

Late Infant or Early Primary Screening sheet

Reading

- { } Delayed learning to read
- { } Reading slow and hesitant
- { } Sounding out or decoding most words when reading
- { } Failure to recognise familiar irregular words, e.g. “whose”, “right”, “hour”
- { } Reading words as anagrams, e.g. “was” as “saw”, “on” as “no”
- { } Confusion between “b” and “d” and sometimes “p”
- { } Repeatedly getting stuck on the same words throughout a passage
- { } Difficulty understanding overall content
- { } Tires easily with reading or complains of sore eyes
- { } Dislikes reading
- { } Omission or addition of words or lines
- { } Poor standard of reading in comparison with oral ability
- { } **Subtotal**

Writing

- { } Slowness at learning to spell
- { } Letters and numbers often reversed
- { } Spelling tends to be bizarre
- { } Incorrectly formed or written letters
- { } Failure to write “p” and “g” or “q” sitting down on line
- { } Confusion between “b” and “d” and sometimes “p”
- { } Difficulty in keeping writing on lines of page
- { } Confusion between “b” and “d” or always writing them as capitals
- { } Order of letters within a word frequently incorrect
- { } Great difficulty in remembering how to spell common “sight” words. e.g. “say”, “so”, and “who”
- { } Words spelt in different ways in same piece of writing
- { } Difficulty in reading back what he/she has written
- { } A dislike or avoidance of writing
- { } Difficulty in copying from book or blackboard
- { } Poor standard of written work in comparison with oral ability
- { } Poor standard of writing in comparison with drawing
- { } **Subtotal**

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Other

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|---|---|---|
| { | } | A history of slow or poor speech development |
| { | } | A child who was always asking questions |
| { | } | Confusion between right and left |
| { | } | Difficulty tying shoelaces or remembering which foot to put each shoe on |
| { | } | Difficulty doing up buttons into correct buttonholes |
| { | } | Confusion between prepositions, e.g. "in/out", "before/behind" |
| { | } | Difficulty in carrying out more than one instruction at a time |
| { | } | Difficulty in remembering what day/month it is |
| { | } | Difficulty in remembering anything in sequential order, e.g. months of year |
| { | } | Generally forgetful - forgetting homework, dinner money, etc |
| { | } | Difficulty in learning to tell the time, especially with analogue clocks |
| { | } | Difficulty in learning times tables or number sequences |
| { | } | Difficulty in remembering number bonds |
| { | } | Poor concentration on reading or writing tasks |
| { | } | Easily distracted |
| { | } | Generally lacking in confidence |
| { | } | Special aptitude in artistic or mechanical tasks |
| { | } | A bright child who wants to learn and understand how things work |
| { | } | 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.