

# SpLD Screening Checklist [www.oakabooks.co.uk](http://www.oakabooks.co.uk)

| Observation  | Never | Sometimes | Often |
|--|-------|-----------|-------|
| Apparent fluency with reading but difficulty with decoding unfamiliar words.                   |       |           |       |
| Difficulty matching sounds to letters and/or letter groups.                                    |       |           |       |
| A tendency to guess at words rather than breaking them down.                                   |       |           |       |
| Cannot identify rhyme.   |       |           |       |
| Does not want to read out loud in class.   |       |           |       |
| Mistakes in pronunciation or syllables confused i.e "remember" pronounced "renember"           |       |           |       |
| Gap between verbal ability and written work.   |       |           |       |
| Spellings phonetically plausible but incorrect.  |       |           |       |
| Can't remember verbal information or does not seem to follow class discussions.                |       |           |       |
| Doesn't seem to remember or understand what they have just read or what has been read to them. |       |           |       |
| Work not finished on time.   |       |           |       |
| Bizarre spelling.  |       |           |       |
| Copying from the board is very slow.   |       |           |       |
| Asks friends what was just said.   |       |           |       |
| Can't remember times-tables.   |       |           |       |
| Not keen to contribute in class.   |       |           |       |
| Mental maths makes them stressed.  |       |           |       |
| Copying from the board not finished.   |       |           |       |
| Often forgets books or equipment.  |       |           |       |
| Homework not written down properly.  |       |           |       |
| Letters reversed (after KS1).  |       |           |       |
| Swings their chair and fidgets.  |       |           |       |
| Poor formation of letters, spacing and position on the page when writing.                      |       |           |       |
| Struggles with subjects which require good visual spatial skills, (geography and geometry).    |       |           |       |
| Finds it hard to start writing.  |       |           |       |
| Poor sequencing in written work.   |       |           |       |
| Skips lines completely or misses words when reading.   |       |           |       |
| Loses concentration and daydreams.   |       |           |       |
| Can be withdrawn or worried.   |       |           |       |
| Is self-critical and keeps re-starting work or tears up work.                                  |       |           |       |