

## INFORMAL TESTS OF PHONOLOGICAL SKILLS

### 1. Rhyme Detection skills

**Say:** *Do these pairs rhyme or are they different?*

Give a practice example (e.g. *dish/fish*). *Do they rhyme or are they different?*

Test items	Responses
man/pan	
hit/nip	
tap/cap	
leg/beg	
fox/mix	

### 2. Rhyme Generation skills

**Say:** *Now can you think of two words which rhyme with these words?*

Give a practice example (e.g. *bump; lump*); you could say *jump, dump*.

Test items	Responses <i>(note and accept non-word attempts)</i>
fat, pat	
book, cook	
ring, bring	
land, hand	
will, still	

### 3. Alliteration skills

**Say:** *What phoneme/sound begins all these groups of words?*

*Here's a practice one:* Happy Harry hates hairy hedgehogs.

*What phoneme/sound starts all these words?? Is it .../h/?*

*Now try these:*

Test items	Responses
Monkey Mike munches meatballs ...	
Laura loves little, laughing lambs ...	
Pass Pippa's pudding ...	
Robin Redbreast runs round ...	
Suzie's soft, silky socks ...	

### 4. Phoneme Blending skills

**Say:** *I'm going to say some sounds; I want you to put the sounds together and tell me what word they make. Here's a practice one: /m/a/n/.*

NB: leave a one-second gap between each sound, and say each phoneme string *twice*.

Test items	Responses
/l/e/g/.../l/e/g/	
/s/u/n/	
/ch/i/p/	
/d/u/s/t/	
/s/t/a/m/p/	

## 5. Phoneme Segmentation skills

**Say:** Now I'm going to say some words and I want you to tell me which phonemes/sounds you can hear. Let's try one first.

**Say:** Dog, what sounds can you hear in dog? /d/o/g/... Very good!

Now try these (say each word twice). Record the responses.

Test items	Responses
cap	
zip	
sock	
vest	
gloves	

## 6. Syllable Awareness

You will need to have a small ruler or hammer for this test. Demonstrate how to tap out the syllables. Practise twice with these words: *cat* = 1 tap; *bucket* = 2 taps (*buck-et*). You could also practise with the child's name, bearing in mind that each syllable needs to have a vowel sound in it.

**Say:** Now you tap out the beats in these words for me:

Test items	Responses – record the number of taps
pig (1)	
jacket (2)	
ant (1)	
rabbit (2)	
Saturday (3)	

## 7. Phoneme Deletion skills

**Say:** Now this time I'm going to say a word and I want you to take off the first sound you hear. Let's practise one.

**Say:** Drip: let's take off the /d/... what is left? Yes, rip, that's right. (You may need to repeat this with another trial, e.g. flip, so that the child understands what to do.)

Now let's try these:

Test items	Responses
Bus; take off the first sound, leaves? ( <i>us</i> )	
Jam; take off the first sound, leaves? ( <i>am</i> )	
Hit; take off the first sound, leaves? ( <i>it</i> )	
Stick; take off the first sound, leaves? ( <i>tick</i> )	
Bread; take off the first sound, leaves? ( <i>red</i> )	

## 8. Non-word Reading

Photocopy the pupil's reading card on page 38.

**Say:** Now this one is about reading the names of some funny creatures. Let's look at this funny creature. His name is **vip**. Now let's try these:

Test items	Responses
jem	
rak	
pof	
cug	
dremp	

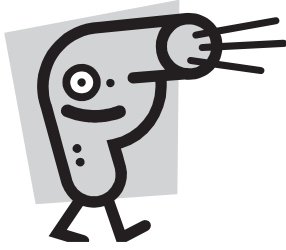
## 9. Grapheme/Phoneme Knowledge

Present your letter cards to the pupil in the order shown on the record sheet (Figure 3.2), and circle the ones the pupil does not know.

## Pupil's reading card

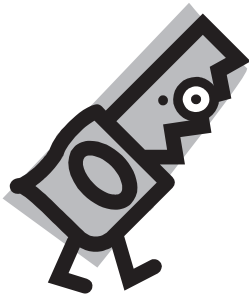
**Say:** Here is a funny creature. His name is ...

**vip**

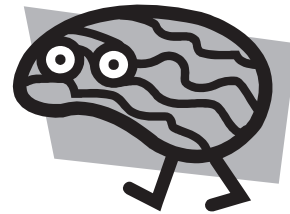


Now can you read these names?

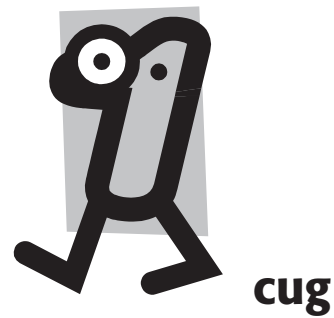
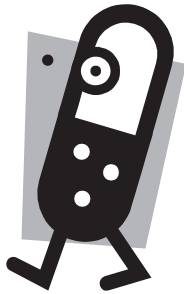
**jem**



**rak**

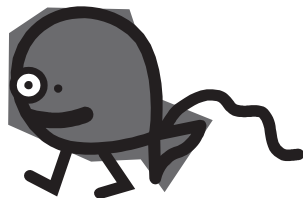


**pof**



**cug**

**dremp**



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**Figure 3.1:** Informal tests of phonological skills

## PHONOLOGICAL SKILLS – SUMMARY

**Pupil's name:**

**Date tested/Age:**

Skill assessed	Number of correct responses (out of 5)	Quality of responses <i>(mostly correct, mostly incorrect, fluently given, or effortful)</i>
<b>1. Rhyme Detection</b>		
<b>2. Rhyme Generation</b>		
<b>3. Alliteration</b>		
<b>4. Phoneme Blending</b>		
<b>5. Phoneme Segmentation</b>		
<b>6. Syllable Awareness</b>		
<b>7. Phoneme Deletion</b>		
<b>8. Non-word Reading</b>		
<b>9. Grapheme/Phoneme Knowledge (<i>circle those not known</i>)</b>		
s	a	t
p	i	n
m	d	g
o	c	k
ck	e	u
r	h	b
f	l	j
v	w	x
y	z	qu
ch	sh	th

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**Figure 3.2:** Informal test of phonological skills – summary of results

## PAIRED READING – HOW TO DO IT

- 1 Ask the child's teacher to help him/her choose enjoyable books which he/she can nearly read without help. There should only be two or three words on each page that he/she does not know.
- 2 Agree with the child that you will read together for 10 minutes each day **for the next 6 weeks**. (Bribe him/her if necessary!)
- 3 Thumb through the book to get the gist of it.

*Start reading ...*

- 4 Read a small amount aloud to the child.
- 5 Read the **same** section with the child joining in.
- 6 Now, the child should read the **same** section aloud to you.

*(4, 5 & 6 may be replaced by the tutor and the more competent child taking turns to read to each other.)*

- 7 If he/she hesitates for too long, or makes a mistake, say the right word straight away. Do NOT ask him/her to 'sound it out'.
- 8 Talk about the story now and then: ask the child if he/she can guess what is going to happen next ..., why so-and-so said that..., etc.

*PRAISE the child for trying.  
Be POSITIVE: stay CALM.*

- Note what has been done in the child's reading record.
- Make sure his/her teacher knows what you are doing and praises him/her too.
- If the child wants to read the same book again – that is fine – but try to encourage him/her to start another as well.
- **Do not give up!!!**

**Figure 5.1:** Paired reading – how to do it

## FREE WRITING CHECKLIST

**Pupil's name:**

**Age:**

**Assessed by:**

**Date:**

<b>Key issues</b>	<b>Observations</b>
Handwriting/ legibility	
Spelling: main types of error	
Content relevant and appropriate?	
Quantity	
Organisation and development	
Vocabulary	
Grammar	
Punctuation	

**Figure 6.1**

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## HANDWRITING CHECKLIST

**Pupil's name:**

**Age:**

**Assessed by:**

**Date:**

Key issues	Observations
Posture, position of paper and non-writing hand	
Pencil grip Handedness – L or R?	
Lined/unlined paper	
Letter formation	
Size of midzone letters	
Height of ascenders and length of descenders	
Uniform slope of ascenders/descenders?	
Horizontal/diagonal joins	
Do all letters/words 'sit' on the line?	
Are letters and words evenly spaced?	
Capitals and full stops	
Use of paragraphs	
Relaxed or tense when writing? Complains that hand/arm aches?	

**Figure 6.2**

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## SUPPORT STRATEGIES

### Lesson Introduction

Give the learning objective in clear simple language together with the 'big picture' of the lesson. Show how this connects with previous learning.

Alert pupils to the sequence of activities during the lesson.

Display key words in a clearly visible position.

Use visuals and multi-sensory stimuli.

### General Strategies during the Lesson

Highlight the main points of the lesson as they occur.

Pause and sum up frequently.

Seat pupils with literacy difficulties where they can see you and easily access information.

Ensure they have time to complete tasks before moving on to the next one.

Give them individual key word lists at the beginning of every new topic.

### Copying

For pupils who cannot copy accurately from the board, provide notes as handouts in advance of the lesson.

Provide written information in large clear font – not too much text, graphics and colour-coded where necessary.

Use coloured pens on the white board to demarcate lines of information.

Print information on the white board for the pupils who have difficulties copying.

### Questions

Give pupils time to formulate responses to questions (e.g. *'In a moment I'm going to ask you all...'*).

Address some questions directly to targeted pupils, using their name(s).

Use true/false or forced alternative techniques (e.g. *Is it this or is it that?*)

### Reading

Introduce the text by referring to the title, pictures and key words, and giving a brief summary.

Ensure that texts are appropriate in terms of reading level.

Organise paired and group reading.

Produce worksheets/handouts double or one and a half spaced with a large clear font (e.g. Comic Sans/Ariel, size 16–20).

### Comprehension

Give clear, simple instructions to the class; short and varied activities.

Ask questions to check understanding of text or topic, as well as new vocabulary.

Ask pupils to repeat key information to check their understanding.

<b>Recording (and alternatives to traditional written recording)</b>
<p>Provide models of quality written work and appropriate dictionaries.</p> <p>Give sentence starters, word banks and subject specific writing frames.</p> <p>Encourage use of flowcharts, pictures, charts, mind maps, photos, etc.</p> <p>Use techniques such as sequencing sentences, cloze procedure and/or multiple-choice tick lists for pupils with reading comprehension difficulties.</p> <p>Allow oral presentations, scribed work and use of ICT programmes such as Clicker 5 for pupils with writing problems to demonstrate their understanding.</p>
<b>Homework</b>
<p>Write up homework tasks in the same place at the <b>beginning</b> of each lesson, and ensure all pupils write it down immediately and clearly in their homework diary or planner.</p> <p>Make sure homework is appropriate, can be completed independently by all pupils and is related to class work.</p> <p>Check that support is provided for homework completion (e.g. homework club, peer support).</p>
<b>Revision</b>
<p>Demonstrate study skills techniques – e.g. highlighting key words, using bullet points, taking and storing notes.</p>
<b>Use of Support Staff</b>
<p>Timetable meetings between subject and support staff for planning.</p> <p>Ensure support staff are aware of the content of the lesson and the expected outcomes for pupils.</p> <p>Use them flexibly – not always with the same pupils.</p> <p>Encourage support staff to prompt pupils with questions and answers, and to follow up the main points with them.</p>
<b>Marking and Assessment</b>
<p>Ensure there is provision for all students within the school's marking and assessment policies.</p> <p>If appropriate, mark separately for content/ideas and presentation (including spelling, punctuation and grammar).</p> <p>Emphasise the positive by comments such as <i>'The things I liked about this work were ...'</i>, <i>'It would have been better if ...'</i>.</p>

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**Figure 8.1: Support strategies for Key Stage 3 and 4 classroom teachers\***

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## STUDY SKILLS – staff questionnaire

**Pupil's name:**

**Age:**

**Information gathered by:**

**Date:**

<p><b>Attendance</b> Does the pupil:</p> <ul style="list-style-type: none"> <li>■ attend school regularly or arrive late/truant?</li> <li>■ arrive at lessons punctually, with the right books and equipment?</li> </ul>	
<p><b>Attitudes</b> Does the pupil:</p> <ul style="list-style-type: none"> <li>■ seem happy in school?</li> <li>■ stay on task in class?</li> </ul> <p>Is there a marked difference between his/her <b>oral</b> contributions and <b>written</b> work?</p>	
<p><b>Homework</b> Does the pupil:</p> <ul style="list-style-type: none"> <li>■ complete it satisfactorily?</li> <li>■ hand it in on time?</li> </ul> <p>Does it take him/her hours?</p>	
<p><b>Tests and exams</b> How does he/she perform?</p> <ul style="list-style-type: none"> <li>■ above/below/in line with expectations for the group?</li> <li>■ above/below/in line with expectations, given his/her apparent ability in class?</li> </ul>	
<p>Is there a marked difference between the pupil's attitude and achievements in certain subjects compared to others?</p>	<p><i>Best</i></p> <p><i>Worst</i></p>

**Figure 8.2a**

## STUDY SKILLS – pupil questionnaire

**Pupil's name:**

**Age:**

**Interviewer:**

**Date:**

What is your favourite subject at school?	
What is your <i>least</i> favourite subject?	
Do you have any career or training plans?	
<p><b>Reading</b></p> <p>Do you read novels, newspapers, magazines? How often? How do you get on with reading for homework ?</p>	
<p><b>Writing</b></p> <p>How do you get on with writing? If not very well, why not? <i>(for example, spelling, handwriting, finding the right words, or knowing what to write about)</i></p>	
Do you know how to plan written work and revise for tests/exams?	
Can you use a dictionary?	
Can you word-process and use the Internet?	
<p>When and where do you do your homework? Does it take you a very long time? Does anyone help you? If so, who?</p>	

**Figure 8.2b**

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