**Primary School Dyslexia Checklist**

**(EXAMPLE BDA Quality Mark for Schools)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** |  | | | **Class** |  | | |
| **DOB** |  | **Age** |  | | | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Difficulties** | **Yes** | **No** |
| Family history of similar difficulties |  |  |
| Difficulty with phonological awareness especially at the phoneme level |  |  |
| Difficulty with following instructions |  |  |
| Need for time to produce an oral response when questioned |  |  |
| Lack of fluency in reading affecting comprehension |  |  |
| Inaccurate decoding |  |  |
| Fear of reading aloud |  |  |
| A lack of enjoyment of reading |  |  |
| Persistent and marked difficulty with spelling |  |  |
| Messy, laboured handwriting |  |  |
| Difficulty in finding the right word to describe things |  |  |
| Mispronounces words |  |  |
| Difficulty in remembering sequential information, e.g. alphabet, times tables, days of week |  |  |
| Poor short-term working memory |  |  |
| Takes longer than average to complete written tasks |  |  |
| Difficulty copying from the board |  |  |
| May describe visual discomfort when text reading |  |  |
| Can be clumsy and lack co-ordination |  |  |
| Mixing up numerical symbols |  |  |
| Difficulty with Math’s vocabulary |  |  |
| Miswriting of numbers |  |  |
| Low self-esteem |  |  |
| Behavioral difficulties |  |  |
| Other (describe) |  |  |

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| **Strengths** | **Yes** | **No** |
| Imaginative |  |  |
| Good at thinking and reasoning skills |  |  |
| Able to see the “big picture” |  |  |
| Good at problem solving |  |  |
| Good general knowledge |  |  |
| Good understanding of texts that have been read to him/her |  |  |
| Curious |  |  |
| Sophisticated receptive language |  |  |
| Good visual-spatial skills |  |  |
| Other (describe) |  |  |