**JW Kirklandpark Primary School**

**Primary 2 Room 2 Class Teachers Mrs Smart**

**Literacy Assessment November 2024 Miss E Buchanan SST**

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| Phonological awareness  Identification, alliteration, oral blending and segmenting, rhyming  Phonics (letter sounds, blending and segmenting, word attack) | JW has on-going, considerable difficulties with acquiring phonic skills – identifying/linking sounds to letters, blending letter sounds and syllables to decode words. She is having difficulty with identifying rhyming links and understanding rhyme but can identify similar words and differences in words which sound the same. JW is not identifying or recalling all of her initial sounds and can confuse her initial sounds i.e. n for u, w for f, I for j, c for r, w for v. She had difficulties identifying first, middle and last sounds in CVC words such as wet, met, nut, web etc. |
| Vocabulary (expressive and receptive; use in context and beyond) | JW can share information and talk about subjects she is interested in. Word finding difficulties and mispronunciations are evident and she can use the wrong word on occasions. JW can have difficulties processing verbal questions and appears to misunderstand/misinterpret information provided/shared/discussed. Following instructions can be difficult for JW and she often needs these to be repeated and accompanied by visual, instructional cues. She can appear to lose concentration and be ‘absent’ during conversations and tasks and require revisiting of conversations or task contexts in order to participate appropriately and fully. |
| Fluency (word recognition, speed and accuracy and prosody of oral reading;  reading age appropriate texts) | JW can follow the reading direction left to right and top to bottom. She has severe difficulty coping with the amount of reading required at her age and stage and requires one to one support for reading texts. Presently she can read five of the Fry’s first ten words and can write three of these. JW could visually discriminate between pictures. She had difficulty when asked to identify pairs/groups of letters that were in the same order.  JW – I can sometimes read if my Mum or the teacher helps me. I enjoy stories. |
| Writing and Spelling (handwriting, free writing, copying, composition) | Following writing on the board/textbook and copying from the board or text is very laborious for JW, she often loses her place and is unsure of the words on the board. Jessica is beginning to increase in confidence when writing CVC words using supports and with encouragement. JW often guesses at the writing of words and will add in letters not within the sound of the word i.e. fof for of, asg for a, fsi for is, she will sound out the word correctly with an adult but will not transfer this to the written word.  JW – I can write my letters good my writing is good. |
| Standardised assessments (reading, spelling, listening etc) | The following assessments will review JW literacy skills and ensure appropriate and targeted support where highlighted. It should be remembered that this is a snapshot of JW learning, and it is possible that her response may vary slightly on a different day and in a different setting. During the assessments, Jessica would have short absences where she would appear to ‘zone out’. Instructions had to be repeated and visuals and examples had to be used to ensure JW understanding of the tasks both before and during the tasks.  Areas assessed – Reading fluency, accuracy and comprehension, phonological awareness including alliteration and rhyme, visual and auditory discrimination, visual and auditory memory, spelling, pupil’s view of own learning.  Completed by E Buchanan SST September/October 2024  **Phonological Assessment Battery (PhAB)**  Date of assessment: 01/10/2024  The presence of more than three highlighted scores can be interpreted as indicating marked phonological difficulties. The results indicate underlying phonological abilities are delayed or deficient.  **York Early Reading Assessment**  Date of assessment: 08/10/2024  Together, these findings suggest that Jessica has scored average for sound deletion within smaller words. The results also indicate she is experiencing considerable difficulties with letter sound knowledge, early word recognition and sound isolation.  **Northway Visual Screening Tool**  I have been reminding Jessica to bring in her glasses to carry out this screening. |
| General observations | SST observations while assessing- Jessica has been a pleasure to work with. She has enjoyed the one-to-one sessions and is happy for us to complete tasks and ‘games’ together. JW can have difficulties with concentration and both auditory and visual memory. She appears at times to have absences and will need to be reminded of the task or conversation in hand. JW often leads the conversation and will come prepared with a starter conversation of something she has been doing outside of school. She will appear confused if the conversation is changed or questions are asked that she can not recall and will change the subject to continue.  JW – I enjoy coming to school and playing with my friends, I enjoy Art, painting, gluing and P.E. I don’t enjoy doing work or homework, it’s very hard. I am good at building Lego at home and in class and I play Lego with my brother Jack. I would like to be better at doing my homework. I learn better when working with a learning partner and I know my Mum, Dad and Gran can help me. I feel happy in school. |

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| **Suggested supports and interventions** | **Processing**   * Allow thinking time * Make written information stand out using larger font, colour coding and explicit numbering/labelling * Alternate outputs: verbal/typed responses; multiple choice; true/false * Teacher check for understanding - repeat/chunk instructions where appropriate/pupil repeats back instructions/break longer tasks down into shorter chunks * Use Jessica’s name to gain/redirect attention * Visual/auditory cues for reminders/instructions given * Simplify language used * Auditory and visual memory activities and games * Brain breaks planned into school day * Visual timetable to highlight times for focused concentration and times for breaks * Engage in listening and talking activities and provide opportunities for turn-taking   **Organisational skills**   * Growth mindset – building self esteem * Give regular feedback and acknowledgement of effort * Gradually extend targets and expectations * Task timers * Individual schedule/timetable * Home/school diary * Sloping Board * Seating arrangements and positioning in class – near teacher to engage attention, away from distracting peers, windows, doors * Reduce noise and distractions during lessons * Individual workstation for focused work * Utilise interests when developing tasks   **Phonological Awareness/Spelling Skills**   * Initial Sounds - The Five Minute Box * Word/Strategy/Example e.g. Use mnemonics, say it as it sounds * Have visual nearby for the Alphabet and letter formation * Highlight phonemes within words to gain awareness of phonemes * Say/make/break/blend/read/write * Active spelling tasks * Fry’s Word Lists * Friends and Enemies word boxes * Personal dictionary/vocabulary jotter * Spelling rules   **Reading Accuracy/Fluency**   * Opportunities to read aloud a prepared text/words recording self, reading and listening back to self-evaluate, reading in a trusted pair/buddy * Modelling reading aloud * Reading Buddy * Shared reading * Audio books - Borrowbox, Call Scotland, Epic Books * Reading for pleasure - Scottish book trust Bookzilla * Sight vocabulary – common words regular practice for quick recall * Re-reading familiar piece of short text/sentence – timing once confident, adding expression. |