

Learning Support

New Literacy Baseline Assessment



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Introduction

This literacy baseline assessment has been designed to help you identify the needs of pupils who are not making expected progress and are working below age related expectations. It supports the best endeavours approach and provides a range of assessment tools to help you create personalised pupil plans.

Profiling Checklist

This is an initial assessment tool which allows you to unpick potential areas of difficulty your pupil may experience. It is a helpful starting point to support your graduated response and to help you to decide which areas to assess. In addition, it begins to highlight whether difficulties appear more specific or general in their nature.

Literacy Assessments

The literacy assessments cover basic key skills and are aligned to the Pre Key Stage and National Curriculum Standards. To allow you to identify and focus on particular areas of need the assessments are separated into three sections: Language and Comprehension, Reading and Writing.

Key points:

- ✓ We have tried to include all the assessments you may need. However, they **are not designed to be used in their entirety**. The idea is that you can pick and choose the assessments which are relevant to your pupil. Ideally, they should to be used in conjunction with your teacher assessments to help you identify what your pupil can do independently and plan next steps.
- ✓ The assessments can also be used to monitor progress, evaluate the impact of targeted intervention and support on-going next steps planning.

Records of Attainment

This document summarises the key standards expected from Pre Key Stage 1 up to Year 4. It is designed to be used as working document to map your pupil's progress. We have included the standards up to Year 4 to accommodate both secondary and primary pupils. As with the assessment, we have separated the standards into Language and Comprehension, Reading and Writing. Where possible, we have provided assessments for each section and the relevant assessments are noted above each section.

Personalised Pupil Plan

This document is used to create an individual pupil plan. It summarises your assessment findings into a concise and personal pupil profile, which highlights strengths and areas of difficulty, next steps and supportive strategies.

The Toolkit

To complement the baseline assessment, we have created a literacy toolkit (in a separate document). The toolkit provides a range of strategies and short activities to target specific areas identified in your assessment.

Profiling Checklist

Name: _____ Year Group: _____ Age: _____

Language	Some-times	Often	Potential areas of difficulty (please highlight).
Difficulties with understanding verbal information.			Receptive language
Slow to process and understand verbal information.			Receptive language
Poor speech sound production (difficulties articulating certain words and sounds).			Expressive language/Articulation
Has limited vocabulary and/or uses simple language for their age.			Expressive language
Makes grammatical errors and has poor sentence structure (verbally).			Expressive language
Has word finding difficulties.			Expressive language/Working memory
Reasoning			
Finds visual tasks easier than verbal tasks.			Verbal reasoning
Finds verbal tasks easier than visual tasks.			Visual reasoning
Overall level of understanding seems to be below age related expectations.			Possible general difficulties
Attention and Memory			
Has difficulty focusing on longer tasks or tasks of less interest.			Attention
Work can be inconsistent and pupil makes 'random errors'.			Attention
Daydreams or to has difficulties listening.			Attention/Working memory
Easily forgets instructions and/or needs to repeat information to themselves to remember.			Working memory
Often forgets what they were going to say.			Working memory
Difficulties with planning and organisation.			Working memory
Has difficulty following multi-step instructions and/or procedures.			Working memory
Difficulties with problem solving.			Working memory
Processing			
Finds it difficult to follow verbal instructions or conversations.			Auditory processing/receptive language
Mixes up similar looking letters, words, shapes or numbers.			Visual processing

Skips lines when reading, or reads the same line over and over.		Visual processing
Struggles to sound out and blend together sounds to make words.		Phonological processing
Struggles to identify sounds within words (which sound comes first/last etc).		Phonological processing
Can't remember what words sound like/mixes up words.		Phonological processing
Can become distressed by loud noises.		Sensory processing
Avoids touch or seeks excessive physical contact.		Sensory processing
Unusual dislike or lack of awareness of tastes and/or smells.		Sensory processing
Seems to understand but struggles in timed assessments.		Processing speed/Memory
Takes longer than expected to complete tasks.		Processing speed/Memory
Reluctant to answer questions in class.		Processing speed/Memory
Becomes overloaded with information in class.		Processing speed/Memory
Motor Skills and Organisation		
Slow writing speed.		Fine motor skills/Processing speed
Difficulties with handwriting.		Fine motor skills
Struggles to use scissors.		Fine motor skills
Delayed ball skills and/or bike riding.		Gross motor skills
Difficulties with sequencing (e.g. days, months, times tables, alphabet, spellings, ideas in writing).		Attention/Working Memory
Difficulties with organisation in everyday life.		Attention/Working Memory
Social-Emotional and Mental Health		
Struggles with group work, but works better independently.		Flexible thinking
Finds transitions/change challenging (particularly when unexpected).		Flexible thinking
Deterioration in classwork.		Possible emotional difficulties
Doesn't want to come to school.		Possible emotional difficulties
Avoids social situations.		Possible emotional difficulties
Literacy and Numeracy		
Reading is slow and stilted.		Literacy skills/Processing speed
Makes lots of errors when reading words.		Literacy skills/Phonological processing
Can read but has difficulties with reading comprehension.		Reading comprehension/Receptive language

Struggles to spell words.			Literacy skills/Phonological processing
Sentences in free writing are not grammatically correct.			Literacy skills/Expressive language /Working memory
Writing skills do not reflect verbal ability.			Possible specific literacy difficulties
Doesn't understand what numbers represent.			Numerical representation
Can only work in ones.			Numeracy skills
Can't remember number facts or times tables.			Numeracy skills/Memory
Struggles to follow math rules to complete calculations.			Numeracy skills/Memory
There is difference between general understanding and performance in literacy and/or maths.			Possible specific difficulties

Signs of difficulties in:	Sometimes	Often	Notes
Receptive Language			
Expressive Language			
Visual Reasoning			
Verbal Reasoning			
Attention			
Working Memory			
Auditory Processing			
Visual Processing			
Sensory Processing			
Phonological Processing			
Processing Speed			
Fine Motor Skills			
Gross Motor Skills			
SEMH			
Literacy Skills			
Numeracy Skills			
Possible specific difficulties			
Possible general difficulties			

Record of Attainment - Language and Literacy

(Assessment tools to support the assessment process are noted in brackets)

Pupil Name:	Year Group:	Age:
Assessor:	Role:	Date:

Colour coding:

PKSS 1	PKSS 2	PKSS 3	PKSS 4	PKSS 5 (Y1)	PKSS 6 (Y2)	NCY3	NCY4
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Key:

x	no	x√	emerging	√	secure
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(Assessment Tool. 1)

Language and Reading Comprehension	Level	x	√x	√	Date Achieved
In a familiar story or rhyme read to them by an adult:					
Can indicate correctly pictures of characters and objects when sharing a familiar book with an adult.	PKSS1				
Can use pictures to answer basic naming questions.	PKSS1				
Can join in with the refrain/repeat some words/rhyming words with prompts.	PKSS1				
Can join in with the refrain/repeat some words/rhyming words without prompts.	PKSS2				
Can answer more detailed literal questions about a story.	PKSS2				
Can answer simple recall questions without using pictures.	PKSS3				
Can sequence and retell key events using pictures.	PKSS3				
Can retell some of the story (without pictures) and talk about the events, linking to their own experiences.	PKSS4				
Can make simple inferences.	PKSS5				
In a book they can read themselves fluently:					
Can self-correct their reading when it doesn't make sense.	PKSS6				
Can retell a story that they read to you.	PKSS6				
Can answer a range of questions including inference questions about what they have read.	PKSS6				
In a wide range of books, poetry and non-fiction texts that they can listen to and/or read themselves:					
Can predict what might happen next.	Y3				
Can improve their understanding of what they have read through asking questions.	Y3				
Can draw inferences from their reading and justify their inferences with evidence.	Y3				
Can identify themes, conventions and main ideas and summarise these.	Y3				
Can discuss words/phrases that capture the reader's interest/imagination.	Y3				
Can retrieve and record information from non-fiction texts.	Y3				
Can use dictionaries to check meaning of words they have read.	Y3				
Can justify their viewpoint of what they have read with support.	Y3				
Can justify their viewpoint of what they have read independently.	Y4				

(Assessment Tool. 2)

Phonological Awareness Skills	Level	x	x√	√	Date Achieved
Can tell you the number of words in a sentence given verbally.	PKSS2				
Can tell you how many sounds in a word given verbally.	PKSS2				
Can find pictures of words or objects that begin with a given letter.	PKSS2				
Can blend sounds given verbally to make a word.	PKSS2				
Can tell you how many sounds are in a word given verbally.	PKSS2				
Can say the beginning sound in a word given verbally.	PKSS2				
Can say the middle sound in a word given verbally.	PKSS2				
Can say the end sound in a word given verbally.	PKSS2				
Can count the beats (syllables) in words.	PKSS2				

(Assessment Tools 3,4,5)

Reading – Word Level Skills	Level	x	√x	√	Date Achieved
Can say a single sound for 10+ graphemes	PKSS2				
Can read words by blending sounds with known graphemes, with help from their teacher.	PKSS2				
Can say a single sound for 20+ graphemes	PKSS3				
Can read accurately by blending the sounds in words with two and three known graphemes	PKSS3				
Can say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes	PKSS4				
Can read accurately by blending the sounds in words with up to five known graphemes	PKSS4				
Can read some common exception words	PKSS4				
Can read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.	PKSS4				
Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes	PKSS5				
Can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences	PKSS5				
Can read many common exception words	PKSS5				
Can read accurately most words of two or more syllables	PKSS6				
Can read most words containing common suffixes	PKSS6				
Can read most common exception words	PKSS6				
Can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	Y3				
Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Words from spelling list Year 3 and 4)	Y3				

(assessment tools 3,6,7)

Pencil /Fine motor control/Transcription	Level	x	√x	√	Date
Can make simple marks	PKSS1				
Can draw simple shapes	PKSS1				
Can over write their name	PKSS1				
Can hold the pencil correctly	PKSS2				
Can copy words under a model	PKSS2				
Can draw a picture of a person					
Can form correctly 10 – 19 lower case letters correctly	PKSS2				
Can form correctly 20 – 39 lower case letters correctly	PKSS3				
Can form most lower case letters correctly	PKSS4				
Can form all capital letters correctly	PKSS4				
Their writing is legible	PKSS4				
The letters are the correct size / orientation?	PKSS5				
They use appropriate spacing in between words?	PKSS5				
Can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Y3				
Increase the legibility, consistency and quality of their handwriting	Y3				

(assessment tools 3,4,6,9)

Transcription- Spelling	Level	x	√x	√	Date
Identify or write 10 – 19 graphemes from sound prompts	PKSS2				
Can spell CV and CVC words with known graphemes	PKSS2				
Can write their full name?	PKSS2				
Identify or write 20 - 39 graphemes from sound prompts	PKSS3				
Can spell CVCC, CCVC (consonant clusters and consonant digraphs)	PKSS4				
Can spell common suffixes	PKSS4				
Can make phonetically plausible attempts to spell unfamiliar words	PKSS4				
Can spell a few common exception words (at least 5)	PKSS4				
Identify or write 40+ graphemes from sound prompts	PKSS4				
Can spell some common exception words (at least 10)	PKSS5				
Can spell many common exception words (at least 40)	PKSS6				
Can add suffixes beginning with vowel letters to words of more than one syllable	Y3				
Can add prefixes un, dis, mis, in in words	Y3				
Can add suffix ation, ly , to common words and know the spelling rules for some exceptions	Y3				
Can spell words with endings of sure, ture and er	Y3				
Can spell words with tian, sion, ssion, cian	Y3				
Can spell words with the possession apostrophe	Y3				
Can spell homophones and near homophones	Y3				
Can spell words from the year 3/ 4 word list	Y3				

(assessment tools 7,8,9)

Writing Composition	Level	x	√x	√	Date achieved
Can complete a simple sentence about a picture (verbally)	PKSS2				
Can compose sentences from a picture prompt (verbally)	PKSS2				
Their verbal sentences are grammatically correct.	PKSS2				
They can remember their sentence to write.	PKSS4				
They can write their sentence correctly.	PKSS4				
If not spelt correctly, is it legible.	PKSS4				
They can compose a sequence of sentences for a scribe about their weekend.	PKSS5				
They can use punctuation: full stop & capital letters (<i>assess from dictation</i>)	PKSS5				
Can use simple descriptive language and vocabulary	PKSS5				
Can join clauses with and, or, but, when, if, that, because	PKSS6				
Their written sentences are grammatically correct	PKSS6				
They can use punctuation: (assess from dictation)	PKSS6				
. ?					
. ? , !	Y3				
. ? , ! ... ' " "	Y3				
. ? , ! ... ' " " : ; () -	Y3				
Can organise writing into paragraphs around a theme	Y3				
Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.	Y3				
Can use the present form of verbs in contrast to the past tense	Y3				
Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Y3				
Can use conjunctions, adverbs and prepositions to express time and cause	Y3				
Can use commas after fronted adverbials	Y3				
In narratives, they can create settings, characters and plot	Y3				
In non-narrative material, they can use simple organisational devices for example, headings and sub-headings	Y3				
Are able to evaluate and edit their writing by assessing the effectiveness of their own and others' writing and suggesting improvements	Y3				
Can evaluate and edit their writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Y3				

Personalised Pupil Plan

Pupil Details			
Pupil Name:	DOB:	Year:	Class Teacher:
Last Sight Check:	Glasses? Yes <input type="checkbox"/> No <input type="checkbox"/>	Overlay: Yes <input type="checkbox"/> Colour: <input type="checkbox"/>	Hearing within normal limits: Yes <input type="checkbox"/> No <input type="checkbox"/> Last Check:
Cognitive Processing			
	Strengths	Areas to develop	Classroom Strategies/Intervention
Memory Targets:			
Processing Speed Targets:			
Language			
	Strengths	Areas to develop	Classroom Strategies/Intervention
Expressive Targets:			
Receptive Targets:			
Social Communication Targets:			
Literacy			
Assessed level of attainment:	Reading-Word Reading: Reading-Language Comprehension:	Writing-Spelling: Writing- Composition:	
	Strengths	Areas to develop	Classroom Strategies/Intervention
Targets Reading:			
Targets Writing:			
Targets Phonological Awareness:			

Numeracy			
Assessed level of attainment:	Number:	Shape and Time:	
	Strengths	Areas to develop	Classroom Strategies/Intervention
Targets Number:			
Targets Shape:			
Targets Time:			

Assessment Tool: 1 - Language and Reading Comprehension

Jack and the Beanstalk

Language and Reading Comprehension		√	PKSS/ Blank Level (BL)
1.	<p><i>Read 'Jack and the Beanstalk' to the pupil. Ensure the pupil can see the pictures and text as you read.</i></p> <p>Can the pupil use pictures to answer basic naming questions?</p> <p>a. Where is the cow? b. Point to the house. c. Show me the tree.</p>	✓	PKSS1 BL1
2.	<p><i>Re-read 'Jack and the Beanstalk' with the pupil. Focus on 'Fee Fi Fo Fum...'</i></p> <p>Can the pupil join in with the refrain/repeat some words/rhyming words? <i>Prompt if necessary.</i></p>	✓	PKSS1 with prompt or PKSS2
3.	<p>Can the pupil answer more detailed literal questions about the story?</p> <p>a. Who climbs the beanstalk? b. Where does the giant live? c. <i>Point to the first picture.</i> Find a red flower. d. <i>Point to the second picture.</i> Tell me what is happening in the picture. e. <i>Pupil to complete the sentence.</i> Jack lives in a..... f. <i>Point to one of the trees.</i> Find me another one like this.</p>	✓	PKSS2 BL2
4.	<p>Can the pupil answer simple recall questions without using pictures?</p> <p>a. Who asks Jack to sell the cow? b. What did Jack steal from the giant? c. Where does Jack hide from the giant?</p>	✓	PKSS3
5.	<p><i>Provide pupil with images to sequence.</i></p> <p>Can the pupil sequence and retell key events using pictures?</p> <p>a. Arrange the pictures in the correct sequence of the story. b. Tell me the story using the pictures.</p>	✓	PKSS3/BL3
6.	<p><i>Take the picture cards away.</i></p> <p>Can the pupil retell some of the story (without pictures) and talk about the events, linking to their own experiences?</p> <p>a. Describe in your own words what happened in the story. b. What do you think might happen next? c. Jack sold the cow for magic beans. What would you have done? d. When the giant fell asleep Jack stole the magic harp and hen. What would you have done? e. How does Mum feel when Jack sold the cow for magic beans? f. What does Mum say?</p>	✓	PKSS4/BL3
7.	<p>Can the pupil make simple inferences?</p> <p>a. Why was Mum angry when Jack sold the cow for magic beans? b. Why do you think Jack decided to steal from the giant? c. Why do you think that Jack and his Mum are happier at the end of the story?</p>	✓	PKSS5/BL4
8.	<p><i>Ask the pupil to read a short book to you that they are familiar with and can read fluently.</i></p> <p>Can they self-correct if they make errors and their reading doesn't make sense?</p>	✓	PKSS6
9.	Can the pupil retell the story that they read to you?	✓	PKSS6
10.	Are they able to answer a range of questions including inference questions about what they have read?	✓	PKSS6

Once upon a time there was a boy called Jack. Jack lived with his mother and their cow. They were very poor.



One day, Jack's mother told him that he must go to market to sell the cow. On his way Jack met an old man. Jack thought that he was very lucky, as the man gave him some magic beans for the cow.

Jack ran all of the way home with the magic beans. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The very next morning, Jack saw out of the window that a giant beanstalk had grown. He went outside and started climb up the beanstalk.

He climbed all of the way up, through the clouds in the sky. There Jack noticed a wonderful castle and he decided to go inside.

Jack heard loud footsteps and so he ran to hide in a cupboard. Jack peeked out of the cupboard and saw a huge giant. The giant sat down at his table. On his table Jack noticed a hen and a golden harp.

The giant shouted: "Lay!" and the hen laid an egg. The egg was made of solid gold. Next the giant growled: "Play!" and the harp began to play beautiful, gentle music. The giant fell asleep to the sound of the music.

Jack jumped out of the cupboard and took the hen and the harp. At once the harp cried out to the giant. The giant woke up and shouted:

“Fee, fi, fo, fum!

I smell the blood of an Englishman

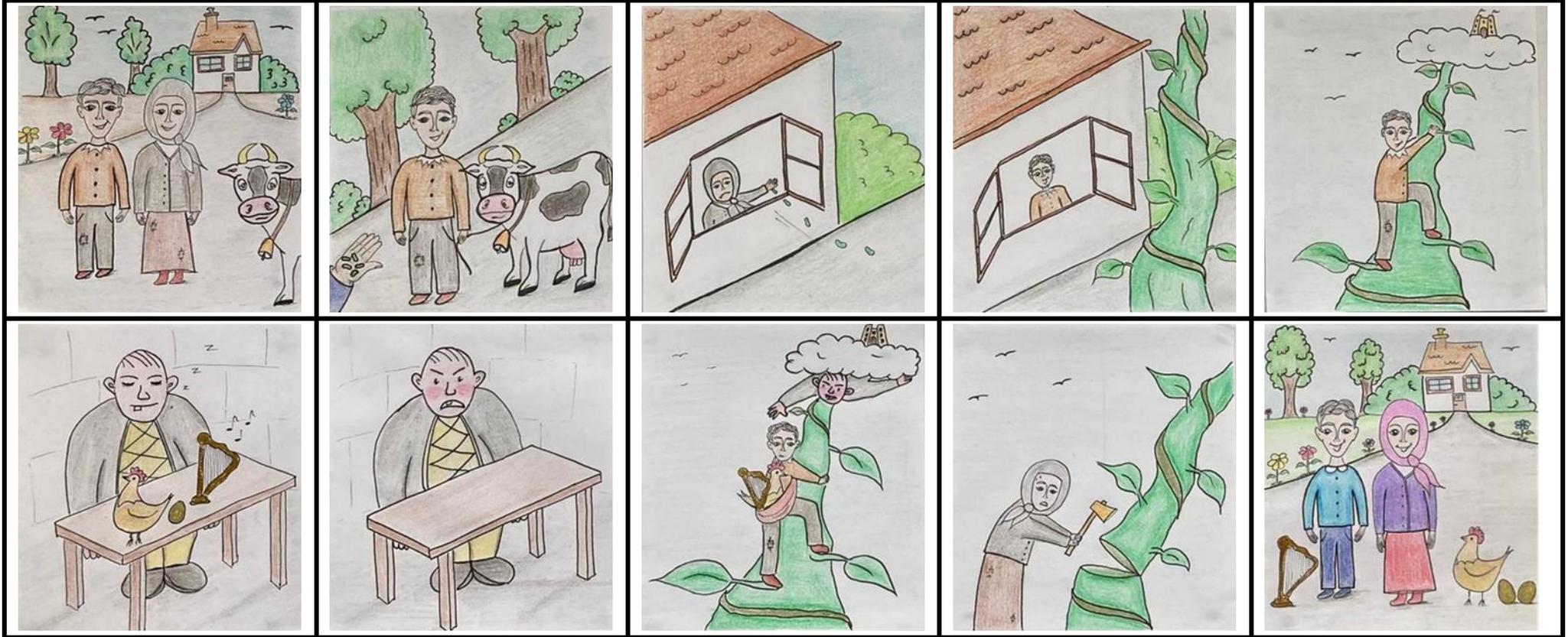
Be he ‘live or be he dead

I’ll grind his bones to make my bread.”

Jack ran as fast he could and started to climb back down the beanstalk. The giant came down after him. Jack shouted for help from his mother. His mother used an axe to chop down the beanstalk. The giant fell down and was never seen again.

With all of the golden eggs and their magic harp, Jack and his mother lived happily ever after.

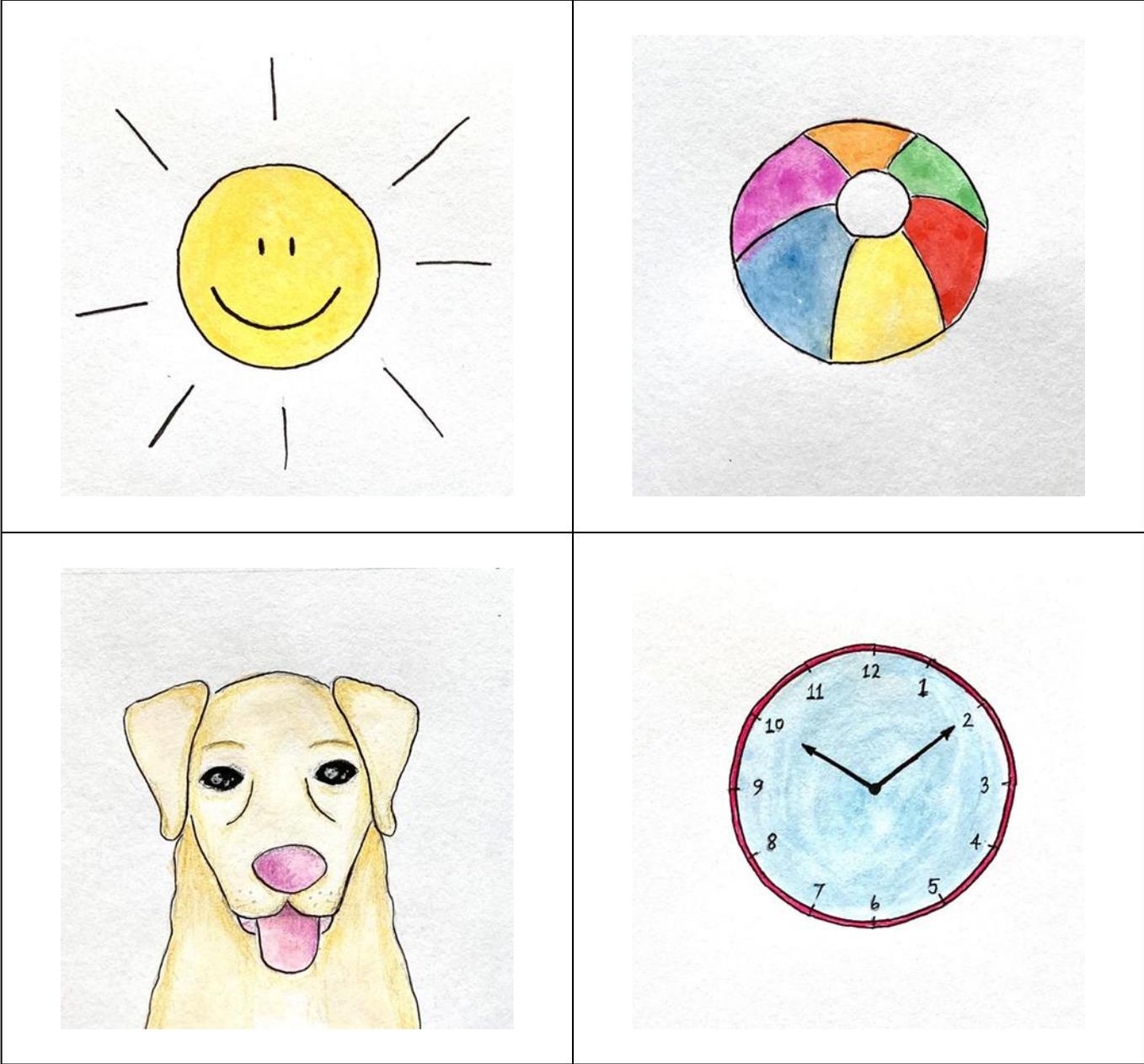




Assessment Tool: 2 - Phonological Awareness

Phonological Awareness Assessment		Response
1.	Assessor says the sentence and asks the pupil how many words are in the sentence? (first <i>model using Your name is (pupil name)</i>) a. My name is (<i>assessor name</i>). (4 words) b. I like fish and chips. (5 words) c. I can see lots of things. (6 words)	
2.	a. How many sounds in the word it ? (2 sounds) (<i>model using bin first</i>) b. How many sounds in the word cat ? (3 sounds) c. How many sounds in the word frog ? (4 sounds) d. How many sounds in the word ship ? (3 sounds) e. How many sounds in the word night ? (3 sounds) f. How many sounds in the word crispy ? (6 sounds)	
3.	Using the picture cards (<i>overleaf</i>) – find the word that begins with: a. 's' (sun) (<i>model using an object in the room first</i>) b. 'b' (ball) c. 'd' (dog) d. 'c' (clock)	
4.	d. What words do these sounds make c-a-t ? (<i>model using d-o-g first</i>) e. What words do these sounds make t-i-n ? f. What words do these sounds make p-o-p ? g. What words do these sounds make h-a-n-d ? h. What words do these sounds make ch-i-ck ?	
5.	a. How many sounds in the word fox ? (<i>model using the word fit first</i>) b. How many sounds in the word chip ? c. How many sounds in the word best ? d. How many sounds in the word rabbit ? e. How many sounds in the word bucket ?	
6.	a. What is the beginning sound in the word ant ? (<i>model using the word hat first</i>) b. What is the beginning sound in the word bat ? c. What is the beginning sound in the word chicken ? d. What is the beginning sound in the word trumpet ? e. What is the beginning sound in the word that ?	
7.	a. What is the middle sound in the word hit ? (<i>model using fog first</i>) b. What is the middle sound in the word hug ? c. What is the middle sound in the word book ? d. What is the middle sound in the word house ? e. What is the middle sound in the word sheep ?	
8.	a. What is the end sound in the word bed ? (<i>model using can first</i>) b. What is the end sound in the word coat ? c. What is the end sound in the word track ? d. What is the end sound in the word jumper ? e. What is the end sound in the word singing ?	
9.	a. How many beats / syllables in mat ? (1 syllable) (<i>model using table first</i>) b. How many beats / syllables in window ? (2 syllables) c. How many beats / syllables in thousand ? (2 syllables) d. How many beats / syllables in school ? (1 syllable) e. How many beats / syllables in adventure ? (3 syllables)	

Phonological Awareness Assessment - Pictures for question 3



Reading and Overlapping Difficulties Checklist

Name: _____

Behaviour	√	Difficulty	Suggestions
Sounds out every/most words.		<ul style="list-style-type: none"> Automaticity/fluency Limited sight recall Phonological awareness 	<ul style="list-style-type: none"> Precision teaching to develop sight vocabulary. Phonological awareness and fluency training. 20-20 reading intervention Multisensory approach
Skips lines or misses out words.		<ul style="list-style-type: none"> Visual processing difficulties Tracking difficulties 	<ul style="list-style-type: none"> Check vision Screen for Irlen's Try coloured overlays Tracking device
Reads slowly/has to re-read.		<ul style="list-style-type: none"> Automaticity/fluency Processing speed Language processing 	<ul style="list-style-type: none"> Precision teaching to develop Fluency. Keda Cowling – Stride Ahead Extra time Use of a reader or computer reader where appropriate. 20-20 reading intervention
Difficulties understanding what they have read		<ul style="list-style-type: none"> Language comprehension Processing speed Working memory 	<ul style="list-style-type: none"> 2020 reading intervention Strategies to develop language comprehension/receptive language- see toolkit.
Low motivation for reading.		<ul style="list-style-type: none"> Reading difficulties. Low self-concept for reading and/or reading self-efficacy. Low self-esteem. Doesn't see the value in reading or feel like its' relevant to them. 	<ul style="list-style-type: none"> Appropriate reading intervention for reading difficulties (see above). Use of motivating reading material, think about personal interests as well as age appropriate (e.g. Barrington Stoke publishers for low reading age/high interest) Opportunities for re-reading favourite texts to develop confidence. Ensure reading materials are differentiated appropriately. Provide meaningful choices for pupils within reading curriculum. Low pressure approach to reading tasks. Take account of pupil voice. Raise profile of reading. Model reading for pleasure. Encourage use of text-based media, multi modal texts

Behaviour	√	Difficulty	Suggestions
Reluctant to engage in activities in class that place demands on reading.		<ul style="list-style-type: none"> • Reading difficulties. • Low self-concept for reading and/or reading self-efficacy. • Low self-esteem. • Doesn't see the value in reading or feel like its' relevant to them. 	<ul style="list-style-type: none"> • As above.
Daydreaming and/or starting new tasks before finishing old ones.		<ul style="list-style-type: none"> • Difficulties with maintaining attention/concentration often co-occur with reading difficulties. 	<ul style="list-style-type: none"> • Consider seating. • Task plans/visual checklists. • Post-teach check. • Multisensory teaching. • Opportunities for kinaesthetic learning.
Seems to be restless.		<ul style="list-style-type: none"> • Difficulties with maintaining attention/concentration often co-occur with reading difficulties. 	<ul style="list-style-type: none"> • As above.
Outwardly challenging behaviours- being disruptive, aggressive behaviours etc.		<ul style="list-style-type: none"> • Reading difficulties are associated with externalising challenging behaviours (SEMH). 	<ul style="list-style-type: none"> • Ensure learning needs are supported. • Build up supportive relationships with pupils and families. • Provide meaningful choice for pupils and promote ownership. • Teach positive metacognition/self-talk about learning. • Be flexible. • Promote growth mind set approach. • See all above recommendations related to low motivation. • Seek support from specialist teaching team for SEMH or EP team if concerned.
Mood changes, avoidance of activities or changes in concentration.		<ul style="list-style-type: none"> • Reading difficulties are associated with internalising/emotional problems, in particular symptoms of anxiety (SEMH). • Possibly as a result of low self-concept for academic or just literacy-based tasks. 	<ul style="list-style-type: none"> • As above.

Reading Tasks Summary

Reading Tasks Summary		√
1.	<p>Letter/Grapheme Reading Activity</p> <p>Can the pupil read the grapheme fluently and automatically? Consider using a marking system to show which they can read fluently and those they can decode but do so slowly, e.g. dot for fluency and dashes to indicate they are able to decode but slowly.</p>	
2.	<p>Common Exception Words</p> <p>Ask the pupil to read the first set of common exception words. They need to be able to read the words with automaticity. Discontinue when the child has made 5 mistakes. The common exception word sheets could be used as an on-going assessment tool.</p>	
3.	<p>Sentence Reading (assessment tool 5)</p> <p>Ask the pupil to read the sentences on the sentence card and mark their responses on the grid. Discontinue when the pupil has made 5 mistakes. This will help you plan what to focus on when developing a reading intervention for the pupil.</p>	

Assessment Tool: 3 - Letters and Sounds

Key: **R** Read **C** Copy **W** Write

	R	C	W
s			
a			
t			
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	R	C	W
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oa			
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or			
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Please make any relevant notes here:

Letters and Sounds Card

s	a	t	p
i	n	m	d
g	o	c	k
ck	e	u	r
h	b	f	ff
l	ll	ss	j
v	w	x	y
z	zz	q	qu

Common Diagraphs and Trigraphs

ch	sh	th	ng
ai	ee	igh	oa
oo	ar	or	ur
ow	oi	ear	air
ure	er		

Assessment Tool: 4 - Common Exception Words

Key: R Read W Write

Reception & Y1	R	W		R	W	Y2 Cont.	R	W		R	W
is			where			behind			would		
to			says			child			who		
the			school			wild			whole		
no			out			climb			any		
go			were			most			many		
I			here			only			clothes		
he			our			both			busy		
of			push			old			people		
she			pull			cold			water		
we			put			gold			again		
me			full			hold			half		
be			by			told			money		
was			ask			everybody			parents		
my			school			even			Mr		
you			once			great			Mrs		
they			friend			break			laugh		
her			love			steak			build		
his			has			pretty			built		
all			today			beautiful			goes		
are			your			father			over		
said			going			hour			walk		
so			Year 2			move					
some			door			prove					
come			floor			improve					
there			poor			sure					
one			because			sugar					
do			find			eye					
when			kind			could					
what			mind			should					

Note any particular difficulties: e.g. spells phonetically, no automatic sight recall, sound out letter by letter when reading etc.

First set (based on Letters and Sounds and NC Year One Common Exception Words)

is	to	the	no
go	I	he	of
she	we	me	be
was	my	you	they
her	his	all	are
said	so	some	come

Second set (based on Letters and Sounds and NC Year One Common Exception Words)

there	one	do	when
what	where	says	school
out	were	here	our
push	pull	put	full
by	ask	school	once
friend	love	has	today
your	going		

Year 2 Common Exception Words – Set 1.

door	floor	poor	because
find	kind	mind	behind
child	wild	climb	most
only	both	old	cold
gold	hold	told	everybody
even	great	break	steak
pretty	beautiful	father	hour
move	prove	improve	sure
sugar	eye	could	should

Year 2 Common Exception Words – Set 2.

would	who	whole	any
many	clothes	busy	people
water	again	half	money
parents	Mr	Mrs	laugh
build	built	goes	over
walk			

Year 3/4 Common Exception Words

Key: R Read | W Write

Y3/4	R	W		R	W		R	W		R	W
accident			early			learn			question		
accidentally			earth			length			recent		
actual			eight			library			regular		
actually			eighth			material			reign		
address			enough			medicine			remember		
answer			exercise			mention			sentence		
appear			experience			minute			separate		
arrive			experiment			natural			special		
believe			extreme			naughty			straight		
bicycle			famous			notice			strange		
breath			favourite			occasion			strength		
breathe			February			occasionally			suppose		
build			forwards			often			surprise		
busy			fruit			opposite			therefore		
business			grammar			ordinary			though		
calendar			group			particular			although		
caught			guard			peculiar			thought		
centre			guide			perhaps			through		
century			heard			popular			various		
certain			heart			position			weight		
circle			height			possess			woman		
complete			history			possession			women		
consider			imagine			possible					
continue			increase			potatoes					
decide			important			pressure					
describe			interest			probably					
different			island			promise					
difficult			knowledge			purpose					
disappear			learn			quarter					

Note any particular difficulties: e.g. spells phonetically, no automatic sight recall, sound out letter by letter when reading etc.

Year 3/4 Common Exception Words (Set 1)

accident(ally)	actual (ly)	address	answer
appear	arrive	believe	bicycle
breath	breathe	build	busy
business	calendar	caught	centre
century	certain	circle	complete
consider	continue	decide	describe
different	difficult	disappear	early
earth	eight	eighth	enough
exercise	experience	experiment	extreme

Year 3/4 Common Exception Words (Set 2)

famous	favourite	February	forwards
fruit	grammar	group	guard
guide	heard	heart	height
history	imagine	increase	important
interest	island	knowledge	learn
length	library	material	medicine
mention	minute	natural	naughty
notice	occasion	occasionally	often
opposite	ordinary	particular	peculiar

Year 3/4 Common Exception Words (Set 3)

perhaps	popular	position	possess
possession	possible	potatoes	pressure
probably	promise	purpose	quarter
question	recent	regular	reign
remember	sentence	separate	special
straight	strange	strength	suppose
surprise	therefore	though	although
thought	through	various	weight
woman	women		

Assessment Tool: 5 – Sentence Reading

Ask your pupil to read the sentences on the sentence card and mark the errors below. If they substitute words, there is space to record this in the boxes above the word. You can also record omissions and additions. When they have made 5 mistakes stop the test (not including addition as errors). Use the key to establish which types of word your pupil can read and those they need to focus on. Ask simple questions to check understanding (optional).

Key:

V	Vowel	C	Consonant	CE	Common Exception Word	Syll	Syllable
adj	adjacent consonants	d(c)	Consonant Digraph	d(v)/ t(v)	Vowel Digraph/trigraph	Suff	Suffix

PKSS3									
CE	CVC	CE	CVC	VC		CVC	VC	CE	CVC
The	cat	is	sat	on	the	mat	in	a	hat.

PKSS3											
CE	ck			adj	CE	ll		CE			
Go	pack	a	bag	and	we	will	go	to	the	log	
hut.											

PKSS4											
CE	adj				CE		ll				d(c) - th
She	went	to	the	top	of	the	hill	and	sat	with	
d(v) - er	ck	adj			Suff-s						
her	back	next	to	the	rocks.						

PKSS4											
		CE		d(v) - oo	d(v) - oo			2Syll			d(v) - ee
Sam	runs	into	the	woods	looking	for	a	rabbit	but	sees	
	d(v) - ai			suff-es							
a	snail	on	the	bushes.							

PKSS5											
2 Syll	d(v) – ur/ed		d(v) - igh			CE	d(c) - wh		Suff - ing		
Daddy	turned	the	light	on	and	said,	“What	is	going	on?	
CE		d(v) - ee	Suff - ing		CE	t(v) - air		CE			
Who	has	been	sitting	on	my	chair	and	where	is	my	
d(v) – a-e											
cake?”											

PKSS5											
CE		CE		CE		3Syll			d(v) - ay		d(v) - ar
Once	at	school,	there	was	a	thunderstorm.	I	played	cars	and	
CE											
trains	with	my	friends.								

PKSS6											
CE		d(v) - ow		d(v) - oa		2 Syll					
Stan	goes	down	the	road	to	see	Vikram	and	his		
d(v) - a-e		4 Syll		2 Syll					d(v) - ea		
mates.	Everybody	is	happy	to	see	him.	They	all	eat		
3 Syll				2 Syll		CE			2 Syll		
chicken	sandwiches	and	play	football	in	the	beautiful	garden.			

PKSS6											
d(v) - ou		adj		CE							
Alfred	found	an	old	plank	of	wood.	He	thought,	“What	can	
CE											
I	make	with	this?”	Then,	he	had	an	idea!	He	ran	
suff-ly		d(v) - o-e		CE		2 Syll		d(c) - sh		CE	
quickly	home	to	build	a	wooden	ship.	What	would	you	make?	

Year 3											
adj		Y3/4 Words		Y3/4 Words		Y3/4 Words			2 Syll		CE
Spring	appeared	suddenly,	it	was	very	strange.	Flowers	began			
2 Syll		Y3 Words		d(v) - ew		Y3 Words					
to	blossom	and	fruit	grew	on	the	trees.	Everywhere,			
CE		d(v) - ir		Contraction		Y3/4 Words					
I	heard	birds	chirping	I	can't	describe	how	happy			
adj		Y3/4 Words		Y3 Words							
I	felt	as	I	looked	forward	to	my	favourite			
d(v) - i-e		CE		2 Syll							
time	of	the	year,	the	summer	holidays!					

Year 4										
										Y3/4 Words
Today	Ali	went	for	a	walk	with	his	famous	Grandpa.	
			CE	CE						
He	was	a	hero	because	he	had	saved	a	baby	
					silent K					
from	a	runaway	train.	Everybody	knew	him,	he	was	a	
Y3/4 Words		Y3/4 Words		Y3/4 Words		CE				
natural	charmer!	Various	men,	women	and	children	said	hello	to	
them	as	they	wandered	along	the	seafront.	Ali	felt	so	
Y3/4 Words					Y3/4 Words					
special	to	have	such	a	popular	grandpa.				

Year 5/6										
			Y5/6Words				Y5/6Words			
It	was	very	awkward	and	quite	a	controversy!	I	felt	
	Y5/6Words					Y5/6Words	Y5/6Words			
very	embarrassed.	I	truly	wasn't	being	mischievous.	Sincerely,	it	was	
	Y5/6Words									
an	accident.	When	I	threw	the	cricket	ball,	I	never	
CE						CE		Homophone		
meant	to	hit	Frank	in	the	eye	or	break	the	
						Y5/6Words				
school	window!	Frank	had	such	a	bruise	and	the	Head	
			suff-ion							
put	me	in	detention.	Everywhere	we	went	Frank	joked	I	
								Y3/4 Words		
had	given	him	a	black	eye.	The	incident	weighed	heavily	
		Y5/6Words								
on	my	conscience,	even	though	I	was	was	completely	innocent!	

Comment on reading behaviours, e.g. slow reader, decodes every word, has poor sight word recognition, struggles to decode unfamiliar words. Did they understand the sentences they read?

Sentence Reading Card

1. The cat is sat on the mat in a hat!
2. Go pack a bag and we will go to the log hut.
3. She went to the top of the hill and sat with her back next to the rocks.
4. Sam runs into the woods looking for a rabbit but sees a snail on the bushes.
5. Daddy turned the light on and said, "What is going on? Who has been sitting on my chair and where is my cake?"
6. Once at school, there was a thunderstorm. I played cars and trains with my friends.
7. Stan goes down the road to see Vikram and his mates. Everybody is happy to see him. They all eat chicken sandwiches and play football in the beautiful garden.
8. Alfred found an old plank of wood. He thought, "What can I make with this?" Then, he had an idea! He ran quickly home to build a wooden ship. What would you make?

9. Spring appeared suddenly, it was very strange. Flowers began to blossom and fruit grew on the trees. Everywhere, I heard birds chirping. I can't describe how happy I felt as I looked forward to my favourite time of the year, the summer holidays!

10. Today Ali went for a walk with his famous Grandpa. He was a hero because he had saved a baby from a runaway train. Everybody knew him, he was a natural charmer! Various men, women and children said hello to them as they wandered along the seafront. Ali felt so special to have such a popular grandpa.

11. It was very awkward and quite a controversy! I felt very embarrassed. I truly wasn't being mischievous. Sincerely, it was an accident. When I threw the cricket ball, I never meant to hit Frank in the eye or break the school window! Frank had such a bruise and the Head put me in detention. Everywhere we went Frank joked I had given him a black eye. The incident weighed heavily on my conscience, even though I was completely innocent!

Writing Assessment Summary

Writing Tasks Summary		Level
1.	<p>Draw-a-man activity</p> <p>a) Ask the pupil to draw themselves or someone from their family.</p> <p>b) Ask the pupil to complete a simple sentence about themselves. (verbally) “<i>My name is...</i>”</p> <p>Use the sheet provided or a blank piece of paper for this activity.</p> <p>Make a note of the pupil’s pencil grip.</p> <p>Ask the pupil to write their name, if not can they:</p> <ul style="list-style-type: none"> • overwrite • write their name under a model 	PKSS1
2.	<p>a) Using the picture they have drawn) ask the pupil - Ask the pupil to finish off the sentence verbally using more than one word, “My person has/is”</p> <p>b) Ask the pupil to say another sentence about their person? Can they write one of their sentences about their person; if not can they label their picture, e.g. head, arm, hand, body.... You can scribe if necessary.</p>	PKSS2
3.	<p>Free writing</p> <p>Ask the pupil to write about themselves using assessment tool 8. Allow 2-3 minutes for the pupil to plan using the planning tool.</p> <p>Use this sample to gain an indication for where they are using statements on the record score sheet. For example, can they write a short sentence, can they use punctuation, can they use descriptive language etc.</p> <p>If they are unable to do this – ask them to do it orally for you to scribe so you can get an indication of their compositional skills and whether they can compose a sequence of sentences.</p>	PKSS3 (write simple sentence without prompting)
4.	<p>Letter Writing Activity</p> <p>Only ask the pupil to complete this task using the copying template document if you need to.</p>	
5.	<p>Write letters from sound prompt You will need a piece of paper for this activity. Adult to say a letter sound and pupil to write the corresponding grapheme. Say these in the same order as the letter cards.</p>	
6.	<p>Common Exception Words You will need a piece of paper for this activity. Use the common exception word card and ask the pupil to spell the words. When they have made 5 mistakes stop the assessment. Mark the results under W on the common exception score sheet above.</p>	
7.	<p>Dictation</p> <p>You will need a piece of paper for this activity. Read the following sentences to the pupil and ask them to write them down thinking about spelling and punctuation. You can repeat the sentence once- if the pupil forgets the sentence even when repeated make a note of this. Ask them to write down what they can remember.</p>	

Assessment Tool: 6 - Letter Copying Sheet

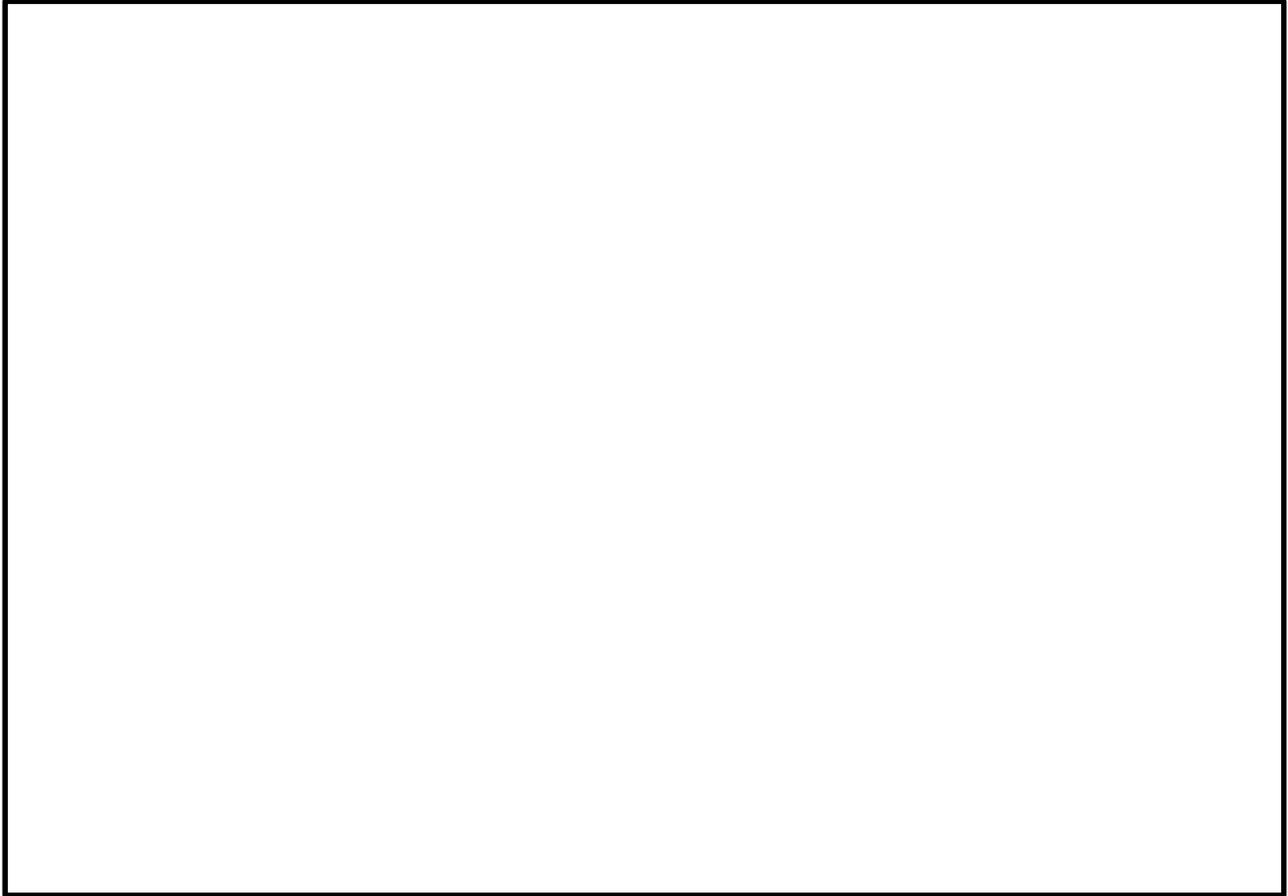
Name: _____

s	a	t	p	i
n	m	d	g	o
c	k	e	u	r
h	b	f	l	j
v	w	x	y	z
q				

Assessment Tool: 7 - Draw-a-Man Activity

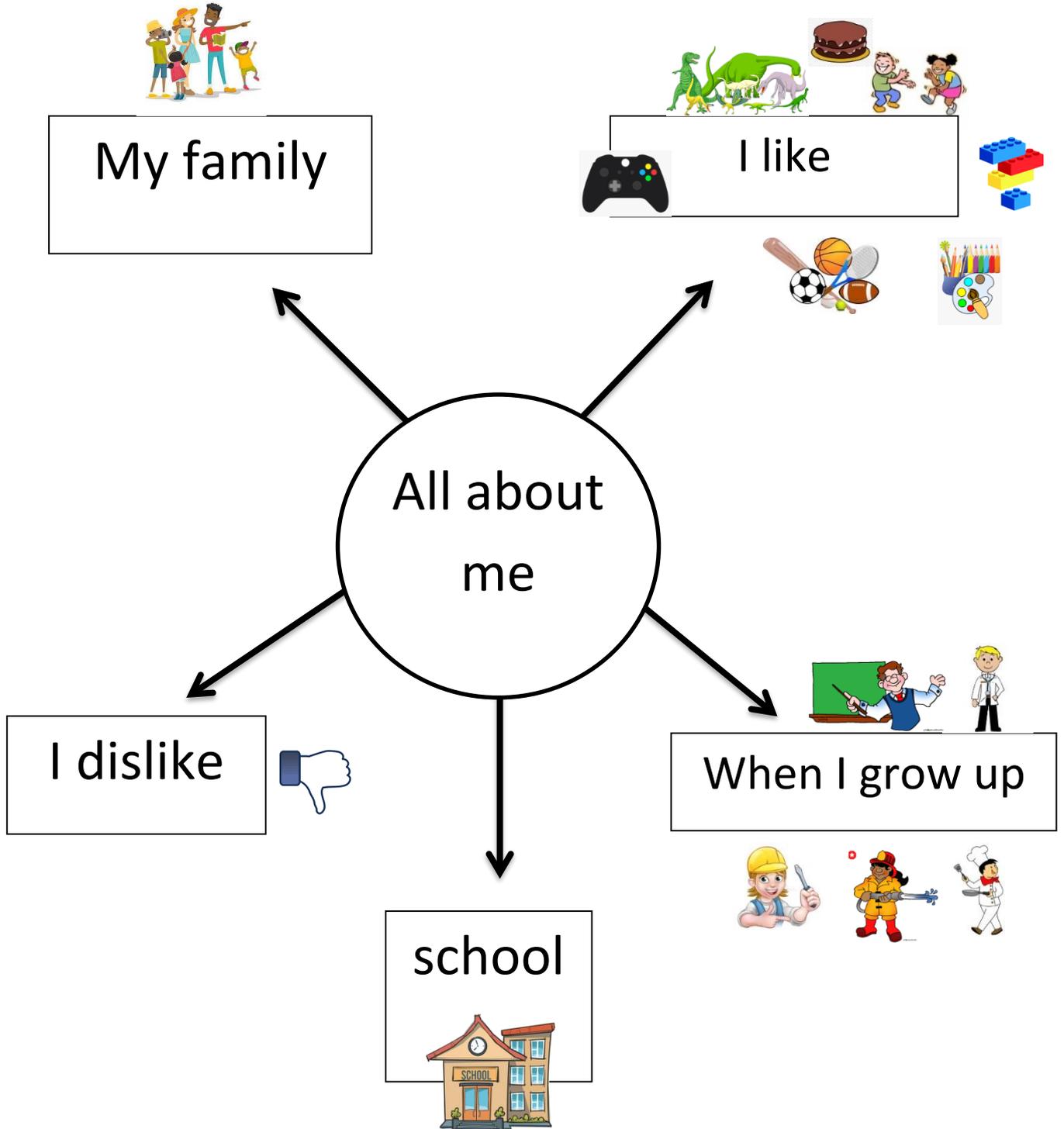
Name: _____

Instruction: Draw a picture of person in the box below.

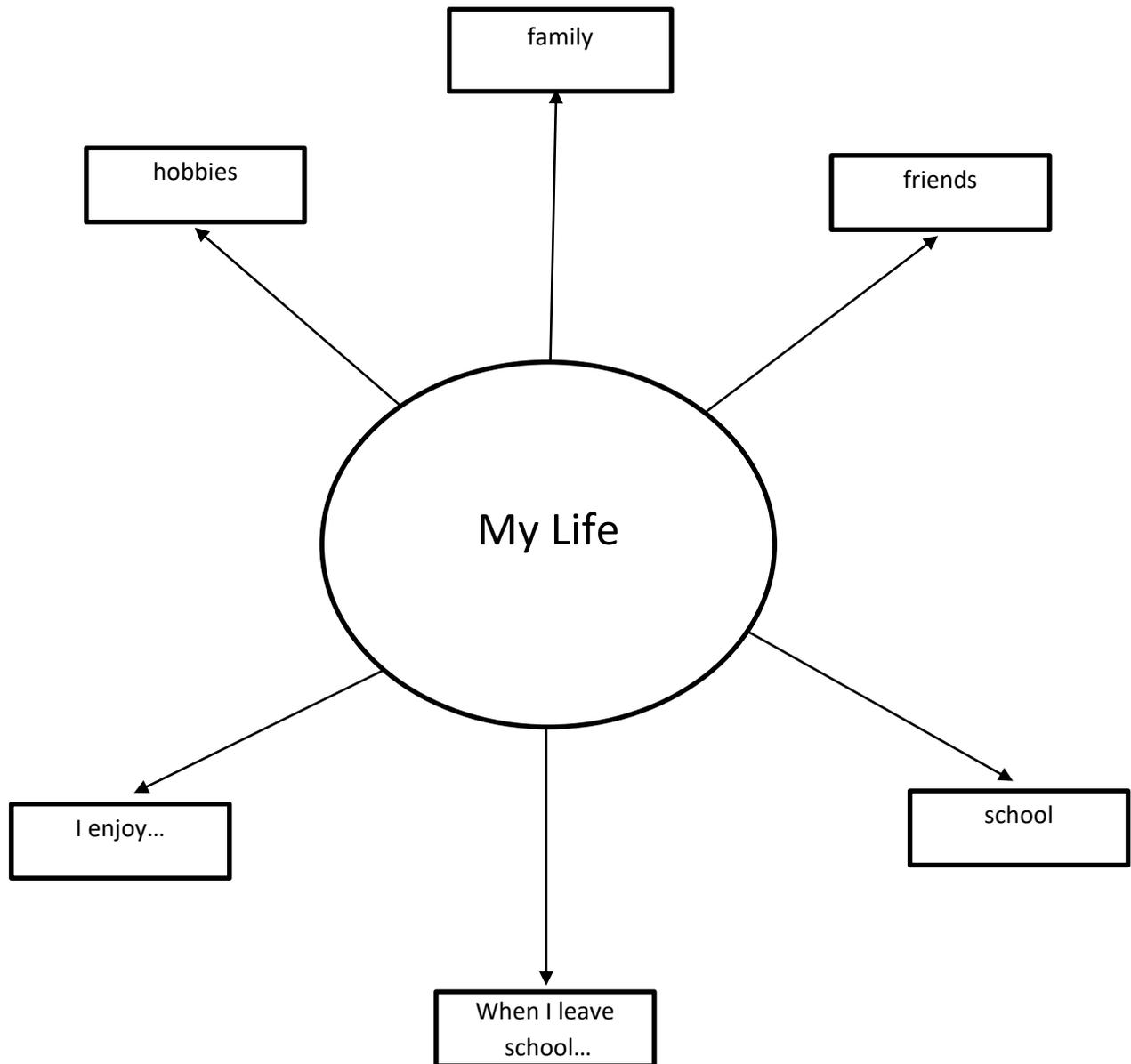


Instruction: Think of a sentence to describe your person. (PKSS3)
Teacher can scribe if necessary

Name _____



Name _____



Assessment Tool: 9 - Dictation Task

Read the following sentences for your pupil to write. Stop the test when the pupil has made 5 mistakes.

1. A pet dog sat in a box.
2. Mum had a red bag.
3. Kim has a cat and Jim has a dog.
4. The chick and hen sing a song.
5. On the back of an ox sat a slim queen with boxes full of coins.
6. Which eggs will hatch into chickens, ducklings or parrots? We will have to wait and see!
7. Stan slipped off the plank in his flip flops. He bumped his right knee on a dolphin.
8. One of her sons cried with happiness when he saw his beautiful new clothes.
9. In April the bravest sparrows came first to steal leaves for their nest. Aren't they cheeky!
10. At four in the morning the giant slugs and worms like to come out of hiding and leave silvery trails across the field.
11. In our science experiment we had to measure the weight and height of a quarter of our group. We were careful and used division to calculate a quarter.
12. In February, I occasionally ride my bicycle through the cemetery past the library to avoid the busy traffic.
13. There were many of Dan's friends at the football match. There had been serious preparations over the phone! Their team was at the top of the league. Dan coughed and said, "I beg your pardon." The others laughed. It was going to be a day of much merriment!

Dictation Score Sheet

Use the key to establish which types of word your pupil needs to focus on. As new spelling patterns are introduced, the spelling patterns are above the words in the grids. Make a note of punctuation used after each sentence.

Key:	V	Vowel	C	Consonant	CE or E	Common Exception Word or Exception word
-------------	----------	-------	----------	-----------	----------------	--

1.	PKSS3						
	CE	CVC	CVC	VC	CE	CE	CVC
	A	pet	dog	sat	in	a	box.

Capital letter	
Full Stop	

2.	PKSS3					
	CVC	CVC	CVC	CVC	CVC	CVC
	Mum	had	a	red	bag.	

Capital letter	
Full Stop	

3.	PKSS3								
	CVC	CE	CVC	VCC	CVC	CVC	CVC	CVC	CVC
	Kim	has	a	cat	and	Jim	has	a	dog.

Capital letter	
Capital for name	
Full Stop	

4.	PKSS4							
	CE/th	ch ck	ng	ng	ng	ng	ng	ng
	The	chick	and	hen	sing	a	song.	

Capital letter	
Full Stop	

5.	PKSS4								
	ck	CE	CE	CE	CE	CE	CE	CE	CE
	On	the	back	of	an	ox	sat	a	
	sl	qu	CE	plural es	ll	oi	oi	oi	oi
	slim	queen	with	boxes	full	of	coins.		

Capital letter	
Full Stop	

6.	PKSS5						
	wh	Plural s	tch	2 syll	ck/ng/-s	ai	ai
	Which	eggs	will	hatch	into	chickens,	ducklings
	or	parrots?	We	will	have	to	wait
	ee	ee	ee	ee	ee	ee	ee
	see!						

Capital letter	
Comma	
Question mark	
Exclamation mark	

7.	PKSS5					
	Double rule/ed	ff	th	pl	pl	pl

Capital letter	
Full Stop	

Stan	slipped	off	the	plank	in	his
fl			mp-ed		igh	kn
flip	flops.	He	bumped	his	right	knee
		ph				
on	a	dolphin.				

8. PKSS6						
homophone			homophone	y-i ed	th	
One	of	her	sons	cried	with	
y-i ness	wh		aw		CE	
happiness	when	he	saw	his	beautiful	
homophone	CE					
new	clothes.					

Capital letter	
Full Stop	

9. PKSS6						
			-est	ow	a-e	
In	April	the	bravest	sparrows	came	
ir		ea	Rule f to ves		poss've their	
first	to	steal	leaves	for	their	
st	contraction					
nest.	Aren't	they	cheeky!			

Capital letter	
Capital-month	
Contraction '	
Exclamation mark	

10. PKSS6						
	our as /or/			or		
At	four	in	the	morning,	the	
soft g	sl		or (er)	i-e		
giant	slugs	and	worms	like	to	
CE	ou		-e /ing rule			
come	out	of	hiding	and	leave	
(or) after W	3 syll er	tr	ss (s) end		ie	
warm	silvery	trails	across	the	field.	

Capital letter	
Comma	
Full Stop	

11. Y3							
			Silent c	4 syll			
In	our	science	experiment	we	had		
	-ure		eigh		CE		
to	measure	the	weight	and	height		
		CE			CE		
of	a	quarter	of	our	group.		
		Suffix- ful	CE		-sion		
We	were	careful	and	used	division		
	3 syll						
to	calculate	a	quarter.				

Capital letter	
Full Stop	

12. Y3							
				sion/suffix-ally			
In	February,	I	occasionally	ride	my		
CE	CE		soft c				
bicycle	through	the	cemetery	past	the		
CE				CE	CE		
library	to	avoid	the	busy	traffic.		

Capital letter	
Capital - month	
Comma	
Full stop	

13. Y4							
				possessive-'s			
There	were	many	of	Dan's	friends		
at	the	football	match.	There	had		
	-ious	-ation			ph		
been	serious	preparations	over	the	phone!		
poss've their							
Their	team	was	at	the	top		
		-gue		ough			
of	the	league.	Dan	coughed	and		
said	"I	beg	your	pardon."	The		
others	laughed.	It	was	going	a		
			y-ment				
day	of	much	merriment!				

Capital letter	
Full Stop	
Possessive '	
Speech Marks	
Exclamation mark	