|  |  |  |  |
| --- | --- | --- | --- |
| Symptom | Yes | Further examples or details | No |
| Poor handwriting |  |  |  |
| Poor drawing skills |  |  |  |
| Unable to skip (not rope skipping) |  |  |  |
| Difficulty dressing and undressing for PE |  |  |  |
| Messy eater; misses mouth and is reluctant to use a knife and fork |  |  |  |
| Fearful or over boisterous in PE |  |  |  |
| Concerned when using apparatus in PE |  |  |  |
| Switches off in class |  |  |  |
| Walks downstairs with 2 feet to each step |  |  |  |
| Poor ball catching skills |  |  |  |
| Poor targeting skills |  |  |  |
| Unable to jump with two feet together |  |  |  |
| Unable to hop |  |  |  |
| Seems slow to plan activity after being given instructions |  |  |  |
| Erratic organisation |  |  |  |
| Trips easily |  |  |  |
| Accident-prone |  |  |  |
| Tends to be ‘adopted’ by younger peers |  |  |  |
| Difficulties in riding a bike |  |  |  |
| Slow plodding gait (heavy footed) |  |  |  |
| Slow to complete work |  |  |  |
| Unable to clean self properly after using the toilet |  |  |  |
| Poor speech (those with oral dyspraxia) |  |  |  |
| Speech deteriorates when put on the spot (those with oral dyspraxia only) |  |  |  |
| Reading ability declines |  |  |  |
| Tendency to be loud (struggles to talk in a whisper) |  |  |  |
| Further details: | | | |