SEND AWARE

<u>Dyslexia Checklist</u>

| | | YES | NO |
|----|--|-----|----|
| 1 | Is slow to learn the connection between letters and sounds | | |
| 2 | Difficulty separating words into sounds and blending | | |
| 3 | Difficulty decoding single words in isolation | | |
| 4 | Difficulty repeating multi-syllabic words | | |
| 5 | Poor word-attack skills, especially for new words | | |
| 6 | Confuses small or 'easy' words | | |
| 7 | Makes letter reversal, inversions, transpositions | | |
| 8 | Reads slowly with little expression or fluency | | |
| 9 | Has more difficulty with function words (is, to, of) | | |
| 10 | Uses memorising to learn new skills or is slow to learn them | | |
| 11 | Reading comprehension is compromised by weak decoding | | |
| 12 | Reading comprehension is better than reading accuracy | | |
| 13 | Listening is better than reading comprehension | | |
| 14 | Has trouble learning facts | | |
| 15 | Has difficulty planning or organising | | |
| 16 | Uses an awkward pen grip, slow or poor quality handwriting | | |
| 17 | Has trouble learning to tell the time on a clock or watch | | |
| 18 | Has poor fine-motor co-ordination | | |
| 19 | Has withdrawn or overt behaviours | | |