

Indications of Dyslexia

There are many persisting factors in dyslexia, which can appear from an early age. They may still be noticeable when the dyslexic child leaves school.

These include:

Obvious 'good' and 'bad' days, for no apparent reason,
Confusion between directional words, e.g. up/down, in/out,
Difficulty with sequence, e.g. coloured bead sequence, later with days of the week or numbers,
A family history of dyslexia/reading difficulties

Pre-school.

Has persistent jumbled phrases, e.g. 'cobbler's club' for 'toddler's club'
Use of substitute words e.g. 'lampshade' for 'lamppost'.
Inability to remember the label for known objects, e.g. 'table, chair'.
Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'.
Later than expected speech development.

Pre-school non-language indicators.

May have walked early but did not crawl - was a 'bottom shuffler' or 'tummy wriggler'.
Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.
Enjoys being read to but shows no interest in letters or words.
Is often accused of not listening or paying attention.
Excessive tripping, bumping into things and falling over.
Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping.
Difficulty with clapping a simple rhythm.

Primary school age.

Has particular difficulty with reading and spelling.

Puts letters and figures the wrong way round.
Has difficulty remembering tables, alphabet, formulae etc.
Leaves letters out of words or puts them in the wrong order.
Still occasionally confuses 'b' and 'd' and words such as 'no/on'.
Still needs to use fingers or marks on paper to make simple calculations.
Poor concentration.
Has problems understanding what he/she has read.
Takes longer than average to do written work.
Problems processing language at speed.

Primary school age non-language indicators:

Has difficulty with tying shoe laces, tie, dressing.
Has difficulty telling left from right, order of days of the week, months of the year etc.
Surprises you because in other ways he/she is bright and alert.
Has a poor sense of direction and still confuses left and right.
Lacks confidence and has a poor self image.

Aged 12 or over

As for primary schools, plus:

Still reads inaccurately.
Still has difficulties in spelling.
Needs to have instructions and telephone numbers repeated.
Gets 'tied up' using long words, e.g. 'preliminary', 'philosophical'.
Confuses places, times, dates.
Has difficulty with planning and writing essays.
Has difficulty processing complex language or long series of instructions at speed.

Aged 12 or over non-language indicators:

Has poor confidence and self-esteem.
Has areas of strength as well as weakness.

Difficulties with specific aspects (any age)

Has a poor standard of written work compared with oral ability

Has poor handwriting with badly formed letters

Has neat handwriting, but writes very slowly indeed

Produces badly set out or messily written work, with spellings crossed out several times

Spells the same word differently in one piece of work

Has difficulty with punctuation and/or grammar

Confuses upper and lower case letters

Writes a great deal but 'loses the thread'

Writes very little, but to the point

Has difficulty taking notes in lectures

Difficulty with organisation of homework

Finds tasks difficult to complete on time

Appears to know more than can be committed to paper

Reading

Is hesitant and laboured, especially when reading aloud.

Omits, repeats or adds extra words.

Reads at a reasonable rate, but has a low level of comprehension.

Fails to recognise familiar words.

Misses a line or repeats the same line twice

Loses his place - or uses a finger or marker to keep the place

Has difficulty in pin-pointing the main idea in a passage

Finds difficulty with dictionaries, directories, encyclopaedias

Numeracy.

Finds difficulty remembering tables and/or basic number sets

Finds sequencing problematic

Confuses signs such as x for +

Can think at a high level in mathematics, but needs a calculator for simple calculations

Misreads questions that include words

Finds mental arithmetic at speed very difficult

Finds memorising formulae difficult