

Dyslexia Checklist: Some of the Signs and Symptoms of Both Difficulties AND Strengths



What is Dyslexia?

- In general terms, dyslexia means having **difficulties with spelling and reading** despite having average or even above average intelligence. It is, however, hard to define precisely and there is much more we need to discover about it.
- It is considered to be **'neurobiological'** meaning that the brain is working in a way that makes it harder to develop the skills of reading and spelling – especially if the methods in school are not matched to the needs of a particular learner.
- It has been shown that if a parent has dyslexia (perhaps undiagnosed), then the child has a 40-60% chance of also having dyslexia.
- Dyslexia can range from **mild to severe** and **not everyone has exactly the same 'symptoms'**. For example, some children with dyslexia do learn to read at the same time as their peers and just have problems with spelling.

Go through the following checklists, using the one that is age appropriate for your child/student. Simply understanding how many different symptoms there are can be a revelation for many parents and educators and helps them begin to understand the child better.

No matter how many boxes you check the good news is that with targeted help, those with struggling with many of these symptoms can learn to read and spell.

We have seen it happen for hundreds of our clients!

Warmest regards

Sara Haboubi and Paula Montie

The Jumpstarting™ Team

Disclaimer: This checklist is informative, not diagnostic. It offers a general view of dyslexia symptoms but isn't for self-diagnosis. Professional evaluation is essential for an accurate diagnosis. It doesn't provide treatment advice; consult professionals for intervention plans. Dyslexia can co-occur with other conditions, and staying updated with the latest research is crucial. Using this checklist implies understanding this disclaimer. Seek professional guidance for accurate evaluation and support.

Challenges and Difficulties

Section 1: Under 5 years of age.

Sign/Indicator		Yes
1	Learnt to speak later than other children of the same age.	<input type="checkbox"/>
2	Finds learning the letter names of the alphabet really hard.	<input type="checkbox"/>
3	Doesn't recognise rhymes such as: sad, bad, had.	<input type="checkbox"/>
4	Gets confused when pronouncing longer words.	<input type="checkbox"/>
5	Can't remember the right word to use in a sentence.	<input type="checkbox"/>
6	Has a history of 'glue ear' or similar early childhood difficulties.	<input type="checkbox"/>
7	Finds it hard to remember the names of familiar objects, e.g. spoon, cup.	<input type="checkbox"/>
8	Has other members of the family with similar difficulties.	<input type="checkbox"/>
9	Has difficulty learning nursery rhymes.	<input type="checkbox"/>

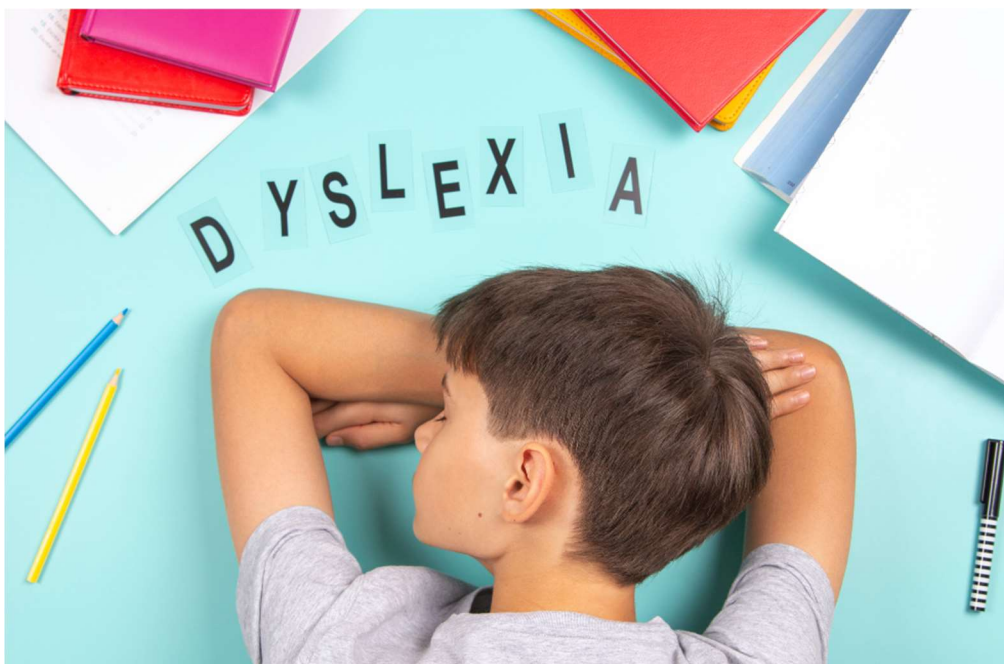


Section 2: Primary School Age: 5+

Sign/Indicator		Yes
1	Has difficulty remembering letter names and their sounds.	<input type="checkbox"/>
2	Finds it hard to hear and identify the different sounds that blend together to make a word? e.g can't break a word down into b-r-i-ng.	<input type="checkbox"/>
3	After some time at school, continues to confuse/reverse some letters such as b and d, p and q. May also reverse numbers.	<input type="checkbox"/>
4	While other children are starting to read more fluently and recognise words automatically, continues to painstakingly sound out most words.	<input type="checkbox"/>
5	After much practice and you think they've 'got it', fails to recognise a word later in the text – perhaps even on the same page.	<input type="checkbox"/>
6	The short 'sight or 'tricky words such as 'they', 'are', 'who', 'how' are proving to be almost impossible to remember.	<input type="checkbox"/>
7	While other children seem to have magically moved on to being able to spell accurately, continues to spell most words phonetically e.g 'wun' for one or won, 'sed' for said, 'lite' for light.	<input type="checkbox"/>
8	Might be able to read correctly but does not really understand or remember what they have read - doesn't follow punctuation?	<input type="checkbox"/>
9	Poor handwriting.	<input type="checkbox"/>
10	Has difficulty remembering sequences such as the days of the week or months of the year or a set of instructions.	<input type="checkbox"/>
11	Has difficulty telling left from right.	<input type="checkbox"/>
12	Has difficulty copying accurately from the board or a textbook.	<input type="checkbox"/>
13	Showing lack of self-confidence, unwillingness to attempt tasks and becoming frustrated	<input type="checkbox"/>
14	Cannot see words or numbers inside their mind's eye, or has difficulty stabelising images of words and numbers	<input type="checkbox"/>

Section 3: Secondary School Age: 12+

Additional Sign/Indicator		Yes
1	Makes many mistakes when reading, often guesses at words and finds it a challenge to understand, identify main points and remember what has been read.	<input type="checkbox"/>
2	Makes attempts to spell, relies on knowledge of phonics, spellings are inconsistent.	<input type="checkbox"/>
3	Essay writing a real challenge – finds it hard to plan and organise ideas into a logical structure.	<input type="checkbox"/>
4	Takes a long time to settle to a writing task and is very slow to complete it – often rushes the end or gives up altogether.	<input type="checkbox"/>
5	Can seem disorganized – not remembering appointments, not having the right equipment etc.	<input type="checkbox"/>
6	Low self-esteem beginning to affect well-being.	<input type="checkbox"/>
7	Emotional and behavioural difficulties beginning to appear – lots of avoidance strategies employed	<input type="checkbox"/>
8	Finds it difficult to control their mental imagery	<input type="checkbox"/>



Section 4: Strengths and Talents

It is really important to recognise that many children with dyslexia have particular strengths.



Do any of the following also apply?		Yes
1	Good verbal skills, articulate and wide vocabulary	<input type="checkbox"/>
2	Creative, artistic, inventive and/or good at model building	<input type="checkbox"/>
3	Good at sports, dance or other physical activities	<input type="checkbox"/>
4	Able to focus and concentrate for hours on what they enjoy and are good at; computer games, building Lego, etc.	<input type="checkbox"/>
5	Able to recall in great detail events and movies	<input type="checkbox"/>
6	Musically talented	<input type="checkbox"/>
7	When interested in a subject, able to learn and remember vast amounts	<input type="checkbox"/>
8	Good at solving problems and can see solutions from different perspectives, particularly seeing the 'big picture'	<input type="checkbox"/>
9	When interested in an activity or subject can focus and concentrate for hours!	<input type="checkbox"/>

Results

As this is not a diagnostic tool, the results simply give an indicator of what difficulties a student is experiencing.

Section	How many did you tick?	Notes – What else is your child/student displaying?
Section 1	/9	
Section 2	/14	
Section 3	/8	
Section 4	/9	

If a child is experiencing 50% or more of these signs the likelihood is that an assessment will confirm a learning difficulty label. Some students may only display a few of these signs BUT may experience serious learning issues as a result. We therefore recommend that no matter what the score the child receives the help they need to ensure they become confident, independent and competent learners.

This checklist is useful to present to a teacher or assessor and should you choose to access our Jumpstarting™ one to one coaching, will be a great starting point for the coach.

You can book a FREE 30 mins discovery session: <https://calendly.com/sara-haboubi/30min>

For enquiries and more information regarding one to one coaching email Sara Haboubi at sara@jumpstartinglearningskills.com.