Here is a report template that I have created as progress reports. However I think this could be adapted for assessment purposes too.

The text in PURPLE gives suggestions/advice for completing the section. The recommendations and further resources can also be edited/deleted as appropriate.

Disclaimers:

* The recommendations are not an exhaustive list, not necessarily relevant for every learner.
* I have no financial or personal relationships with any of the recommended resources listed.
* This is not to be used in place of assessment or monitoring from a qualified professional.
* The purpose of the references/footnotes are for your reference. But this may not be appropriate to share with other professionals, families or stakeholders purely from an accessibility standpoint.

| **Reading Intervention/Assessment Summary Report** | | | |
| --- | --- | --- | --- |
| **Name:** |  | **Class:** |  |
| **DOB:** |  | **Date of Report** |  |
|  |  |  |  |
| **Programme Used:** |  | **Clinician:** |  |
|  |  |  |  |
| **Area** | | **Recommendations** | |
| **Phonological Awareness**  The ability to identify and manipulate units of oral language such as words, syllables, rhyme and individual sounds. | | **Recommendations for Class** | |
| Awareness of words  Rhyme  Syllables  Phoneme:  Identification  Segmentation  Blending  Manipulation:  Syllable deletion  Phoneme deletion  Phoneme substitution | | * Introduce the word verbally and draw attention to the phonological elements. * Make connections between the sound you are making and what the mouth is doing. * Play phonological awareness games[[1]](#footnote-0) * Use Elkonin Boxes[[2]](#footnote-1) | |
| **Phonics**  Students learn the relationship between sounds and the letters that represent them and use this knowledge to decode words. | | **Recommendations for Class** | |
| Add the sound-letters the young person has mastered | | * Do not add ‘uh’ to the end of sounds when producing them e.g. ‘cuh’, for /k/. * Do not produce consonant blends as one sound. * Ensure that you are providing text that is at the accurate decoding ability level for the pupil. They cannot be expected to read words in which the letter-sound relationship has not been taught. * Continue to practise the following letter-sounds: * When blending use connected phonation[[3]](#footnote-2) i.e. pronounce phonemes without breaking the speech stream (“mmmmmaaaaaaaan”) | |
| **Fluency**  The ability to read text with speed, accuracy, and accurate expression. | | **Recommendations for Class** | |
| | Expression and Volume | Phrasing | Smoothness | Pace | | | --- | --- | --- | --- | --- | | Reads words as if simply to get them out. Reading does not sound like natural language. | Reads in a monotone with little sense of boundaries; frequently reads word-by-word. | Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, multiple attempts. | Reads slowly and laboriously. | | | Begins to sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. | Choppy reading; improper stress and intonation, fail to mark ends of sentences and clauses. | Experiences several parts in text where extended pauses or hesitations are frequent and disruptive. | Reads moderately slowly. | | | Text sounds like natural language throughout most of the passage. | Some choppiness, reasonable stress and intonation. | Occasionally breaks smooth rhythm. | Reads with an  uneven mixture of  fast and slow pace | | | Reads with good expression and enthusiasm throughout the text. | Generally reads with good phrasing, with adequate attention to expression. | Generally reads smoothly, but resolves word and structure difficulties quickly. | Consistently reads  at conversational  pace. | | | Adapted from Zutell & Rasinski (1991)[[4]](#footnote-3). | | | | | | * Fluency practise at least 3 times per week. * Aim to raise reading fluency to at least 90WCPM[[5]](#footnote-4) * Repeated reading practise[[6]](#footnote-5). * Continuous reading practise[[7]](#footnote-6). * Model fluent oral reading[[8]](#footnote-7) * Provide direct instruction and feedback to teach decoding of unknown words, correct expression and phrasing, the return-sweep eye movement, and strategies that fluent readers use[[9]](#footnote-8) * Provide students with plenty of materials at their independent reading level to read on their own[[10]](#footnote-9) * Offer many opportunities for practice using repeated readings of progressively more difficult text[[11]](#footnote-10) * Encourage prosody development through cueing phrase boundaries[[12]](#footnote-11) | |
| **Vocabulary**  Vocabulary, or word knowledge, is an important part of the reading process. The learner will need to be able to understand or infer the meaning of the vocabulary they are reading. | | **Recommendations for Class** | |
| Add the vocabulary exposed to in the sessions: how have they recalled and used this vocabulary? Have they asked questions about vocabulary? What strategies have they been learning about or using for vocabulary learning? | | * When introducing new vocabulary, ensure that the student has access to the written form of the word[[13]](#footnote-12). * Provide explicit instruction in specific words that are important to students’ content learning[[14]](#footnote-13). * Teach students how to use context clues to determine the meanings of words. * Provide sufficient opportunities to use new words in activities[[15]](#footnote-14). * Pre-teach the meanings of words that are critical for developing background knowledge and necessary to comprehend the main concepts of the text students will be reading[[16]](#footnote-15). | |
| **Reading Comprehension**  Reading comprehension is a produce of all of the above skills that work together to facilitate reading comprehension. | | **Recommendations for Class** | |
| How have they been able to answer reading comprehension questions?  Abstract vs. Concrete conquestions? | | * Model and explicitly teach comprehension monitoring instruction   + Be aware of what they do understand   + Identify what they do not understand   + Use appropriate strategies to resolve problems in comprehension * Model metacognition (thinking about thinking)[[17]](#footnote-16) * Use graphic organisers to help students break down information and remember what they have read. * Question-Answer Relationship strategy (QAR)[[18]](#footnote-17) * Explicit instruction:   + direct explanation   + teacher modelling   + guided practice   + application * Teach students the structure of different types of reading material. | |
| **Writing**  The ability to transcribe (handwriting, spelling, keyboarding) and composition skills (planning, drafting, writing for specific genres, proofreading). | | **Recommendations for Class** | |
| What writing have they done in sessions?  What types of sentences can they write?  Can they proofread?  Handwriting comments for emergent readers. | | * Use sentence combining activities[[19]](#footnote-18) * Explicitly teach the following components of the writing process:   + planning   + drafting   + revising   + editing   + proofreading   + Use of checklists to support the different parts of the writing process. * Use of Self-Regulated Strategy Development:   + Develop background knowledge: learn about the strategy   + Discuss it: talk about when and why to use the strategy   + Model it: show students how to use the strategy with think-alouds   + Memorize it: help students remember the strategy with mnemonics   + Support it: write together and scaffold the student’s progress   + Independent performance: students use the strategy with minimal support * Use of graphic organisers to plan writing and learn different writing structures. * Provide frequent and meaningful writing activities e.g. keeping a calendar, shopping lists | |
| **Spelling**  The ability to accurately write words following the rules of that language. | | **Recommendations for Class** | |
| How does their spelling align with their phonics?  What spelling patterns can they use?  Are there any interactions with vocabulary knowledge? | | * Provide frequent and meaningful writing activities e.g. keeping a calendar, shopping lists * Modified Elkonin boxes for spelling[[20]](#footnote-19). * Teach word spelling patterns. * Word study:   + introduce the spelling pattern by choosing words for students to sort   + encourage students to discover the pattern in their reading and writing   + use reinforcement activities to help students relate this pattern to previously acquired word knowledge * Morphology & etymology instruction. | |
| **Additional Comments** | | | |
| Add any additional comments here. | | | |
| **Suggested/Further Resources** | | | |
| Free Decodable Readers:   * Decodable Passages: <https://www.freereading.net/wiki/Decodable_passages.html> * Starfall Phonics Books: <https://teach.starfall.com/lv/resources/printable-downloads> * Specific Learning Difficulties Association of South Australia Free Phonics Books: <https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series>   Reading Content   * Readworks: <https://www.readworks.org/> * CommonLit: <https://www.commonlit.org/> * Storyline: <https://storylineonline.net/>   Free Reading Programmes   * University of Florida Reading Institute: <https://ufli.education.ufl.edu/> * Stairway to Reading: <http://www.sqecanada.org/reading/reading-program/> * SPELD Intensive Literacy Programme: <https://www.speldsa.org.au/intensive-literacy-program> * PhOrMeS: <https://www.phormes.com/aboutphormes>   Writing Support   * Think SRSD: <https://www.thinksrsd.com/free-resources-to-share/> * SRSD Resources: <http://www.oodlesofteachingfun.com/p/srsd-resources.html> * Quill: <https://www.quill.org/>   Diagnosis Specific Websites   * International Dyslexia Association: <https://dyslexiaida.org/>   Websites   * Five from Five: <https://fivefromfive.com.au/> * AdLit: <https://www.adlit.org/> * The Kastner Collection: Effective Writing Practices: <https://wakelet.com/wake/lS4ZpgicSfNWPpIxMpBnk?fbclid=IwAR2tcanNwIjC2oaPKbJOxv0CNlyaLNAIv206Wwzx8DZdiUNI-5MXI3bU9fY> * Spelfabet: <https://www.spelfabet.com.au/> * The Snow Report: <http://pamelasnow.blogspot.com/> * Emina McClean: <https://www.eminamclean.com/> * LARA: Language and Reading Acquisition: <http://pc.rhul.ac.uk/sites/lara/projects/> * Language and Literacy in Young People: <https://www.languageandliteracyinyoungpeople.com/apps-resources?fbclid=IwAR0rDm9bVa9AZmPlqqDZPqEcGxq4dSHgjBseCJeGiDP-sjgA_SRMaFy06nY> * Reading Rockets: <https://www.readingrockets.org/>   Select Blog posts   * How to teach vocabulary for reading comprehension: <https://www.eminamclean.com/post/how-to-teach-vocabulary-for-reading-comprehension?s=03> * Supporting Oral Language in the Classroom: Extending Reading Instruction Beyond Decoding: <https://www.ldatschool.ca/supporting-oral-language-in-the-classroom/> * Seven Sins of Spelling: <http://jweducation.co.uk/2020/03/14/seven-sins-of-spelling/> * Continuous Blending Strategies to Make Emerging Readers Happy: <https://phonolovable.com/continuous-blending/>   Resources   * Really Great Reading Letter Tiles: <https://www.reallygreatreading.com/lettertiles/> * EdShed Letter Tiles: <https://www.edshed.com/en-gb/lettertiles> * Heart Word Magic: <https://www.reallygreatreading.com/heart-word-magic> * Online Elkonin Boxes: <https://toytheater.com/elkonin-boxes/>   Games & Apps   * Spelfabet Word Games: <https://wordwall.net/teacher/666616/spelfabet> * Teen and Adult Phonics Library app (PAID APP): <http://www.focusontap.com/> * Mayerson Academy OG Card Deck: <https://play.google.com/store/apps/details?hl=en&id=org.mayersonacademy.ogcarddeck>   Assistive Technology   * ATbar: <https://www.atbar.org/> * Microsoft Accessibility Guides: <https://www.microsoft.com/en-us/accessibility/resources?activetab=pivot_1:primaryr3> * Speech to Text: <https://www.speechtexter.com/> * Tar Heel Reader: <https://tarheelreader.org/> * Read-It (Windows App): <https://www.read-it.co.uk/>   Continuing Professional Development   * Reading Rockets: <https://www.readingrockets.org/teaching/reading101-course/modules/writing-introduction> * SRSD: <https://iris.peabody.vanderbilt.edu/module/srs/> * SPELD SA Webinars: <https://www.speldsa.org.au/SPELD-SA-webinars> * Literacy Instruction for Students with Intellectual and Developmental Disabilities: <https://www.coursehero.com/study-guides/literacypractice/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/?fbclid=IwAR1nOMFdei9Zs8qt3XFeAiQyjTfSYzJvY9KzErJ5juLdNcuMgNx56GpU4Mc> * Evidenced Based Writing Instruction: <https://ceedar.education.ufl.edu/cems/writing/> * Phonics for SEN: <https://www.youtube.com/channel/UCza2XtCMj7efoaJtw9cXeWg>   AAC & Literacy   * Literacy Instruction for AAC: <https://aacliteracy.psu.edu/index.php/page/show/id/1/index.html> * Literacy Intervention for Learners with Complex Communication Needs: <https://aac-learning-center.psu.edu/moodle/literacy-instruction-for-children-with-complex-communication-needs/>   Practise Guides   * Effective Instruction for Adolescent Struggling Readers: <https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/essentialskillreading_hs_level3_practice_brief.pdf?fbclid=IwAR05_GKul6hdc8ZqYiuYQsM4h0-v6yftXHr6kKWaKkr8Wp7dWro3FhI0YBI> * Teaching Secondary Students to Write Effectives: <https://ies.ed.gov/ncee/wwc/PracticeGuide/22> * Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21> * Improving Reading Comprehension in Kindergarten Through 3rd Grade: <https://ies.ed.gov/ncee/wwc/PracticeGuide/14> * Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3> * Improving Adolescent Literacy: Effective Classroom and Intervention Practices: <https://ies.ed.gov/ncee/wwc/PracticeGuide/8> * Cognitive load theory in practice Examples for the classroom: <https://khsbpp.files.wordpress.com/2018/11/cognitive_load_theory_practice_guide_aa.pdf> * Understanding Working Memory A Classroom Guide: <https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf>   Books:   * Kilpatrick, D. A. (2015). Essentials of assessing, preventing, and overcoming reading difficulties. Hoboken: Wiley. * Moats, L. C. (2020). Speech to print: language essentials for teachers. Baltimore, MD: Paul H. Brookes Publishing Co. * Free Phonics Books by Steven Parker: <https://www.parkerphonics.com/books> * Bowen, C. & Snow, P. (2017). Making Sense of Interventions for Children with Developmental Disorders. Croydon: J&R Press. * Troia, G. A. (2009). Instruction & Assessment for Struggling Writers. New York: Guildford Press. | | | |
| **Signed:** |  | **Date:** |  |

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2. <https://www.readingrockets.org/strategies/elkonin_boxes> [↑](#footnote-ref-1)
3. Selenid M. Gonzalez-Frey & Linnea C. Ehri (2021) Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words, Scientific Studies of Reading, 25:3, 272-285, DOI: 10.1080/10888438.2020.1776290 [↑](#footnote-ref-2)
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14. <https://asdn.org/wp-content/uploads/5-31-Explicit-Vocabulary-Instruction-Handout-1-Deanna-Stewart-Routine-Cards-print-on-card-stock.pdf> [↑](#footnote-ref-13)
15. <https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities/> [↑](#footnote-ref-14)
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17. <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation> [↑](#footnote-ref-16)
18. <https://www.readingrockets.org/strategies/question_answer_relationship> [↑](#footnote-ref-17)
19. <https://www.readingrockets.org/strategies/sentence_combining> [↑](#footnote-ref-18)
20. <https://www.aft.org/periodical/american-educator/winter-2005-2006/spelling-instruction-key-content-and> [↑](#footnote-ref-19)