to look for" Checklist – Curriculum for Excellence First and Second Levels

This resource has been developed to support the [Scottish Working Definition of Dyslexia](#). The purpose of this resource is to guide **initial** gathering of evidence to support the collaborative process using the [dyslexia identification pathway](#), 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 & 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/carers
- Family history of dyslexia or difficulties with literacy
- Other factors highlighted within the Toolkit - <http://addressingdyslexia.org/other-factors-consider>

Other relevant factors

The importance of recognising strengths It is important to understand, recognise and share with the learner and their family that there are positive aspects to dyslexia. We should emphasise that using the learner's strengths which are identified during the identification process will help develop a range of supportive skills. If this area is not explored the negative aspects of dyslexia can become the dominant factors and impact negatively on the learner's health, wellbeing and achievements. Dyslexia Scotland				
Strengths... (based on 'Made by Dyslexia <u>Quiz</u> ')				
Does the pupil:	Yes	No	sometimes	?
Storytelling				
like thinking up stories - ideas about characters and stories come easily				
like listening to stories				
think they're good at persuading people to do something				
like explaining things				
Making				
like building things				
like completing jigsaws and seeing the final picture				
like crafts and creating things				
like creating online worlds				
Entertaining				
Like to sing or play a musical instrument				
like to put on a show				
feel full of energy when they move or dance				
like to make people laugh and feel good				
Moving				
like to move around alot				
like to do sport and/or exercise				
do better when they can move around or fiddle with something				
spend a lot of time training in sports				

Imagining				
love to daydream				
like to make up games				
spend time role-playing or playing pretend games				
like to think up new inventions				
Questioning				
like to ask lots of questions				
feel confident challenging how things are done				
like to solve tricky problems				
like to find out how things work				
Relationships				
find it easy to understand how others are feeling				
often notice how friends feel and try to cheer them up				
feel happy when they help people				
find it easy to organise things				
Is there anything the child/learner would like to add?				
Health and Wellbeing	Tick ✓			
Areas that may be affected	Often	Some-times	Rarely	Strength
Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud				
Gives up easily/loses interest in activities/tasks				

Does not appear to enjoy engaging with age appropriate books/text independently				
Change in behaviour 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 (age and stage appropriate).				
Processing of language-based information (auditory/visual)	Tick ✓			
Areas that may be affected:	Often	Some-times	Rarely	Strength
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				
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 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 decipher 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	Some- times	Rarely	Strength
Finds it difficult to remember rhymes and understanding rhyming links between words				
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	Some- times	Rarely	Strength
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	Often	Some-times	Rarely	Strength
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				

Short-term and working memory				
Areas that may be affected:	Often	Some-times	Rarely	Strength
Appears to forget information previously learnt				
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 book is inaccurate and/or laborious				
Inconsistent/inappropriate use of upper and lower case 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				
Sequencing and directionality				
Areas that may be affected:	Often	Some-times	Rarely	Strength
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				

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	Some-times	Rarely	Strength
Difficulty understanding the concept of number bonds				
Difficulty in understanding relationships between initial number bonds				
Difficulties learning number language and procedures				
Difficulty associating numbers and symbols				
Problems learning number facts and procedures				
Difficulty remembering a short sequence of numbers				
Difficulty in understanding the concept of time				
Difficulty understanding the concept of fractions				
Organisational ability				
Areas that may be affected:	Often	Some-times	Rarely	Strength
Difficulties 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				
Difficulty with planning and organisation of writing tasks				

Motor skills and coordination				
Areas that may be affected:	Often	Some-times	Rarely	Strength
Difficulty in forming letters and numbers correctly and legibly				
Difficulty and/or extreme tenseness in holding pencil				
Difficulties using the keyboard, tablet or mouse				
Struggling to produce evidence of appropriate letter and number formation				
Reluctance to participate in PE				
Gross motor coordination difficulties e.g. star jumps, catching, throwing, balance				
Fine motor coordination difficulties e.g. handwriting, tying laces, scissor skills				
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 in following the reading and writing direction of left to right and top to bottom				
Difficulty with spacing between words				
Additional Comments				

