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Description automatically generated**

**Coast Education Key Stage 1 Dyslexia Checklist (for parent/carer)**

**Please complete this and send it back to:** [**office@coast-education.co.uk**](mailto:office@coast-education.co.uk) **or by photograph to 07521005842.**

**A specialist assessor will analyze your responses and give you appropriate specialist advice. This is a NO FEE service.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** |  | | | **Year Group** |  | | |
| **DOB** |  | **Age** |  | | | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Difficulties** | **Yes** | **No** |
| Family history of similar difficulties |  |  |
| May have walked early but did not crawl |  |  |
| History of intermittent hearing problems or had to have grommets |  |  |
| Difficulty in getting dressed, doing up buttons, tying shoelaces |  |  |
| Can be clumsy and show a lack of coordination (can find it hard to catch a ball/hold a pencil) |  |  |
| Slow to develop speech or speech is unclear |  |  |
| Finds it hard to read and/or spell sight words (such as ‘was, said, were, one, two, you’) |  |  |
| Problems finding the right word to describe things |  |  |
| Difficulty in pronouncing long words (multi - syllabic) (for example, ‘elephant’, ‘flamingo’) |  |  |
| Lack of awareness of rhyme (think of a word that rhymes with ‘house’) |  |  |
| Lack of awareness of sounds in words (for example, ‘what is the last sound in ‘bird?’ What is the second sound in ‘flat?’) |  |  |
| Difficulty with naming letters (letter names, not sounds) |  |  |
| Does not like writing |  |  |
| Finds it hard to remember phonics (for example, forgets sounds that letters or letter groups represent, or can’t recall the letters that represent the sounds) |  |  |
| Little interest in print/ avoidance of reading |  |  |
| Inability to read cvc words (cat, hen, sit) |  |  |
| Enjoys being read to, but can lose the thread of a story |  |  |
| Difficulty in following instructions |  |  |
| Poor concentration |  |  |
| Seems to tire quickly when carrying out reading or writing based tasks |  |  |
| Pace reading or writing seems slow |  |  |
| Other (describe) |  |  |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Yes** | **No** |
| Good receptive vocabulary (does your child understand words and their meanings?) |  |  |
| Imaginative |  |  |
| Enjoys practical activities – construction toys, etc. |  |  |
| Enjoys conversation |  |  |
| Empathetic to the needs/feelings of others |  |  |
| Enjoys solving problems (practically or puzzles etc) |  |  |
| Interested in finding things out |  |  |
| Good comprehension of texts when read to |  |  |
| Prefers drawing pictures than writing |  |  |
| Other (describe) |  |  |



Quiz for your child. (This is optional but is very helpful for the assessor). It is important that you use letter sounds (as in when a word is sounded out), not names (as in when you say the alphabet).

Read the following to your child and let them answer. You are reading out **ALL** the words that are in **BOLD**.

Praise your child for all answers (respond with something like ‘well done’ if correct or ‘great try’ if incorrect). Only repeat the questions once, if necessary.

|  |  |  |
| --- | --- | --- |
| Question (READ OUT CLEARLY) | Answer | Write your child’s response below |
| **The first sound in the word hat is ‘h.’ What is the first sound in the word fish?** | f , the SOUND ‘f’ as in ‘fun.’ |  |
| **What is the first sound in the word dog?** | d |  |
| **The last sound in the word cap is ‘p.’ What is the last sound in the word pot?** | t |  |
| **Say ‘hotdog.’** | hotdog |  |
| **Say ‘hotdog’ without saying ‘hot’** | dog |  |
| **Say sold** | sold |  |
| **Say sold without saying ‘s’** | old |  |
| **Say bike** | bike |  |
| **Say bike without saying ‘k’** | by |  |
| **Say elephant** | elephant |  |
| **Say flamingo** | flamingo |  |
| **Say instinct** | instinct |  |
| **The word bin has three sounds. b – i – n . what is the first sound in the word bin?** | b |  |
| **The word bit has three sounds b – i – t.**  **What is the last sound in the words bit?** | t |  |
| **Say plate** | plate |  |
| **Say plate without saying ‘p.’** | late |  |
| Spellings  Read these out to your child. Repeat once if needed. Please copy the word your child wrote exactly into the last column, including any reversals.  My child wrote: | | |
| **Write the word ‘two’ as in ‘I have two feet.’** | two |  |
| **Write the word ‘was’ as in ‘I was at the shop.’** | was |  |
| **Write the word ‘said’ as in ‘I said it was funny.’** | said |  |
| **Write the word ‘jumped’ as in ‘I jumped over the wall.’** | jumped |  |
| **Write the word ‘which’ as in ‘which sweet shall I have?’** | Which |  |

Has your child had any screening assessments at school?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please add any other information you feel is relevant. (For example, any other diagnoses or reports).

Would you like an ADHD screening checklist? \_\_\_\_\_\_\_\_\_\_\_\_\_

Would you like a dyspraxia screening checklist?\_\_\_\_\_\_\_\_\_\_\_

Please provide your contact details so the assessor can give you feedback.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number (Optional)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please note that this is a NO FEE service, but you will receive feedback within four weeks.