

# Appendix 1 - Entry 1 Initial assessment for reading and writing

OFFICE USE ONLY Recommended course: .....

## Entry 1 Initial assessment for reading and writing

NAME: .....

1. Fill in the missing letters of the alphabet in lower and upper case.

A	B	C		E	F			I				M
	b		d						j	k		

	O							V	W		Y	
n			q	r			u					z

### Food that is good for you

2. Match the word with the picture.

orange



banana



salad



tomato



water



## Food that is bad for you

3. Write the name of the food under it.

crisps

sweets

pie

chips

cake

apple



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## Food groups

### Fruit and vegetables



### Protein



### Carbs



### Dairy



#### 4. Which food group do these belong to?

<b>FOOD</b>	fruit and vegetables	protein	carbs	dairy
egg				
fish				
lemon	X			
ham				
rice				
bread				
milk				X
peas				
carrots				

Hey Sam,  
Please come to a picnic.  
Date: Sunday, 25<sup>th</sup> May  
Time: 2pm  
Place: Kings Park  
RSVP: Send me a text (0764601203)  
Please bring drinks.  
Tim

5. a) Who is the text to? .....

5. b) What day is the party? .....

5. c) Tick the statement that is true.

- Tim hasn't got a mobile.
- The picnic is in a park.
- The picnic is at 1pm.
- Tim and Sam are not friends.

5. d) What is the name of the park? .....

5. e) Name two things Tim could take to the picnic.

1. ....
2. ....

5. f) You are Sam. Write Tim a text to reply.

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6. Writing task

Write about a meal you remember.

OR

Describe the picture. What can you see?

Do you like the picture or not? Why?



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I agree that this paper can be stored electronically for my City Lit teacher to access.

SIGNED: ..... DATE: .....

# E1 reading and writing mark scheme/screening













NAME: .....

\* ⊗ no indicators/concerns about SpLD

⊗ possible concern about SpLD /not sure about what SpLD may be presenting (note what the indicators might be in comments column)

⊗ definite concern about SpLD (note what the indicators might be in comments column)

<i>Question</i>	<i>Aspect of literacy being assessed</i>	<i>Screening / indicative of possible SpLD</i>	<i>Comment</i>
1. Fill in the missing letters of the alphabet in the correct order.	Knowledge of alphabet.	Check for formation of letters. Could indicate poor motor control/dyspraxia, dyslexia (possible when letters reversed). ⊗ ⊗ ⊗	Comment on formation and knowledge.
2. Draw a line from a word to matching picture.	Understand explicit meaning of whole words/concrete nouns.	Level of reading comprehension of single words. SLI or poor comprehension possible with incorrect identification ⊗ ⊗ ⊗	Comment on whole word recognition/ phonetic spelling
3. Write the name of the food, choosing from a selection of words.	Understand explicit meaning of single concrete nouns. Write using correct spelling.	Whole word versus phonological spelling differentiation (dyslexia); level of reading comp of single words (poor comprehension & SLI possible); transposing words incorrectly (dyslexia & SLI); observe handwriting and spelling development. ⊗ ⊗ ⊗	Comment on identification of single words and on spelling development.
4. Look at the pictures of food groups. Fill out the table.	Reading single concrete words and word finding.	Word finding, reading of whole words and difficulty understanding categorisation would indicate SLI; poor recognition of whole v phonetic spellings could indicate dyslexia. ⊗ ⊗ ⊗	Comment on correct identification of single words and on spelling errors.
5. a) Who is the text to?	Reading for information. Deduction. Understand letter conventions.	Poor comprehension may be due to poor decoding or low reading level. Not necessarily poor comprehension. But could indicate SLI /dyslexia. ⊗ ⊗ ⊗	
5. b) What day is the party?	Some word finding and reading for understanding.	Poor comprehension may be due to poor decoding or low reading level. SLI /dyslexia. May indicate poor executive functioning. ⊗ ⊗ ⊗	

<i>Question</i>	<i>Aspect of literacy being assessed</i>	<i>Screening / indicative of possible SpLD</i>	<i>Comment</i>
5. c) Tick the statement that is true.	Reading for and deducing meaning. Some word finding. Fairly complex logic.	Poor comprehension may be due to poor decoding or low reading level. Not necessarily poor comprehension. Possible SLI /dyslexia.   	
5. d) What is the name of the park?	Fairly tricky word finding and reading for understanding. Deduction.	Poor comprehension may be due to poor decoding or low reading level. Not necessarily poor comprehension. Possible SLI /dyslexia.   	
5. e) Name two things Tim could take to the picnic.		Spelling   	
5. f) You are Sam. Write Tim a text to reply.	Comprehending intent of writer & writing a response to show understanding. Differentiate students' written expression; accuracy of spelling, grammar & punctuation; breadth of vocabulary & sentence structure	Lack of response indicate lack of confidence/ability to write if previous responses show good comprehension. Accuracy of spelling; whole word and phonetic spelling differentiation could indicate dyslexia. Grammar and word choice (SLI) Speed of processing.   	
6. a) Describe the picture. OR Write about a meal you remember.		As above	

<b>LEVEL</b>	<b>Pre-E</b>	<b>E1</b>	<b>E2</b>	<b>E3</b>	<b>L1</b>	<b>L2</b>	<b>Other</b>	<b>Comments</b>
<b>Reading</b>								
<b>Writing</b>								

**NAME OF ASSESSOR:** ..... **DATE:** .....