**STLS  
COGNITION AND LEARNING**

**Useful information and assessments**

**By Julie Pout**

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 us:

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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 |  |  |



