

Dyslexia-Friendly Reading Checklist For Teachers and Parents Identifying Reading Support Needs & Implementing Dyslexia-Friendly Strategies

Child's Name: _____ Age/Grade: _____ Date: _____
Completed by: _____ (Teacher / Parent / Both)

Section 1: Signs of Reading Difficulties (Check if observed)

Early Reading / Phonological Awareness

- Difficulty learning the alphabet or naming letters quickly
- Trouble rhyming words or recognizing similar sounds
- Difficulty breaking words into sounds (e.g., cat = /c/ /a/ /t/) or blending sounds
- Confuses letters that look similar (b/d, p/q, m/w) or sound similar
- Slow to learn letter-sound correspondence

Reading Fluency & Accuracy

- Reads slowly, choppy, or without expression
- Frequently guesses words based on first letter or picture
- Skips small words (the, and, of) or adds extra words
- Loses place while reading or needs to use a finger/ruler to track
- Avoids reading aloud or shows anxiety/frustration during reading

Spelling & Writing

- Spells words the way they sound (phonetically) but not correctly
- Mixes up order of letters in words
- Poor handwriting or difficulty copying text
- Avoids writing tasks

Comprehension & Memory

- Good listening comprehension but poor reading comprehension
- Difficulty remembering what was just read
- Trouble following multi-step directions
- Stronger in subjects that don't require much reading (art, sports, math facts)

Other Common Indicators

- Family history of reading or spelling difficulties
- Late talking or speech pronunciation issues
- Low self-esteem or frustration related to schoolwork

Total signs checked: _____ (More than 5–6 may indicate need for further support)

Section 2: Dyslexia-Friendly Reading Strategies (Implementation Checklist)

Use these strategies to support the child:

Environment & Materials

- Provide coloured overlays, tinted paper, or pastel backgrounds
- Use larger font (12–14 pt) and double spacing
- Allow extra time for reading tasks
- Reduce the amount of text on a page when possible

During Reading

- Pre-teach new vocabulary and difficult words
- Read aloud to the child or use audio books/ text-to-speech tools
- Break reading into short chunks with breaks
- Use a reading ruler or bookmark to track lines

Teaching Approaches

- Explicit phonics instruction (structured, systematic, multi-sensory)
- Teach using multi-sensory methods (see it, say it, trace it, hear it)
- Focus on strengths – pair reading with the child’s interests
- Teach sight words and high-frequency words separately

Assessment & Support

- Allow oral responses instead of written ones when possible
- Provide copies of notes or recorded lessons
- Use assistive technology (speech-to-text, reading apps)
- Give positive feedback focused on effort and progress

Strategies Currently Implemented: (Write or check which ones you are already using)

Section 3: Next Steps & Notes

- Discuss observations with teacher/parent/school support team
- Consider formal screening or assessment for dyslexia
- Track progress over the next 4–6 weeks
- Additional notes or specific concerns