

DYSLEXIA

Foundation Stage Checklist

Name..... DoB..... Yr Gp.... CA..... Date.....

There is a large body of research linking speech and language difficulties in early childhood to later literacy problems. As much can be done pre-school to help a child at risk, early identification is really important. Although some children may have difficulties with some parts of their learning, they are just as bright and able as their peers – in some cases even brighter! They are often creative and imaginative. At the same time they also have difficulties. If a child shows a cluster of difficulties, you will need to take action.

Here are some hints on identification. Watch out for the child who does not outgrow the following possible indicators.

Has difficulty learning nursery rhymes	
Has difficulty paying attention, sitting still and listening to stories	
Likes listening to stories but shows no interest in letters or words	
Has difficulty learning to sing or recite the alphabet	
Has a history of slow speech development	
Gets words muddled eg cubumber, flutterby	
Has difficulty keeping to a simple rhythm	
Finds it hard to carry out two or more instructions at one time eg put the toys in the box, then put the box on the shelf but is fine if tasks are presented in smaller units.	
Forgets names of friends, teacher, colours	
Has poor phonological awareness – cannot easily analyse the sounds in spoken words or blend sounds to make words	
Has difficulty cutting, sticking and crayoning in comparison with their peers	
Has persistent difficulty in dressing eg finds shoelaces and buttons difficult	
Puts clothes on the wrong way round	
Has difficulty with catching, kicking or throwing a ball	
Often trips, bumps into things and falls over	
Has difficulty hopping or skipping	
Has obvious 'good' and 'bad' days for no apparent reason	

A child who has a cluster of these difficulties may be dyslexic, but remember that the levels of development and speed of learning differ significantly for each child in this age group.