

Adult Pack



EMPOWERING
TECH



Literacy Junction®

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ADULT PACK
Assessment
Assessment Record Summary

School		
Pupil/Student Name	Year Group	Age (Yrs/Months)
Current attainment (against age-related expectations)	Reading	Writing
Reading Age	Pre-intervention	Post-intervention
SEND Category of Need (if applicable)	ASI	High Need/EHCP
Any other relevant information – continue over as necessary		
	Pre-intervention	Post-intervention
Initial letter sounds (phonemes) to read	/26	/26
Initial letter sounds (phonemes) to write	/26	/26
Digraphs to read	/32	/32
Digraphs to spell	/32	/32
Trigraphs to read	/12	/12
Trigraphs to spell	/12	/12
Sight Words to read	/196	/196
Sight Words to spell	/196	/196

Reading Skills – Tick if they can apply		
vc/cvc		
cvcc/ccvc		
ccvcc		
With Digraphs		
With Trigraphs		
Spelling Skills – Tick if they can apply		
vc/cvc		
cvcc/ccvc		
ccvcc		
With Digraphs		
With Trigraphs		

Pupil Rating	---	---
Parent Rating	---	---
School Rating	---	---

Student's/Pupil's Name:

Initial Letter Sounds	Date	Read	Spell	Date	Read	Spell
a						
b						
c						
d						
e						
f						
g						
h						
i						
j						
k						
l						
m						
n						
o						
p						
q						
r						
s						
t						
u						
v						
w						
x						
y						
z						

Student's/Pupil's Name:

Digraphs	Date	Read	Spell	Date	Read	Spell
ch						
sh						
ng						
ff						
th						
wh						
qu						
ll						
ph						
ss						
ck						
zz						
ar						
ur						
ee						
aw						
ew						
ir						
ie						
ay						
ey						
oy						
ow						
ou						

Student's/Pupil's Name:

Digraphs	Date	Read	Spell	Date	Read	Spell
oo						
au						
oi						
ea						
or						
ai						
oa						
er						

Student's/Pupil's Name:

Trigraphs	Date	Read	Spell	Date	Read	Spell
ear						
ure						
ire						
air						
are						
igh						
ere						
oor						
ore						
dge						
tch						
eer						

Student's/Pupil's Name:

Phonetically Regular Words Record

	Date	Read	Spell	Date	Read	Spell
VC Combinations						
og						
ob						
ip						
ut						
os						
CVC Combinations						
meb						
sog						
nid						
hud						
jat						
CCVC Combinations						
clum						
plid						
sced						
swof						
smav						
CVCC Combinations						
rist						
sart						
toft						
zent						
luft						

Student's/Pupil's Name:

	Date	Read	Spell	Date	Read	Spell
CCVCC Combinations						
flift						
stest						
snolt						
crump						
glans						

Student's/Pupil's Name:

Phonetically Regular Record Sheet 2

Split Digraphs	Date	Read	Spell	Date	Read	Spell
cate						
pese						
tine						
sube						
mone						
Trigraphs	Date	Read	Spell	Date	Read	Spell
sair						
lare						
mear						
tigh						
jure						

Notes

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
the						
and						
a						
to						
said						
in						
he						
I						
of						
it						
was						
you						
they						
on						
she						
is						
for						
at						
his						
but						
that						
with						
all						
we						
can						
are						

Record answers on this Record Sheet.
 Only accept as sight words not decoded.
 Stop after 7 consecutive errors.

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
up						
had						
my						
her						
what						
there						
out						
this						
have						
went						
be						
like						
some						
so						
not						
then						
were						
go						
little						
as						
no						
Mum						
one						
them						
do						
me						

Record answers on this Record Sheet.
 Only accept as sight words not decoded.
 Stop after 7 consecutive errors.

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
down						
Dad						
big						
when						
It's						
see						
looked						
very						
look						
don't						
come						
will						
into						
back						
from						
children						
him						
Mr						
get						
just						
now						
came						
oh						
about						
got						
their						

Record answers on this Record Sheet.
Only accept as sight words not decoded.
Stop after 7 consecutive errors.

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
people						
your						
put						
could						
house						
old						
too						
by						
day						
made						
time						
I'm						
if						
help						
Mrs						
called						
here						
off						
asked						
saw						
make						
an						
water						
away						
good						
want						

Record answers on this Record Sheet.
 Only accept as sight words not decoded.
 Stop after 7 consecutive errors.

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
over						
how						
did						
man						
going						
where						
would						
or						
took						
school						
think						
home						
who						
didn't						
ran						
know						
bear						
can't						
again						
cat						
long						
things						
new						
after						
wanted						
eat						

Record answers on this Record Sheet.
Only accept as sight words not decoded.
Stop after 7 consecutive errors.

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
everyone						
our						
two						
has						
yes						
play						
take						
thought						
dog						
well						
find						
more						
I'll						
round						
tree						
magic						
shouted						
us						
other						
food						
fox						
through						
way						
been						
stop						
must						

Record answers on this Record Sheet.
 Only accept as sight words not decoded.
 Stop after 7 consecutive errors.

Student's/Pupil's Name:

Word	Date	Read	Spell	Date	Read	Spell
red						
door						
right						
sea						
these						
began						
boy						
animals						
never						
next						
first						
work						
lots						
needs						
that's						
baby						
fish						
gave						
mouse						
something						
bed						
may						
still						
found						
live						
say						

Record answers on this Record Sheet.
 Only accept as sight words not decoded.
 Stop after 7 consecutive errors.

Student's/Pupil's Name:

[illegible]

Record answers on this Record Sheet.
Only accept as sight words not decoded.
Stop after 7 consecutive errors.

Skill	✓	Date
Tick or highlight statements that reflect independently used strategies		
Uses pictures only to tell what is happening – not matching words		
Points with fingers to words with 1 to 1 correspondence		
Point to words with 1 to 1 correspondence with eyes		
Omits words as reading		
Guesses at words randomly		
Attempts words using initial letter sound but is incorrect		
Attempts words using initial letter sound and picture correctly		
Sounds out all of the word but is unable to blend successfully		
Sounds out all of the word and blends successfully		
Knows some sight words to read		
Uses repetition to help fluency and clarification		
Asks what a word is or what it means		
Reads the first part of a word but misses word ending		
Leaves out a word and reads to the end of a sentence deliberately going back to fill in the word		
Segments words into syllables and then puts the word back together		
Reads the words separately in a robotic voice		
Reads smoothly		
Reads with fluency with appropriate intonation		

A. Expressive Language Skills		
Skill	✓	Date
Can produce a collection of unrelated ideas not in sentences		
Can produce a collection of ideas 1 to 2 word phrases subject/verb sentences subject/verb/object sentences		
Can produce coherence through central character, setting topic No cause/effect relationships Simple sentences used		
Can produce ideas based on a simple character, topic, setting Events follow a central core, cause/effect begins to emerge First use of inference		
Can produce a simple narrative with conjunctions – and, so, but to create More complex sentences		
Can produce sentences that include connectives that provide cohesion		
Can produce simple sentences including adjectives, adverbs		
B. Punctuation		
Skill	✓	Date
Can use capital letters and full stops to demark sentences		
Can use question marks, commas or other punctuation		

C. Mechanical Skills		
Skill	✓	Date
Lower Case formation Can form letters, except for:		
Upper Case formation Can form letters, except for:		
Pencil grip used Cylindrical Digital Modified Tripod Tripod		
Purchase on the paper Light Firm Very firm		
Letter reversals		
Letter placement Letters/words randomly placed Fills the lines Places letters on the line, ascenders and descenders not always clear Muddles Upper and Lower Case letters Does not leave spaces between words Leaves spaces between words		

D. Spelling Strategies		
Skill	✓	Date
Spelling Strategies		
Random stream of letters not linked to words		
Initial sound		
Initial and end sound or other identifiable letters		
Medial vowel sounds included		
VC		
CVC		
CCVC		
CVCC		
CCVCC		
Words with digraphs		
Words with trigraphs		
Multisyllabic words with syllables omitted		
Multisyllabic words spelt incorrectly but with all syllables identifiable		
Phonetically irregular words incorrect but legible		
Phonetically irregular words correct		
Spellings which surprised		
Mnemonic used		

Name:

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **reading** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **spelling** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **handwriting**.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Once the programme has been completed you will need to repeat this task on the post-intervention rating sheet.

Name:

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **reading** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **spelling** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **handwriting**.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Name:

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **reading** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **spelling** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **handwriting**.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Once the programme has been completed you will need to repeat this task on the post-intervention rating sheet.

Name:

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **reading** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **spelling** words.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **handwriting**.



Unhappy

Happy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----