

## Possible indicators of dyslexia

Many of the difficulties listed below are common during a child's first year or two at school. However, if a group of these symptoms persists beyond the time when the average child has grown out of them, they may indicate dyslexia, and expert advice should be sought.

### Reading and spelling

Confusion of letters similar in shape: e.g. d / b; u / n  
Confusion of letters similar in sound: e.g. v, f, th; also vowels  
Reversals: e.g. was / saw  
Transposals: e.g. left / felt; auction / caution  
Omission or insertion of words  
Repetition of word or phrase  
Changing sequence of words: she is / is she  
Confusion of small words: of, for, from  
Bizarre spelling

### Reading

Difficulty in keeping correct place on line  
Difficulty in switching from end of line to beginning of next one  
No expression, or intonation in wrong place  
Difficulty in understanding a passage even if correctly read  
Faulty auditory sequencing: Roman merains (remains)  
Mispronouncing some words: remember  
Difficulty in "sounding out" unfamiliar words

### Writing

Foreshortening: rember (remember)  
Fusion: up (up)  
Repetition of a word or words  
Capitals left out, or in the wrong places  
i's not dotted, t's not crossed, l's crossed  
Badly formed letters or, if shape is correct, formed in unconventional way  
Difficulty in keeping on the line  
Omission of punctuation, confusion over punctuation and syntax  
Odd pencil grip  
Difficulty in copying from blackboard

### Other indications

Late in learning to speak  
Difficulty in repeating long words: e.g. unanimous, preliminary  
Confusion between: right/left; east/west; up/down; etc  
Difficulty in sequencing: alphabet, months of year, numbers, words in a sentence  
Difficulty in learning tables, or doing mental arithmetic  
Slow in looking up words in a dictionary, or names in a telephone book  
Poor concentration and memory  
Difficulty in interpreting other symbols: figures, notes in music, etc  
Late in learning to tell time, and in such things as tying shoelaces, etc  
Difficulty in understanding concepts such as: in/on/under; yesterday/tomorrow  
Other poor readers or weak spellers in the family