

Late Primary or Early Secondary Screening Sheet

Reading

- { } A dislike or avoidance of reading
- { } Slow, hesitant reader who works sounds out each word
- { } Omission or addition of words and sometimes lines
- { } Difficulty in recognising familiar words especially if spelt irregularly, e.g. “through”, “should”
- { } Repeatedly losing the place or cueing when reading
- { } Confusion between similar looking words, e.g. “for”, “from”, “of”
- { } Difficulty in breaking down long words into syllables
- { } Sometimes omitting syllables from words
- { } Disregard of punctuation
- { } Reading words as anagrams, e.g. “tired” as “tried”
- { } Difficulty in understanding the overall content of a text
- { } Tires easily when reading
- { } Complains of sore eyes or headaches when reading
- { } Poor standard of reading in comparison to verbal ability
- { } Poor standard of reading in comparison to drawing ability
- { } **Subtotal**

Writing

- { } Generally poor at spelling
- { } Very slow at writing
- { } Spelling tends to be bizarre
- { } Does not seem to remember how to spell common irregularly spelt words, e.g. “who”, “out”, “why”
- { } Clumsy handwriting
- { } Letters formed or written incorrectly
- { } Messy presentation with many crossings out
- { } Difficulty in copying from the blackboard or overhead projector
- { } Mixing upper and lower case letters - particularly “b” and “d”
- { } Letters in a word frequently in incorrect order
- { } Words spelt in different ways in the same passage
- { } Letters, syllables and words omitted or repeated
- { } Frequent misuse of vowels within words especially when the spelling sounds as though it is a different letter, e.g. “was” as “wos”, “some” as “sum”

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- { } Difficulty in expressing thoughts into writing
- { } Poor use of punctuation
- { } Over-frequent use of “and” with sentences all linked together
- { } Losing the point of a story being written
- { } Difficulty in taking notes from dictation
- { } Poor standard of written work in comparison to oral ability
- { } **Subtotal**

Other

- { } A history of slow or poor speech development
- { } A child who was always asking questions
- { } Difficulty in learning to tell the time, especially with an analogue clock
- { } Difficulty in remembering anything in sequential order, e.g.. months, lists of names, times tables
- { } Difficulty in carrying out or remembering lists of instructions
- { } Generally forgetful - forgetting homework, dinner money, times, etc.
- { } A bright child with good verbal ability
- { } General lack of confidence
- { } Easily distracted
- { } Poor concentration in reading or writing tasks
- { } Special aptitude for artistic, mechanical or technical tasks
- { } **Subtotal**

- { } **Total out of 45**

Any student who scores more than half of the boxes should be considered for further referral and will almost certainly benefit from the teaching advice in this book.