



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. This summarizes some of the key things which *may* affect a dyslexic at different stages.

It is particularly important to be aware of each individual's challenges, as there is so much variability in this field.

Pre-school

Language Indicators

Tends to jumble words or phrases, e.g. 'pasketti' for 'spaghetti'

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.

Not able to recognize rhyming words.

Later than expected speech development.

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

Language Indicators

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.
Continues to confuse '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.

Non-language indicators

Has difficulty with tying shoelaces, tie, dressing.
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:

Language Indicators

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.

Non-language indicators:

Has poor confidence and self-esteem.

Has areas of strength as well as weakness.

Other indicators – 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 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.