(C3) What to Look For Checklist
CfE Third, Fourth and Senior Level

curriculum for excellence

getting it right for every child

"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 identific addressing DYSLEXIA ation 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

Strength Indicators	**Tick**			
from **Made by Dyslexia quiz**	Yes	No	Sometimes	?
Visualising - Interacting with space, senses, physical ideas and with new concepts				
• **Inventing** ○ Exploring new possibilities				
○ making connections				
○ inventing new things				
• **Making** ○ visualising thoughts and ideas				
○ planning out ideas				
○ making or building things				
• **Moving** ○ sport and/or exercise				
○ understanding and interpreting movement and/or game play				
○ committing time to train in sports or physical activities				
Imagining - Creating an original piece of work, or giving ideas a new spin				
• **Creating**				

○ creating completely original work from imagination				
• **Interpreting** ○ using imagination to give ideas a new twist, or bring out a fresh angle				
Communicating - Crafting and conveying clear, engaging messages				
• **Explaining** ○ assessing new information or situations				
○ explaining information, ideas or situations clearly to other people				
• **Storytelling** ○ story-telling				
○ creating vivid and engaging experiences in words, pictures or other media				
Reasoning - Understanding patterns, evaluating possibilities and making decisions				
• **Simplifying** ○ Understanding, taking apart and simplifying complex ideas and concepts				
• **Analysing** ○ Using logic to decide on the strength of an argument or where the truth lies				
• **Deciding** ○ Interpreting patterns and situations to predict future events and make decisions				
• **Visioning** ○ Seeing past detail to gain a strategic (big picture) view of a subject or problem				
Exploring - Being curious and exploring new ideas in a consistent and energetic way				
• **Learning** ○ Having great curiosity for finding out new things and learning new skills				

• **Digging** ○ Looking into things in a way that means that the maximum is learnt or discovered about it				
• **Energising** ○ Being so passionate about something that it gives a buzz and tenacity to learn about it				
• **Doing** ○ Jumping in and using new knowledge to achieve a result that surprises and pleases yourself or others				
Connecting - Understanding Self: connecting, empathising and influencing others				
• **Understanding self** ○ recognising and managing own feelings				
○ understanding how feelings affect behaviour and that of others				
• **Understanding Others** ○ Understanding and interpreting the verbal, physical & emotional reactions of other people				
• **Influencing** ○ Managing, influencing and inspiring constructive emotions in other people				
• **Empathising** ○ sensing and understanding how other people feel				
○ responding emotionally and/or practically to how other people feel				

Health and Wellbeing	**Tick ✔**			
Areas that may be affected	**Often**	**Sometimes**	**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				
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 and some factors are less persistent as the learner develops appropriate strategies .				
Processing of language-based information (auditory and/or visual)	**Tick ✔**			
Areas that may be affected:	**Often**	**Sometimes**	**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				
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**	**Strength**
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**	**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**	**Sometimes**	**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				

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