

COGNITION AND LEARNING

Useful information and assessments

It would be helpful if you could complete these assessments and bring them to LIFT.

If you do not own the BPVS 3, I can carry that out if I complete an assessment.

If you do not own the Babtie and Emerson Dyscalculia Assessment book, some form of maths skills assessment would be useful.

All schools should have the Language for Learning book.
Many schools have the NFER verbal and non-verbal reasoning tests.

This will help us to decide whether to accept the referral or offer further advice.

If you have any queries, please do not hesitate to contact me:

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Name of child:		School:		Year:	
D.o.B.:	Chronological Age:		Assessed by:		
Interventions and impact:					
Current Levels					
Reading		Writing		SPaG	Maths
Language - BPVS 3 - British Picture Vocabulary Scale 3					
Raw Score:	Standardised Score:	Percentile Rank:	Age Equivalent:	Confidence Bands:	
Language for Learning Observation – Highlight main areas for concern and any strategies in place					
Attention and Listening skills:					
Understanding the Meaning of Words:					
Structure and Rules:					
Social Communication Skills:					
Working Auditory Memory:					
Speech:					
Language Link			Speech Link		
Digit Span					
Forwards: (short term memory)			Backwards: (working memory)		
Babtie and Emerson Dyscalculia Assessment					
Strengths:			Areas of difficulty:		
Verbal reasoning			Non-verbal reasoning		
Raw Score:	Standardised Score:	Percentile Rank:	Raw Score:	Standardised Score:	Percentile Rank:

Any other school assessments:

"Letters and Sounds" Code Knowledge - Reading

Phase 2 GPCs			Phase 3 GPCs				Phase 5 GPCs		
s		e	j		igh		ay		ey
a		u	v		oa		ou		a-e
t		r	w		oo,oo		ie		e-e
p		h	x		ar		ea		i-e
i		b	y		or		oy		o-e
n		f, ff	z, zz		ur		ir		u-e
m		l, ll	qu		ow		ue		
d		ss	ch		oi		aw		
g			sh		ear		wh		
o			th, th		air		ph		
c			ng		ure		ew		
k			ai		er		oe		
ck			ee				qu		
		Total			Total				Total

Phonographix

Blending (child makes word)		Segmenting (child segments words)		Auditory Processing (child manipulates sounds out of words)	
P c-a-t		P zip		pig w/o p (ig)	
P m-u-m		P mum		pog w/o g (po)	
m-a-n		jam		sip w/o s (ip)	
s-o-ck		zip		stop w/o s (top)	
c-u-p		net		nest w/o t (nes)	
p-e-g		dog		flag w/o f (lag)	
f-i-sh		mint		plum w/o l (pum)	
h-a-n-d		sand		best w/o s (bet)	
t-e-n-t		gran		grill w/o r (gill)	
f-l-a-g		snack		lost w/o s (lot)	
s-p-oo-n		crash			
s-t-a-m-p		dress			
Total		Total		Total	

Letters and Sounds Alien Words Reading

Phase 2 - Alien Words		Phase 3 - Alien Words			Phase 4 - Alien Words			
og		dar		koob		plood		spunch
pim		veng		waiber		dreet		glorpid
reb		gax		kear		skarb		
cag		chee		doit		kelf		
ab		zort		fowd		grint		
ket		jigh		thorden		bamp		
nud		hish				shreb		
meck		yurk				pronk		
liss		sair				theest		
hin		quoam				fowsping		
Total				Total				Total

“Letters and Sounds” First Hundred High Frequency Words – Reading and Writing

Phase 2 High Frequency Words						Phase 3 High Frequency Words					
Decodable			Tricky			Decodable			Tricky		
	Read	Write		Read	Write		Read	Write		Read	Write
a			his			will			he		
an			not			that			she		
as			got			this			we		
at			up			then			me		
if			mum			them			be		
in			but			with			was		
is				Tricky		see			you		
it				Read	Write	for			they		
of			the			now			all		
off			to			down			are		
on			I			look			my		
can			no			too			her		
dad			go								
had			into								
back											
and											
get											
big											
him											
Total			Total			Total			Total		

Phase 4 High Frequency Words						Phase 5 High Frequency Words					
Decodable			Tricky			Decodable			Tricky		
	Read	Write		Read	Write		Read	Write		Read	Write
went			said			don't			oh		
it's			have			old			their		
from			like			I'm			people		
children			so			by			Mr		
just			do			time			Mrs		
help			some			house			looked		
			come			about			called		
			were			your			asked		
			there			day			could		
			little			made					
			one			came					
			when			make					
			out			here					
			what			saw					
						very					
						put					
Total			Total			Total			Total		

Phase 2 Alien Words

og	pim	reb
cag	ab	ket
nud	meck	liss
hin		

Phase 3 Alien Words

dar	veng	gax
chee	zort	jigh
hish	yurk	sair
quoam	koob	waiber
kear	doit	fowd
thorden		

Phase 4 Alien Words

plood

dreet

skarb

kelf

grint

bamp

shreb

pronk

theest

fowsping

spunch

glorpid

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Phase 2 Grapheme phoneme correspondence

s

a

t

p

i

n

m

d

g

o

c

k

ck

e

u

r

h

b

f, ff

l, ll

ss

Phase 3 Grapheme phoneme correspondence

j	v	w
x	y	z, zz
qu	ch	sh
th	ng	ai
ee	igh	oa
oo	ar	or
ur	ow	oi
ear	air	ure
er		

Phase 5 Grapheme phoneme correspondence

ay	ou	ie
ea	oy	ir
ue	aw	wh
ph	ew	oe
qu	ey	a-e
e-e	i-e	o-e
u-e		

Informal Digit Span Assessment (Forwards)

1. Ask your pupil to face away from you.
2. Explain that you are going to say some numbers and you want him/her to say them back to you in exactly the same way that you have said them. Practise a couple of times to make sure that you have been understood.
3. Say the numbers slowly with an even space of time between each digit.
4. If your pupil asks for a repetition, repeat the digit span but do not score it.
5. Score 1 for correct responses and 0 for all incorrect responses.
6. Discontinue after 5 consecutive errors.

Name:	Date:	Digit Span Score:
Practitioner:	Chron. Age:	Age Equivalent:

Digit Span	Score		
6 3			
8 4			
5 1			
2 7			
Total			
4 7 1			
8 5 9			
7 0 6			
3 8 5			
Total			
3 5 0 7			
2 1 6 9			
7 5 0 3			
6 9 4 2			
Total	If all correct	Age Equiv.	5.5 yrs
0 7 9 2 5			
8 1 0 4 7			
6 0 3 7 5			
9 2 7 9 1			
Total	If all correct	Age Equiv.	6.0 yrs
7 0 8 2 4 6			
1 8 0 5 7 3			
6 0 5 8 3 1			
2 9 3 7 1 0			
Total	If all correct	Age Equiv.	8.5 yrs

Informal Digit Span Assessment (Reverse)

1. Ask your pupil to face away from you.
2. Explain that you are going to say some numbers but this time you want them said backwards - say, 'If I say 1 2 you say 2 1. Practise a couple of times to make sure that you have been understood.
3. Say the numbers slowly with an even space of time between each digit.
4. If your pupil asks for a repetition, repeat the digit span but do not score it.
5. Score 1 for correct responses and 0 for all incorrect responses.
6. Discontinue after 5 consecutive errors.

Name:	Date:	Reverse Digit Span Score:
Practitioner:	Chron. Age:	Age Equivalent:

Reverse Digit Span	Score		
6 3			
8 4			
5 1			
2 7			
Total	If all correct	Age Equiv/	5 - 6 yrs approx.
4 7 1			
8 5 9			
7 0 6			
3 8 5			
Total	If all correct	Age Equiv.	8.5 yrs. approx.
3 5 0 7			
2 1 6 9			
7 5 0 3			
6 9 4 2			
Total			
0 7 9 2 5			
8 1 0 4 7			
6 0 3 7 5			
9 2 7 9 1			
Total			
7 0 8 2 4 6			
1 8 0 5 7 3			
6 0 5 8 3 1			
2 9 3 7 1 0			
Total	If all correct	Age Equiv.	13.0 yrs Approx.