# SpLD Observation Record
## Primary 6-11

*This observation record is designed to be used as a first step in identifying the needs of pupils who are achieving below the expected level in the classroom. It is **not** a diagnostic tool. Use of the record should always be followed by the appropriate recommendations and next steps. In consultation with the SENCo or Specialist Teacher, complete the box at the bottom to indicate next steps*

| *For each behaviour, select **never, sometimes,** or **often*** | Never | Some-times | Often |
|---|---|---|---|
| Other family members with similar difficulties | | | |
| Difficulty with phonological awareness | | | |
| Difficulty following instructions | | | |
| Lack of fluency affecting reading comprehension | | | |
| Inaccurate word decoding | | | |
| Persistent difficulty with spellings | | | |
| Difficulty in finding the right word to describe things | | | |
| Poor short term memory | | | |
| Takes longer than average to complete written tasks | | | |
| Difficulty copying from the board | | | |
| Low self esteem | | | |
| Has obvious good/bad days | | | |
| Written work does not reflect verbal ability | | | |
| Needs additional time to produce and oral response | | | |
| Lack of enjoyment of reading | | | |
| Can be clumsy and lack coordination | | | |
| Late in reaching milestones such as crawling | | | |
| Difficulty hopping/skipping | | | |
| Persistent dressing difficulties | | | |
| Handwriting difficulty | | | |
| Difficulty in organising tasks or knowing where to start | | | |
| Forgetful in daily activities | | | |
| Loses things and disorganised | | | |
| Delayed speech and language | | | |
| Takes longer to process information | | | |

**Recommendations/Next Steps**

Lincolnshire Dyslexia Outreach 2018 Observation Record
from: Teaching for Neurodiversity, Train the trainer, 2016 Patoss Training