



## READING RED FLAGS FOR YOUNG CHILDREN: A DETAILED CHECKLIST FOR PARENTS & EDUCATORS

This checklist outlines common signs that suggest a young child (Kindergarten -1st grade) may need explicit reading support. These are not a diagnosis, but they are important indicators. Early intervention matters - Early action can prevent years of ongoing struggle.

### Speech Sound Awareness:

- Does not recognize or enjoy rhymes
- Does not easily recognize that words begin with the same sound
- Has difficulty counting syllables in spoken words or clapping hand in rhythm to a song
- Has difficulty learning sound-letter correspondence

### Word Retrieval

- Has difficulty retrieving specific words, uses nonspecific words, or speech is hesitant (i.e. calls sheep a goat or says "you know, a wooly animal", often uses "stuff", "thing", "um" )
- Difficulty remembering verbal sequences (i.e. days of the week or the alphabet)

### Verbal Memory

- Has difficulty remembering instructions or directions, or words to songs or poems
- Has problems learning a second language

### Speech Production/Perception

- Has problems saying common words with difficult sound patterns (i.e. animal = aminal, apostrophe = astrostrophe, escalator = escavator)
- Has difficulty with tongue twisters

### Comprehension

- Only responds to part of a multiple element request or instruction
- Relies too much on context to understand what is being said
- Lacks understanding of spatial terms such as left/right, front/back, etc.

### Expressive Language

- Talks in short sentences, makes errors in grammar, or lacks variety in vocabulary
- Has difficulty giving directions, explanations, or relates stories or events in a disorganized manner

### Other Important Factors

- Has a prior history of problems in language comprehension and/or production
- Has a family history of spoken or written language problems (i.e. dyslexia)
- Lacks interest in books or shared reading activities

Adapted from Catts, H. W. (1997). Appendix A: Early identification of language-based reading disabilities. A checklist. Language, Speech, and Hearing Services in Schools, 28(1), 86-89.