Community Services

Argyll and Bute Council

Education

Reading Initiative
Rationale

Argyll and Bute Community Services are committed to raising attainment in Literacy. While statistics show the majority of our pupils are attaining satisfactory levels in literacy, there are however still some pupils who leave primary school with a reading age of under 9.5 years, a level necessary to access the secondary curriculum and function adequately in society.

Literacy is a permeating theme of Curriculum for Excellence and therefore the responsibility of all educators.

‘For teachers and other practitioners, it means asking the question, ‘How am I meeting the literacy needs of the learners in front of me?’ It means thinking about the kinds of literacy experiences provided for young people. It doesn’t mean that every practitioner will teach everything that a secondary English teacher does ….but the greatest impact for learners will come from all practitioners, in all learning environments, including rich literacy experiences as part of their day-to-day learning and teaching programmes.’

Curriculum for Excellence: Literacy Across Learning Principles and Practice, 2009

Curriculum for Excellence defines literacy as:

“the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.”

Curriculum for Excellence: Literacy Across Learning Principles and Practice, 2009

It is well established that there is a set of underlying capabilities on which fluent reading and writing are based. These include:

- knowledge about books
- the ability to recognise the constituent parts of words
- knowledge of letters and sounds
Some children come to school secure in most or even all of these areas, while others take time to establish them. The most effective approach to preventing low achievement is to make sure that those who progress more slowly acquire these capabilities securely and confidently.

“All children and young people benefit from education when they can access a curriculum which supports their learning and personal development; where teaching and support from others meets their needs; where they can learn with; and from, their peers….”

ASL Act, 2004, Code of Practice

Teachers already work hard to ensure that all children master these skills in early primary school. However there are two ways in which practice can be improved:

- by making sure that the teaching methods used are informed by the best available research on effective teaching of reading
- by being certain that each child’s progress is closely monitored to ensure that teaching approaches and the curriculum are planned to meet the child’s identified needs

The *Early Years Framework* states that ‘enhanced intervention, particularly in areas such as communication, literacy and numeracy “in the early years” will give all our children the best start’.

This initiative makes no changes to the fact that all aspects of the curriculum need to be designed to meet individual needs. There are some pupils who face such significant barriers to their learning that the highest level of achievement in reading skills may be reading environmental print as part of a life skills programme. The key focus of their literacy programme will be talking to enable them to verbally communicate their needs, views and choices.
Purpose
This initiative aims to:

- ensure that a greater number of pupils, particularly those with a potential for underachievement have opportunities to develop their phonological skills to a satisfactory level
- raise attainment in reading in all schools
- better equip educators with the skills to support pupils’ development of skills for reading

Principles
This Reading Initiative is based on the following principles:

- Every child has a right to experiences which will enable him/her to develop reading skills.
- Reading is a priority because it opens up a world of meaning.
- Mechanical skills and comprehension are equally important.
- All relevant educators have the right to access quality training related to the pedagogy of reading.
- Early identification and appropriate intervention strategies are paramount to raising attainment in reading.
- Success in raising attainment in reading is the responsibility of all staff involved with children and young people.
- All children and young people should be included within this reading initiative unless there is a valid reason for them not to participate.

Procedures
The development of literacy skills begins at birth. Parents will be the first to introduce their child to experiences that help develop language skills and encourage an interest in books. Community Services Early Years and Family Support Workers will play a key role in promoting early literacy skills in 0 to 3 year olds. They will do this by:
• encouraging parents to read with their child, to sing songs and learn nursery rhymes
• promoting the play@home programme (see Appendix 1)
• promoting Bookbug sessions (see Appendix 2)
• offering advice and guidance to groups making provision for very young children on developing literacy skills

Those working with children and young people from Curriculum for Excellence Early Level through to the Fourth Level will, at all stages, plan enriched learning experiences to support pupils in developing their literacy skills including reading skills.

However, despite access to these learning experiences some pupils will continue to struggle with reading and writing. Research evidence about these learners is unequivocal; the vast majority of them have weaknesses in their phonological skills. That is to say, they are less efficient and fluent in their use of sound-letter correspondences than their peers. A number of possible explanations for these weaknesses exist.

They may be due to:

• developmental factors
• a mismatch between learning opportunities and learner needs
• external circumstances

Whatever the explanation it clearly makes sense to tackle the identified weakness directly.

The following sets down the detail of how schools will:

• identify pupils with areas of weakness in reading skills
• implement strategies to support these pupils and track their progress
• report back to the authority
In addition the following sets down detail of how the education authority will support early years establishments and schools as they implement this initiative.

**Identification**

Early identification of delayed development or gaps in development of reading skills leads to early intervention through teaching skills that help each child to make satisfactory progress as well as enabling teachers to monitor that progress. It is therefore essential that at particular stages in a child’s education we measure their knowledge and understanding of literacy. The attached Baseline Assessment (Appendix 3) and a class reading assessment (Suffolk Group Reading Test) will be used to identify those making good progress and those who require some support. These assessments should be undertaken as an integral part of the child’s literacy programme.

**Preschool Year**

As children move from preschool to primary education it is expected that each will have a basic understanding of books and of nursery rhymes. Children who have reached these developmental levels are likely to be ready to begin to learn early reading skills.

As a means of identifying each child’s developmental level in literacy, it is expected that in the summer term of the preschool year each child\(^1\) who is moving on to primary education should undertake Section 1: Concepts of Print Task 1 – Knowledge of Books, Words and Letters and Section 2: Phonological Awareness Task 1 – Nursery Rhymes (see Appendix 3). A Summary Sheet (see Appendix 4) should be completed and sent with the assessment papers to the relevant primary school.

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\(^1\) Where it has been agreed that a child should not undertake an assessment please mark N/A against his/her name on the Summary Sheet.
Primary 1
The primary 1 teacher will use the information from the Baseline Assessment tasks to inform planning of experiences that match the child’s emerging skills as indicated below.

Children who have not attended preschool education should, at the earliest point in primary 1, undertake Section 1: Concepts of Print Task 1 – Knowledge of Books, Words and Letters and Section 2: Phonological Awareness Task 1 – Nursery Rhymes (see Appendix 3) and the results should be added to the Summary Sheet (see Appendix 4).

Children who have sound knowledge of initial letter sounds and their names and who are able to match rhymes and say the alphabet would be recognised as having made good progress in early reading skills.

To assist teachers in identifying those who have made satisfactory progress and most importantly those who require additional support to further develop their literacy skills it is expected that in the summer term of the primary 1 year all children should undertake Section 2: Phonological Awareness Tasks 2 – Initial Letter Sounds, 3 – Rhyme Detection and 4 – Rhyme Production, Section 3: Early Reading Skills Tasks 1 – Lower Case Letter Sounds, 2 – The Alphabet and 3 – Letter Names (see Appendix 5). The results should be noted on the Class Summary Sheet (see Appendix 6) and this along with the Baseline Assessment papers should be passed to the primary 2 teacher.

Primary 2
The primary 2 teacher will use the information from the assessment papers and class summary sheet to plan literacy outcomes, tasks and activities appropriate to the developmental level of the children in the class. This will ensure that the literacy curriculum for each child meets their individual needs.

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2 Where it has been agreed that a child should not undertake an assessment please mark N/A against his/her name on the Summary Sheet.
As a means of monitoring each pupil’s progress in reading in the summer term of the primary 2 year each child should undertake Section 3: Early Reading Skills Tasks 4 – Non-Word Reading Assessment and 5 – Word Reading Assessment (see Appendix 5). The results should be noted on the Class Summary Sheet (see Appendix 7) which should be passed, with the Baseline Assessment papers, to the primary 3 teacher.

Please note: the above is merely a guide to the application of the Tasks within the Baseline Assessment. Childcare and education workers and teachers should consider the ability of the child when deciding which sections/tasks will be undertaken at each stage in the early years.

**Primary 4**

In the summer term of the primary 4 year each child should undertake a class reading assessment (Suffolk Group Reading Test) provided by the authority. The purpose of this assessment is to ensure that each pupil continues to make satisfactory progress in reading but most importantly to identify those who require additional support and who may benefit from specific resources such as *Toe by Toe*.

The school should code each pupil on the Class Summary Sheet (see Appendix 8) as advised by the Principal Educational Psychologist (PEP) and it should be sent with the assessment papers to the PEP for marking. When marked the PEP will collate the information authority wide and return the class summary sheet and assessment papers to the relevant school. Schools may use the assessment results as a means of evaluating the teaching of reading at the early stages. The assessment results should also be used to identify pupils who require further support for reading as well as those who have made very good progress in reading. On receipt of the results of the reading assessment schools should consult with the Area Principal Teacher: Pupil Support or the local Educational Psychologist to discuss support for those who have been identified as requiring further support in reading.

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3 Where it has been agreed that a child should not undertake an assessment please mark N/A against his/her name on the Summary Sheet.

4 As above

Reading Initiative
November 2010
Primary 5
From the start of primary 5 and following the reading assessment, pupils who are not making satisfactory progress in reading skills should be given support for their reading development using a range of strategies (see below) planned to meet their individual needs. It is important to err on the side of caution – over learning of essential skills will not do any harm whereas failure to reach a level of mastery can have longer term adverse effects. An integral part of the support should be the use of Toe by Toe, a highly-structured reading manual that teaches basic literacy skills to learners of all ages, using a phonics-based method. This may be carried out in school by a non-teaching assistant or parent helper or at home by the parent/carer. The authority will provide Toe by Toe and training on its use.

Primary 7
In instances where at primary 7, there are still concerns about a pupil’s reading skills the teacher should assess the pupil’s reading ability using PM Benchmark Kit 1 which can give a reading age of up to 12 years. The result of this should be included as part of the transfer of relevant information passed to the secondary school.
Information on pupils’ reading and spelling levels will assist secondary teachers in planning appropriate learning outcomes in order to ensure that progress made in the primary school is sustained or improved on. Relevant information to be transferred to the secondary school will include the pupil’s Personal Learning Plan and, where appropriate, the pupil’s Individual Support Plan and/or Coordinated Support Plan. It should also include, if applicable, detail on a pupil’s additional support needs and the strategies in place to meet these needs including any strategies in place to support a pupil with difficulties in reading. Specialist resources which are still required to be used in the secondary school should also be transferred to the secondary school.

Secondary Education
Effective transition arrangements from primary to secondary education are, to some extent, based on relevant information being passed to secondary schools.
All secondary teachers should be aware of each pupil’s reading age to ensure that the curriculum is planned in a way to meet the learner’s needs. Children who are secure in second level reading experiences and outcomes would have a reading age of at least 10 years.

All teachers have a responsibility to differentiate planned learning appropriately to meet the needs of pupils identified as having additional support needs. They should assess the readability of learning and teaching materials, be aware of the wider definition of ‘text’ and the need to ensure exposure to the full range of ‘text’ as defined in Curriculum for Excellence.

Strategies to support particular pupils or groups of pupils, including those with specific learning difficulties (Dyslexia), should be discussed with support teachers. Class teachers and support teachers should work together to provide high quality learning experiences. Pupils with identified needs should be given opportunities to practise a range of strategies, building on experiences in the primary school. This will provide consistency and continuity ensuring that the pupil makes continuous progress. However, it is also important to introduce new methods of support to enhance the learning experience of each pupil.

Negotiated and clear lines of communication are required to monitor progress across all subject areas. Personal Learning Plans should reflect targets on reading across all subjects. Pupils likely to require linguistic support in SQA exams should be systematically identified in the course of S1-S3. As well as requests for special arrangements class teachers should also consider electronic exams where these exist. Special arrangements may include the use of a reader and/or scribe. Special arrangements will only be granted if the arrangement has been in place to support the pupil’s learning in class and should never be introduced only at exam time.

School librarians should also be made aware of all pupils who have specific needs in reading in order that resources in the library have the capacity to meet the range of reading abilities of the pupils who access them.
Greater use of graphic novels, magazines and modern texts should be available to encourage reluctant readers and reading groups should be geared to all types of readers.

**Intervention**
Information from the Baseline Assessment will be used to:

- group children for learning experiences in reading skills
- plan appropriate learning experiences to develop reading skills

**Specific issues in planning:**

- children who have not fully understood concepts of print need more experience of books
- children whose grasp of rhyme and initial sounds of words is incomplete will need to spend time on relevant activities (see support strategies)
- the phonics that have been taught may not have been caught by everyone; reinforcement activities for as long as it takes to secure learning are essential for some children

Teachers should monitor the progress of pupils with areas of weakness in reading skills as part of their work in tracking pupil progress. The individual Baseline Assessment results themselves can be used as checks on progress in addition to the teacher’s own assessment of the acquisition of these fundamental skills.

**Support Strategies**
Staff in pre-school units and schools should provide support for children who are not making satisfactory progress in literacy. This is likely to be through:

- involvement of parents in the child’s learning
- differentiation of the curriculum
- tasks and activities appropriate to the needs of the learner
Other strategies may include:

- advice and guidance from a support teacher
- coloured paper with Arial 12 font or enlarged text for ease of reading
- individualised reading programme and literature such as that from *Barrington Stoke* which has high interest for teenagers but with text appropriate to reading age
- use of *Toe by Toe*
- greater use of graphic novels, magazines etc to encourage reluctant readers
- computer hardware and software should be used to assist those with specific learning difficulties (Dyslexia) to support reading as well as writing; computers should be used for *first* as well as subsequent drafts
- computer programmes may include:
  - talking computers
  - *Accelerated Reader* programme
  - spelling programmes
- use of electronic tests and exams
- peer support
- paired reading
- small group teaching
- in some instances additional adult support.

Please note: a computer or reader /scribe or other special arrangements may only be used in a formal test or SQA exam if they have been normally used in class to support the learner

**Reporting to the Authority**

The Reading Initiative will be monitored and evaluated by the Principal Educational Psychologist (PEP). The PEP will manage the collation of the information from the Primary 4 Reading Assessment and discuss the results with the Head of Service and Quality Standards Manager. The initiative will be monitored over a four year period.

The aim of the monitoring is to provide a clear overall picture of how successful the education authority is in ensuring that every child is given the best possible chance to learn to read.
In this context we will be looking for:

- evidence that a rigorous approach to early identification is in place
- evidence of a measurable impact on levels of reading by mid primary stage
- an increased number of children leaving primary school with a reading age of at least 9.5 years.

**Synthetic Phonics Programme**

A seven year study of the effects of synthetic phonics teaching on reading and spelling attainment carried out by Rhona S Johnston and Joyce E Watson (see Insight 17 Scottish Government, February 2005) concluded that the synthetic phonics approach to teaching reading and spelling from the start of primary 1 led to all children, including those from less advantaged backgrounds, performing at or above their chronological age in both word reading and spelling. The gains experienced at the primary 1 stage increased by the time the pupils reached primary 7. It also led to boys performing better than or as well as girls in word reading, comprehension and in spelling.

The Teaching of Phonics paper in the authority’s *Teaching for Effective Learning* folder provides clear guidance on a synthetic phonics programme.

**Authority Support**

The education authority is committed to supporting schools as they implement this initiative. Support provided will include:

- providing the primary 4 reading assessment with instructions on its use
- providing *Toe by Toe* for specific individual pupils and in some instances additional adult support to support the use of it
- providing each primary school with the *PM Benchmark Kit 1*
- providing cost free training on the teaching of reading and phonics
- providing teacher support where appropriate
Appendix 1

Play@home

Play@home: a physical activity programme for children 0-5 years

Originally developed in New Zealand, the programme has been adapted for use in Scotland. Play@home was first introduced to families in Fife and is now being used throughout the country.

Based on the philosophy that parents are their child’s first educators, this programme seeks to support parents to give their child a healthy start in life. Play@home recognises that the first seven years of a child’s life are the most influential in establishing good exercise habits.

Everything children do is related to exercise and health. Establishing daily exercise routines early in childhood encourages children’s enjoyment of physical activity and promotes the value of parents doing exercise as role models. The programme strengthens the relationship between parents and children to develop their self-esteem, giving them confidence to try new activities.

The role of parents

Parents have a crucial role to play in encouraging their children to develop friendships and interact with situations outside the family home. This programme is not only about what parents can do for their children but, just as importantly, what parents can do with their children.

How play@home works

The programme is presented as three books: Baby (age 0–1), Toddler (age 1–3) and Pre-school (age 3–5). In addition, there are DVDs to support the Baby and Toddler books and a Pre-school DVD is in production. Generally, health visitors issue the Baby book during their primary visit to a family. The Toddler book is issued directly to parents by post and the Pre-school book is issued on enrolment in nursery. In some areas the books are issued through family centres or clinics.

The Scottish Government is currently funding the rollout of play@home across Scotland as a pilot for three years. This provides free resources for parents as well as the opportunity for staff to access training on play@home. The programme relies on a multi-agency approach, involving all those working with families and supporting families.

Anyone working with children under 5 in health, a local authority or the voluntary sector with experience in childcare, early education, physical activity or health promotion will find play@home a valuable addition to current resources. The programme has obvious links with Curriculum for Excellence, Care Commission Care Standards and Health for all Children 4 and is described in the National Physical Activity strategy as an example of good practice.

Irene Miller, National play@home Adviser
Appendix 2

Bookbug Sessions in Argyll & Bute

Bookbug Sessions are free, fun and friendly events for babies, toddlers, pre-schoolers and their families to enjoy together.

The aim of the sessions is to install music and books at the heart of the parent and child relationship at home while raising awareness of the links between singing and rhyming with babies and literacy development. Recent research has shown that singing with children has a positive impact on many areas of child development (Turning Their Ears On, Keeping Their Ears Open)

- It develops their vocabulary and understanding
  nearly all our songs will have actions to reinforce the language the children are learning
- It helps their listening and responding skills
- Rhymes, in particular, help their articulation and pronunciation
- Numeracy - through counting songs & rhymes
- Social skills - children learn about turn taking, follow the leader, being the leader
- It develops an understanding of music
  beat, rhythm, faster/slower, louder/quieter, higher/lower
- It also helps develop their memory – we all remember the words of a song or a rhyme much easier than the words of a speech.
- Coordination - clapping for example and action songs also finger rhymes for developing fine motor skills
- Confidence and creativity, through regular exposure to songs and rhymes, you will often find that children create their own, make up their own words or put familiar words to a different tune.

Each session lasts for approximately 40 minutes and comprises a number of songs and rhymes both new and familiar. Songs are chosen within the correct range for singing with children who have a limited range of only 6 pitches and there will always be a story book to share. Books are chosen with care to include good illustrations, not too many words, rhyme, repetition, and an element of anticipation.

Bookbug Sessions are also a great way for parents and carers to meet socially to increase their confidence and their own repertoire of songs, rhymes, and stories.

For more information on Bookbug sessions within Argyll and Bute, please contact Linda Burgar, Oban Education Office, Dalintart Drive, Oban PA34 4EF Tel:01631 564908 linda.burgar@argyll-bute.gov.uk
**Bookbug Packs**

**Bookbug Baby**

*For babies aged 6-16 weeks (gifted via Health Visitors)*

The Bookbug Baby Pack is a fantastic introduction to sharing books with your child from birth. The pack includes 2 sturdy board books, a musical CD and a parent’s guide to sharing books with your child, all contained within a strong canvas bag.

**Bookbug Toddler**

*For toddlers aged 13-24 months (gifted via Health visitors)*

The Bookbug Toddler Pack aims to boost a child's language building and listening skills with fun, engaging books and materials. Featuring Bookbug Toddler, this second pack also contains brightly coloured crayons and a 'My Storybook' pad to encourage early mark making.

**Bookbug Pirate**

*For three year olds (gifted via Pre-School provider)*

The Pirate Pack builds on the book sharing message of the first two packs. Every little pirate in Scotland will receive a small canvas bag full of exciting pirate themed contents, including a sturdy metal 'Treasure Chest' pencil case, filled with a variety of different writing and drawing tools, a bundle of postcards which can be used to tell friends and family about their adventures on the high seas, and 2 beautifully illustrated picture books!
**P1 Book**

*For Primary One children (gifted via Primary School)*

During their first year at primary school, all children in Scotland will receive a free book with a message from Bookbug. This year’s chosen book, *Manfred the Baddie*, won first prize in the 0-7 age category of the Royal Mail Awards for Scottish Children's Books. With over 11,000 children voting in this age group, we are delighted to be gifting a book that really is the children’s choice.

For more information on the Bookbug Programme visit
[www.scottishbooktrust.com/bookbug](http://www.scottishbooktrust.com/bookbug)

**Gaelic Books**

Thanks to dedicated funding from Bord na Gaidhlig, if your child attends a Gaelic medium nursery they will also receive Gaelic books within their Bookbug Pirate Pack. You can visit the Bord na Gaidhlig website here: [www.gaidhlig.org.uk/welcome.html](http://www.gaidhlig.org.uk/welcome.html)
Appendix 3

BASELINE ASSESSMENT FOR PRESCHOOL, P1 AND P2
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Name: ___________________________ DoB: ___________________________ Our Ref: ___________________________

Early Years Establishment: Boy ☐ Girl ☐

School:
Bilingual learner (please ✓) ☐
ASN (eg visual impairment)(please ✓) ☐
Gaelic Immersion Class (please ✓) ☐

Date of Assessment: ___________________________ Name of Assessor: ___________________________

Section 1: Concepts of Print

Task 1 (knowledge of books, words and letters)

Stage (please ✓): Preschool: ☐ P1: ☐ P2: ☐

Use a simple reading book which has a mixture of pictures and text. Place a score of 1 in the box provided for each correct item.

1. Lay the book in front of the child upside down and back to front
   Say: ‘Open the book and hold it the right way up’

2. Say: ‘Where is the front of the book?’

3. Say: ‘Where is the back of the book?’

4. Say: ‘Can you point to the bits that we read?’
   That is, the child should point to text as opposed to pictures

5. Say: ‘Show me where we would start to read the book’
   The child should point to the first word in the first line

6. Say: ‘Do you know what a word is - can you show me a word?’
   Ensure that the child correctly shows a single word

7. Say: ‘Do you know what a letter is - can you show me a letter?’
   Ensure that the child correctly shows a single letter

8. Say: ‘I’m going to read to you. Can you point to the words I’m reading?’
   Point the child to the first word only. Do not give any further prompts. Read slowly, about one word per second. Score if the child points correctly to any 5 consecutive words after the first one
Section 2: Phonological Awareness

Task 1: Nursery Rhymes

Stage (please √): Preschool:  P1:  P2:  

Say: ‘Now we’re going to do some nursery rhymes. Do you know this one....?’

Use the following format each time: ‘Baa, baa, black sheep.... What comes next?’

If the child, after being given the first line, goes on to complete the verse, score three full points for that item and proceed to the next one.

Otherwise, score two points for giving the next line correctly, one point for being partly right (at least two words of the line without prompting).

Then read the whole rhyme down to the missing word/s at the end - this scores a further point.

Circle the appropriate score in the box provided and complete the ‘total’ box for each item.

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<tr>
<th></th>
<th>nursery rhyme</th>
<th>total</th>
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</table>
| 1 | Baa, baa, black sheep...  
   (Have you any wool?)  
   Yes, sir, yes, sir, three bags (full) | 2 |   |
| 2 | Jack and Jill went up the hill...  
   (To fetch a pail of water)  
   Jack fell down and broke his (crown) | 2 |   |
| 3 | Humpty Dumpty sat on a wall...  
   (Humpty Dumpty had a great fall)  
   All the king’s horses and all the (king’s men) | 2 |   |
| 4 | Old Mother Hubbard...  
   (Went to the cupboard)  
   To fetch her poor dog a (bone) | 2 |   |
| 5 | Hickory, dickory dock...  
   (The mouse ran up the clock)  
   The clock struck (one) | 2 |   |
| 6 | Mary had a little lamb...  
   (Its fleece was white as snow)  
   And everywhere that (Mary went) | 2 |   |

TOTAL (maximum 3)
Appendix 5

**BASELINE ASSESSMENT FOR P1 AND P2**
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<th>Child’s Name:</th>
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- Bilingual learner (please √)
- ASN (eg visual impairment) (please √)
- Gaelic Immersion Class (please √)

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<th>Name of Assessor:</th>
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**Section 2: Phonological Awareness**

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**Task 2: Initial Letter Sounds**

Show the child the pictures on the sheet. Say: ‘Here are some pictures. What is this?....’ Go through all of the pictures, making sure that the correct response is given to each. Then say: ‘You know how to play “I Spy?” Look at these pictures. I Spy something beginning with...’

Examples: m..... (mouse) p.... (pig). Use the sound, not the name of the letter. Give help as necessary with these examples. Tests: Give no further prompts. Score 1 in the box provided for each correct response.

<table>
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<th>b....</th>
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</table>
**Section 2: Phonological Awareness**

**Task 3: Rhyme Detection**

Stage (please √):  P1:  [ ]  P2  [ ]

Show the child the pictures on the yellow sheet.

Say: ‘Here is a picture of the moon. And here are three other pictures. Now which of these - pot, spoon or bed - rhymes with moon?’

Provide the correct answer if necessary, and explain that spoon rhymes with moon - it sounds the same. Do the same with the second example (dog, with log, pig and bus)

Use the same format for the six test items - in each case naming each item, but without providing any more prompts. Score 1 for each correct response

The items are:

<table>
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<th>ball:</th>
<th>tap</th>
<th><strong>doll</strong></th>
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## Section 2: Phonological Awareness

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<td><img src="image1" alt="Moon" /> <img src="image2" alt="Pot" /> <img src="image3" alt="Spoon" /> <img src="image4" alt="Bed" /></td>
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<tr>
<td>Ex</td>
<td><img src="image5" alt="Dog" /> <img src="image6" alt="Log" /> <img src="image7" alt="Pig" /> <img src="image8" alt="Bus" /></td>
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<td>1.</td>
<td><img src="image9" alt="Knife" /> <img src="image10" alt="Water" /> <img src="image11" alt="Girl" /> <img src="image12" alt="Chicken" /></td>
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<td>2.</td>
<td><img src="image13" alt="Mouse" /> <img src="image14" alt="Bird" /> <img src="image15" alt="Cow" /> <img src="image16" alt="House" /></td>
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<td>3.</td>
<td><img src="image17" alt="Bear" /> <img src="image18" alt="Fish" /> <img src="image19" alt="Chair" /> <img src="image20" alt="Egg" /></td>
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<td>6.</td>
<td><img src="image29" alt="Sock" /> <img src="image30" alt="Horse" /> <img src="image31" alt="Clock" /> <img src="image32" alt="Jug" /></td>
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</tbody>
</table>
Section 2: Phonological Awareness          Task 4: Rhyme Production

Stage (please √):  P1:  □  P2:  □

Start with the two examples and then proceed to the six assessment items.

Say: ‘Now I’m going to see if you can tell me some rhymes - like hat, sat and mat.’

‘Can you tell me a word that rhymes with....’

(Supply answers to examples if child cannot respond correctly)

<table>
<thead>
<tr>
<th>Ex. 1</th>
<th>man</th>
<th>ran / pan</th>
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</thead>
<tbody>
<tr>
<td>Ex. 2</td>
<td>log</td>
<td>dog / frog</td>
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</tbody>
</table>

Say: ‘Now can you tell me a word that rhymes with....’  Score one for each correct response.

<p>| | |</p>
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<td>4</td>
<td>hay</td>
</tr>
<tr>
<td>5</td>
<td>tar</td>
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<tr>
<td>6</td>
<td>ten</td>
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</table>
Section 3: Early Reading Skills  

Task 1: Lower Case Letter Sounds

Stage (please √):  P1:  [ ]  P2:  [ ]

Point to each letter in turn and ask the child to give the sound. (If the child names the letter, ask what the letter says. For responses like ‘Annie Apple’ say: ‘Yes, but what does Annie Apple say?’) Do not prompt, but feel free to give the answers to the first three items (after scoring each a fail) if the child has not grasped the idea of giving the sound.

Place a small mark beside each letter sounded correctly, so that performance on each letter can be identified.

Enter the total correct score in the box.

score  

Total  

a c e t m  

o p b d k  

n u v i l r  

w s f q h  

g x j y z
### Section 3: Early Reading Skills

**Task 2: The Alphabet**

Stage (please √):  

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<tbody>
<tr>
<td>P1</td>
<td>P2</td>
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Say: ‘Are you able to say the alphabet - it starts A,B,C?’ Count the number of letters said (or sung) correctly, ignoring letters which are missed out. Mark one of the boxes with score 1-4 as follows:

<table>
<thead>
<tr>
<th>5 or less (incl. A,B,C)</th>
<th>6 to 12</th>
<th>13 to 20</th>
<th>Over 20</th>
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<td>2</td>
<td>3</td>
<td>4</td>
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</table>
Section 3: Early Reading Skills  

Task 3: Letter Names

Stage (please √):  
P1: □  P2: □

Say: ‘Now we’re going to look at these letters again to see if you can tell me their names.’

Go through the letters and if the child gives the sound, say: ‘Yes, but what is it called?’ Do not prompt, but feel free to give the names of the first three letters (after scoring a fail) if the child has not grasped the idea.

Place a small mark beside each letter sounded correctly, so that performance on each letter can be identified.

Enter the total correct score in the box.

score

Total

a  c  e  t  m
o  p  b  d  k
n  u  v  i  l  r
w  s  f  q  h

g  x  j  y  z
Section 3: Early Reading Skills  Task 4: Non-word Reading Assessment

Stage (please √): P1:  □  P2:  □

Tell the child that these are not real words - they’re nonsense words.
Ask the child to read the examples, prompting as necessary: ‘c-a says ca, e-t says et’. After this give no help with the letter sounds or with blending. However, if the letters are only sounded out, encourage the child to blend them. Score an item correct if sounded and blended, or if read correctly without sounding. Do not score if sounded out but not blended.
If the child fails all items on the first line, stop assessing.
Place a small mark beside each item sounded correctly, so that performance on each item can be identified.

Enter the total correct score in the box.

Score:  □

Examples:
ca et og
ta ed ik um
ten ob fa ug
id dok lat
ben rit mul
dag fon lim
Section 3: Early Reading Skills

Task 5: Word Reading

Stage (please ✓):

P1: □  P2: □

Place a small mark beside each word read correctly, so that performance on each word can be identified.

Enter the total correct score in the box.

Score: [ ]

in  at  up  for  if  my  to  can  he
sat  top  his  or  the  bat  girl  that
fill  boys  with  went  pan  now  day  just
cold  no  find  things  made
purse  three  lifted  journey  match
quickly  school  giving  return  bridge
choice  primary  known  tongue  several
prevent  shelter  rejecting  serious  memory
university  difficult  required  amazement  cautious
nourished  happiness  commencing  overtake  stimulate
comprehend  equipment  circular  surround  destined
mystery  expedition  circumstances  frequently  exhausting
philosophy  economic  contemptuous  ultimate  originating
reputation  atmosphere  apparently  motionless  theory
inadequacy  eventually  psychology  unique  confrontation
efficiently  acknowledgement  migration  terminology  sulphate
renowned  atrocity  fallacious  characteristic  hypocrisy
tyranical  contextual  stereotype  physician  fatigued
palpable  concurrent  phlegmatic  alienate  ingratiating
eccentricity  phthisis  constitutionally  subtlety  pignancy
Argyll and Bute Reading Initiative: Preschool Summary Sheet

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<td>Assessor:</td>
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**Group details**

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Head of Preschool: | Date: |
### Argyll and Bute Reading Initiative: Primary 1 Class Summary Sheet

**Establishment:**

**Assessor:**

**Date of Assessment:**

**Class details**

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**Class teacher:**

**Date:**
Appendix 7

**Argyll and Bute Reading Initiative: Primary 2 Class Summary Sheet**

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Class teacher;       Date:

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Reading Initiative
November 2010

30
### Argyll and Bute Reading Initiative: Results of Primary 4 Reading Assessment

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**Head teacher’s signature**

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