



Dyslexia Screener - Parent Referral Form

Please complete this form if you have concerns over a student who does not appear to be making the expected progress in class.

Name of Parent:

Name of student:

Form:

Please e-mail SENDCO@rushcliffespencer.org.uk if you think your child may be dyslexic or you have other concerns such as slower processing skills or handwriting issues. Please indicate below and please feel free to add further comments in your email.

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 definitive checklist.

- ☐ A family history of dyslexia/reading difficulties.
- ☐ 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'.
- ☐ Poor concentration.
- ☐ Has problems understanding what he/she has read.
- ☐ Takes longer than average to do written work.
- ☐ Problems processing language at speed.
- ☐ Confusion between directional words, e.g. up/down, in/out, left and right
- ☐ 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.
- ☐ 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.
- ☐ Has poor confidence and self-esteem.
- ☐ Has organisational difficulties

Additional Comments:



“Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills; others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite ... conventional teaching. It is independent of socio-economic or language background.”

-British Dyslexia Association (BDA)