

## CHILD OBSERVATION CHART

Date .....(Month, if observation spread over several months)

Family name, first name(s) .....

Date of birth .....Age..... Class ..... Boy/Girl

Completed by .....

For each sign, note its frequency: 1 = Sometimes, 2 = Often, 3 = Always

She/her also means He/his and *vice versa*

Be sure to read the notes on page 5 about preparation and how the results should be used.

Not all observations will be possible for younger children.

Signs showed by the learner	Frequency			Remarks by the teacher
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<b>1. Bodily awareness</b>	1	2	3	
Can point to on herself:				
Her face				
Her limbs				
Her joints				
Can point to on someone else:				
His face				
His limbs				
Can name other parts of the body:				
On herself				
On someone else				

<b>2. Orientation in time and space</b>	1	2	3	Remarks by the teacher
<b>• Time</b>				
Knows the part of day				
Knows the day of the week				
Knows the month				
Knows the year				
Knows the season				
Aware of the passage of time				
Shows awareness of order; the succession of events				
<b>• Space</b>				
Finds her row in class				
Finds her seat in class				
Finds the other classrooms				
Finds her way about the school				
Can use a simple map				

Can show with respect to herself:				
right / left				
high / low				
on / under				
above / below				
Can show on a worksheet:				
right / left				
high / low				
on / under				
above / below				
Knows the direction of writing				
Knows which way round letters are				
● <b>Rhythm</b>				
Can reproduce a given rhythm				

<b>3. Motor skills</b>	1	2	3	
Has good balance				
Coordinates her movements precisely:				
- in everyday movements (automatically)				
- in creative activities (e.g. cutting and pasting paper)				
- when writing (holding the pen or colouring crayon correctly)				
- forming letters the correct way round				
- with fluent movement of the wrist				
- with careful writing (few crossings-out)				

<b>4. Language</b>	1	2	3	
Problems with articulation: lispings ... ; note which particular sounds				
Is intelligible				
Makes phonological mistakes, such as 'disonaur' for 'dinosaur'				
Recognizes a picture and can say what it represents				
Can speak some phrases				
Understands verbal directions				
Has good phonological awareness				
Likes telling stories				

<b>5. Memory</b>	1	2	3	
Easily remembers nursery rhymes				
Can memorize shapes				
Easily repeats phrases				

Can retell simple stories having heard them				
Can carry out, one after the other, several orders given at the same time				

<b>6. Behaviour</b>	1	2	3	
Is agitated or nervous				
Seems tired				
Gets discouraged				
Complains of aches				
Has low self-esteem				
Is aggressive				
Not interested in activities or listening				

<b>7. Reading ability</b>	1	2	3	
Appetite for reading: likes taking up a book				
Appetite for reading: likes being read to				
Has good phonemic awareness				
Reads regular words slowly				
Reads pseudowords slowly				
Leaves out letters and sounds				
Inverts letters				
Substitutes parts of words, transforms words, makes up word endings				
Leaves out words and lines				
Cannot follow the reading of another child or adult				
Repeats a word without realizing it				
Does not observe punctuation				
Makes visual confusions: p/b/d/q, a/e, m/n/u, t/f, o/c				
Makes auditory confusions: p/b, t/d, k/g, f/v, ch/j, s/z				
Cannot master any of the complex sounds: ai, au, ei, ea, ie, ia, io, oa, ou, oi, ua, ui				
Cannot use the 'magic e' (can/cane, hop/hope)				
Cannot retain rules such as:				

-ation, -ition, kn-, gn-, -ight, -ought, -ious, -qu-, consonant doubling (hoping/hopping)				
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<b>8. Writing ability</b> (Note the task which induces mistakes: copying, dictation, spontaneous writing)	1	2	3	
Leaves out letters, syllables, words				
Inverts letters, syllables, words				
Makes visual confusions: p/b/d/q, a/e, m/n/u, t/f, o/c				
Makes auditory confusions: p/b, t/d, k/g, f/v, ch/j, s/z				
Substitutes, transforms words				
Joins words together which are not normally joined together				
Has difficulty in remembering the graphic shape of a letter for long				
Shows difficulties in remembering or using contextual or grammatical rules: -ation, -ition, kn-, gn-, -ought, -ight, consonant doubling (hoping/hopping), 'magic e' (hop/hope)				
Leaves out punctuation				

**General remarks**

**Signature of the teacher** .....

<b>6. Other</b>	
Performance on the Non-word repetition task	
Performance on the 'Dotting test'	
Performance on the 'Bell' test	
Performance on the 'RAN' test	

## NOTES

Please remember that some of these activities may be difficult for struggling readers and so use your judgement in choosing the amount of time to spend on them. Provide positive feedback wherever you can.

We advise you again that you are not diagnosing the child; you are observing him or her and recording some notes systematically which will help you adapt your teaching, and communicate with other staff, specialists and parents.

Translated and adapted from French, with permission and thanks to:  
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