

# SUPPORTING RESOURCES

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## Early indicators which may suggest dyslexia

A child who has a cluster of these difficulties may be dyslexic, but remember that the levels of development and speed of learning at the pre-school stage differ significantly for each child.

Name of pupil \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Is there a family history of dyslexia?	
Does the child have a history of ear infections or hearing loss?	
Was the child late to start talking?	

Focus	Some of the typical early signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
<b>General</b>	Short concentration span	
	Abilities seem to vary from day to day	
	Poor eye tracking and inability to converge from far to near	
<b>Language &amp; Communication</b>	Poor listening skills	
	Immature speech pattern/articulation and communication	
	Poor auditory discrimination	
	Poor phonological awareness	
	Poor rhyming	
	Cannot clap a rhythm or keep a musical beat	
	Poor memory for nursery rhymes, stories, events	
	Slow to process instructions	
	Finds it hard to carry out two or more instructions at one time, (e.g. put the toys in the box then put it on the shelf) but is fine if tasks are presented in smaller units;	
	May seem unable to remember words they need in conversation or may forget what they are saying in the middle of a sentence	
	Difficulties remembering names of well known objects, e.g. sofa, kettle	
	Gets words muddled e.g. cubumber, flutterby	
	May need extra thinking time during conversation	
Likes listening to stories but shows no interest in letters or words		

Focus	Some of the typical early signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
<b>Language &amp; Communication cont.</b>	Finding it hard to develop letter knowledge and reading and writing skills	
	Copies from other children as may not have processed/remembered instructions themselves	
	Forgets names of friends, teacher, colours etc	
<b>Motor skills</b>	Enjoys taking things apart and putting back together, or making models from scrap material	
	No crawling stage - bottom shuffler	
	Poor balance and coordination	
	Hand dominance not established	
	Having problems with catching, kicking, throwing skills	
	Difficulty hopping, skipping	
	Poor fine motor skills, including drawing, copying and letter formation, scissor skills	
<b>Sequencing &amp; Direction</b>	Problems with sequencing, e.g. getting dressed	
	Difficulties sequencing an order of events	
	Difficulties remembering common sequences e.g. days of the week, alphabet	
	Insecure sense of direction and direction words	
<b>Concept of time</b>	Poor concept of time - unsure what day it is or what part of the day it is	
<b>Organisation</b>	Finding it hard to organise themselves or their belongings	

Additional observations:

## Identification of pupils on the dyslexic continuum – Primary

Name of pupil \_\_\_\_\_

Is there a family history of dyslexia?	
Does the child have a history of ear infections or hearing loss?	
Was the child late to start talking?	

Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
<b>General</b>	Slow to process instructions	
	Problems with sequencing, e.g. getting dressed	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
<b>Writing</b>	<b>Content does not reflect ability:</b>	
	▪ Good at thinking of ideas, but cannot get them down on paper	
	▪ Uses simple ideas and vocabulary that do not reflect verbal ability	
	▪ Written work often not completed	
	▪ Reluctant to write	
	<b>Difficulties in structuring written work:</b>	
	▪ Problems with grammar, e.g. tenses or words muddled	
	▪ Problems sequencing ideas, e.g. when writing a story	
	▪ Ideas not logically linked together – rambling style	
	▪ Inaccurate punctuation	
	<b>Poor handwriting:</b>	
	▪ Reverses some letters when writing, e.g. b/d, p/q, m/w	
	▪ Older child does not write cursively	
	▪ Writing badly arranged on the page	
	▪ No spaces between words	
	▪ Slow writing speed	
	▪ Problems copying from the board	
	<b>Inaccurate spelling:</b>	
	▪ Omits letters within words	
	▪ Errors in discriminating individual sounds, e.g. middle sound	
▪ Letters in words in the wrong order		
▪ Bizarre spelling		

Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
<b>Reading</b>	Problems choosing a book at a suitable reading level	
	Does not read for pleasure	
	Reluctant to read out loud	
	<b>Inaccurate reading:</b>	
	▪ Unable to read high frequency words as well as peers	
	▪ Confuses words that are visually similar (e.g. was/saw)	
	▪ Omits words when reading	
	▪ Poor tracking along words and lines when reading	
	<b>Lack of reading fluency:</b>	
	▪ Sounding out each word	
	▪ Needs time to process visual information	
	▪ Lack of expression	
	▪ Slow reading speed	
	<b>Does not understand what is being read:</b>	
	▪ Not reading for meaning and using context as a strategy	
	▪ Cannot predict what is going to happen next	
▪ Cannot summarise what has happened		
▪ Needs to read several times to understand meaning		
<b>Mathematics</b>	Problems remembering times tables	
	Difficulty with mental maths	
	Confusion of visually similar numbers (e.g. 6/9)	
	Forgets maths concepts if not practised regularly	
	Misreads signs	
	Misreads written instructions	
<b>Concept of time</b>	Confusion about timetable for the day	
	Problems adapting to changes in routine	
	May not be able to say what day it is	
<b>Organisation</b>	Problems finding what they need to start a task	
	Difficulties executing tasks in the right order	
	Often forgets to bring dinner money/PE kit, etc.	
<b>Behaviour and motivation</b>	Uses bad behaviour to avoid work	
	Often off-task	
	Reluctant to contribute in lessons	
	Copies from other children	

## Identification of pupils on the dyslexic continuum – Secondary

Name of pupil \_\_\_\_\_

Is there a family history of dyslexia?	
Does the pupil have a history of ear infections or hearing loss?	
Was the pupil late to start talking?	

Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
<b>General</b>	Slow to process instructions	
	Problems with sequencing, e.g. does not know the alphabet	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
<b>Writing</b>	Content does not reflect ability:	
	▪ Good at thinking of ideas, but cannot get them down on paper	
	▪ Uses simple ideas and vocabulary that do not reflect verbal ability	
	▪ Written work often not completed	
	▪ Reluctant to write	
	Difficulties in structuring written work:	
	▪ Problems with grammar, e.g. tenses or words muddled	
	▪ Problems sequencing ideas when writing	
	▪ Ideas not logically linked together – rambling style	
	▪ Inaccurate punctuation	
	Poor handwriting:	
	▪ Reverses some letters when writing, e.g. b/d, p/q, m/w	
	▪ Does not write cursively	
	▪ Writing badly arranged on the page	
	▪ No spaces between words	
	▪ Slow writing speed	
	▪ Problems copying from the board	
	Inaccurate spelling:	
▪ Omits letters within words		
▪ Errors in discriminating individual sounds, e.g. middle sound		
▪ Letters in words in the wrong order		
▪ Bizarre spelling		
▪ Cannot recognise spelling errors		

Focus	Some of the typical signs or behaviours in pupils at risk of dyslexia	Observed in named pupil?
<b>Reading</b>	Problems choosing a book at a suitable reading level	
	Does not read for pleasure	
	Reluctant to read out loud	
	<b>Inaccurate reading:</b>	
	▪ Unable to read high frequency words as well as peers	
	▪ Confuses words that are visually similar (e.g. was/saw)	
	▪ Omits words when reading	
	▪ Poor tracking along words and lines when reading	
	<b>Lack of reading fluency:</b>	
	▪ Sounding out each word	
	▪ Needs time to process visual information	
	▪ Lack of expression	
	▪ Slow reading speed	
	<b>Does not understand what is being read:</b>	
	▪ Not reading for meaning and using context as a strategy	
▪ Cannot predict what is going to happen next		
▪ Cannot summarise what has happened		
▪ Needs to read several times to understand meaning		
<b>Mathematics</b>	Problems remembering times tables	
	Difficulty with mental maths	
	Confusion of visually similar numbers (e.g. 6/9)	
	Forgets maths concepts if not practised regularly	
	Misreads signs	
	Misreads written instructions	
<b>Concept of time</b>	Difficulty using and understanding a timetable	
	Problems adapting to changes in routine	
	May not be able to say what day it is	
	Often late for school or lessons	
<b>Organisation</b>	Problems in having/finding necessary equipment in school	
	Difficulties executing tasks in the right order	
	Forgetting or not doing homework	
<b>Behaviour and motivation</b>	Uses bad behaviour to avoid work	
	Often off-task	
	Reluctant to contribute in lessons	
	Relies on other students for help	
	Withdrawn	

# Assess, Plan, Do, Review Cycle

## Assess

What are the young person's needs/barriers to learning?  
What is their level of attainment and progress?  
What are their strengths?  
What is the view of the young person/parents/teachers /support staff/other?

## Plan

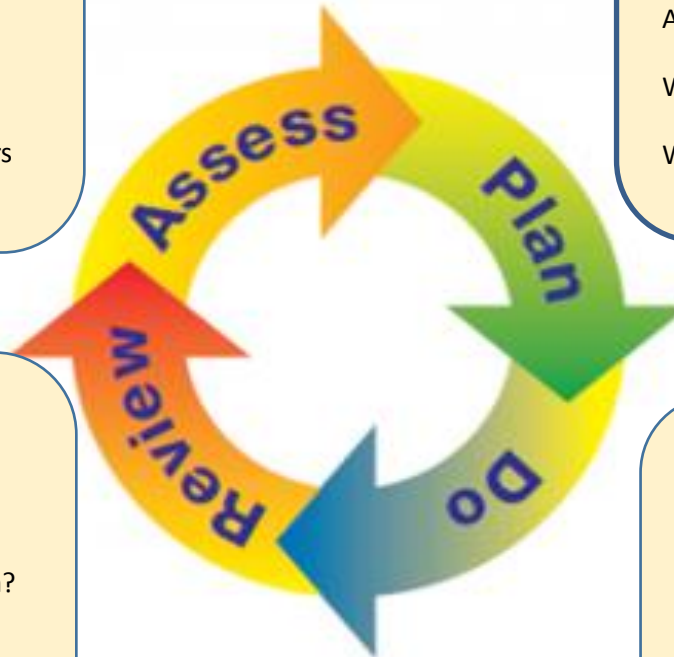
What can be put in place to support the young person?  
Are any additional resources/referrals needed?  
What outcomes do you want to achieve?  
When will the plan be reviewed?

## Review

Checking back against observations and planned outcomes:  
What is the impact of the support for the young person?  
How effective has the support been?  
What are next steps and who needs to be involved?  
Are additional resources/support required before cycle begins again?

## Do

Implement the support as planned with class teachers, support staff etc with support from SENCO.  
Observations of young person to see how they respond to the support.





## Record of Current Interventions for Dyslexic Pupils

Current interventions	Frequency	Duration of intervention	Group/ 1-1?	Outcome