

				
“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. 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 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/carers - Family history of dyslexia or difficulties with literacy - Other 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
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

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 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	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			
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			
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			
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			
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			
Additional Comments			