**Learning Difficulties Checklist for a Primary Student**

This checklist can help identify potential signs of Learning Disabilities (i.e. Dyslexia, Dysgraphia and/or Dyscalculia). Please tick the current difficulties for your student/child.

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| READING lacks awareness of the sounds in spoken words (e.g. has difficulty identifying individual sounds, sound order, rhymes, and syllables)  difficulty learning and remembering letter-sounds links (phonics)  hesitant, slow, inaccurate and labored reading, especially when reading aloud.  relies on a visual ‘look and say’ approach to reading, often using the initial letters as the cue.  relies on the context of the story and picture cues to identify words.  difficulty decoding unfamiliar words.  confuses words that look alike (e.g. was/saw, for/from, the/that, place/palace)  mis-reads or omits small words (for, of, with, an, the) and word endings (-ing, -ed, -ly)  loses his/her place when reading. |
| SPELLING limited spelling vocabulary – tendency to use only those words they know how to spell.  tends to spell words phonetically (e.g. traffic/trafick, adventure/advencher)  avoids words with more complex spelling.  auditory discrimination difficulties leading to incorrect letter choice in spelling (e.g. p/b, t/d)  omits letters from words when spelling (e.g. ‘moring’ for ‘morning’)  mis-sequences the letters in words (e.g. friend/freind)  spells the same word in several ways without recognizing the correct version (e.g. spelling ‘said’ as‘sed’, ‘siad’, and ‘sede’ within the same piece of work) |

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| WRITING difficulty getting thoughts down on paper.  significant difference between the written work produced and oral language skills.  inappropriate use of uppercase letters usually because the child feels more secure with the capital form (e.g. raBBit, Dog)  produces untidy work with many cross outs and words tried several times.  difficulty reading back own written work.  difficulty copying accurately from the blackboard, particularly when under time pressure.  slow handwriting speed |
| MATH difficulty learning and recalling basic number facts such as number bonds e.g. 6 + 4 = 10  still uses fingers to count instead of using advanced strategies (e.g. mental math)  poor understanding and may confuse identification and use of the math symbols +, -, x and /  struggles to recognise that 3 + 5 is the same as 5 + 3  difficulties reading analog clocks and telling time.  has trouble with place value, putting numbers in the wrong column.  finds it difficult to understand math language – phrases such as *greater than, less than*  struggles to understand math worded problems.  difficulty working out the total cost of items.  may avoid situations that require understanding numbers – playing games, paying for things. |
| OTHERS (Please elaborate if any). |