

Dyscalculia - Key Stage 1 and 2 Checklist

Name:

DoB:

Class:

The DfE defines dyscalculia as: 'A condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.'

Research suggests that 40-50% of dyslexics show no signs of dyscalculia. Children with dyscalculia can learn the sequence of counting but may have difficulty counting back or counting on in 2s and 3s etc.

How can you tell if they might be dyscalculic? Look out for the following signs, but remember: not all children have the same cluster of difficulties and abilities and children who have to have dyscalculia do not necessarily have dyslexia.

General

Have aspects of dyslexia. (also see Dyslexia – Key Stage 1 and 2 Checklist)

Mathematics

Finds corresponding numbers and objects difficult. e.g. 4 and 

Struggles to count and calculate quickly.

Cannot memorise basic number facts easily. E.g. $4 + 6 = 10$

Finds counting in 2s, 5s and 10s etc. difficult.

Shows confusion with number order, eg units, tens, hundreds.

Is confused by symbols such as + and x signs.

Has difficulty remembering anything in a sequential order.
e.g. tables, days of the week, the alphabet

Difficulty learning and remembering times tables.

May reverse numbers. e.g. 2 or 5

Is not developing problem solving skills.

Does not use maths vocabulary.

Cannot make comparisons such as more than or less than.

Cannot estimate numbers and quantities.

Cannot measure things.

Time

Has difficulty in learning to tell the time.

Shows poor time-keeping and general awareness.

Has poor personal organisation.

Has difficulty remembering what day of the week it is, birth date, seasons of the year, months of the year.

Difficulty with concepts – yesterday, today, tomorrow.

Visual & Space Sense

Cannot identify left from right.

Cannot navigate around unfamiliar places.

Finds difficulty in judging speeds.

Has trouble reading charts and maps.

Cannot subitise easily. e.g. recognise the formation of the dots on a dice without counting

Does not understand the passage of time.

Social & Emotional

Is demotivated and unconfident in learning.

Avoids playing games with peers that require counting and maths strategies.

Does not feel they can join in maths learning.

Behaviour

Employs work avoidance tactics, such as sharpening pencils and looking for books.

Seems to 'dream', does not seem to listen.

Is easily distracted.

Is the class clown or is disruptive or withdrawn (these are often cries for help).

Is excessively tired due to amount of concentration and effort required.

Other information you may think is important.

Referred by:

Date: