

# Reading Skills Assessment Form

## Student

First name

Surname

Date of birth

Class

## Assessment

Date

Completed by

## Guidance

This form is used to record the results of initial assessments also using [Resources R2 to R9](#).

Please refer to [page 37](#) of the handbook for guidance about the use of this form and the initial Reading Skills Assessment.

## A. Letter sound knowledge

1. Can the pupil tell the difference between a word and a letter? (Resource R2) Yes  No
2. Does the pupil understand the words "first", "middle" and "last"? (page 38) Yes  No
3. Can the pupil identify letters in words? (Resource R3) Yes  No
4. Can the pupil identify initial sounds (phonemes) in speech? (Resource R4)  
 s  a  p  t  n  i
5. Can the pupil use phonemes as cues in word reading? Yes  No
6. Which letter sounds (phonemes) can the pupil produce? (Resource R5)  
 s  m  p  t  i  n  a  f   
 h  d  j  ee  sh  ch  th  oo   
 ay  u  z  c  w  b  e  v   
 o  k  g  x  q  r  l  y

## B. Text level knowledge

1. Can the pupil point to the following? -
  - a. the title of a book Yes  No
  - b. author Yes  No
  - c. where the story starts Yes  No
  - d. where the story ends Yes  No
  - e. the page number Yes  No
  - f. a sentence Yes  No
  - g. an illustration or picture Yes  No
2. Does the pupil know to read text from left to right? Yes  No

## B. Text level knowledge (continued)

3. Can the pupil show you where to start to read and follow it with their finger? Yes  No
4. If the pupil is a fluent reader, can they recognise their own errors in reading? Yes  No

## C. Word level knowledge

1. Can the pupil recognise words within a visual scene? (Resource R6) Yes  No
2. Does the pupil recognise their name within a group of words? (Resource R7) Yes  No
3. Which of the first 100 high frequency sight words can the pupil recognise? (Resource R8)

the <input type="checkbox"/>	and <input type="checkbox"/>	a <input type="checkbox"/>	to <input type="checkbox"/>	said <input type="checkbox"/>	in <input type="checkbox"/>
he <input type="checkbox"/>	I <input type="checkbox"/>	of <input type="checkbox"/>	it <input type="checkbox"/>	was <input type="checkbox"/>	you <input type="checkbox"/>
they <input type="checkbox"/>	on <input type="checkbox"/>	she <input type="checkbox"/>	is <input type="checkbox"/>	for <input type="checkbox"/>	at <input type="checkbox"/>
his <input type="checkbox"/>	but <input type="checkbox"/>	that <input type="checkbox"/>	with <input type="checkbox"/>	all <input type="checkbox"/>	we <input type="checkbox"/>
can <input type="checkbox"/>	are <input type="checkbox"/>	up <input type="checkbox"/>	had <input type="checkbox"/>	my <input type="checkbox"/>	her <input type="checkbox"/>
what <input type="checkbox"/>	there <input type="checkbox"/>	out <input type="checkbox"/>	this <input type="checkbox"/>	have <input type="checkbox"/>	went <input type="checkbox"/>
be <input type="checkbox"/>	like <input type="checkbox"/>	some <input type="checkbox"/>	so <input type="checkbox"/>	not <input type="checkbox"/>	then <input type="checkbox"/>
were <input type="checkbox"/>	go <input type="checkbox"/>	little <input type="checkbox"/>	as <input type="checkbox"/>	no <input type="checkbox"/>	mum <input type="checkbox"/>
one <input type="checkbox"/>	them <input type="checkbox"/>	do <input type="checkbox"/>	me <input type="checkbox"/>	down <input type="checkbox"/>	dad <input type="checkbox"/>
big <input type="checkbox"/>	when <input type="checkbox"/>	it's <input type="checkbox"/>	see <input type="checkbox"/>	looked <input type="checkbox"/>	very <input type="checkbox"/>
look <input type="checkbox"/>	don't <input type="checkbox"/>	come <input type="checkbox"/>	will <input type="checkbox"/>	into <input type="checkbox"/>	back <input type="checkbox"/>
from <input type="checkbox"/>	children <input type="checkbox"/>	him <input type="checkbox"/>	Mr <input type="checkbox"/>	get <input type="checkbox"/>	just <input type="checkbox"/>
now <input type="checkbox"/>	came <input type="checkbox"/>	oh <input type="checkbox"/>	about <input type="checkbox"/>	got <input type="checkbox"/>	their <input type="checkbox"/>
people <input type="checkbox"/>	your <input type="checkbox"/>	put <input type="checkbox"/>	could <input type="checkbox"/>	house <input type="checkbox"/>	old <input type="checkbox"/>
too <input type="checkbox"/>	by <input type="checkbox"/>	day <input type="checkbox"/>	made <input type="checkbox"/>	time <input type="checkbox"/>	I'm <input type="checkbox"/>

### C. Word level knowledge (continued)

3. Which of the first 100 high frequency sight words can the pupil recognise?

- |                                |                               |                               |                                 |                               |                              |
|--------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|------------------------------|
| if <input type="checkbox"/>    | help <input type="checkbox"/> | Mrs <input type="checkbox"/>  | called <input type="checkbox"/> | here <input type="checkbox"/> | off <input type="checkbox"/> |
| asked <input type="checkbox"/> | saw <input type="checkbox"/>  | make <input type="checkbox"/> | an <input type="checkbox"/>     |                               |                              |

### D. Burt Reading Test

Please refer to [Resource R9](#) for the instructions and materials needed for the Burt Reading Test.

1. Which of the words can the pupil recognise?

- |                                   |                                     |                                     |                                    |                                      |
|-----------------------------------|-------------------------------------|-------------------------------------|------------------------------------|--------------------------------------|
| to <input type="checkbox"/>       | is <input type="checkbox"/>         | he <input type="checkbox"/>         | at <input type="checkbox"/>        | up <input type="checkbox"/>          |
| for <input type="checkbox"/>      | an <input type="checkbox"/>         | of <input type="checkbox"/>         | his <input type="checkbox"/>       | or <input type="checkbox"/>          |
| sun <input type="checkbox"/>      | went <input type="checkbox"/>       | just <input type="checkbox"/>       | big <input type="checkbox"/>       | my <input type="checkbox"/>          |
| that <input type="checkbox"/>     | girl <input type="checkbox"/>       | day <input type="checkbox"/>        | pot <input type="checkbox"/>       | one <input type="checkbox"/>         |
| boys <input type="checkbox"/>     | no <input type="checkbox"/>         | water <input type="checkbox"/>      | some <input type="checkbox"/>      | told <input type="checkbox"/>        |
| wet <input type="checkbox"/>      | things <input type="checkbox"/>     | sad <input type="checkbox"/>        | carry <input type="checkbox"/>     | now <input type="checkbox"/>         |
| nurse <input type="checkbox"/>    | quickly <input type="checkbox"/>    | love <input type="checkbox"/>       | scramble <input type="checkbox"/>  | village <input type="checkbox"/>     |
| shelves <input type="checkbox"/>  | return <input type="checkbox"/>     | terror <input type="checkbox"/>     | known <input type="checkbox"/>     | journey <input type="checkbox"/>     |
| beware <input type="checkbox"/>   | twisted <input type="checkbox"/>    | luncheon <input type="checkbox"/>   | explorer <input type="checkbox"/>  | obtain <input type="checkbox"/>      |
| tongue <input type="checkbox"/>   | steadiness <input type="checkbox"/> | projecting <input type="checkbox"/> | serious <input type="checkbox"/>   | commenced <input type="checkbox"/>   |
| scarcely <input type="checkbox"/> | domineer <input type="checkbox"/>   | labourers <input type="checkbox"/>  | fringe <input type="checkbox"/>    | nourishment <input type="checkbox"/> |
| belief <input type="checkbox"/>   | trudging <input type="checkbox"/>   | exhausted <input type="checkbox"/>  | formulate <input type="checkbox"/> | overwhelmed <input type="checkbox"/> |

2. What is their total score?

3. Corresponding Hatcher Book level?

(See Teacher's Handbook [Figure 10](#), page 51)

4. Are you able to identify a suitable book as a starting point for the pupil?

Yes

No