

## The Early Signs: Ages 3-5 Years

**Pupil's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### The Early Signs: Ages 3-5 Years.

The presence of a number of these characteristics may indicate that the child is at risk of developing dyslexic learning difficulties. When considering these characteristics, it is important to remain mindful of the following:

- a. No child will have all these characteristics.
- b. Some characteristics are more common than others.
- c. All children will have some of these characteristics to some degree.
- d. The number of symptoms seen in a particular child does not give an indication as to whether the dyslexia is mild or severe. It is important to consider if the behaviours are chronic and appear in clusters.

### **Speaking and Listening:** delays, disorders, and deviations

- 1. \_\_\_ Is later than most children in learning to speak
- 2. \_\_\_ Has difficulty pronouncing some, especially multi-syllabic, words
- 3. \_\_\_ Has difficulty separating spoken words into sounds and blending spoken sounds to make words (i.e., has difficulty with phonological awareness)
- 4. \_\_\_ Experiences auditory discrimination problems (i.e. confuses some language sounds, e.g. /f/ and /v/, fan and van)

5. \_\_\_Is prone to spoonerisms (e.g. chish and fips for fish and chips)
6. \_\_\_Has difficulty with rhyming
7. \_\_\_Is unable to recall the right word
8. \_\_\_Is slow to add new vocabulary
9. \_\_\_May have difficulty telling and/or retelling a story in the correct sequence

**Early Literacy:** difficulties with the early skills of reading, writing and spelling

1. \_\_\_Exhibits delays in acquiring emergent literacy skills (e.g., understanding that written language progresses from left to right, discriminating between letters, words and sentences)
2. \_\_\_Experiences problems learning the alphabet
3. \_\_\_Has trouble learning to write and spell his/her own name

**Memory:** difficulty in remembering information and instructions

1. \_\_\_Has trouble learning numbers, days of the week, colours and shapes
2. \_\_\_Is unable to follow multi-step directions or routines

**Motor coordination:** difficulty coordinating eye and hand

1. \_\_\_Has difficulty maintaining rhythm
2. \_\_\_Is developing fine motor skills more slowly than other children

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