

The Early Primary School Signs: Ages 5-7 Years

Pupil's Name: _____

Date: _____

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If a pupil, between 5-7 years of age, displays any of the following characteristics, the teacher should intervene. The presence of a number of these characteristics or those on the previous checklist for 3-5 year olds may indicate that the child is 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:

1. ___ Has difficulty separating words into sounds, and blending sounds to form words (phonemic awareness)
2. ___ Has difficulty repeating multi-syllabic words (e.g., *emeny* for *enemy*; *pasghetti* for *spaghetti*)

Early Literacy: difficulties with reading, writing and spelling

1. ___ Is slow to learn the connection between letters and sounds (alphabetic principle)
2. ___ Has difficulty decoding single words (reading single words in isolation)
3. ___ Has poor word attack skills, especially for new words
4. ___ Confuses small or 'easy' words: *at/to*; *said/and*; *does/goes*)
5. ___ May make constant reading and spelling errors including:
 - Letter reversals (e.g., *d* for *b* as in *dog* for *bog*)

- Letter inversions (e.g., *m* for *w*)
 - Letter transpositions (e.g., *felt* and *left*)
 - Word reversals (e.g., *tip* for *pit*)
 - Word substitutions – *house* for *home*
6. ___ Reads slowly with little expression or fluency (oral reading is slow and laborious)
 7. ___ Has more difficulty with function words (e.g., *is*, *to*, *of*) than with content words (e.g., *cloud*, *run*, *yellow*)
 8. ___ Has difficulty building up a sight vocabulary
 9. ___ Reading comprehension is below expectation due to poor accuracy, fluency and speed
 10. ___ Reading comprehension is better than single-word reading
 11. ___ Listening comprehension is better than reading comprehension

Arithmetic: difficulty in performing arithmetic operations or in understanding basic concepts

1. ___ Has trouble learning facts (e.g. tables)

Reasoning: difficulty in organising and integrating thoughts

1. ___ May be slow to learn new skills, relying heavily on memorising without understanding
2. ___ Has difficulty planning or organising
3. ___ Has trouble learning to tell the time with an analogue clock or watch

Motor coordination: difficulty coordinating eye and hand

1. ___ Uses awkward pencil grip
2. ___ Has slow and poor quality handwriting
3. ___ Has poor fine motor co-ordination

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