**Assessment for teachers to complete for pupils experiencing reading difficulties**

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| Pupil Name: |  | Yr |  | D.O.B |  | Chronological Age | |  |
| Completed by: |  | Role |  | | | | Date |  |
|  | | | | | | | | |
| **Assessment question** | | | | **Comment** | | | | |
| **National curriculum level the pupil is achieving at.**   * Reading * Writing * Maths | | | |  | | | | |
| **Reading assessments**  Please list any other assessments (and results) used in school to understand pupil’s current reading/writing difficulties | | | |  | | | | |
| **Summary of concern** | | | |  | | | | |
| **Is there a history of reading difficulties in the family (parent, grandparents’ siblings etc.)**  If so, please describe. | | | |  | | | | |
| **Co-occurring difficulties**  Please list/describe any other factors e.g., ADHD diagnosis, ASC, Co-ordination difficulties  Please attach medical report if there is one. | | | |  | | | | |
| **Has there been Speech and Language support at any point of the pupil’s development?**  **Yes/No:**  Date and Type of Involvement  Report attached: Yes/No | | | |  | | | | |
| **Are there any concerns around hearing?**  If so, has a hearing test been sought? | | | |  | | | | |
| **Is the pupils’ expressive language age appropriate?** | | | |  | | | | |
| **Is the pupils’ receptive language age appropriate?** | | | |  | | | | |
| **How many information carrying words can the pupil recall?** (Please discuss with SENCO if unsure) | | | |  | | | | |
| **What Level of Blank Questions can the pupil understand? (Please discuss with SENCO if unclear)** | | | |  | | | | |
| **PhAB2 assessment – is this in school, has this been used – please attach summary**  (If so, this will help answer many of the questions below) | | | |  | | | | |
| **Initial letter sounds**  Can the pupil say the letter when it is pointed to?  Can they point to the letter when it is said?  Please note which letters the pupils is not confident with. | | | |  | | | | |
| **Can they say/sing the alphabet**  Please note areas of difficulty | | | |  | | | | |
| **First 100/200 words**  Which of the first 100/200 words do they know by sight?  Choose the most relevant category  List words below or attach list  assess which are   1. known by sight, 2. hesitant but known 3. can be decoded 4. unknown | | | |  | | | | |
| **Is the pupil using ERT?**  If so, please describe how often this intervention occurs. If this has been used in the past, please comment on how it was used. | | | |  | | | | |
| **Can the pupil write all 26 letters when they are read out to them?**  Which are:   * Correctly formed * Legible but not correctly formed * Not known/illegible | | | |  | | | | |
| **Letter Arc/Rainbow**  Is this used, if so  Can they lay out the letter tiles:   * with the model in front of them? * without the model? * is it accurate? * which bits need developing? | | | |  | | | | |
| **Initial, final, and medial sounds**  Can the pupil clearly identify sounds in words (oral) | | | |  | | | | |
| **Syllable clapping**  Can the pupils independently clap syllables  In two syllable words  In three syllable words?  In four syllable words? | | | |  | | | | |
| **Segmenting words into syllables**  Can the pupils orally segment a word into syllables  In two syllable words?  In three syllable words?  In four syllable words? | | | |  | | | | |
| **Can the pupil blend syllable into words**  In two syllable words?  In three syllable words?  In four syllable words? | | | |  | | | | |
| **Recognition of words within sentences**  Can the pupil hear words in a sentence. Can they repeat a sentence accurately without forgetting words. What length of sentence can they repeat (start with 3-word phrases and build up) | | | |  | | | | |
| **Recognition of rhyme**  Can the pupil match rhyming pictures, can they suggest a word that rhymes with another? | | | |  | | | | |
| **Alliteration**  Can the pupil say which words start with the same letter sound  With pictures?  When are three words said?  When are four words said? | | | |  | | | | |
| **Blending phonemes into words**  Can the pupil blend phonemes into words  Please describe level | | | |  | | | | |
| **Segmenting words into phonemes**  Can the pupil segment word into phonemes  Please describe level | | | |  | | | | |
| **Manipulating phonemes**  Can the pupil substitute, add or delete sounds to make unfamiliar words.  e.g.  bat with a ‘h’   = hat  key with ‘p’ on the end = keep  seal without a ‘l’ = sea | | | |  | | | | |
| **Writing**  Can the pupil write cvc words?  What about cvvc words? | | | |  | | | | |
| **Reading**  What book level is the pupil on  Can they read this with 95% accuracy. | | | |  | | | | |
| **Reading in school – how often, how long, who to, type of reading**  1:1  Small group | | | |  | | | | |
| **Reading schemes/systems used in school, please highlight those accessed by pupil**  e.g., Banded book levels, Accelerated Reader etc | | | |  | | | | |
| **Interventions to support reading available in school e.g., ERT, Cued spelling, Nessy, Dancemat**  Please highlight those accessed by pupil | | | |  | | | | |
| **Support materials used by Pupil**  Talking buttons, Weighted pencils, Word Mats, Clicker (which version) etc | | | |  | | | | |
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