

Primary School Pre-Assessment Questionnaire

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Dear SENCO,

I have been asked to provide a diagnostic assessment for **dyslexia**. It would be most appreciated if you, or another member of staff who knows the young person well, could complete as much information as possible on the form below.

Privacy and Confidentiality

Any information you provide will give valuable background information for the assessment and diagnostic report and a summary of the information will appear in the report. Information gained throughout the assessment is kept in accordance with the GDPR. To view the privacy policies of Dyslexia Solutions, please visit: www.dyslexiasolutions.co.uk Alternatively a paper copy of the privacy statement can be provided, please contact me for a copy.

Name of Child	
Name and Address of School	
Date of Birth	
School Year	

School Performance

Please provide details of the child's National Curriculum attainments:			
SATs/end of Key Stage Results	English	Maths	Science
Key Stage One			
Did the child pass the Phonics Test?		Y/N	
If yes was that at the end of year one or year two?			

Current performance in relation to peer group:							
	Below Average	Average	Above Average		Below Average	Average	Above Average
Speaking and listening				Reading Accuracy			
Writing				Reading Comprehension			
Spelling				Maths			
Science				Art			
PE				ICT			

Does the Child have any difficulty with?			
	Y/N		Y/N
Planning and organising written work?		Continually losing things?	
Getting started with written work?		Self-organisation?	
Copying from the board?		Fine motor coordination?	
Remembering instructions?		Gross motor coordination?	

Is there are discrepancy between the child's verbal ability and written work?	
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Attitude to work- please tick all that apply:							
Keen		Distracts others		Works well with help		Slow	
Independent		Competent		Lacks interest		Distractible	
Peer relationships – please tick all that apply:							
Popular		Withdrawn		Friendly		Avoids others	
Accepted		Better with younger children		Has one special friend		Dominant	

Is the child being monitored for Special Educational Needs?	Y/N
Is there an Individual Education Plan/Personalised Learning Plan?	Y/N
Please detail any current support/provision this child is receiving?	
Who gives this support? (role in school)	
What type of support?	
Length of sessions?	
Frequency of sessions? (times per week)	
Has this child been discussed/assessed/monitored by any external agencies, e.g., Educational psychologist, Behaviour support, SALT etc?	Y/N
If yes, please give details:	

Please tick any of the behaviours you have observed in the named student:

General	
Has obvious 'good' and 'bad' days for no apparent reason.	
Confuses directional words, e.g., up/down, in/out.	
Has difficulty remembering anything in a sequential order, e.g., times tables, days of the week, months of the year, alphabet.	
Has a poor sense of direction and confuses left, and right?	
Speed of processing - spoken and/or written language is slow.	
Poor concentration.	
Forgetful of words/cannot find the right word.	
Written Work	
Has a poor standard of written work compared to oral ability	
Produces messy work with many crossings out.	
Is persistently confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w.	
Has poor handwriting possibly with 'reversals' and badly formed letters.	
Spells a word several different ways in one piece of writing e.g., wipe, wype, wiep.	
Makes anagrams of words, e.g., tired for tried, breaded for bearded.	
Produces badly set out written work, does not stay close to the margin	
Has poor pencil grip	
Produces phonetic and bizarre spellings: not age/ability.	
Unusual sequencing of letters or words	
Reading:	
Is making poor reading progress	
Finds it difficult to blend letters together.	
No expression in reading.	
Poor comprehension.	
Hesitant and laboured in reading, especially when reading aloud.	
Misses out words when reading or adds extra words	

Fails to recognise familiar words.	
Loses the point of a story being read or written.	
Has difficulty picking out the most important facts from a passage.	
Time	
Has difficulty in learning to tell the time.	
Shows poor personal organisation.	
Shows poor time keeping and general awareness of time.	
Has difficulty remembering what day of the week it is: birth date, seasons of the year, month of the year.	
Difficulty with concepts – yesterday, today, tomorrow.	
Behaviour	
Employs work avoidance tactics, such as sharpening pencils and looking for books	
Seems to 'dream'. Does not seem to listen.	
Is the class clown or is disruptive or withdrawn?	
Is excessively tired due to the amount of concentration and effort required.	

Strengths:

Identify any areas of strength or above average ability.

Any other relevant information: