



Fact Sheet 1

## DUDLEY DYSLEXIA ASSOCIATION

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[www.dudleydyslexia.co.uk](http://www.dudleydyslexia.co.uk)

### Indications of Dyslexia

If a child has several of these indications, further investigation should be made. The child may be dyslexic, or there may be other reasons. This is not a checklist.

#### 1. Persisting factors.

There are many persisting factors in dyslexia, which can appear from an early age. They will still be noticeable when the dyslexic child leaves school.

These include:

- Obvious 'good' and 'bad' days, for no apparent reason,
- Confusion between directional words, e.g. up/down, in/out,
- Difficulty with sequence, e.g. coloured bead sequence, later with days of the week or numbers,
- A family history of dyslexia/reading difficulties.

#### 2. Pre-school.

- Has persistent jumbled phrases, e.g. 'cobbler's club' for 'toddler's club'
- Use of substitute words e.g. 'lampshade' for 'lamppost'.
- Inability to remember the label for known objects, e.g. 'table, chair'.
- Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'.
- Later than expected speech development.

Pre-school non-language indicators.

- May have walked early but did not crawl - was a 'bottom shuffler' or 'tummy wriggler'.
- Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.
- Enjoys being read to but shows no interest in letters or words.
- Is often accused of not listening or paying attention.
- Excessive tripping, bumping into things and falling over.
- Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping.
- Difficulty with clapping a simple rhythm.

### **3. Primary school age.**

- **Has particular difficulty with reading and spelling.**
- **Puts letters and figures the wrong way round.**
- **Has difficulty remembering tables, alphabet, formulae etc.**
- **Leaves letters out of words or puts them in the wrong order.**
- **Still occasionally confuses 'b' and 'd' and words such as 'no/on'.**
- **Still needs to use fingers or marks on paper to make simple calculations.**
- **Poor concentration.**
- **Has problems understanding what he/she has read.**
- **Takes longer than average to do written work.**
- **Problems processing language at speed.**

#### **Primary school age non-language indicators:**

- **Has difficulty with tying shoe laces, tie, dressing.**
- **Has difficulty telling left from right, order of days of the week, months of the year etc.**
- **Surprises you because in other ways he/she is bright and alert.**
- **Has a poor sense of direction and still confuses left and right.**
- **Lacks confidence and has a poor self image.**

### **4. Aged 12 or over.**

#### **As for primary schools, plus:**

- **Still reads inaccurately.**
- **Still has difficulties in spelling.**
- **Needs to have instructions and telephone numbers repeated.**
- **Gets 'tied up' using long words, e.g. 'preliminary', 'philosophical'.**
- **Confuses places, times, dates.**
- **Has difficulty with planning and writing essays.**
- **Has difficulty processing complex language or long series of instructions at speed.**

#### **Aged 12 or over non-language indicators:**

- **Has poor confidence and self-esteem.**
- **Has areas of strength as well as weakness.**