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 wordsRhymeSyllablesPhoneme:IdentificationSegmentationBlendingManipulation: Syllable deletionPhoneme deletionPhoneme 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 anuneven mixture offast 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 readsat conversationalpace. |
| 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>

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* 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)
4. Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. Theory Into Practice, 30, 211-217 [↑](#footnote-ref-3)
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6. https://pld-literacy.org/reading-fluency-continuous-reading-vs-repeated-reading/ [↑](#footnote-ref-5)
7. https://pld-literacy.org/reading-fluency-continuous-reading-vs-repeated-reading/ [↑](#footnote-ref-6)
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13. Emphasising written words helps children to learn their spoken forms: Ricketts, J., Bishop, DVM., & Nation, K. (2009). Orthographic facilitation in oral vocabulary acquisition. The Quarterly Journal of Experimental Psychology, 62, 1948-1966. https://doi.org/10.1080/17470210802696104 [↑](#footnote-ref-12)
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)
16. <https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities/> [↑](#footnote-ref-15)
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)