

Signs of Dyslexia at Different Ages

Signs of Dyslexia in Preschool

- ❑ Often mispronounces words, like saying “beddy tear” instead of “teddy bear.”
- ❑ Was considered by his doctor to be a “late talker” (saying very few words by his second birthday) and has trouble saying words accurately (using “baby talk”).
- ❑ Often has trouble naming familiar objects, saying general words like *thing* and *stuff* instead of the names of objects.
- ❑ Has trouble learning a new word, even after you’ve tried to teach it to him many times.
- ❑ Has trouble learning nursery rhymes or song lyrics that rhyme, and has difficulty recognizing and producing rhymes.
- ❑ Has trouble remembering sequences, such as singing the letters of the alphabet or saying the days of the week in the right order.
- ❑ Often tells stories that are hard to follow; has trouble talking about an event in a logical order.
- ❑ Has trouble remembering and following directions with multiple steps.
- ❑ Can’t point out his own name and has trouble writing it.

Signs of Dyslexia at Different Ages (*continued*)

Signs of Dyslexia in Grades K–2

- ❑ Has difficulty learning letter names and remembering the sounds they make.
- ❑ Confuses letters that look similar (*b, d, p, q*) and letters that have similar sounds (*d/t; b/p; f/v*).
- ❑ Struggles to read familiar words (like *cat* or *the*), especially when there are no pictures or other context clues; often skips over or confuses small words like *to* and *as* when reading aloud.
- ❑ Often substitutes words when reading aloud, like saying the word *house* when the story uses the word *home*.
- ❑ Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the vowels for clues to pronunciation.
- ❑ Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds depending on how they're combined.
- ❑ Has trouble hearing the individual sounds in words and/or blending sounds to make a word.
- ❑ Has trouble remembering how words are spelled and applying spelling rules in writing.
- ❑ Omits the end of a word when reading and writing (for example, leaving off the *s* in *cats* or the *ed* in *jumped*).
- ❑ Has trouble quickly coming up with a list of words (for example, if asked to say the names of 10 colors or 10 fruits) or retrieving the name of something.

Signs of Dyslexia at Different Ages (*continued*)

Signs of Dyslexia in Grades 3–5

- ❑ Often confuses or omits small words like *for* and *of* when reading aloud.
- ❑ Frequently identifies a word incorrectly, even after having just read the same word correctly earlier in the same text.
- ❑ Has trouble sounding out new words; if a long word comes up when reading, often omits part of it or skips over it.
- ❑ Often can't recognize common words (sight words) at a glance, such as *where* and *there*, and tries to sound them out.
- ❑ Often has trouble explaining what happened in a story or answering questions about key details.
- ❑ Has an easier time answering questions about a text if you read it aloud to him.
- ❑ Frequently makes the same kinds of mistakes, such as reversing letters (writing *bots* instead of *dots*) or mixing up the order of letters (writing *stop* instead of *spot*).
- ❑ Has trouble with spelling, such as quickly forgetting how to spell many of the words he studies or spelling the same word correctly and incorrectly in the same exercise.
- ❑ Avoids reading whenever possible or gets frustrated or agitated when reading.
- ❑ Takes a very long time to complete reading assignments.
- ❑ Seems to read at a lower academic level than the one at which he speaks; may have a smaller vocabulary than other kids his age because he doesn't like to read.

Signs of Dyslexia at Different Ages (*continued*)

Signs of Dyslexia in Teens and Tweens

- ❑ Often reads slowly, omitting small words and leaving out parts of longer words when reading aloud.
- ❑ Makes lots of spelling errors, sometimes misspelling words in ways that a computer spell-checker doesn't know how to correct.
- ❑ Often struggles to remember common abbreviations, including ones that are used on social media, such as *idk* and *cul8ter*.
- ❑ Has trouble expressing ideas in an organized way or supporting an argument when doing writing assignments.
- ❑ Often seems to be searching for the words he wants to say and ends up using words like *stuff* or *thing* rather than a more specific phrase; or substitutes related words, like using the word *gate* instead of *fence*.
- ❑ Often doesn't "get" the joke; has trouble understanding idioms and puns.
- ❑ Has an easier time answering questions about a page of text if it's read aloud to him.
- ❑ Avoids reading whenever possible or gets frustrated or agitated when reading.
- ❑ Takes a very long time to complete reading assignments.
- ❑ Seems to read at a lower academic level than the one at which he speaks; may have a smaller vocabulary than other kids his age because he doesn't like to read.