

This Assessment and Tracking pack is designed to use with children who have literacy difficulties from Reception onwards. Initially children will focus on easier items and some aspects may be unsuitable and should not be used. However, as they progress more items will become accessible. This is an opportunity for children to show what they can do. Explain to the child that this is used across multiple year groups and lots of it is for older children. Encourage children as they complete sections by giving precise and positive feedback such as - 'you are great at hearing the first sounds in words'.

**Baseline Assessment** - The initial assessment will take longer and may be completed over several sessions, but it will also provide you with a clear outline of the gaps in the child's learning. Subsequent assessments do not repeat items that children have previously got correct, so they are quicker to administer and provide a measure of progress in each of the areas. Share the results with children. Explain how it shows what we need to focus on next and what their areas of strength are.

**Tracking Assessment** - Use a different colour to highlight correct answers each time you repeat the assessment. This way you can say 'look at all the orange, that is everything you couldn't do last time and you can do now'. It allows the child to be part of the assessment process.

## 1. Letter Sounds

Part A. Show them the first box of letters. Say - 'Can you find this letter? /s/... Point to the /s/'.

Part B. Say - 'Now we can swap. I'm going to point to the letter and you can tell me the sound'. If the child provides the letter name say - 'that is the name of the letter. Do you know its sound?' If the child can easily self-correct mark the answer correct for the first two times, then incorrect if they continue to provide the name first.

## 2. Letter Names

Part A. Show them the first box of letters. Say - 'Now we are going to think about the names of letters, not the sound. Can you find the letter /E/? Point to the /E/'.

Part B. Say - 'Now we can swap. I'm going to point to the letter and you can tell me its name'. If a child provides the sound say - 'That is the sound that letter makes. Do you know its name?' If the child can easily self-correct mark the answer correct for the first two times, then incorrect if they continue to provide the sound first.

## 3. Letter Formation

Cover any earlier attempts on the record sheet (p.5). Say - 'Now I would like to see your best writing. I would like you to use this line' - point to the line on the sheet. 'Can you write an /s/?'. If the child does a capital letter ask them to use their 'small' lower case letters. Mark reversals as incorrect. Mark correctly shaped incorrectly formed letters as incorrect.

## 4. Oral Blending

Say - 'I'm going to say sounds and I want you to tell me what word they make'. Provide some examples - 'If I said /c/, /a/, /t/ what word would that make?' If the child seems unsure provide the example 'dog' and 'hat' too. Once they understand the task work along each line in turn. You may use counters to support children at a CVC level only. Articulate each sound clearly.

## 5. Oral Segmenting

Say - 'Now we are going to swap. I will say the whole word and you need to tell me the sounds. So if I said 'cat', you would say /c/, /a/, /t/.' Again, give them practice examples of 'dog' and 'hat' too. Once they understand the task work along each line in turn. You may use counters to support children at a CVC level only.

## 6. Recognising Graphemes in Isolation

If possible use individual card prompts and group together those most likely to be familiar to be presented first. If using the prompt sheet provided then begin with the top line and cover the lines below. Point at each in turn and say - 'Do you know what sound this/these letters make?'. For graphemes with more than one phoneme say - 'It can make another sound too, which other sound does it make?'. Reassure the child that they are not expected to know them all.

## 7. Spelling

We are trying to gauge what a child is able to do. If you feel a child will not be able to answer correctly then do not ask that spelling yet (e.g., if they are working at CVC level only ask them the CVC level questions plus a couple of CCVC to double check they aren't ready yet). You can also ask the child if they would like to have a go at a particular word or section if you feel they may manage it. Use the prompt sentence sheet provided so the words are presented in a less predictable order. Feel free to complete this in small chunks.

## 8. Reading

We are trying to gauge what a child is able to do. If you feel a child will not be able to answer correctly then do not ask that them to read that section yet (e.g., if they are working at CVC level only ask them the CVC level questions). You can also ask the child if they would like to have a go at a particular word or section if you feel they may manage it. Use the prompt sheet provided so the words are presented in a less predictable order. Feel free to complete this in small chunks.