



**LITERACY**



## **Specific Learning Difficulties**

### **Literacy Screening Tool**

## **Northumberland Inclusive Education Services**



## Specific Learning Difficulties Support Service

### Screening Assessment Tool for Persistent Literacy Difficulties (also known as dyslexia)

This screening pack has been developed by the Northumberland Specific Learning Difficulties Support Service to help schools to screen learners for literacy difficulties (including dyslexia) and identify other areas which may be related to their difficulties. This form and associated assessments should be completed prior to any referral being made to the Specific Learning Difficulties Support Service and included alongside the referral form.

The pack may also be used periodically within schools to assist the identification of appropriate SMART targets, as part of the graduated response and to assist the cycle of 'plan-do-review'.

The pack consists of an overview of the learner's strengths and difficulties, a checklist of observable pupil behaviours, followed by a selection of assessments that should be undertaken to help to build a picture of the learner's skills as well as guides for next steps.

<b>Pupil name</b>		<b>DOB</b>	
<b>Age in years and months</b>	<p>Where this young person is aged 14 years or over, are they expected to go on to further or higher education? (please circle)</p> <p style="text-align: center;">Yes                      No                      Not known</p>		
<b>Sight checked</b> (last date)		<b>Hearing checked</b> (last date)	
<b>Pupil strengths</b>			
<b>Pupil's perception of where they are with their learning</b>			
<b>Social/emotional /health/external factors which may be impacting upon the learner</b>			
<b>Attendance</b>	<b>% total:</b>		<b>% possible:</b>

## Pupil Checklist

Please tick the appropriate boxes to indicate the young person's observable behaviour. Not all of these indicators show that a pupil has literacy difficulties; they may be part of another difficulty, for example, a speech and language difficulty. However, it will still be useful for the school to have highlighted particular areas of difficulty in order to support the setting of SMART targets in relation to the pupil's individual needs.

<b>Indicator: Can the pupil:-</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Respond orally at a level not evidenced in written work?			
Organise him/herself and his/her belongings at an age-appropriate level?			
Repeat spoken polysyllabic words e.g. hospital/hippopotamus/preliminary etc?			
Carry an oral message from one teacher to another?			
Follow a series of three instructions?			
Remember common sequences e.g. days of the week/months of the year?			
Read accurately at an appropriate level?			
Answer questions about what he/she reads or has read to him/her at an appropriate level?			
Differentiate quickly/consistently between left and right?			
Match letter sounds and symbols presented randomly?			
Write correct symbols for letter sounds dictated randomly?			
Produce a rhyming sequence eg hat/mat/fat /sat etc?			
Write regular consonant-vowel-consonant words e.g. h-a-t/m-a-d etc. accurately?			
Spell some irregular high-frequency words correctly?			
Consistently orientate letters b/d, p/q, n/u, m/w etc?			
Can structure an oral/written account with a beginning, middle and end?			
Read back what he/she has written?			
Copy accurately from a book or the whiteboard at an appropriate speed?			

<b>Assessments to undertake for ALL pupils as part of the screening</b>	
<b>Assessment</b>	<b>Result</b>
<b>Rosner Test of Auditory Analysis Skills</b> Please note, this assessment is for ALL ages, not just children up to Year 3. <b>All pupils being referred should undertake this spoken task.</b>	<b>Year equivalent:</b>  <b>Date:</b>
<b>Northumberland Informal Sound Assessment</b>	<b>Set A:        /31</b> <b>Set B:        /12</b> <b>Set C:        /18</b>  <b>Date:</b>
<b><u>Standardised reading test:</u></b> <b>(one test required)</b>  If a pupil fails to score on a standardised test, use the Northumberland Phonic Reading Assessment sheet provided, discontinue after 5 errors.	<b>Test used:</b>  <b>Result</b>  <b>Date:</b>
<b><u>Standardised spelling test:</u></b> <b>(one test required)</b>  If a pupil fails to score on a standardised test, use the Northumberland Phonic Spelling Assessment sheet provided, discontinue after 5 consecutive errors or ten errors in total	<b>Test used:</b>  <b>Results:</b>  <b>Date:</b>

## **Standardised Reading and Spelling Tests**

### **Indicators of concern, following assessments: (Please tick, where applicable)**

Rosner score 2 years below current academic year (up to Year 3)

Not knowing all of Set B sounds by end of Year 1

Not knowing any Set C sounds by end of Year 1

Not knowing most Set C sounds by end of Year 2

Reading age 18 months or more below chronological age (or 12 months below age 7)

Spelling age 24 months or more below chronological age (or 18 months below age 7)

Any standardised scores below 85, where relevant

**Signed:** \_\_\_\_\_ **Position:** \_\_\_\_\_

## Rosner Test of Auditory Analysis Skills

Please note, this spoken task is for ALL ages, not just children up to Year 3. All pupils being referred should undertake this spoken task.

Date of Test: \_\_\_\_\_

NURSERY LEVEL	QUESTIONS	CORRECT RESPONSE	RESPONSE
a) say cowboy	Now say it again, but don't say boy	cow	
b) say steamboat	Now say it again, but don't say steam	boat	

RECEPTION	QUESTIONS	CORRECT RESPONSE	RESPONSE
1) say sunshine	Now say it again, but don't say shine	sun	
2) say picnic	Now say it again, but don't say pic	nic	
3) say cucumber	Now say it again, but don't say cu	cumber	

Year 1	QUESTIONS	CORRECT RESPONSE	RESPONSE
4) say coat	Now say it again, but don't say 'k'	oat	
5) say meat	Now say it again, but don't say 'm'	eat	
6) say take	Now say it again, but don't say 't'	ake	
7) say game	Now say it again, but don't say 'm'	gay	
8) say wrote	Now say it again, but don't say 't'	row	
9) say please	Now say it again, but don't say 'z'	plea	

Year 2	QUESTIONS	CORRECT RESPONSE	RESPONSE
10) say clap	Now say it again, but don't say 'k'	lap	
11) say play	Now say it again, but don't say 'p'	lay	

Year 3	QUESTIONS	CORRECT RESPONSE	RESPONSE
12) say stale	Now say it again, but don't say 't'	sale	
13) say smack	Now say it again, but don't say 'm'	sack	

**Please Note:** Do not give hints with lips. Stop testing after two successive errors. The TAAS score is the item before 2 successive errors. Difficulties in these areas may suggest a child would benefit from targeted teaching of phonological awareness skills.

## Northumberland Informal Sound Assessment

Make an enlarged copy of this form to use with the learner to assess their knowledge of sounds in isolation. Make a note of errors distinguishing between letter sounds and letter names. Circle known sounds and dot unknown sounds. Hesitations can be noted and annotated notes about behaviours during the assessment are encouraged.

### Set A

m	a	s	d	t	i
n	p	g	o	c	k
u	b	f	e	l	h
sh	r	j	v	y	w
th	z	ch	qu	x	ng
nk					
Total known: /31			Known at speed: /31		

**Please Note:** If a child is not secure with letter sound correspondence, this should be targeted before moving to Set B.

### Set B

oy	ay	ow	igh	oo	oo (u sound)
ou	or	ir	air	ar	ee
Total known: /12			Known at speed: /12		

**Please Note:** If a child is struggling to learn phonic rules, focus on vowel digraphs before moving to Set C. Target sounds individually and avoid confusion by introducing sounds too quickly.

### Set C

a-e	ea	i-e	ai	oa	o-e
ie	are	u-e	ur	ew	ow
oi	er	aw	ire	ear	ure
Total known: /18			Known at speed: /18		

**Please Note:** Target support where errors occur, focusing on one sound at a time until the child is secure in using it.

## Northumberland phonic reading assessment

These sets are progressively more challenging. For children to de-code successfully, teach a child to apply phonic skills as well as blending component sounds. Target these words/non word structures sequentially. Do not move a child onto the next group of words until the child is secure in decoding the sounds in the words/non words in the set. Only use this assessment with a younger child or learner who cannot score on a standardised test. Place dots under letters in words where the child has sounded out. Annotated notes about behaviour during the assessment are encouraged.

### cvc words

hem	zip	job	fix	hut	mop
tag	vet	bun	sip	win	cod

cvc score:        /12

### cvcc/ccvc words

mend	bent	lump	rust	mask	sift
slam	clap	drop	swam	twin	step

cvcc/ccvc score:        /12

### consonant digraphs (sh/ch/th/qu/ng/nk words)

cash	chin	bath	quit	bring	tank
quiz	than	shin	bunch	sink	rang

consonant digraphs score:        /12

### vowel digraphs

stay	sheet	spoon	sight	blow	foot
hard	horn	chair	bird	round	joy
train	wine	code	coat	steam	flake
brown	coin	rude	hurt	flew	yawn

vowel digraph score:        /24

# Northumberland phonic spelling assessment

Children need to be able to hear the sounds and write the sounds before they can successfully spell them. Difficulties in spelling may occur as a result of poor handwriting. It may be also be helpful to assess spelling using a computer.

Ask the learner to spell the words from the Phonic Reading Assessment. Stop testing after five consecutive errors or ten errors in total.

Only use this assessment with a younger child or learner who cannot score on a standardised test.

## cvc words


cvc score:     /12

## cvcc/ccvc words


cvcc/ccvc score:     /12

## consonant digraphs (sh/ch/th/qu/ng/nk words)


consonant digraphs score:     /12

## vowel digraphs


vowel digraph score:     /24



## Further Information

Schools are expected to have standardised tests in school to enable periodic assessment of pupil progress. Those identified below are suggestions of well-known standardised tests which can provide a reading/spelling age and/or a standardised score which compares a learner's performance to norms for their age-group. Other tests which also provide this information may be used, though it is preferable if the reading test is one in which the learner has to read aloud.

### Reading & Spelling Tests to consider if you need to acquire tests for your school:

#### Primary use:

New Salford Sentence Reading Test (2<sup>nd</sup> Edition) 5-11 years available from

<https://www.hoddereducation.co.uk/New-Salford-Sentence-Reading-Test>

Burt Reading Test 6-14 years ( a copyright free single word reading test, available from

<http://www.burtbooks.com/BURTWORDRECOGNITIONTEST.pdf>

York Assessment of Reading for Comprehension (YARC Primary) 4 – 11 years

<https://www.gl-education.com/products/york-assessment-of-reading-for-comprehension-yarc/>

Helen Arkell Spelling Test (2<sup>nd</sup> Edition) available from <https://www.helenarkell.org.uk> (use Form A)

Hodder Diagnostic Spelling Test Primary available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

#### Secondary Use:

Access Reading Test (2<sup>nd</sup> Edition) 7-20 years available from

<https://www.hoddereducation.co.uk/AccessReadingTest>

York Assessment of Reading for Comprehension (YARC Secondary) 12-16 years available from <http://www.gl-education.com/international-products/yarc-secondary>

Helen Arkell Spelling Test (2<sup>nd</sup> Edition) Form A <https://www.helenarkell.org.uk>

Hodder Diagnostic Spelling Tests (3-5) Secondary 9-25 years available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

#### Further advice

Advice relating to any areas of need identified above can be found in the guidelines of the Northumberland SENCo handbook. Further advice and support relating to teaching strategies and resources can be obtained by requesting a consultation appointment from the Specific Learning Difficulties Support Service. Consultation booking is available on our webpage on the Northumberland website.