

'THE LITERATE CHILD': ASSESSMENT TOOL

What are these tools for?

The purpose of these tools is to support formative assessment in literacy and, over time, to raise attainment. The tools are designed to support teachers in analysing their pupils and identifying the changes to teaching that will give the biggest payoffs for literacy learning. They are designed to complement assessments already in place (see below: *'How do the schedules fit with other ELC assessments?'*) and to generate direct, succinct information quickly.

The tools are based on research about what contributes most to children's success in becoming literate. They 'tilt the mirror' to provide a picture of what individual pupils know, believe and feel, so that education staff can change the provision (curriculum, pedagogy, class environment or support mechanisms) for individual pupils or whole classes and create the 'literacy learning mix' that is most enjoyable, efficient and effective.

Why take this approach?

Building on previous knowledge and matching the teaching content to pupils is, of course, essential to efficient literacy learning. But this is only one thing that affects pupils' rate of learning. Other things also matter: pupils' aspirations; how they feel about themselves as readers/writers; how they think others see them; how they want to be seen; whether they see reading/writing as a useful and attainable goal; the amount of incidental consolidation, help, practice, motivation and support they get from friends; the quantity and quality of literacy activities across the curriculum; how they 'bridge' and connect literacy strategies within and across curricular areas, as well as how well they are inspired to engage in reading and writing for pleasure outside school. All these affect pupils' confidence and motivation, their willingness to 'have a go', to take risks, to persevere and ultimately, the amount of practice they get. This determines whether children make faster or slower progress in learning to read and write. Of course education staff must attend to progression in content matter, but they must also position and present literacy in ways that create a wide and powerful social and emotional engagement which benefits children and benefits their literacy learning.

This is the new fabric of the curriculum and CfE reflects this shift in how learning is framed. It requires assessment that encompasses pupils' skills and knowledge *and* their social and emotional engagement so that education staff get CfE curricular provision right.

The tools do not ask staff to assess each CfE overarching aim, strand, learning experience and outcome for *Literacy and English* and *Literacy Across Learning*. This would take longer, generate more data than is needed, and may not produce the focus on analysis, prioritisation and action that is required. However, the tools do generate information about the interface between the pupils and this broader curriculum, giving an insight into how CfE is being realised in the classroom.

How are the tools framed?

Tool Categories	May be most appropriate for...
Less Experienced Reader/ Writer	Pupils who are working in, or are recently emerged from, Early Level of Curriculum for Excellence
Becoming Experienced Reader /Writer	Pupils who are working in First Level, Or who have recently begun to work in Second Level of Curriculum for Excellence.
Experienced Reader/ Writer	Pupils who are working well into the Second Level of Curriculum for Excellence

Talking and listening are mentioned in the tools where these impact significantly on reading and writing. For example, being able to "tell news... without prompts" underpins the ability to generate ideas when writing. A child who quickly 'dries-up' when telling news will 'dry up' as quickly when writing. Noticing these children and providing appropriate practice and strategy instruction early, can prevent writing difficulties later.

Each tool has four sections: *Communication;*
Engagement & Creativity;
Identity, Reflection & Confidence and
Take Action If...

The scope of each is briefly explained in italics on the tool, under the section heading. The column headed '*Evidence, Priorities, Actions*' should prompt general reflections, itemize specific learning priorities, actions and people to consult, with a timeline.

How should the tools be used?

Each school will develop its own specific policy for when, how often and on whom the tools are to be used. Schools may want teachers to sample a cross-section of pupils, a particular group, or focus on the middle-achievers and under-achievers in a class – it depends on the issues facing the school and on the other assessment and monitoring systems in place.

Teachers should use the tool(s) most appropriate for the pupil and different tools for different pupils may be needed. In completing the tool, teachers will begin to identify the shifts in the knowledge/skills, attitudes, beliefs or social behaviours that, if sewn more firmly into the curriculum fabric, would yield literacy benefits for the pupil.

Then, teachers should meet with a designated colleague (specialist, literacy co-ordinator or school manager) to discuss the pupils, the shifts they must make, and how these will be achieved. The school assessment policy will describe how these meetings are arranged, managed, recorded and followed-up. The meetings should be focused and challenging, resulting in all participants having a clearer understanding of the range of pupil needs, the priorities for individual pupils and the specific changes that will be made. The changes may: re-focus the curriculum, teaching, timetable or resources; they may change the pace or teaching content, or they may highlight ways to make literacy learning more social, more coherent and better connected, provide more effective incidental or formal support mechanisms or more personal encouragement. Together, these professionals should agree the changes and a timeline for implementation. If an item in the *Take Action If...* is highlighted, the meeting must identify colleagues with specialist knowledge, whom the teacher will consult about the child, and a reasonable deadline for this.

This is a mechanism for change and development. It supports analysis, clarifies priorities, articulates intervention plans, generates helpful ideas for resources and activities and a timetable for change. It can also strengthen professional networks, deepen understanding of learning and be a powerful and supportive way of 'spreading' good practice. ELC teachers already work closely with others (including other class teachers, learning support teachers, literacy co-ordinators, home-link teachers, other class teachers, head teachers, ELC advisory staff, educational psychologists, librarians and speech and language therapists); the schedules focus this further.

How do the tools fit with other ELC assessments?

Schools have different assessment policies and use a variety of formal assessments (e.g. trackers, PIPS, class tests, structured observations and folders of work) and informal assessments (e.g. teacher judgement, work/attitudes/behaviours in class, and unstructured observations). Each school has a different mix of assessments and will need to make its own policy decision about how the tools complement this.

Many will use the tools to 'pool' knowledge from various sources, enabling class teachers and school managers to identify priorities and implement the best 'literacy learning mix' at an earlier (rather than later) point in the school year. The tools can also sensitise teachers and school managers to gaps that need addressing in terms of particular children (or CfE) and can inform agendas for discussions with parents and children. ELC intends to publish case studies of how different schools integrate and use the tools with their other assessments.

ASSESSMENT TOOL: READING (LESS EXPERIENCED READERS)

DATE:
CLASS:

TEACHER:

PUPIL'S AGE:

PUPIL (GROUP?) NAME:

<p>Communication</p> <p><i>Mastery of key knowledge and skills, and how fluently and automatically they are applied</i></p>	<ul style="list-style-type: none"> • Can retell and comment on the story or content of familiar texts • Knows that the print tells you what to say • Recognises significant letters and words in new contexts • Knows simple letter-sound correspondences and will use this to attempt to decode print (e.g. uses initial letters to predict words) • Has a sight vocabulary of common words • Uses knowledge of syntax to predict unfamiliar words • Uses context to attempt unfamiliar words • Reads familiar texts independently • Reads simple unseen texts independently • Keen to chat about books and give a personal response (not just literal comprehension) • Can navigate simple multi-modal texts (including digital texts and diagrams) • Can generate rhyming and alliterative words, and can segment words into syllables and separate sounds. 	<p>Evidence/Priorities/Actions</p>
<p>Engagement & Creativity</p> <p><i>Willingness to engage wholeheartedly in formal and informal literacy opportunities, & does so frequently; displays enjoyment, a 'have a go' attitude persistence and the ability to link and draw on different areas of experience; enjoys talking about literacy endeavours</i></p>	<ul style="list-style-type: none"> • Expects books to be interesting and enjoyable • Chooses to look at books in free time • Engages with books independently and in groups • Browses purposefully through books, looking carefully at pictures and using them to construct meaning • Searches illustrations and story for clues, moving back and moving forward through the story/text to make sense of it • Consistently engages and concentrates during reading activities 	
<p>Identity, Reflection & Confidence</p> <p><i>View of self as a literate person: aspirations; confidence; personal/social networks; willingness to review and explain work</i></p>	<ul style="list-style-type: none"> • Makes connections between text and life and comments on these • Identifies favourite texts and will chat about them to friends • Recognises the names of favourite authors, illustrators and poets and uses this to inform reading choices • Can recall gist of stories heard or read 	
<p>Take action if...</p> <p><i>Elements in this section must prompt action, discussed and agreed with other professionals</i></p>	<ul style="list-style-type: none"> • Is not developing an appropriate sight vocabulary • Phonics is not in use despite teacher input • Cannot retell content of simple stories • Is not able to engage or concentrate • Is not developing preferences in reading • Shows signs of stress; unwilling to tackle unfamiliar texts without teacher preparation • Concentration is poor during reading • For pupils with EAL – has not achieved Stage 2 on the EAL Profile of Competence 	<p>Discussed with: Literacy Co-ordinator, SfL, PT, DHT, HT, Parents/carer, Ed Psych, SaLT, Librarian, Other</p> <p>Priorities and Actions</p>

PRIORITIES, ACTIONS, FURTHER NOTES: continued / not continued overleaf

ASSESSMENT TOOL: WRITING (LESS EXPERIENCED WRITERS)

DATE:
CLASS:

TEACHER:

PUPIL'S AGE:

PUPIL (GROUP?) NAME:

<p>Communication</p> <p><i>Mastery of key knowledge and skills, and how fluently and automatically they are applied.</i></p>	<ul style="list-style-type: none"> • Knows that writing communicates meaning • Is aware that writing has an audience, and will experiment with writing for known audiences in play and other activities • Can ‘tell news’, retell a story or talk about a topic without prompts from the listener • Writes accounts of experiences in chronological order • Attempts to write words independently • Uses phonic knowledge to attempt unknown words • Is developing sight vocabulary • Knows about direction and orientation of writing, and basic techniques for writing digital texts • Forms most letters correctly and fluently 	<p>Evidence/Priorities/Actions</p>
<p>Engagement and Creativity</p> <p><i>Willingness to engage wholeheartedly in formal and informal literacy opportunities, and does so frequently; displays enjoyment, a ‘have a go’ attitude persistence and the ability to link and draw on different areas of experience; enjoys talking about literacy endeavours</i></p>	<ul style="list-style-type: none"> • Is prepared to ‘have a go’ at writing in response to adult requests or in play • Has ideas for writing • Will play with words, make up rhyming non-words and use new words in speech • Can express ideas pictorially and can use labels, captions etc. to enhance meaning • Is able to develop ideas into simple stories, poems and non-fiction texts • Is beginning to explain choices about illustrations, ideas • Can use ‘book language’ when appropriate • Consistently engages and concentrates during writing activities. 	
<p>Identity, Reflection and Confidence</p> <p><i>View of self as a literate person: aspirations; confidence; personal/ social networks; willingness to review and explain work.</i></p>	<ul style="list-style-type: none"> • Regards him/herself as someone who can write • Regards him/herself as someone who is able to tell news/stories to an audience • Comments on own writing – mentioning content, vocabulary, fluency 	
<p>Take action if...</p> <p><i>Elements in this section must prompt action, discussed and agreed with other professionals</i></p>	<ul style="list-style-type: none"> • Self-image as writer is not developing (e.g. unwilling to ‘have a go’ at unfamiliar words or texts) • Phonic knowledge does not seem to be developing • Requires prompting to speak about a topic for more than a few sentences • Letter formation is hesitant with frequent errors on familiar letters • Concentration is poor • For pupils with EAL – has not achieved stage 2 on the EAL Profile of Competence 	<p>Discussed with: Literacy Co-ordinator, SfL, PT, DHT, HT, Parents/carer, Ed Psych, SaLT, Librarian, Other</p> <p>Priorities and Actions</p>

PRIORITIES, ACTIONS, FURTHER NOTES: continued / not continued overleaf

ASSESSMENT TOOL: READING (BECOMING EXPERIENCED READERS)

DATE:
CLASS:

TEACHER:

PUPIL'S AGE:

PUPIL (GROUP?) NAME:

<p>Communication</p> <p><i>Mastery of key knowledge and skills, and how fluently and automatically they are applied</i></p>	<ul style="list-style-type: none"> • Tackles chapter books confidently • Reads aloud with accuracy and expression • Can remember key information, events and characters, infer, summarise, apply and evaluate • Recognises different kinds of text (in book-based and digital form) and the purposes they serve • Uses syllabification and other strategies for decoding unfamiliar words without prompting. • Is able, with prompts, to discuss books with adults and peers 	<p>Evidence/Priorities/Actions</p>
<p>Engagement & Creativity</p> <p><i>Willingness to engage wholeheartedly in formal and informal literacy opportunities, and does so frequently; displays enjoyment, a 'have a go' attitude persistence and the ability to link and draw on different areas of experience; enjoys talking about literacy endeavours</i></p>	<ul style="list-style-type: none"> • Can engage in sustained reading for a reasonable length of time (15-20 mins.) • Can engage with a range of fiction and non-fiction texts • Engages with ideas in texts and can discuss information, initiating events, characters, causes and consequences. • Speculates about meanings, characters and outcomes • Is beginning to understand how to track forward and backward to make sense of information. • Is beginning to take control of own reading (e.g. recognises texts s/he might enjoy; less swayed by cover/ illustrations) • Can engage in sustained listening to a text for a reasonable length of time (15 – 20 minutes) 	
<p>Identity, Reflection and Confidence</p> <p><i>View of self as a literate person: aspirations; confidence; personal/ social networks; willingness to review and explain work</i></p>	<ul style="list-style-type: none"> • Is beginning to develop social networks to feed and extend preferences in reading • Regards him/herself as a competent reader • Monitors independent reading for errors and knows how to rectify them • Makes connections between the text and his/her emotions and understanding, and comments on these 	
<p>Take action if...</p> <p><i>Elements in this section must prompt action, discussed and agreed with other professionals</i></p>	<ul style="list-style-type: none"> • Long, unfamiliar words are still sounded out letter by letter rather than syllables • Lacks a solid sight vocabulary of high-frequency words; reading is still inaccurate or lacks fluency • Engages only with a very limited range of texts /only happy to read texts introduced by adults • Recall of texts focuses solely on beginnings/endings and familiar information • Poor concentration during reading • For pupils with EAL – has not achieved stage 3 on the EAL Profile of Competence 	<p>Discussed with: Literacy Co-ordinator, SFL, PT, DHT, HT, Parents/carer, Ed Psych, SaLT, Librarian, Other</p> <p>Priorities and Actions</p>

PRIORITIES, ACTIONS, FURTHER NOTES: continued / not continued overleaf

ASSESSMENT TOOL: WRITING (BECOMING EXPERIENCED WRITERS)

DATE:
CLASS:

TEACHER:

PUPIL'S AGE:

PUPIL (GROUP?) NAME:

<p>Communication</p> <p><i>Mastery of key knowledge and skills, and how fluently and automatically they are applied</i></p>	<ul style="list-style-type: none"> • Uses writing to put across important ideas • Recognises a range of purposes for writing and with help chooses appropriate structures and vocabulary for digital and paper-based texts • Is beginning to recognise what the readers need to know if they are to understand (e.g. able to expand ideas and provide detail where appropriate) • High frequency words are written fluently and correctly. • Is beginning to use common punctuation to influence how the reader reads the text 	<p>Evidence/Priorities/Actions</p>
<p>Engagement & creativity</p> <p><i>Willingness to engage wholeheartedly in formal and informal literacy opportunities, and does so frequently; displays enjoyment, a 'have a go' attitude, persistence and the ability to link and draw on different areas of experience; enjoys talking about literacy endeavours</i></p>	<ul style="list-style-type: none"> • Engages in sustained writing (20 mins) • Can generate ideas before and during writing • Can produce a sustained and coherent text containing appropriate genre features • Writes poems, stories and information texts with verve and enthusiasm • Plays with words. 	
<p>Identity, Reflection and Confidence</p> <p><i>View of self as a literate person: aspirations; confidence; personal/ social networks; willingness to review and explain work</i></p>	<ul style="list-style-type: none"> • Sees him/herself as part of a network of writers • Regards him/herself as an increasingly competent writer who enjoys the challenge of writing longer texts • Edits work for technical errors and sense; can use grammar and spell-checkers on digital texts • Enjoys noticing their own use of language and comparing it to others • Is beginning to use writing as an aid to memory 	
<p>Take action if...</p> <p><i>Elements in this section must prompt action, discussed and agreed with other professionals</i></p>	<ul style="list-style-type: none"> • Lacks joy or confidence • Unable to sustain writing beyond a paragraph • Spelling errors in high frequency words • Handwriting is slow, lacks automaticity, with frequent mid-word hesitations to spell (not think of ideas) • Writing lacks coherence (e.g. stories lack initiating events; vital information is missing) • Writing is not in sentences (regardless of full stops) • Vocabulary remains very limited • For pupils with EAL – has not achieved stage 3 on the EAL Profile of Competence 	<p>Discussed with: Literacy Co-ordinator, SFL, PT, DHT, HT, Parents/carer, Ed Psych, SaLT, Librarian, Other</p> <p>Priorities and Actions</p>

PRIORITIES, ACTIONS, FURTHER NOTES: continued / not continued overleaf

ASSESSMENT TOOL: READING (EXPERIENCED READERS)

DATE:
CLASS:

TEACHER:

PUPIL'S AGE:

PUPIL (GROUP?) NAME:

<p>Communication</p> <p><i>Mastery of key knowledge and skills, and how fluently and automatically they are applied</i></p>	<ul style="list-style-type: none"> • Reads a wide range of text confidently • Reads aloud with accuracy, assurance and fluency • Identifies key ideas in independent reading – concepts, plots, characters, causes & can infer, summarise, apply, evaluate & analyse • Is confident to navigate through different kinds of text (including multi-modal and digital texts), using organisational structures and retrieval devices to locate information • Has developed strategies for understanding the meaning of unfamiliar words and texts • Is confident to initiate and sustain discussion about specific books with adults and peers in an informed and reasoned way. 	<p>Evidence/Priorities/Actions</p>
<p>Engagement & Creativity</p> <p><i>Willingness to engage wholeheartedly in formal and informal literacy opportunities, and does so frequently; displays enjoyment, a 'have a go' attitude, persistence and the ability to link and draw on different areas of experience; enjoys talking about literacy endeavours</i></p>	<ul style="list-style-type: none"> • Can engage in sustained reading for a reasonable length of time (30 mins) • Can engage with a range of fiction genre and with a variety of non-fiction texts • Engages with ideas in texts by enthusiastically discussing concepts, plots, characters, causes, consequences and possibilities that arise in independent reading • Speculates about characters and outcomes • Is taking control of own reading – what, when and how to read. 	
<p>Identity, Reflection and Confidence</p> <p><i>View of self as a literate person: aspirations; confidence; personal/ social networks; willingness to review and explain work</i></p>	<ul style="list-style-type: none"> • Has developed preferences in reading and uses social networks to feed and extend these • Regards him/herself as a competent reader • Monitors comprehension in independent reading • Reflects purposefully on reading, testing what has been read against other information, ideas, assumptions, and viewpoints 	
<p>Take action if...</p> <p><i>Elements in this section must prompt action, discussed and agreed with other professionals</i></p>	<ul style="list-style-type: none"> • Avoids reading or is reluctant to read • Reading remains inaccurate, hesitant or lacking in expression • Consistently chooses texts that lack challenge or are too challenging or engages only with very limited range of text • Is unable to accurately enact instructions, discuss detail or sequence • Is unable to summarise, infer, recognise implications or purposes of texts • Poor concentration during reading • For pupils with EAL – has not achieved stage 4 on the EAL Profile of Competence 	<p>Discussed with: Literacy Co-ordinator, SfL, PT, DHT, HT, Parents/carer, Ed Psych, SaLT, Librarian, Other</p> <p>Priorities and Actions</p>

PRIORITIES, ACTIONS, FURTHER NOTES: continued / not continued overleaf

ASSESSMENT TOOL: WRITING (EXPERIENCED WRITERS)

DATE:
CLASS:

TEACHER:

PUPIL'S AGE:

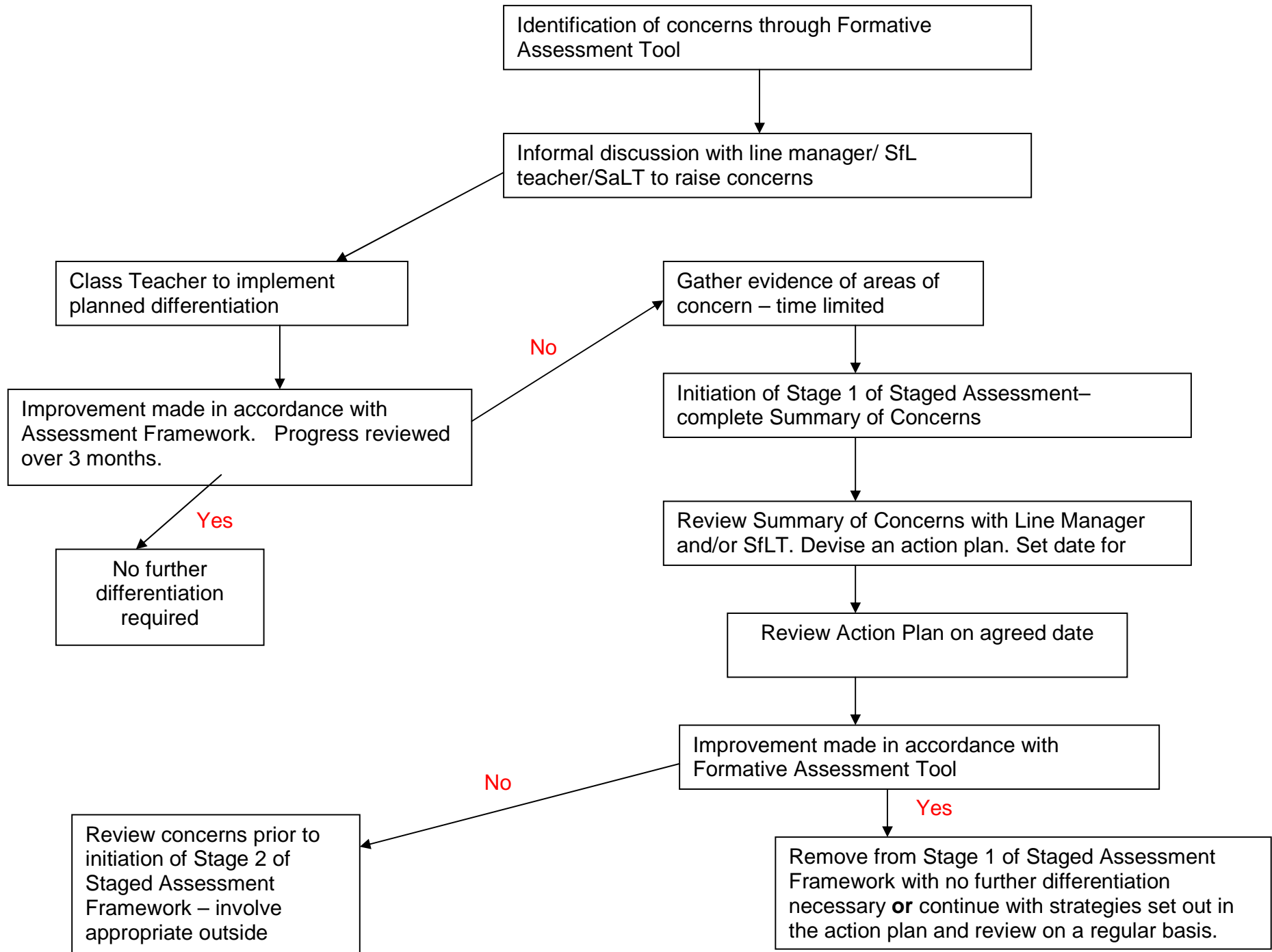
PUPIL (GROUP?) NAME:

<p>Communication</p> <p><i>Mastery of key knowledge and skills, and how fluently and automatically they are applied</i></p>	<ul style="list-style-type: none"> • Takes audience and purpose into account before writing • Plans and organises work with minimal prompts to ensure clarity and coverage • Selects appropriate forms and genres to communicate ideas without prompting • Can use talk to generate, plan and rehearse ideas • Will expand ideas and provide detail where appropriate • Uses paragraphs, subheadings and bullet points to structure and organise where appropriate • Spells conventionally most of the time. Any errors are logical and consistent • Uses full stop, comma, question mark, speech marks & apostrophe correctly most of the time & can explain how these help the reader 	<p>Evidence/Priorities/Actions</p>
<p>Engagement & Creativity</p> <p><i>Willingness to engage wholeheartedly in formal and informal literacy opportunities, and does so frequently; displays enjoyment, a 'have a go' attitude, persistence and the ability to link and draw on different areas of experience; enjoys talking about literacy endeavours</i></p>	<ul style="list-style-type: none"> • Engages in sustained writing beyond three paragraphs • Generates ideas/issues/ understandings during the writing process • Experiments with form, vocabulary and tone in paper-based and digital texts • Takes risks with vocabulary and syntax • 'Voice' is discernable • Writes sustained narrative, developing plot, character and suspense • Uses imagery and metaphor creatively and effectively • Consistently engages and concentrated during writing activities 	
<p>Identity, Reflection and Confidence</p> <p><i>View of self as a literate person: aspirations; confidence; personal/ social networks; willingness to review and explain work</i></p>	<ul style="list-style-type: none"> • Uses writing to organise thoughts and as an aid to memory • Uses writing to reflect and develop ideas • Regards him/herself as a competent writer who enjoys the challenge • Edits work for effectiveness and well as for technical errors • Redrafts writing to good effect 	
<p>Take action if...</p> <p><i>Elements in this section must prompt action, discussed and agreed with other professionals</i></p>	<ul style="list-style-type: none"> • Is unable to sustain writing beyond a few paragraphs • Spelling errors are illogical • Writing is not in sentences (regardless of full stops!) • Handwriting lacks fluency/ is slow • Vocabulary remains very limited • For pupils with EAL – has not achieved stage 4 on the EAL Profile of Competence 	<p>Discussed with: Literacy Co-ordinator, SFL, PT, DHT, HT, Parents/carer, Ed Psych, SaLT, Librarian, Other</p> <p>Priorities and Actions</p>

PRIORITIES, ACTIONS, FURTHER NOTES: continued / not continued overleaf

Formative Assessment Tool Take Action If... Section

The accompanying flow chart may be used to guide staff through the steps of planning how to support a pupil for whom a teacher has had concerns. It should be used to help address the specific concerns raised through the Formative Assessment Tool 'Take action if' section. All East Lothian schools have documentation about the Staged Assessment Framework.



Appendix to Formative Assessment Tool / Take Action If... section

- *Authority personnel to contact ...*

Once a teacher has his/her concerns about a pupil highlighted through the 'Take action if...' section of the Formative Assessment Tool, this concern should be discussed with the relevant staff in school. Following that, it may be appropriate to contact centrally deployed staff, who may include those mentioned below.

Job Title / Description	Name	Contact Details
Cluster Team coordinators (SfL) – contact for enquiries re Primary School Pupils	Morna MacDonald - (Prestonpans, Dunbar and North Berwick Clusters) Neiria McClure - (Musselburgh, Haddington and Tranent clusters)	Via School Management
Inclusion and Equality Officers – contact for enquiries re Secondary School Pupils	Liz Herd – (Prestonpans, Tranent and Haddington Clusters) Linda Gaughan - (Musselburgh, Dunbar and North Berwick Clusters)	Via School Management
School Educational Psychologists		Via School Management
Dyslexia Support Service	Hilery Williams	Via School Management
Outreach Teachers (EAL pupils)	<i>Janet Storey</i> Jean Knox (Secondary)	Via School Management

- *Staff may also find it helpful in some cases to refer to the following documents.*

EAL Profile of Competence -

http://www.ltscotland.org.uk/resources/e/genericresource_tcm4545206.asp

How Good is Our School - <http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf>