How to Tell if a Pre-K to Kindergarten Child may be At-Risk for Dyslexia

Do you have a child or student who puzzles you, displaying well-developed skills and abilities in some areas and unexpected difficulties in others? Complete this checklist to determine if that child could be at risk for dyslexia.

**Child’s Name_______________________________   Teacher __________________**

**BACKGROUND**
- family history of literacy learning problems
- delay in the onset and/or the development of speech and language
- seems bright and capable but not making expected progresses
- is unhappy soon after starting school

Compared to their age peers dyslexic children often display difficulties in the following areas:

**SPEECH DIFFICULTIES**
Dyslexic children typically have well-developed oral language skills but display specific speech problems, such as:
- gets sounds in words muddled up (e.g., says 'flutterby' for butterfly')
- mixes up words (e.g., says 'jungled' for 'jumbled')
- displays word finding difficulties (e.g., calls a 'stamp' a 'sticker' or often uses words like 'thing', 'stuff or 'junk')

**MEMORY DIFFICULTIES**
- finds it hard to remember the words in nursery rhymes, songs, poems, etc.
- has a poor memory for names (of friends, teacher, etc.)
- difficulty remembering instructions

**DIFFICULTIES IN ACQUIRING PRE-LITERACY SKILLS**
- has unexpected difficulty developing reading and spelling skills
- enjoys listening to stories read aloud but shows little interest in letters or words
- has trouble learning and remembering the sounds corresponding to the letters of the alphabet
- has trouble learning and remembering common sight words (e.g., you, have, like, come, etc.)
- cannot write own name correctly from memory by age 5
- has difficulty recognizing numbers after considerable exposure at pre-school/school

**PHONOLOGICAL PROCESSING DIFFICULTIES**
- displays poor phonological awareness skills (i.e., finds it hard to reflect upon the sound structure of spoken word
- has difficulty analyzing spoken language into its component parts (e.g., sentences, words, sounds)
- has trouble recognizing and predicting rhyme (e.g. trouble picking the odd one out of sand/hand/cup)
- fails to appreciate alliteration (e.g., trouble picking the odd one out of jam/jug/bed)
- confuses similar sounding words (e.g., cone/comb)