

Warning Signs of Dyslexia

If a child has 2 or more of the following warning signs, it does not mean that he or she has dyslexia, but having several of the signs listed below means that your child should be tested.

In Preschool

- Talks later than most.
- Mixing up the sounds & syllables in long words for example “mawn lower” instead of “lawn mower.”
- Has more difficulty than other children pronouncing words, like saying “basgetti” for “spaghetti.”
- Is slow to add new vocabulary words & is unable to recall the right word.
- Has trouble learning the alphabet, numbers, days of the week, colors, shapes, etc.
- Has difficulty reciting common nursery rhymes or rhyming words. For example the child may not be able to think of words that rhyme with the word “boy,” such as “joy,” or “toy.”
- Has a history of chronic ear infections.
- Constant confusion of left versus right.
- Late establishing a dominant hand.
- Is slow to develop fine motor skills. For example, your child may take longer than others of the same age to learn how to hold a pencil in the writing position, use buttons & zippers, & brush his or her teeth.
- Has difficulty separating sounds in words & blending sounds to make words.
- May have a close relative with dyslexia.

Primary Grades K-4

- Has difficulty reading single words that are not surrounded by other words.
- Is slow to learn the connection between letters & sounds.
- Confuses small words such as “at” & “to” or “does” with “goes.”
- Makes consistent reading & spelling errors, including:
 - Letter reversals such as “d” for “b”
 - Word reversals like “tip” for “pit”
 - Inversions such as confusions between “m” & “w” or “u” & “n”
 - Transpositions like mixing up “felt” & “left”
 - Substitutions such as “house” & “home”

- Shows signs of dysgraphia (slow, non-automatic handwriting).
- Extreme difficulty learning cursive.
- Slow, choppy, inaccurate reading:
 - guesses based on shape or context
 - skips or misreads prepositions (at, to, of)
 - ignores suffixes
 - can’t sound out unknown words
- Has terrible spelling.
- Often can’t remember sight words (they, were, does) or homonyms (their, they’re, and there)
- Has difficulty telling time using a clock with hands.
- Has trouble with math
 - memorizing multiplication tables,
 - memorizing a sequence of steps
 - directionality
- When speaking, difficulty finding the correct word.
 - lots of “whatyamacallits” & “thingies”
 - common sayings come out slightly twisted

Primary Grades 5-8

- Reads at a lower level than expected.
- Reverse letter sequences such as “soiled” for “solid” or “reason” for “respond.”
- Is slow to recognize & learn prefixes, suffixes, root words, & other reading & spelling strategies.
- Has difficulty with spelling, may spell the same word differently on the same page.
- Avoids reading out loud.
- Has trouble with word problems in math.
- Writes with difficulty or has illegible handwriting. His or her pencil grip may be awkward, fist-like, or tight.
- Avoids writing.
- Has slow or poor recall of facts.

This list can be used as a screener. Just highlight the symptoms that apply, and provide to the CSC Educational Therapy Department.