

Student Placement

For student to fill in:

Name _____

Address _____

_____ Postcode _____

Email _____

Phone _____ Date of Birth _____

Signature _____ Date _____

Coordinator to read these questions. Mark the items the student has trouble with, even if only "sometimes".

- 1 Do you have difficulty following the plot in movies?
- 2 Do you find it difficult to read under bright lights?
- 3 When reading, do you experience blurring or movement of letters on the page?
- 4 Do you find it difficult to say months of the year in order?
- 5 Do you find it difficult to remember telephone numbers?
- 6 Do you have difficulty in taking messages whilst on the phone and subsequently passing them on?
- 7 Do you get dates and times mixed up or tend to miss appointments or get them wrong?
- 8 Do you have difficulty following what is said to you?
- 9 Do you get confused between left and right, especially when giving or following instructions?
- 10 Do you find it hard to remember names?
- 11 Have you found/find it hard to learn multiplication tables?
- 12 Do you find it difficult to do sums in your head, needing to use fingers, or write them down?
- 13 Do you tend to accidentally mix up phrases e.g. "par cark", instead of "car park"?
- 14 Do you have difficulty in repeating long words and in getting the sounds in order?
- 15 Do you have trouble saying your name and address?

If YES to Nos 2 & 3, Coordinator to use RWN supplied coloured plastic overlays. Ask student which colour if any makes reading clearer.

Phonics - Alphabet Write the alphabet from a to z.

Numbers Write the numbers from 1 to 20.

1 2 ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Letter Names and Sounds

Ask student to say the letter name, and the sound it makes.
Ask them to say a word that starts with each of these sounds.
(Leave blank if not known.)

s	a	t	P
i	n	e	H
r	d	m	C
k	g	l	O
u	f	b	W
y	j	v	Z
q	x		

Ask student to point to each letter pair, and say its sound:

ar	or	er	sh
ch	th	ee	oo

Phonological Awareness

Having assessed the alphabet, you have already checked if student knows printed letters and corresponding sounds. We now check whether the student can hear / distinguish **initial** sounds, **middle** sounds and **end** sounds in words - and if they can say the sound back to you. It's OK to repeat the words as needed. Ensure the student understands what you're asking.

		<i>Answers</i>
met	What was the first sound in the word 'met'?	_____ (m)
	What was the last sound?	_____ (t)
	<i>What was the middle sound?</i>	_____ (e)

Repeat the activity, saying the following words.
Record responses for initial sound, middle sound and end sound (or blend):

	<i>1st sound</i>	<i>2nd sound</i>	<i>End sound</i>
fish	_____	_____	_____
when	_____	_____	_____
chop	_____	_____	_____

Ask the student to 'repeat after you' the word :

mat Student repetition: _____

Now ask them to change the **first** sound to ' f '

Student Response: _____ (fat)

Now start with 'fat' and change **end** sound to ' n '

Student Response: _____ (fan)

Now start with 'fan' and change the **middle** sound to ' i '

Student Response: _____ (fin)

"Can you think of any words that rhyme with ' fin ' ?"

"Any words that rhyme with 'mat'?"

Rhymes

Check that the student can hear rhymes.

1. Coordinator to read the following rows of words out loud. Ask the student to add another rhyming word to the row.

Record student's response.

cat	mat	_____
fin	sin	_____
car	far	_____

2. "What words do you know that rhyme with ' **back** ' ?"

Student Response:

3. Coordinator to read the following rows of words aloud. Ask the student to identify the word that doesn't rhyme (the odd one out).

Use the first (bold) row as an example, for practice.

fit	sit	hot	bit	_____
cake	rock	lake	brake	_____
sack	back	bite	jack	_____
dance	check	chance	trance	_____

Listening Activities

Backwards Numbers

Coordinator to say the numbers in the left hand column. The student is asked to repeat the numbers, but in reverse order.

Suggest that the student use whatever method helps them (**not by** writing them down!) They may like to repeat the numbers in the forward order (aloud or silently, first), or pause and 'picture' the numbers in their head first.

Stop the activity after 2 incorrect responses.

Practice questions				✓
Coordinator says:	3 7	Student response should be:	7 3	
	2 5 8		8 5 2	
Real questions				
Coordinator says:	9 2		2 9	
	4 6 9		9 6 4	
	7 5 1 4		4 1 5 7	
	8 0 3 7 9		9 7 3 0 8	

Listening Skill / Analysis

A. "Say **cowboy**" (Student repeats)

Say: "Now say it again, but don't say **boy**." Student said: _____
(Expect student to say **cow**)

B. "Say **steamboat**"

Say: "Now say it again, but don't say **boat**." Student said: _____
(Expect student to say **steam**)

"Say..."	"Now say it again but don't say..."	Student says:	Expect to say:
sunshine	shine		sun
picnic	pic		nic
coat	"c" , i.e. the 'k' sound		oat
game	"m"		gay

Reading Information

Based on student's responses, use your judgement as to which column to tick.

Coordinator to ask: "Can you read and understand these things?"

Coordinator to prompt	Always	Sometimes	Never	Tick any that student would like to be able to read
Text messages, emails				
Television guides				
Ads, packaging				
Timetables				
Websites, blogs				
Newspapers, magazines				
Work or study materials				
Religious Books (eg Bible, Koran)				
Books				
Other: List...				

Coordinator to ask: "What do you find hard about reading?"

Coordinator to prompt	Always	Sometimes	Never
Working out what the words are (how to say them)?			
Understanding hard words			
Understanding the sentences			
Understanding long passages or a whole book			
Reading aloud			
Remembering what I've read			
Working out what it means			

Ask: "Do you do any of these things, when you come across a word you can't read?"

	Always	Sometimes	Never
Guess the meaning			
Skip it			
Ask someone			
Try to work out the sounds for the letters			
Look at bits of the word			
Use the rest of the sentence			
Look at the shape of the word			

Ask: "Are there any other things you do, when reading?"

Ask: "What do you think we could do now, to help you to become a better reader?"

Writing Information

Specify which language is used, *if* other than English.

Coordinator to ask: "How often do you write the following?"

Coordinator to prompt	Always	Sometimes	Never
Lists or notes for self			
Text messages			
emails or personal letters			
notes for study			
Forms or notes for work			
Other: List...			

Ask: "What kinds of writing do you want to do?" (if necessary, suggest examples from Table above.) _____

Ask: "What do you find hard about writing?"

Coordinator to prompt	Always	Sometimes	Never
Everything			
Getting started			
Filling in Forms			
Spelling			
Getting the sentences correct			
Handwriting			
Using computer			

Ask: "Do you have any problems that might make writing hard for you?" _____

Ask: "What do you think you need to learn, to be a better writer?"
