



# Symptoms of Dyslexia

# Screening Checklist





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**Hi, my name is Marie Rippel** and I'm the author of the *All About® Reading* and *All About® Spelling* programs.

**Different people have different signs and symptoms of dyslexia.** There is a wide variation, and the symptoms can range from mild to severe.

**It's important to note that a child can have many of these symptoms** without actually being dyslexic. If a systematic phonics method was not used for reading and spelling instruction, the child may simply lack the skills necessary to read and write fluently.



**When students are taught using the multisensory approach** used by the *All About Reading* and *All About Spelling* programs, the symptoms of dyslexia can be significantly improved, and may even completely disappear.

**If you have any questions at all,** please call us at 715-477-1976, or email us at [support@allaboutlearningpress.com](mailto:support@allaboutlearningpress.com). My staff and I are passionate about helping children read and spell, and we would love to help you.

**Make learning a joy!**

*Marie Rippel*

Marie Rippel  
Founder, All About Learning® Press, Inc.

**Below you'll find a list of dyslexia symptoms.** Displaying *a few* of these symptoms does not automatically mean a child has dyslexia. However, if *many* of the symptoms are displayed, the child may have dyslexia.

**Please note:** This list is a simple preliminary screening and is not intended to replace professional diagnostic tools.

## Reading Problems

- ☐ Loses place on the page, skips lines, or rereads lines.
- ☐ Reads words in the wrong order.
- ☐ Skips small words such as *a, the, to, of, were,* and *from*.
- ☐ Recognizes a word on one page but not on the next page.
- ☐ Inserts extra letters in a word when reading. For example, may read *tail* as *trail*. The misread word often has the same beginning and ending letters as the target word.
- ☐ Deletes letters in a word when reading. For example, may read *sag* instead of *sang*. Again, the misread word often has the same beginning and ending letters as the target word.
- ☐ Switches the order of letters in a word. For example, may read *mug* as *gum*.
- ☐ Substitutes words with similar meanings when reading stories. For example, may read *said* instead of *shouted*.
- ☐ Substitutes similar-looking words, such as *house* for *horse*.



### More Resources

We have a compilation of dyslexia and struggling learner resources on one easy page. Find e-books and articles to help by visiting the web address below.

<http://bit.ly/Dyslexia-Resources>

- ☐ Ignores punctuation when reading.
- ☐ Makes up part of the story based on the illustrations or context clues instead of reading the actual words on the page.
- ☐ Reads at a level substantially below that of peers.
- ☐ Demonstrates poor reading comprehension.
- ☐ Has difficulty reading single words on a flashcard.
- ☐ Is fatigued after reading for a short time.

## Spelling Problems

- ☐ Inserts extra letters in a word when spelling. For example, may write *tail* as *trail*. The misspelled word often has the same beginning and ending letters as the target word.
- ☐ Deletes letters in a word when spelling. For example, may write *caft* instead of *craft*. Again, the misspelled word often has the same beginning and ending letters as the target word.
- ☐ Switches the order of letters in a word. For example, may write *speical* instead of *special*.
- ☐ Has difficulty copying words from another paper or the board. Copies letter by letter, referring to the original copy for almost every letter.
- ☐ Produces messy papers, including many crossed-out or erased words.
- ☐ Misspells many common words like *said*, *there*, and *does*.
- ☐ May be able to spell the words on a spelling test after much studying, but then misspells the same words outside of spelling class.

## Sequencing Problems

Students with dyslexia often have difficulty with sequencing (remembering a sequence). This leads to symptoms such as:

- ☐ Difficulty remembering the entire alphabet.
- ☐ Difficulty following instructions that have more than one step.
- ☐ Difficulty remembering the days of the week and months of the year.
- ☐ Difficulty remembering phone numbers.
- ☐ Difficulty following spoken instructions.

## Handwriting Problems

Many dyslexics also have *dysgraphia*, which is a developmental disability that makes it difficult to master handwriting. Dysgraphia can be related in part to sequencing difficulties and in part to fine-motor control. Here are some of the symptoms of dysgraphia:

- ☐ Writes slowly and laboriously.
- ☐ Creates irregularly shaped letters.
- ☐ Grips a pencil improperly.
- ☐ Doesn't establish a dominant hand until later than peers. May switch from right to left hand while writing or coloring until after age 7 or 8.
- ☐ May write letters in the wrong direction. For example, instead of writing an o in a counterclockwise direction, child may write it in a clockwise direction. Instead of starting the letter l at the top, child may start the letter from the bottom.
- ☐ Improperly uses uppercase and lowercase letters.

- ☐ Confuses letters with a similar shape, especially the pairs b-d, m-w, and n-u.
- ☐ Poorly spaces letters, words, and sentences.
- ☐ Handwriting looks “childlike” even into the teen years.



# What's Next?

**By completing this checklist**, you've gained an understanding of the various symptoms that may suggest dyslexia.

**Although teaching a child with learning disabilities or struggles may sound difficult**, *All About Reading* and *All About Spelling* take the struggle out of learning. Our programs break down learning concepts into easy, bite-sized lessons that are both easy for you to teach and easy for your student to learn.

**While I originally developed these programs for my own child** who had a hard time learning to read and spell, they've gone on to help over 150,000 children master reading and spelling—even those who were previously diagnosed with a learning disorder.



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