



What to Look For Checklist – CfE Early Level



“What to look for” Checklist – Curriculum for Excellence Early Level

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 and Made by Dyslexia Quiz 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	



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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 Quiz')				
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				



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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 around them				
Moving				
like to move around a lot				
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				



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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				
Any other strengths observed				
Challenges				
Health and Wellbeing	Tick ✓			
Areas that may be affected which are not developmentally age and stage expected for example	Often	Sometimes	Rarely	Strength
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				
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).				



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Processing of language-based information (auditory/visual)		Tick ✓			
Areas that may be affected:		Often	Sometimes	Rarely	Strength
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	Strength



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Child finds it difficult to remember rhymes and understand rhyming link between words				
Difficulty with listening				
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	Strength
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	Often	Sometimes	Rarely	Strength
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				



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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	Strength
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	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				
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	Strength



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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	Strength
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 coordination				
Areas that may be affected:	Often	Sometimes	Rarely	Strength
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				



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Reluctance to participate in PE				
Gross motor coordination difficulties e.g. star jumps, catching, throwing, balance				
Additional Comments				