

Dyslexia screening checklist

North West School of Psychiatry | Examination Support

This is a short, informal screening aid, not a diagnosis. It is adapted from commonly used adult dyslexia checklists and is meant only to help you decide whether to seek a fuller assessment. A formal diagnosis can be made only by a qualified specialist. If several of these resonate, please talk to your educational supervisor or training programme director, or contact the School. The North West School of Medicine also runs an inclusive dyslexia screening process for doctors in training.

For each statement, decide how often it is true for you, and tick one box: Rarely, Sometimes or Often. There are no right or wrong answers. Just respond honestly, based on your usual experience.

#	Statement	Rarely	Sometimes	Often
1	I read more slowly than I would like, and often have to re read a paragraph to take it in.	☐	☐	☐
2	I lose my place when reading, or skip words and lines.	☐	☐	☐
3	I find it hard to read aloud, or to read fluently under time pressure.	☐	☐	☐
4	My spelling is inconsistent, and I may spell the same word two ways on one page.	☐	☐	☐
5	I confuse or reverse letters, numbers or the order of digits, for example when copying a phone number or a drug dose.	☐	☐	☐
6	I find it hard to get my ideas down on paper, even when I know the subject well.	☐	☐	☐
7	My handwriting is hard to read, or writing quickly takes real effort.	☐	☐	☐
8	I struggle to remember sequences, such as instructions, lists, the alphabet or the months in order.	☐	☐	☐
9	I find it hard to hold a string of information in mind, such as a phone number said aloud.	☐	☐	☐
10	I mix up left and right, or find map reading and directions difficult.	☐	☐	☐
11	I lose track of time and find planning, organising and meeting deadlines harder than others seem to.	☐	☐	☐
12	I find it hard to take notes and listen at the same time.	☐	☐	☐
13	I avoid reading or writing tasks where I can, or they take me much longer than expected.	☐	☐	☐
14	In timed written exams, I run out of time even when I know the material.	☐	☐	☐
15	As a child, I found learning to read, write or spell difficult, or was slow to learn these.	☐	☐	☐
16	Filling in forms is stressful, and I worry about making mistakes.	☐	☐	☐

Your total score (out of 32):

How to score it

Give yourself 0 for each Rarely, 1 for each Sometimes, and 2 for each Often, then add up your total out of a possible 32.

- 0 to 9 – few indicators: a specific learning difficulty is unlikely to be the main issue.
- 10 to 18 – some indicators: it is worth a conversation with your educational supervisor or TPD about reasonable adjustments and whether a fuller assessment would help.
- 19 to 32 – several strong indicators: a fuller assessment is recommended. Ask your supervisor to refer you to the Professional Support and Wellbeing (PSW) service for assessment and support, and to put suitable adjustments in place.

This checklist is only a prompt for a conversation, not a label. A specific learning difficulty is common and nothing to be embarrassed about, and identifying it can unlock genuinely helpful support for both revision and the exam.