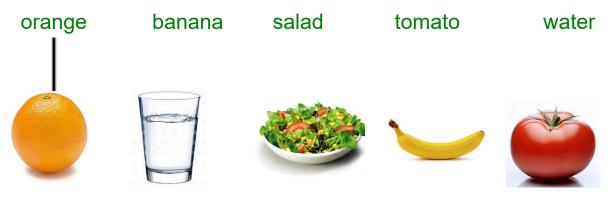
Appendix 1 - Entry 1 Initial assessment for reading and writing

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		Entr	y 1 In	itial a	ssess	sment	for 1	eadi	ng and	d writ	ing		
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Food that is good for you

2. Match the word with the picture.



Food that is bad for you

3. Write the name of the food under it.

crisps sweets pie chips cake apple









Food groups

Fruit and vegetables











Protein











Carbs











Dairy











4. Which food group do these belong to?

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

Writing taskWrite about a meal you remember.ORDescribe the picture. What can you see?Do you like the picture or not? Why?	
••••••	
I agree that this paper can be stored electro to access.	onically for my City Lit teacher

SIGNED: DATE:

E1 reading and writing mark scheme/screening

NAME:

- $* \otimes$ 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)

Question	Aspect of literacy being assessed	Screening / indicative of possible SpLD	Comment
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.
		$\otimes \otimes \otimes$	
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
		\otimes \otimes \otimes	
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.
		\otimes \otimes \otimes	
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 indicates SLI; poor recognition of whole v phonetic spellings could indicate dyslexia.	Comment on correct identification of single words and on spelling errors.
		\otimes \otimes \otimes	
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.	
		\otimes \otimes \otimes	
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.	
		\otimes \otimes \otimes	

Question	Aspect of literacy being assessed	Screening / indicative of possible SpLD	Comment
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.	
		\otimes \otimes \otimes	
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.	
		\otimes \otimes \otimes	
5. e) Name two things Tim could take to the picnic.		Spelling	
		$\otimes \otimes \otimes$	
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	

LEVEL	Pre-E	E1	E2	E3	L1	L2	Other	Comments
Reading								
Writing								

	DATE.
NAME	DATE: