

## **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