



RENFREWSHIRE POLICY ON THE ASSESSMENT OF DYSLEXIA AND LITERACY NEEDS



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1. INTRODUCTION

Most young people's literacy skills develop in a predictable manner, provided they have had appropriate learning opportunities. However, this is not the case for everyone, and some young people's literacy skills develop very slowly and with great difficulty.

Literacy difficulties can lie on a continuum, from mild to significant. Dyslexia is the term that has been used to describe where those difficulties are felt to be significant. However, when to use the term dyslexia is not always clear.

Dyslexia is complex. There is no single process, or 'test', that can identify dyslexia. Conclusions can only be drawn following an ongoing process of information gathering over time about the young person's literacy development, drawing on careful evaluation of the young person's response to targeted intervention over time.

Class teachers are in the strongest position to identify when literacy needs exist and to assess whether a child could be described as having dyslexia. The aim of this guidance document is to provide schools with a clear process which can support the identification of dyslexia by the schools at both primary and secondary stages, and a process for recording and assessing the information gathered. The Educational Psychology Service will continue to support schools where the issues may be felt to be more complex.

It is important to note that dyslexia should not be seen in isolation, but fully embedded within Renfrewshire's Staged Intervention Framework, giving focus to the wider context of assessment and support for all literacy needs and not just dyslexia.

2. THE DEFINITION OF DYSLEXIA

Dyslexia has been described and defined in different ways by different organisations.

Renfrewshire Council has adopted the British Psychological Society's (2005) definition of dyslexia:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching."

This policy document provides guidance for schools and sets out a process whereby schools can collect evidence to indicate that the young person's difficulties are 'severe and

persistent despite appropriate learning opportunities' and can therefore be described as meeting the criteria for an identification of dyslexia.

A list (not exhaustive) of suggested interventions to support pupils who have dyslexia and/or literacy difficulties is included in the appendices (see appendix 12). Note that there are no specific 'dyslexia only' interventions. Interventions chosen to support young people with dyslexia will be the same as those designed to support *all* children who may be struggling with literacy, regardless of whether they have an identification of dyslexia or not. For more information on support for young people with dyslexia see (<https://addressingdyslexia.org/>).

3. THE ASSESSMENT PROCESS

To support an identification of dyslexia, evidence needs to be gathered which indicates that a child's difficulties are severe and that they have continued despite the young person having received ongoing intervention and support.

There is no single process, or 'test', that can identify dyslexia. As noted above, conclusions can only be drawn following a process of information gathering about the young person's literacy development over time, including careful evaluation of the young person's response to targeted intervention.

Renfrewshire Council adopts a Staged Approach to meeting the needs of every child. This means starting early with targeted adjustments to learning and teaching approaches, reviewing progress regularly and building up support where necessary. This Staged Approach means that the process of dyslexia assessment is contextualised, rather than the administration of a single test or single piece of information gathered on one occasion.

Information to support a staged and contextualised approach to dyslexia assessment can be gathered from a range of different sources. A checklist (not exhaustive) of relevant sources of information can be found in appendix 1.

4. ASSESSMENT AT THE PRIMARY STAGE

At the primary stage the assessment will be an ongoing process taking place over a period of time, involving careful evaluation of the child's response to teaching and targeted intervention.

It follows that the younger the child, the less certain the identification of dyslexia is likely to be to ensure that the child has received appropriate learning opportunities.

The assessment information gathered should come from a range of different sources (see appendix 1 for examples of sources of information).

In order to decide if the term dyslexia should be used to describe a young person's difficulties, evidence needs to be gathered to show that the difficulties have **persisted despite targeted intervention** and that they are **severe**.

4.1 EVIDENCING THAT THE CHILD'S DIFFICULTY HAS PERSISTED

It is important that interventions are given sufficient time to have an impact on a pupil's progress. Having a clear understanding of the specific aim of the intervention in place, and a time frame to monitor progress is an important part of assessing the persistent nature of a pupil's difficulty.

In order to evidence a child's difficulty has persisted despite targeted intervention, good record keeping is essential.

Renfrewshire's Staged Intervention process will support the ongoing gathering of information. The gathering of information is likely to take place through a series of steps, as outlined below.

The recording process.

Step 1. Where the class teacher feels a young person may be struggling to acquire certain skills, they will provide support using universal strategies and adaptive teaching. Actions and outcomes will be recorded on the staged intervention Stage 1 monitoring form (see appendix 2 for a sample form). The teacher will record the area of concern and what strategies were put in place, with timescales for reviewing progress. It will also be discussed with parents/carers. It is expected that this stage may be re-visited many times, with ongoing monitoring of progress and teacher assessment to identify key areas which continue to require targeted intervention.

Where the child makes expected progress, support strategies should continue, and progress should be regularly reviewed in class.

Step 2. Where the child does not make expected progress over time, parents/carers will be advised that the child's literacy progress will continue to be closely monitored with further assessment and intervention to support targeted areas. At this stage, the school begins to complete the Pupil Assessment Profile – Primary (appendix 3). Again, this is a working document which will be completed over a period of time.

Step 3. When there is enough clear and robust assessment information to inform an identification of need, a Literacy Consultation Meeting should be held. A Literacy Consultation meeting should include the key school staff involved in the dyslexia assessment process. In primary schools this might include the Class Teacher, Pupil Support Coordinator, and possibly other staff to offer further moderation of assessment within the school. At this

meeting, professionals will review all the information available and make decisions based on the pupil's needs (see section 6). During this meeting, the 'Summary of Pupil's Identified Needs - Primary' should be completed (appendix 4).

4.2 EVIDENCING THAT THE DIFFICULTY IS SEVERE

Drawing conclusions about the degree of severity of a child's difficulties will require to be based on an analysis of all the information gathered over time.

Teachers will always use professional judgement when considering the degree of difficulty a child has. However, it is important to have professional judgement supported by evidence and backed by objective benchmarks. Reading ages are often used by teachers as measures of levels of severity. Whilst these scores do provide indications of the levels of difficulty, they can also be misleading and statistically they don't provide benchmarks. This is mainly because test designers tend to use different methods to derive reading age scales.

A more appropriate benchmark can be obtained using **standardised assessments**. Standardised assessments provide information about the average scores expected for a child's age and stage. However, because they consider the *spread* of scores gathered from wide samples of young people, they can therefore provide *ranges* that can help decide if a pupil's score is so far away from the average for his/her year group that we need to be concerned about it (see appendix 5 on Standardised Assessments).

It is important to restate here that no one 'test', even a standardised test, can provide robust evidence about the nature of a child's difficulties. Conclusions can only be drawn by triangulating information and drawing conclusions based on all the supporting evidence that has been gathered over time.

Literacy Difficulties – A pathway to support pupils: PRIMARY SCHOOL

Initial Concern expressed to/raised by class teacher.

Concern is recorded on Stage 1 Monitoring form and parents notified.

Class strategies differentiated to support pupil

If pupil does not make the expected progress

Class teacher implements the use of targeted strategies and monitors progress

- Continue to build up appropriate assessment information and start to populate the Pupil Assessment Profile to record progress
- Additional assessment tools to explore:
 - Consult the Check Lists to consider full literacy profile
 - Complete 'Have your Say' with Pupil
- Class teacher meets with Pupil Support Coordinator to discuss strategies and progress to date
- Record concerns within Staged Intervention paperwork
- Plan and implement targeted intervention.

Following ongoing targeted intervention

Review progress

- Class teacher and Pupil Support Coordinator review progress and all assessment information to determine what more needs to be done (see assessment guidance)
- Carry out standardised assessment of literacy as part of wider assessment profile.

- If *following ongoing targeted intervention*, the pupil continues to show a *severe and persistent difficulty at the word level*, proceed on to a **Literacy Consultation meeting** to record the agreed outcomes of assessment. Record outcomes of assessment on Summary of Pupil's Identified Needs.
- Ongoing strategies of support should be monitored and reviewed through the Staged Intervention paperwork.

- If *following ongoing targeted intervention*, the pupil shows progress which suggests that the difficulties may not be severe and persistent, continue with supports.
- Ongoing strategies of support should be monitored and reviewed through the Staged Intervention paperwork.

5. ASSESSMENT AT THE SECONDARY STAGE

By the time young people have reached the secondary stage, it is expected that they will have had access to appropriate learning experiences and interventions. It is also expected that most assessments of Dyslexia will be done within the Primary context. In some instances, however, assessment will begin within the Secondary context, where no noted literacy difficulties were identified at Primary school. Assessments at this stage will therefore have a slightly different emphasis, focusing on an assessment of the young person's current literacy levels, and the impact of any difficulties across the curriculum.

Once a concern has been raised, the school will record this on a Pupil Assessment Profile: Secondary (appendix 5). The school will then begin to gather appropriate information about the young person's level of difficulty and the impact this has had (see checklist in appendix 1).

5.1 EVIDENCING THAT THE YOUNG PERSON'S DIFFICULTY HAS PERSISTED

To ascertain if the difficulties have been ongoing despite appropriate interventions, evidence will need to be gathered about the pupil's progress in primary and what supports were provided.

Sources of evidence may include:

- Pupil's records from primary (support provided and response to support, school attendance, any disruptions to learning opportunities)
- Young person's views (see appendix 10)
- Parent/carer views (see appendix 11)

5.2 EVIDENCING THAT THE DIFFICULTY IS SEVERE

The procedure here will be similar to the primary assessment guidance in terms of the use and analysis of assessments. However, given that the secondary assessment process will generally not be focusing on the impact of targeted intervention over time, but mainly on ascertaining the pupil's acquired level of literacy skills by the time they reach secondary, the use of standardised assessments at this stage is even more important. This will help gauge the degree of severity of the young person's difficulties. This assessment information needs to be considered in conjunction with other sources of evidence, such as samples of the pupil's work and subject teacher reports. It will also be important for the SQA to gather evidence to show that the pupil's performance is significantly improved when they have access to appropriate support.

It is also crucial to assess the impact these difficulties have had on the young person. Such information can be provided through school round robins sent to subject teachers,

information from learning support, and any other relevant information from pupil support departments. The young person's views are also very important, as are views of parents/carers. For a checklist/aide memoire of possible sources of information see appendix 1.

NOTE: Computerised assessments for reading and spelling do not provide the key information required when assessing literacy skills. If used, they should be used as initial screening assessments only.

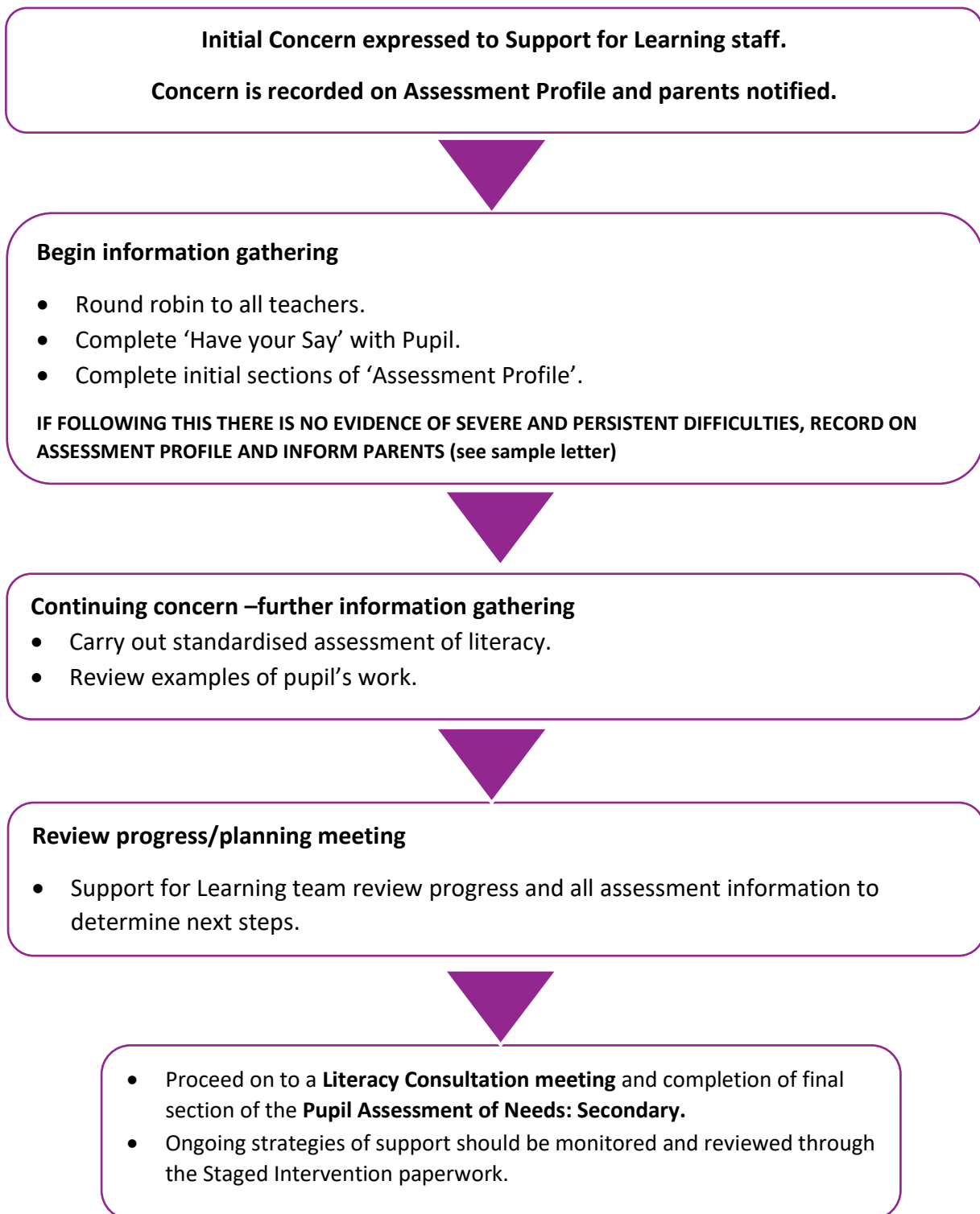
5.3 RECORDING THE INFORMATION COLLECTED

All assessment information gathered should be recorded in the appropriate sections of the Pupil Assessment of Needs: Secondary (appendix 5.)

5.4 OUTCOME OF THE ASSESSMENT

When there is enough clear and robust assessment information to inform an identification of need, a Literacy Consultation Meeting should be held. A Literacy Consultation meeting should include the key school staff involved in the dyslexia assessment process. Within a Secondary School this might involve the Pupil Support Coordinator, the SfL team, and possibly other staff to offer further moderation. At this meeting, professionals will review all the information available and make decisions based on the pupil's needs (see section 6). The final section of the Pupil Assessment of Needs: Secondary (section 4) is then completed.

Literacy Difficulties - A pathway to support pupils: SECONDARY SCHOOL



6. GUIDE TO ASSESSMENT APPROACHES

Teachers have always used a variety of approaches when assessing children's literacy skills, such as teacher observations, children's responses to interventions, running records, miscue analysis, checklists, and more formal assessment materials.

Information to support what teachers are already doing can be found in the appendices. These include:

- Guidance on key skills underlying reading and spelling development. This can be used as a guide on what to look for (appendix 7).
- Checklists to support assessment for early; first/second/; third/fourth level (appendix 8).
- Bank of assessment materials that can be used (appendix 9).
- Pupil 'Have your say' proforma (appendix 10).
- Framework for gathering parent/carer views (appendix 11).

7. COMPLETING THE ASSESSMENT

At both primary and secondary stage, a Literacy Consultation Meeting should be held to review all the information recorded in the relevant Pupil Assessment Profile.

It is accepted that for some children the nature of their needs will be much wider than literacy. This will mean that the Literacy Consultation Meeting will have a more holistic focus looking at wider needs and how to support these needs. It is important to ensure that in these instances, the robust collaborative assessment framework is maintained.

All information and subsequent action agreed to meet the pupil's needs should then be recorded on the Summary of Pupils Identified Needs (Primary) or the last section (section 4) of the Pupil Assessment of Needs (Secondary).

Appendices

Appendix 1: Aide memoire/Checklist

Below is a summary of relevant sources of information to inform an assessment of need. The list is not exclusive. The Pupil Assessment Profile also provides a checklist of information required.

Primary

- Parents/carers views– to establish family history, pupil’s developmental history, other relevant home factors.
- Child/young person’s views – to gather their views about strengths/ difficulties/ attitudes to learning etc.
- Variety of samples of classwork, e.g., free writing, spelling, structured writing activities.
- Completed assessments to date (e.g., formal reading/spelling assessments, classroom assessments, miscue analysis, phonological assessments, reading behaviour).
- Monitoring forms showing interventions and response to intervention.
- Evidence of other barriers to learning apart from literacy.
- Pupil Assessment Profile.

Secondary

- Parents/carers views– to establish family history, pupil’s developmental history, other relevant home factors.
- Child/young person’s views – to gather their views about strengths/ difficulties/ attitudes to learning etc.
- Previous information from primary.
- Round Robins from subject teachers.
- Evidence of other barriers to learning apart from literacy.
- Variety of samples of classwork, (e.g., free writing, spelling, structured writing activities).
- Completed assessments to date (e.g., formal reading/spelling assessments, assessors’ observations).
- Pupil Assessment Profile.

Appendix 2: Literacy and Inclusive Practice Support and Monitoring Form

Name	DOB	Class	Staged Intervention Level

Date	Area of concern (Reading/Writing/ Spelling/Other)	Details	Approaches/Strategies	Staff	Review Date	Evaluation/Impact

Appendix 3: Pupil Assessment Profile – Primary

Pupil Assessment Profile – Primary

Pupil		DoB		School		Stage	
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This document is intended to be a working document in progress. The Guidance Notes provide information to support the gathering of information and analysis.

Renfrewshire Council has adopted the BPS (2005) definition of dyslexia, which focuses on literacy learning at the word level. According to this definition, dyslexia is evident if the young person has not been able to acquire accurate and fluent word reading and/or spelling, despite appropriate teaching and learning opportunities.

It follows then that the assessment and identification of dyslexia at the primary stage is an ongoing process involving the gathering of information over a period. It should be embedded within Renfrewshire's staged approach to identifying and meeting a child's needs.

The process will involve careful evaluation of a child/young person's response to teaching and targeted intervention over time. Good record keeping is **essential**. It follows that the younger the child, the less certain the identification of dyslexia is likely to be.

While much of the information required can be readily gathered from routine class work, this should be triangulated with relevant specific assessments where possible, particularly with older children.

BACKGROUND INFORMATION	Points of Note (as applicable) Please note here any information that may be relevant
Developmental / medical history	
Vision and Hearing	
Speech and Language	
Concentration	
Coordination	
Homework	
Attendance	
Any significant disruption to schooling	

Pupil's views about literacy

--

Parents' views / concerns

--

AREAS OF STRENGTH

--

ASSESSMENT OF READING SKILLS (e.g., from ongoing classroom assessments, teacher observations, any standardised assessment data)

Phonological skills – oral / auditory	
Phonic skills – decoding (e.g., unknown words, nonsense words)	
Word recognition from memory	
Reading rate / fluency – (seen / unseen)	
Reading Comprehension	
Reading level within the class	
Any other observations	

Standardised Assessment Data - (See guidance notes for examples of assessment tools)

Reading Accuracy	
Reading Rate/ Fluency	
Reading Comprehension	
Non-Word Reading	
Other, e.g. Working Memory Digits forward Digits backwards Phonological assessments	

ASSESSMENT OF SPELLING SKILLS ((e.g., from ongoing classroom assessments, analysis of pupil's written work, teacher observations, any standardised assessment data)	
Common words	
Sound – symbol correspondence	
Spelling assessments	
Other	
Standardised Assessment Data - (See guidance notes for examples of assessment tools)	
Spelling accuracy	

WRITTEN LANGUAGE	Points to Note
Analysis of Workbooks / Free writing	
Content / Ideas	
Organisation	
Punctuation	
Copying (from book, board)	
Handwriting	

SOCIAL – EMOTIONAL FACTORS	
Motivation / confidence	
Attitude to reading /written work	

Pupil's progress in terms of response targeted support and intervention (from monitoring forms)

What impact are these difficulties having across the curriculum, including maths?

Collated by:

.....

Date(s):

Date(s):

Appendix 4: Summary of Pupil's Identified Needs

SUMMARY OF PUPIL'S IDENTIFIED NEEDS (Primary)

PUPIL		DoB		SCHOOL		CLASS	
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Reviewed by:	Date:
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Areas of Strength

Brief summary of the areas of concern in literacy (as recorded in pupil assessment profile)
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Other identified additional support needs, (e.g., support with organisation, short-term memory, concentration, social/emotional)

Evidence for the pupil's progress in literacy in line with the description below:

Dyslexia is evident when accurate and fluent reading and or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the "word level" and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching. (British Psychological Society, 2005)

Please give details of targeted intervention provided to date.

Has the pupil learned accurate and fluent word reading for age/stage? <i>Comment if unclear</i>	Yes/ No/ Unclear
Are the difficulties persistent despite targeted intervention? <i>Comment if unclear</i>	Yes/ No/ Unclear
Has the pupil learned accurate spelling for age/stage? <i>Comment if unclear</i>	Yes/ No/ Unclear
Are the difficulties persistent despite targeted intervention? <i>Comment if unclear</i>	Yes/ No/ Unclear

Conclusion based on the evidence collated to date regarding literacy development.

The evidence that has been gathered to date suggests that ___(name)_____ does/ does not meet the criteria for an identification of dyslexia.

Have any other additional support needs been identified? Please specify.

ADDITIONAL SUPPORT NEEDS – Actions / Strategies / Monitoring Arrangements	To be carried out by:
LITERACY	
OTHER	

Signed	Designation	Date

Copies to:

Appendix 5: Pupil Assessment Profile – Secondary

Pupil Assessment Profile - Secondary

Pupil:	Dob:	School:	Class:	Date started:

The assessment of dyslexia at the secondary stage requires the triangulation of several different pieces of information about a young person's literacy skills. These will be gathered from a range of different sources. No one assessment test or source of information *by itself* can provide any meaningful assessment conclusion.

This document is intended to be a working document in progress. The Guidance Notes provide information to support the gathering of information and analysis.

SECTION 1

BACKGROUND INFORMATION

	Points of Note (as applicable)
Where the concerns came from	
Information from Primary School Literacy difficulties noted / support provided	
Primary education history: Note if any disruption to education including issues such as attendance, timekeeping, changes of school.	
Vision/ hearing/medical issues	
Speech and Language issues	
Current School Attendance	

SECTION 2

ASSESSMENT OF LITERACY SKILLS

IMPACT OF LITERACY ACROSS THE CURRICULUM (from Round Robins)

AREAS OF STRENGTH

PUPIL'S VIEWS ABOUT LITERACY (<i>Have your say</i>)

VIEWS OF PARENT / CARER

STANDARISED ASSESSMENT DATA

(See guidance notes for examples of assessment tools)

Please note: Computerised assessments do not supply the relevant information required for a robust literacy assessment. If used, they should be used as screening tools only.

		STANDARD SCORES
Reading Accuracy		
Reading Rate/ Fluency		
Reading Comprehension		
Spelling		
Non-Word Reading		
Working Memory	Digits backwards	
	Digits forward	
Other (e.g., phonological assessments)		

ASSESSOR OBSERVATIONS (Gathered via discussions with teachers/ observations during test administration/ analysis of pupil's work particularly free writing. See guidance notes and checklists)

READING

(Phonological skills/phonics/fluency/comprehension)

SPELLING

WRITING

OTHER (e.g., motivation, confidence, effort, response to difficulties met).

CURRENT SUPPORT PROVIDED (e.g., scribing / small group / adaptive teaching)

ANY OTHER COMMENTS

SECTION 3

OTHER CHALLENGES PRESENTING BARRIERS TO LEARNING

SECTION 4: OUTCOME OF LITERACY ASSESMENT AND ACTION AGREED

Pupil:	Dob:	School:	Class:

SUMMARY OF ASSESSMENT INFORMATION

AREAS OF STRENGTH

SUMMARY OF CONCERNS

READING	
SPELLING	
WRITING	
OTHER	
IMPACT	

CONCLUSION

Evidence for progress in literacy in line with the description below:

Dyslexia is evident when accurate and fluent reading and or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the “word level” and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching. (British Psychological Society, 2005)

Has the pupil learned accurate and fluent word reading for age/stage? <i>Comment if unclear</i>	Yes/ No/ Unclear
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Are the difficulties persistent despite targeted intervention? <i>Comment if unclear</i>	Yes/ No/ Unclear
Has the pupil learned accurate spelling for age/stage? <i>Comment if unclear</i>	Yes/ No/ Unclear
Are the difficulties persistent despite targeted intervention? <i>Comment if unclear</i>	Yes/ No/ Unclear

Based on the evidence collated to date regarding literacy development.

The evidence that has been gathered suggests that ___(name)_____ does/ does not meet the criteria for an identification of dyslexia.

Have any other additional support needs been identified? Please specify.

ADDITIONAL SUPPORT NEEDS – Actions / Strategies / Monitoring Arrangements	To be carried out by:
LITERACY	
OTHER	

Signed	Designation	Date

Copies of Section 4 sent to:

Appendix 6: Guide to Understanding Standardised Scores

Many schools use standardised tests as part of their assessment practices. For many, the benefit lies in the reliable outcomes.

Standardised scores compare a pupil's performance to that of a nationally representative sample of pupils from the relevant year group, who will have all taken the same test at the same time of year.

The average score on standardised tests is always 100. Technically a score above 100 is above average and a score below 100 is below average. The following descriptions may be useful. It should be noted that some test users use different cut-off points when describing ranges.

Below 70	80-89	90-110	111-120	Above 120
Below average	Low average	Average	High average	Above average

There is no particular score that identifies if a young person has dyslexia or not. However, if the young person scores below 90, then this can indicate a cause for concern. Further evidence needs to be gathered to confirm there may a concern.

Remember that assessing dyslexia is a process of gathering evidence over a period of time, with consideration given the young person's response to appropriate intervention over time.

NOTE: Some assessments also provide age-standardised scores. However, it is recommended that where possible, the **standardised score** should be used as this provides a more reliable bench-mark for a particular year group.

Appendix 7: Literacy and Inclusive Practice

WHAT TO CONSIDER WHEN ASSESSING LITERACY SKILLS - KEY SKILLS UNDERLYING LITERACY DEVELOPMENT

The definition of dyslexia adopted by Renfrewshire Council clearly frames the child's literacy development at the 'word level'. Therefore, the main areas which schools will be gathering information about would be in relation to the pupil's reading, spelling, and writing development, and their response to targeted intervention.

The following guidance notes show skill areas that are thought to be central to the development of reading and spelling skills, and some things to look for when assessing these skills (see also the checklists for additional information).

READING SKILLS

Phonological awareness	<p><i>The pupil's awareness and ability:</i></p> <ul style="list-style-type: none"> to recognise that spoken words are made up of individual sound parts, to manipulate the sound parts in spoken language at different levels (word, syllable, phoneme). <p><i>It is an umbrella term for a broad set of skills that vary in difficulty by:</i></p> <ul style="list-style-type: none"> Size of the unit manipulated. For example, syllable or phoneme. Judgement that is needed. For example, 'Do these two words rhyme?' or 'What else rhymes with...?').
Phonic skills	<p><i>The pupil's knowledge of:</i></p> <ul style="list-style-type: none"> letter/sound correspondence, awareness of single sounds, blending skills- CV, CVC, CVCC, CCVC, awareness of vowels and consonants, understanding of complex letter sound clusters e.g., recognition of consonant & vowel diagraphs, and consonant blends.
Word recognition from memory	<ul style="list-style-type: none"> Sight vocabulary Knowledge of common words, Is there is difference between the child's automaticity with phonetically regular vs phonetically irregular words, Can they identify words outwith the context of their reading book?
Reading behaviour	<ul style="list-style-type: none"> Strategies used to decode (word attack skills- sounding out, splitting words, using visual clues etc.), Self-correcting, re-reading for clarity, accuracy, speed and meaning. Is there a difficulty associating letters and sounds, omission or confusion over small words? Consistent confusion of letters similar in shape: b/d,/p/q; u/n/m/w. Reversals of words – 'was' for 'saw', 'god' for 'dog' etc.
Automaticity	<p><i>Has the pupil's learned skills become automatic or do they have to consciously apply these skills when reading or spelling (cf. learner and experienced driver).</i></p> <p><i>Can be shown by:</i></p> <ul style="list-style-type: none"> Reading rate. Pupil's ability to fluently without hesitation and with expression.
Reading Comprehension – where questions given verbally	<ul style="list-style-type: none"> The pupils' ability to extract meaning from text, vocabulary knowledge Establish whether the pupils' difficulties are primarily related to vocabulary weakness or resulting from poor inferential reasoning versus a result of poor reading fluency i.e., does slow inaccurate word reading impact on the pupil's understanding. Is the pupils' reading comprehension better with factual based texts vs. inferential information?

	<ul style="list-style-type: none"> • <i>Is the pupils' comprehension better when text and questions are read out to them?</i>
Auditory memory	<i>Is there any evidence of a limited ability to retain auditory information in short-term and working memory?</i>

SPELLING SKILLS

Phonic skills	<ul style="list-style-type: none"> • <i>Similar as in reading section.</i>
Common words	<ul style="list-style-type: none"> • <i>Difficulty spelling most common words which appear in high frequency within the English language e.g., said, they, with.</i> • <i>Regular reversal of visually similar words – 'was' for 'saw', 'god' for 'dog' in writing.</i>
Sound – symbol correspondence	<ul style="list-style-type: none"> • <i>Limited knowledge of letter sounds</i> • <i>Consistent confusion of letters and numbers similar in shape: b/d, /p/q; u/n/m/w, 2/5, 6/9,</i> • <i>inconsistent use of upper and lower case letters,</i> • <i>spelling may be bizarre and hard to decipher or phonetically accurate but misspelt,</i> • <i>Slow writing speed; often does not complete written work; produces the bare minimum.</i>
Spelling strategies	<ul style="list-style-type: none"> • <i>Strategies used to learn words.</i> • <i>Do these include multisensory strategies e.g. incorporate sight, sound, tactile (written) as key strategies?</i>
Spelling rules and conventions	<ul style="list-style-type: none"> • <i>Is there evidence of gaps in learning e.g., knowledge of some spelling rules but not others?</i> • <i>Is there evidence of lack of understanding of the conventions of English spelling, e.g., letter Q usually always followed by u, letter v rarely found at the end of a word (unless it's abbreviated word).</i>
Auditory memory	<ul style="list-style-type: none"> • <i>As in reading section</i> • <i>Does the pupil retain spellings learned?</i> • <i>What strategies are used to consolidate learned information, i.e. commit to memory?</i>

Appendix 8: Checklists to support assessment

Appendix 8.1: Early Level

Literacy and Inclusive Practice

Checklist – Early Level

Pupil:		DOB:	
Stage:		Completed by:	
Date started:		Date completed:	

This resource is to guide gathering of evidence to support the identification of literacy difficulties. It supports a school’s staged process of intervention. This also supports the [dyslexia identification pathway](#), as described in the Addressing Dyslexia Toolkit.

A copy of this tool should be kept in the learner’s records to inform appropriate future planning.

	Often	Some-times	Rarely	Not sure	Comment	
Reading						
Literacy /Phonics Development						
• Lacks interest on books/ reading						
• Lacks confidence- unwilling/reluctant to read aloud						
• Has little knowledge of environmental print						
• Has limited understanding of concepts of print						
• Struggles to remember letter sounds						
• Struggles to blend of letters together						
• Confuses letters that look similar, b/d; m/n						
• Confuses letters that sound similar, d/t; p/b;c/g						
• Misreads/ reverses visually similar words, the/then; was/saw						
• Has limited sight vocabulary						
• Struggles to use knowledge of letter sounds and patterns to read words						
Phonological Skills: Can hear and manipulate sounds in words						
• Difficulty with rhyme						
• Difficulty keeping a simple rhythm e.g. clapping to the beat						
• Confuses syllables in words, e.g. ‘ephelant ‘						
• Struggles to hear and say different single sounds						
• Struggles to isolate words in sentences						
• Struggles to distinguish syllables in words						

• Struggles with onset and rime					
Fluency					
• Reading is hesitant/ slow					
• Loses the place when reading					
• Rate of reading is slow.					
Comprehension					
• Struggles to answer questions about text					
• Struggles to engage in discussions about text					
• Understanding is better when text and questions read out					
• Difficulty locating information in text					
Spelling					
• Struggles to spell simple regular CVC words					
• Struggles to spell common irregular words – the, said					
• Letters out of sequence					
• Reverses visually similar words, on/no, was/saw.					
• Difficulty attempting to spell familiar words					
Writing					
• Difficulty using a pencil					
• Letters not well-formed					
• Different sizes of letters					
• No space between words					
• Inappropriate use of capitals					
• Writing seems slow and laborious					
• Difficulty with punctuation and paragraphs					
• Difficulty sequencing ideas					

Other Factors to Consider

• School Attendance Pattern	
• Emotional and Behavioural Factors (e.g. effort/ motivation/interest/ concentration and ability to settle/ follow classroom routines)	
• Additional Language factors (e.g. language spoken at home)	
• Memory factors	
• Balance and coordination	
• Speech and Language Factors	
• Sight/ Hearing Factors	

Literacy and Inclusive Practice
Checklist – First/Second Level

Pupil:		DOB:	
Stage:		Completed by:	
Date started:		Date completed:	

This resource is to guide gathering of evidence to support the identification of literacy difficulties. It supports a school’s staged process of intervention. This also supports the [dyslexia identification pathway](#), as described in the Addressing Dyslexia Toolkit.

A copy of this tool should be kept in the learner’s records to inform appropriate future planning.

	Often	Some-times	Rarely	Not sure	Comment	
Reading						
Motivation/ Awareness						
• Lacks interest on books/ reading						
• Lacks confidence- unwilling/reluctant to read aloud						
Phonological Skills: Can hear and manipulate sounds in words						
• Difficulty with rhyme						
• Struggles to distinguish words in sentences						
• Struggles to distinguish syllables in words						
• Struggles to distinguish sounds in words, e.g. initial, middle, final sounds						
• Struggles to blend sounds to make words						
• Struggles to manipulate sounds in words, e.g. alliteration, can change sounds to make new words, spoonerisms						
Phonic Skills:						
• Struggles to remember letter sounds						
• difficulty blending letter sounds						
• Confuses letters that look similar, b/d; m/n						
• Confuses letters that sound similar, d/t; p/b;c/g						
• Misreads/ reverses visually similar words, the/then; was/saw						
• ‘Guesses’ words using the initial letter cues						
• Poor sight vocabulary						

• Difficulty recognising familiar words read earlier on a page					
• Difficulty reading non-words					
• Poor word attack skills					
Fluency					
• Reading is hesitant					
• Struggles to read unfamiliar text					
• Loses the place when reading					
• Rate of reading is slow.					
Comprehension					
• Understanding is affected by poor reading skills					
• Seems to read but not understand the text					
• Understanding is better when text and questions read out					
• Difficulty locating information in text					
Spelling					
• Difficulty spelling common irregular words – said, they					
• Letters out of sequence					
• Reverses visually similar words, on/no, was/saw.					
• Spelling is bizarre or hard to decipher					
• Spells phonetically					
• Uses strategies to learn to spell words					
• Inconsistent spelling, e.g. different errors for the same word					
• Knows and applies spelling rules					
• Capital letters in the middle of words					
Writing					
• Letters not well-formed					
• Different sizes of letters					
• No space between words					
• Inappropriate use of capitals					
• Writing seems slow and laborious					
• Difficulty copying					
• Writing is very small/ large					
• Poor presentation of written work					
• Difficulty with punctuation and paragraphs					
• Difficulty sequencing ideas					

Other Factors to Consider

• School Attendance Pattern	
• Emotional and Behavioural Factors (e.g. effort/ motivation/interest/ concentration and ability to settle/ follow classroom routines)	
• Additional Language factors (e.g. language spoken at home)	
• Memory factors	
• Balance and coordination	

• Speech and Language Factors	
• Sight/ Hearing Factors	

Appendix 8.3: Third/Fourth Level

Literacy and Inclusive Practice

Checklist – Third/Fourth Level

Pupil:		DOB:	
Stage:		Completed by:	
Date started:		Date completed:	

This resource is to guide gathering of evidence to support the identification of literacy difficulties. It supports a school’s staged process of intervention. This also supports the [dyslexia identification pathway](#), as described in the Addressing Dyslexia Toolkit.

A copy of this tool should be kept in the learner’s records to inform appropriate future planning.

	Often	Some-times	Rarely	Not sure	Comment	
Reading						
Motivation/ Awareness						
• Lacks interest on books/ reading						
Phonological Skills: Can hear and manipulate sounds in words						
• Difficulty with rhyme						
• Struggles to distinguish words in sentences						
• Struggles to distinguish syllables in words						
• Struggles to distinguish sounds in words, e.g. initial, middle, final sounds						
• Struggles to manipulate sounds in words, e.g. alliteration, can change sounds to make new words, spoonerisms (King John/ Jing Kohn)						
Phonic Skills:						
• Difficulties recognising relationships between onset and rime – c/at and b/at; m’at and s’at						
• difficulty blending letter sounds						
• Confuses letters that look similar, b/d; m/n						
• Confuses letters that sound similar, d/t; p/b;c/g						
• Misreads/ reverses visually similar words, the/then; was/saw						
• ‘Guesses’ words using the initial letter cues						
• Poor sight vocabulary						
• Difficulty recognising familiar words read earlier on a page						
• Difficulty reading non-words						
• Poor word attack skills						

Fluency				
• Reading is hesitant				
• Disregards punctuation: reads without expression				
• Relies heavily on context and/or picture cues to help with unfamiliar words				
• Struggles to read unfamiliar text				
• Loses the place when reading				
• Rate of reading is slow.				
Comprehension				
• Understanding is affected by poor reading skills				
• Seems to read but not understand the text; difficulty summarises or identifying main points				
• Understanding is better when text and questions read out				
• Difficulty locating information in text				
Spelling				
• Difficulty spelling common irregular words – said, they				
• Letters out of sequence				
• Reverses visually similar words, on/no, was/saw.				
• Spelling is bizarre or hard to decipher				
• Spells phonetically				
• Uses strategies to learn to spell words				
• Inconsistent spelling, e.g. different errors for the same word				
• Struggles to remember / apply spelling rules				
• Capital letters in the middle of words				
Writing				
• Letters not well-formed				
• Different sizes of letters				
• No space between words				
• Inappropriate use of capitals				
• Writing seems slow and laborious				
• Difficulty copying				
• Writing is very small/ large				
• Poor presentation of written work				
• Difficulty with punctuation and paragraphs				
• Difficulty sequencing ideas				

Other Factors to Consider

• School Attendance Pattern	
• Emotional and Behavioural Factors (e.g. effort/ motivation/ concentration /can follow classroom routines)	
• Additional Language factors	
• Memory factors	
• Balance and coordination	
• Speech and Language Factors	

• Sight/ Hearing Factors	
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Appendix 9: Possible assessment tools

LITERACY AND INCLUSIVE PRACTICE

POSSIBLE ASSESSMENT TOOLS

Phonic Skills

	Type	Stage
Phonic codecracker	Non- stdnd	Early/ 1st/2 nd level
Jolly Phonics materials, e.g. https://issuu.com/jollylearning/docs/jolly-phonics-reading-assessment?e=2702064/6209691&TB_iframe=true&width=600&height=550	Non- stdnd	Early/ 1st/2 nd level
2019 phonics screening check: pupils' materials publishing.service.gov.uk 2019 phonics screening check: answer sheet publishing.service.gov.uk	Non- stdnd	Early/ 1st/2 nd level. Can also be used with older pupils
Lists of free printable non-words https://sites.google.com/a/saintelizabeth.us/learningspecialist/home/nonsense-words---printable-lists	Non- stdnd	All levels
Lists of free phonics assessments https://phonicshero.com/phonics-assessment/ This contains lots of free resources such as: Phonological Awareness Skills Screener/Letter-sound correspondence/ blending of sounds/ segmenting of words/reading and spelling of common irregular words, along with other useful links.	Non- stdnd	All levels
Dyslexia portfolio: Standardised assessments. Has a non-word reading test. https://dyslexiaactionshop.co.uk/dyslexia-portfolio-product-range.html	Standardised	5-16+

Phonological Skills (or phonological awareness): The child's auditory awareness of the sounds in words: initial, middle, final sound; rhyming; syllable detection, etc.

PhAB and revised PhAB2: Phonological Assessment Battery GL Assessment - GL Assessment (gl-assessment.co.uk)	Standardised	6-14
Dyslexia portfolio: Standardised assessments. Has two PA tests https://dyslexiaactionshop.co.uk/dyslexia-portfolio-product-range.html	Standardised	5-16+

Reading Accuracy, Fluency and Comprehension

Reading level within class	Non- stnd	All levels
Reading running record (free examples on internet) https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html OR https://study.com/learn/lesson/running-records-overview-analysis-examples.html	Non- stnd	All levels
Miscue Analysis https://www.thoughtco.com/miscue-analysis-for-diagnosing-reading-difficulties-3111062	Non- stnd	All levels
York Assessment of Reading Comprehension https://www.gl-assessment.co.uk/assessments/products/yarc/	Standardised	4-16
Diagnostic Reading Analysis (crumpler and McCarty) https://www.hoddereducation.co.uk/diagnosticreadinganalysis	Standardised	7-16
Neale Analysis	Standardised	6-13

Spelling

Class spelling information	Non- stnd	All levels
Vernon spelling test (may be out of print)	Standardised	All levels
Single Word Spelling Test (SWST- Sacre and Masterson)	Standardised	4-16
British Spelling Test Series (BSTS2) https://www.gl-assessment.co.uk/assessments/products/british-spelling-test-series/	Standardised	

HAVE YOUR SAY

This questionnaire aims to gather your views to help us better understand what is going well, and where you think things are not going so well. There are no wrong answers!

NAME:	
CLASS:	
DATE:	



What subjects do you like at school?
What do you like about them?

How do you think you learn best? *(Please circle/highlight the ones you like)*

- ◆ THROUGH TALKING & LISTENING
- ◆ THROUGH PICTURES/GRAPHS/DIAGRAMS
- ◆ THROUGH DOING/MAKING THINGS
- ◆ THROUGH READING
- ◆ SOMETHING ELSE



Is there anything that you find hard about learning?



Tell us how easy or difficult you find reading on the scale below.

1 means you find it very difficult

5 means you sometimes find it ok, sometimes find it hard

9 means you always find it easy

1 2 3 4 5 6 7 8 9

What helps you to work out difficult words? (Please circle/highlight the ones you use)

- ◆ SOUND IT OUT
- ◆ READ THE SENTENCE AGAIN
- ◆ THINK ABOUT THE MEANING
- ◆ SOMETHING ELSE?



Tell us how much you enjoy reading on the scale below.

1 means you don't like reading at all

5 means you sometimes you enjoy it, sometimes you don't

9 means you always enjoy reading

1 2 3 4 5 6 7 8 9

Do you ever read for pleasure? (Please circle your answer)

NEVER

SOMETIMES

OFTEN



Tell us how easy or difficult you find spelling on the scale below.

1 means you find it very difficult

5 means you sometimes find it ok, sometimes find it hard

9 means you always find it easy

1 2 3 4 5 6 7 8 9

Does finding spelling difficult stop you from writing your ideas down? (Please circle your answer)

YES

NO

Does anyone give you spelling to learn? (Please circle your answer)

YES

NO

How do you learn spelling? (Please circle/highlight the ones you use)

- ◆ SAY THE LETTERS OUT LOUD
- ◆ WRITE THEM DOWN
- ◆ LOOK, SAY, COVER, WRITE, CHECK
- ◆ PICTURE THE WORD IN YOUR MIND
- ◆ THINK OF AN IMAGE OR RHYME THAT HELPS TO REMEMBER
- ◆ SOMETHING ELSE

What do you do to help you with hard spelling? (Please circle/highlight the ones you use)

- ◆ SPELL IT AS IT SOUNDS
- ◆ THINK OF A WORD THAT SOUNDS THE SAME THAT YOU KNOW HOW TO SPELL
- ◆ USE A SPELLING RULE
- ◆ USE A SPELL CHECKER
- ◆ USE A DICTIONARY
- ◆ ASK AN ADULT OR A FRIEND
- ◆ SOMETHING ELSE

I JUST CAN'T STOP WORRYING.



Tell us how much you worry about reading and spelling on the scales below.

1 means you don't worry at all

5 means you worry sometimes

9 means you worry a lot

READING:

1 2 3 4 5 6 7 8 9

SPELLING:

1 2 3 4 5 6 7 8 9

Do you think finding reading and/or spelling hard affects how well you do in your work?

1 means it does not affect how you do

5 means it affects how you do a bit

9 means it affects how you do a lot

1 2 3 4 5 6 7 8 9

If you have said it does affect you, how does it affect you?

Is there anything else we can help you with? What would be helpful?

Thank you

Appendix 11: Parent/Carer 'Have Your Say' Form

Literacy and Inclusive Practice

Views of Parent/Carer

Literacy difficulties can lie on a continuum, from mild to significant. Dyslexia is the term that has been used to describe where those difficulties are felt to be significant. However, when to use the term dyslexia is not always clear.

Dyslexia is complex. There is no single process, or 'test' that can identify dyslexia. Conclusions can only be drawn following a process of information gathering over time about the young person's literacy development, drawing on careful evaluation of the young person's response to targeted intervention over time.

Renfrewshire Council has adopted the British Psychological Society's (2005) definition of dyslexia:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching."

If you think your child or a child you are caring for may have dyslexia this checklist will help you to record your views. It is recognised that some young people may have other difficulties apart from literacy that may present barriers to learning and the information you provide be of help to the staff who are supporting them., Please answer as many questions as you can but remember that there are no right or wrong answers – each person is an individual, with different strengths. Think carefully, but not too long about your answers. Ask for help if you are not sure about how to answer any question - a member of the support staff at your school can help you.

Checklist for Dyslexia			
Name of child/young person		Date of Birth	
School		Class and year group	

This form can be completed electronically; copy and paste the tick into the answer boxes.

Overview		✓	
	Yes	No	?
Does your child have good verbal skills, do they like to talk, share what they know and or tell stories?			
Is your child always full of ideas about various things?			
Do you think your child has a high sense of curiosity and wants to know about things?			
What hobbies, skills or interests does your child have that we would not necessarily know about in school?			
What aspect of school does your child enjoy most?			

Background		✓	
Has the child/young person:	Yes	No	?
a relative who is or thought to be dyslexic			
experienced frequent ear infections in their early years			
experienced several absences from school			
moved schools several times			
have you ever had concerns about your child's speech development			
had input from allied health professionals e.g. speech and language or occupational therapy			
had a recent eye test to confirm their vision is satisfactory – with or without glasses			

Reading		✓	
Does the child/young person:	Yes	No	?
read for enjoyment			
read very slowly			
actively avoid reading			
Prefer to listen to stories/audio books rather than read them			
find reading difficult and tiring			
Misread or misinterpret text or guess a story line or text			
find it hard to say a word correctly (mispronounce)			
have to read text over again to make sense			
have difficulty finding information in a text			
lose the place when reading			
forget the beginning in longer questions			
find it hard to use a dictionary or index			

Writing		✓	
Does the child/young person:	Yes	No	?
demonstrate a difference in what they can write down and what they can talk about			
actively avoid writing			
confuse words that are similar			
appear to write slowly			
have problems finding the exact word they want to use			
miss out or add in letters of words			
miss out little words			
confuse or reverse letters in a word e.g. b/d; b/p; f/t; n/v			
have messy or illegible handwriting			
have difficulties with spelling			

Numbers/Maths			✓
Does the child/young person:	Yes	No	?
mix up numbers or confuse maths symbols			
confuse dates and times			
have difficulty with directions (left/right)			
find it hard to remember tables			
find it hard to get information from graphs and charts			
find mental maths very hard			
get muddled when doing a complicated maths problem			
have problems reading and understanding maths words			
find it hard to remember the order of steps to solve problems			

In general do you feel your child			✓
	Yes	No	?
mispronounces words			
jumbles up the order of sounds of words, for example 'parcark' instead of 'carpark'			
Appear to need more 'thinking time'			
Appear excessively tired when they get home from school			
finds it difficult to understand what is expected of them whether that be homework, a class project to be completed at home or an assignment			
struggles to start and/or get through homework, projects or assignments			
finds it hard to finish work in time allowed			
forgets or loses books and equipment			
finds it hard to follow instructions			
finds it hard to remember names of objects or people			

finds it hard to remember messages			
often puts things in the wrong order			
has problems judging speed and distance			
has poor balance, or appears clumsy			
becomes easily distracted			
miss deadlines, appointments etc.			
tends to bump into things/people			
appears/says they feel confused doing tasks that they find hard but feel other people find easier			
tries to hide their difficulties from others			
lacks self confidence			
feels angry and frustrated at times			

Is there anything you or your child would like to add?

Parent/Carer

I give permission for this information to be shared to support the collaborative assessment

Signature

Date

Child/young person (If aged 12 and over)

I give permission for this information to be shared to support the collaborative assessment

Signature

Date

There are many strengths associated with dyslexia and they are just as common as some of the difficulties experienced. People with dyslexia will find some things difficult but often will have other skills to help overcome these difficulties.

You may have ticked several 'yes' boxes – this does not necessarily mean that the child/young person is dyslexic. Many people experience some of these difficulties for a range of reasons e.g. stress, lots of school absences, eyesight or hearing difficulties or if English is not their first language.

Your responses will contribute towards a range of information which is considered when identifying dyslexia. It is important to remember that people with dyslexia have many strengths and further information can be found at:

Dyslexia Scotland's website - <https://www.dyslexiascotland.org.uk/>

Dyslexia Unwrapped a website designed for 8 – 18 years - <https://unwrapped.dyslexiascotland.org.uk/>

Appendix 12: Other resources

This is a bank of resources that support the development of literacy skills. Although they've been separated into different sections, most of the resources address a range of key skills that support all aspects of literacy.

It is hoped that this bank of materials will continue to be expanded with teachers adding in resources they have found to be very helpful.

General
<p>https://addressingdyslexia.org</p> <p>The above resource contains a wealth of information and resources to assess and support different aspects of literacy and language.</p>
Spelling
<p>The EAST Spelling Pack is an excellent resource which provides a range of information including spelling development, the teaching of spelling and various activities/resources/spelling packs to support pupils:</p> <p>https://addressingdyslexia.org/wp-content/uploads/2022/10/EAST-Guide-to-Spelling.pdf</p>
<p>Spelling Made Easy is a multi-sensory structured phonics and spelling programme. Dictation exercises are provided to indicate where teaching should begin. Lesson plans, including daily activities, are provided with photocopiable worksheets for pupils. Weekly dictations assess learning.</p> <p>http://www.spellingmadeeasy.co.uk/</p>
<p>Word Wasp teaches word building. It begins by teaching pupils to spell basic sounds and simple words. Word Wasp emphasises every letter. Pupils read words and passages in order to see, hear and build the structures and rules of English, making a link between spelling and speech. Spelling rules are introduced in gradual steps. This is intended to be used on an individual basis from 8 years and up.</p> <p>https://www.wordwasp.com/</p>
Phonics/ Reading
<p>PHONOLOGICAL AWARENESS TRAINING PROGRAMMES P.A.T. by Jo Wilson Levels 1; Level 2, Level 2a Vowel patterns; Level 3 Syllables. These are daily programmes to support reading, spelling and writing. They are structured and sequential exercises using worksheets which children can do independently for 10-15 minutes after being given initial instructions by a teacher / teaching assistant. Ideally done a minimum of 3 x weekly.</p> <p>The programmes are designed to:</p> <ol style="list-style-type: none">1. develop phonological awareness2. enable children to read and spell by making analogies3. provide strategies for word-building/word segmentation skills <p>http://www.directphonics.co.uk/</p> <p>REPS have original copies which can be borrowed.</p>
<p>Direct Phonics is a research based synthetic phonics programme for those children who struggle with basic literacy.</p>

Direct Phonics is designed for children in the earliest stages of reading who need to learn and reinforce basic letter sounds. The lessons work through building up simple c-v-c words to being able to read and spell polysyllabic words in the context of sentences and simple stories. This is essentially a fully planned programme with interactive lessons for small groups of children, although it can be done with an individual child if necessary. The fully scripted lessons include sound work, word building, matching sight words, writing and spelling. A daily lesson lasting approximately 15-20 minutes maximum can be given by a teacher or a teacher's assistant. There are four teaching manuals.

<http://www.directphonics.co.uk/>

The **Five-Minute Box** as a multi-sensory phonics programme and screening tool.

<https://www.fiveminutebox.co.uk/the-five-minute-box/>

Reading Eggs. An online reading program for ages two to 13. Reading Eggs combines books with online reading games and activities.

https://readingeggs.co.uk/gaw/gasmart3/?gclid=EA1aIQobChMI8uS3jtWpgAMVmTOGAB3nEQVqEAAYASAAEgJF1_D_BwE

<https://www.youtube.com/channel/UC8ED-7e2xA3fxgrM7Wq2XGQ>

Toe by Toe is a highly structured phonics-based reading manual.

<https://toe-by-toe.co.uk/>

<https://www.youtube.com/watch?v=igQFXqDqPvk>

Other useful links

<https://highlandliteracy.com/spelling-intervention-packs/>

<https://highlandliteracy.com/spelling-and-phonics/>

<https://highlandliteracy.com/spelling-and-phonics/>

<https://homeschoolingwithdyslexia.com/teaching-blending-early-readers/>

<https://www.theliteracynest.com/2018/03/the-top-6-tips-for-helping-children-blend-sounds.html>

<https://phonicshero.com/blending/>