# Pace Checklist

(Physical, Affective, Cognitive and Educational Factors)

Name: Date: Year group:

Strengths

Difficulties

Notes:

Check physical factors

In consultation with parents/carers and pupil, other health and /or educational professionals (if involved)

|  |  |  |
| --- | --- | --- |
| **Check** | **Information obtained from** | **Comment if relevant and date** |
| Eyesight |  |  |
| Hearing |  |  |
| Allergies / other health issues |  |  |
| Diet |  |  |
| Sleep |  |  |
| Motor control / fine and gross |  |  |

Check affective factors

In consultation with parents/carers and pupil

|  |  |  |
| --- | --- | --- |
| **Check** | **Information obtained from** | **Comment if relevant and date** |
| Attitude to reading |  |  |
| Self esteem |  |  |
| Family situation e.g., separation, bereavement |  |  |
| School situation e.g., bullying |  |  |
| School’s attitude to reading |  |  |
| Family attitude to reading |  |  |

## Check cognitive factors

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| --- | --- | --- |
| **Check** | **Information obtained from** | **Comment if relevant and date** |
| Attention span |  |  |
| Language levels |  |  |
| Family history of reading/writing/spelling difficulty |  |  |
| Memory |  |  |
| Processing speed |  |  |
| Phonological awareness |  |  |

## Check educational factors

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| --- | --- | --- |
| **Check** | **Information obtained from** | **Comment if relevant and date** |
| Changes of school/teacher |  |  |
| Attendance |  |  |
| How often does child read:  at home / at school |  |  |
| Have phonics been taught in a clear sequence |  |  |
| Has there been repetition and revision to ensure mastery, fluency and accuracy |  |  |
| Have word attack strategies been taught – for reading and for writing |  |  |
| Have pupil strengths been identified and built on |  |  |
| Home school links |  |  |
| Reading/writing materials – age and ability appropriate? |  |  |
| Support for learning –ICT, paired group work, differentiated work (including homework) |  |  |
| Frequent opportunities for speaking and listening or showing knowledge in alternative form to writing |  |  |