

### Purpose of screening tool

This screening tool is to provide an initial profile of a child's strengths and where action may be required to help the child make more progress.

This is **NOT** a diagnostic tool.

This could be used to provide screening for every child, but could be used to profile the strengths and difficulties of children causing you some level of concern.

The screening tool provides two columns for screening so that progress can be evaluated.

### What do you do with the information?

If a child is showing only a few areas of difficulty, then it is possible that these can be met in class through targeted whole class teaching, or through group interventions. (see the table of the three-wave model of interventions for ideas and resources)

If there are a significant amount of areas flagged up as causing difficulties for the child, then the school's ASN teacher should be involved in discussion and a plan of action developed for targeted areas of need. (see the table of the three-wave model of interventions for ideas and resources)

If, after targeted input has been given, and no progress is evident, then in conjunction with the ASN teacher, other agencies may be contacted for further screening and diagnosis.

## Screening for Literacy in Second, Third and Fourth Levels

Pupil's name:

Date of birth:

Date of 1<sup>st</sup> assessment:

Date of 2<sup>nd</sup> assessment:

Cognitive Function – Concentration, memory and processing						
Targets	No		developing		Yes	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Can remember a sequence of numbers and letters						
Can recite days of the week, months of the year etc						
Can do calculations that involves holding information in memory						
Can retain information heard and respond appropriately to questions or instructions based on the information given						
Can respond without delay through speech, action or writing						
Can complete work in allotted time						
Written work and formative assessments reflect the pupil's cognitive ability and subject knowledge and understanding						
Can work consistently without giving up easily or losing interest						
Further evidence to support a general difficulty in this area						
Coordination and organisation						
Targets	No		developing		Yes	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Appears to have no problem with fine motor skills						
Appears to have no problem with gross motor skills						
Can balance appropriately						
Displays good hand/eye coordination						
Can copy shapes						
Can copy text quickly, accurately and neatly						
Can present work in a neat and organised way						
Grips pencil with appropriate control and pressure						
Can write with good spacing between words						
Can remember where things are kept and returns them to the same place						
Can consistently remember and adhere to routines						
Further evidence to support a general difficulty in this area						
Talking and Listening						
Targets	No		developing		Yes	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Can usually find the correct word to use when talking						
Speech is clear with no articulation difficulties						
Can answer verbal questions with ease						
Can understand and follow simple instructions						
Can sequence a heard story into logical order						
Can recall and talk about an experience in logical order						
Further evidence to support a general difficulty in this area						

## Screening for Literacy in Second, Third and Fourth Levels

Pupil's name:

Date of birth:

Date of 1<sup>st</sup> assessment:

Date of 2<sup>nd</sup> assessment:

Reading						
Targets	No		developing		Yes	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Is progressing as expected for age						
Reads with confidence						
Willing to read out loud						
Can decode words using phonics						
Can read without mis-reading, reversing words or mixing up small words						
Can read without substituting or inserting words						
Can cope with the amount of reading required						
Can recognise familiar words which have been read earlier in the passage						
Can read at appropriate pace						
Can read with appropriate expression taking into account punctuation and meaning						
Can read fluently, string words together without the need for constant sounding out						
Can read without relying on picture or context cues for comprehension						
Comprehension is good without the need to re-read several times or rely on picture and context cues.						
Enjoys reading age appropriate texts independently						
Further evidence to support a general difficulty in this area						
Spelling						
Targets	No		developing		Yes	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Consistently spells words the correct way						
Can remember the spelling of common irregular words, e.g. said, they, with						
Can write without confusing the letter order in words or reversing words (no/on)						
Can use known phonic patterns and rules to write new words						
Further evidence to support a general difficulty in this area						
Three areas of strength displayed by pupil						