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Success

Pre-literacy Skills Checklist

devised by
North Tyneside Pupil Support

*An easily-administered individual
assessment of pre-literacy skills*

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INTRODUCTION

The *Checklist* was developed by the staff team of North Tyneside Pupil Support to provide a clear, detailed picture of children's preparedness for acquiring literacy and to identify those children who might need extra support or referral to specialised help.

It is felt that the *Checklist* will assist schools in their early-years assessment and planning not simply for special needs provision, but potentially for whole intake groups. While not standardised, it does afford the benefits of ease of administration and clear recording.

NOTES ON USE

It will be clear from the content that the *Checklist* is intended for one-to-one work. Much valuable information will be derived from the session quite apart from the data as the result of close-order observation.

At the risk of impertinence, the following desiderata are offered:

- the session should be one-to-one, preferably away from the busy-ness of the general class
- try to cultivate a relaxed, this-will-be-fun atmosphere before the session
- during the session - which should take 20 minutes to half an hour - keep the mood light and enjoyable as this will give truer results than a more formal approach
- should the child find any exercise particularly difficult, simply note the fact and move on to the next; this in itself is high-value information and there is no benefit in persisting
- it is a good idea always to praise correct answers and never to criticise or imply disappointment at incorrect answers since the tension resulting will simply inhibit further efforts and give inaccurate information.

Preparing the 'kit'

- 1 It is advisable to make a good copy of this book on high-quality paper and keep the original in a safe place.
- 2 Prepare the instruction sheets as will best suit your working method or the particular task; either with instructions (your 'script') on the reverse of the illustrations for face-to-face presentation, or on an adjoining page in a loose-leaf folder if you prefer a side-by-side approach. A4 clear pockets will provide durability.
- 3 For the Rhyme Detection section, copy page 9, cut at the dotted lines and photocopy or stick these on the backs of the relevant illustrations (page numbers are marked in the left margin). This enables you to read off the paired words (dog/duck, dog/log etc) while presenting the illustration to the child.
- 4 (pages 25 and 26) It is suggested that page 26 be cut into strips for separate presentation.
- 5 (page 29) These are templates for the recall-of-shape sequence
- 6 (page 31) Make sure you have photocopies of this page for children to write on and to act as your record.
- 7 Laminating the cards will afford durability, but care should be taken that this does not give a surface which is too light-reflective. Printing on to good-quality white card should suffice. Most photocopiers will handle 200 micron card through the manual feed.

As to practical aspects of the sessions themselves, the following will be needed:

- a pencil
- some coloured counters - red, blue, green and yellow; at least two of each
- shapes: a triangle, a rectangle, a square and a circle. Templates are provided (page 29) for printing on to durable card or laminating. At least two sets should be available.
- copies as outlined in 5 above.

Auditory Discrimination

Instructions

"I am going to say two words and I want you to tell me if the words are the same."

table

chair

"Are they the same?"

window

curtain

"Are they the same?"

dog

log

"Were they the same? Let's have a look."

(Reveal the first two pictures.)

Continue in the same way for the following pairs:

gate

cake

sun

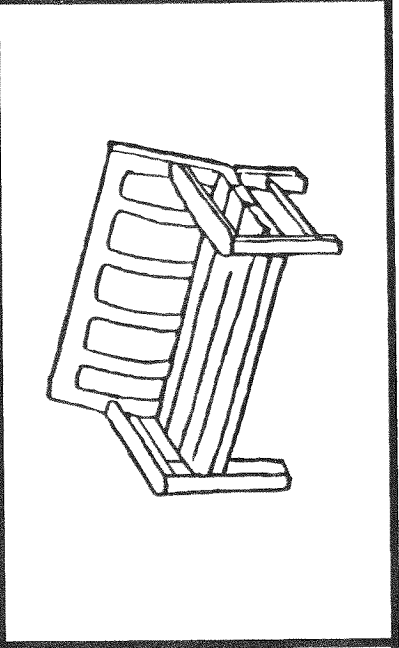
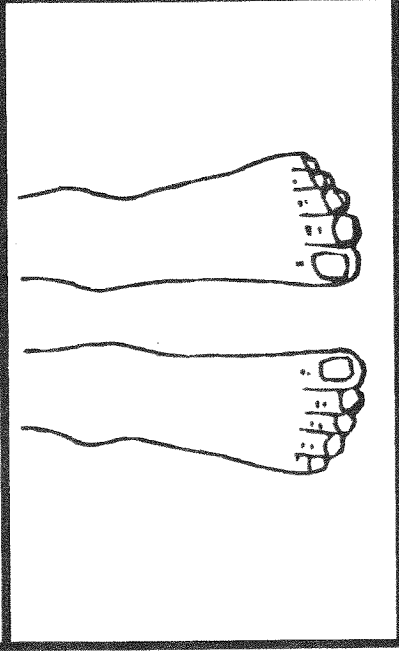
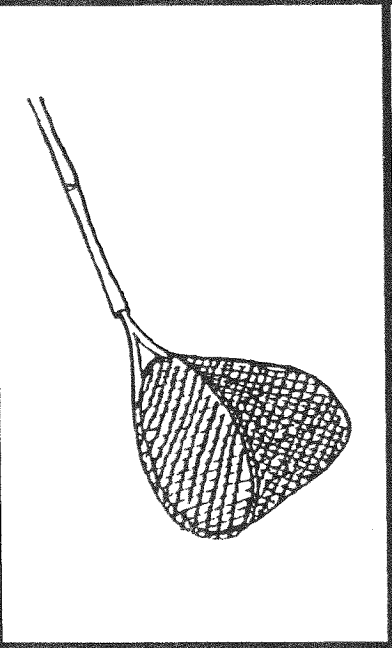
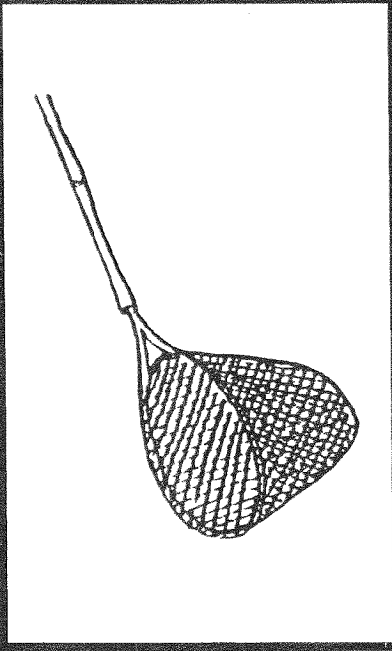
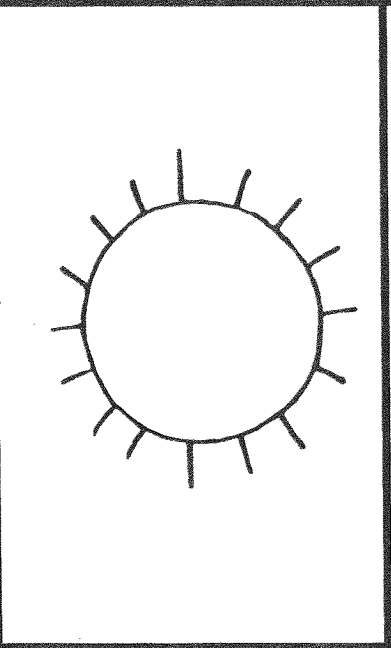
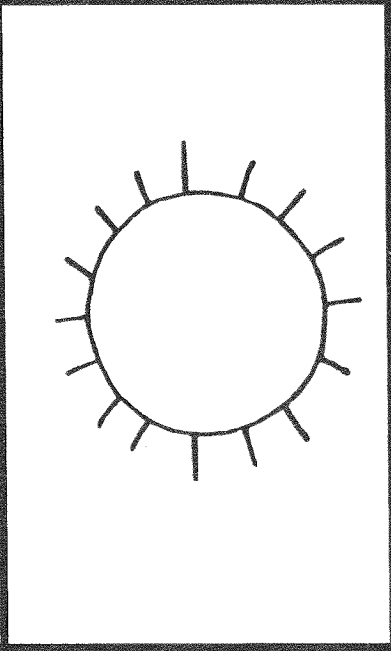
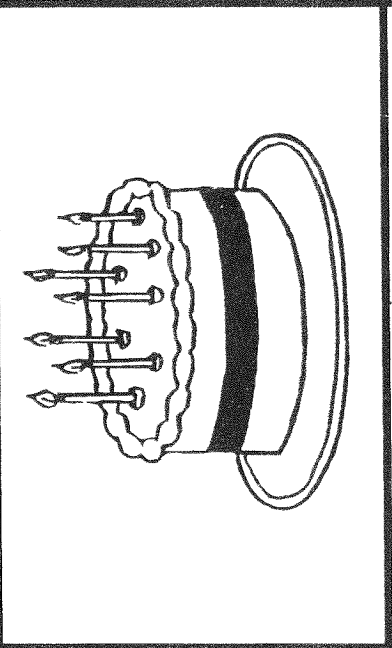
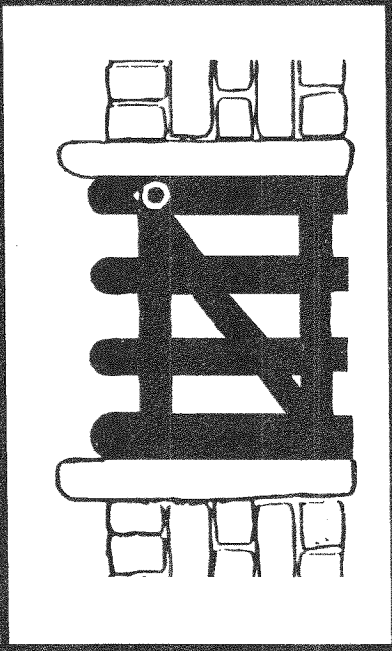
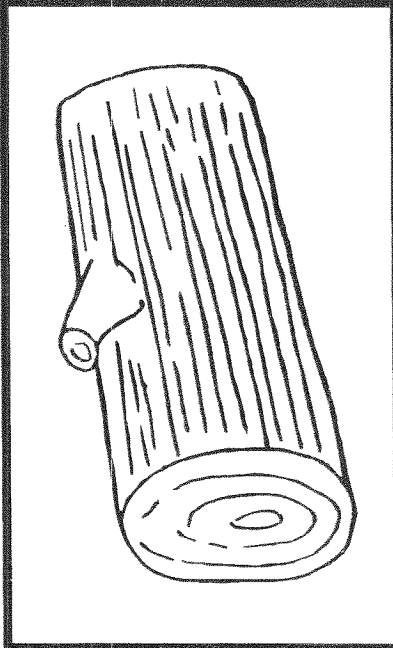
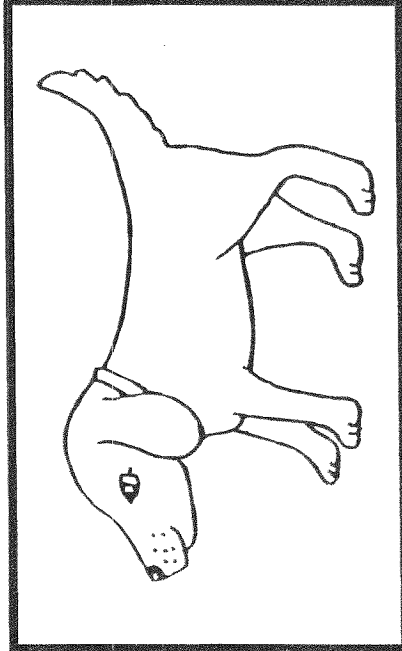
sun

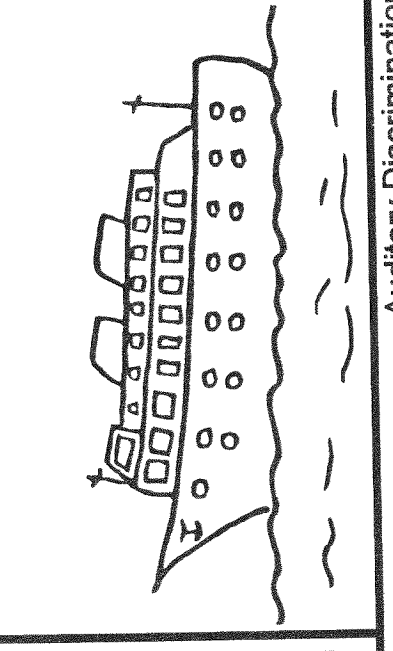
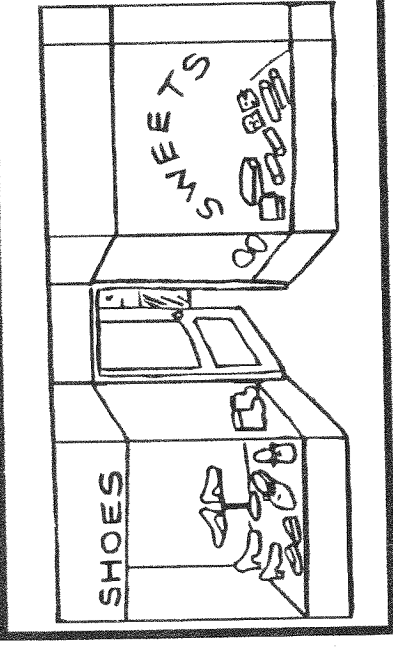
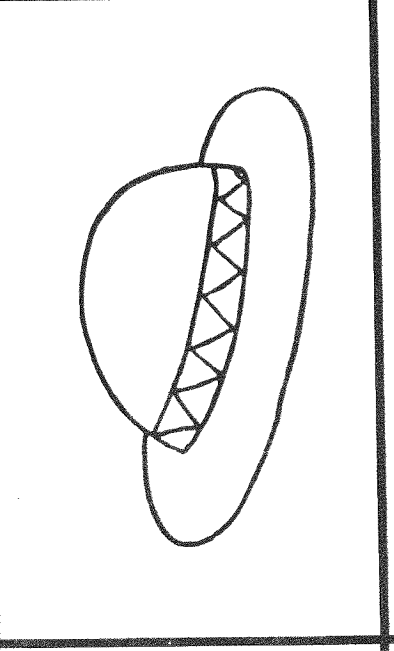
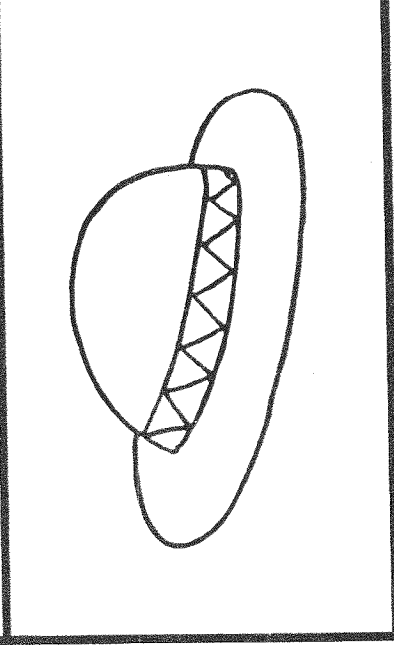
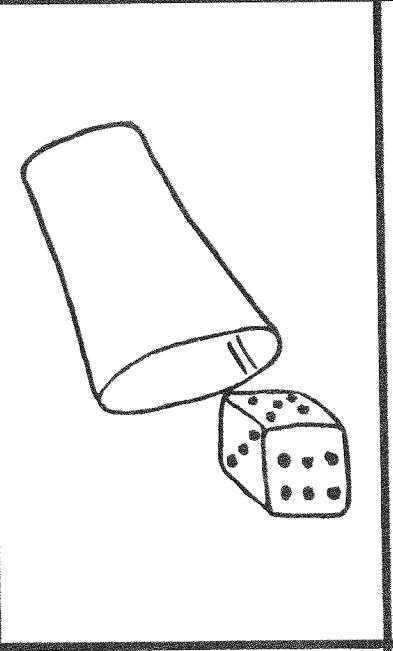
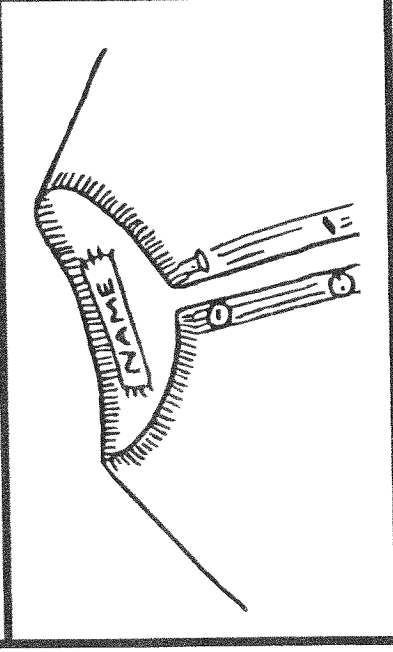
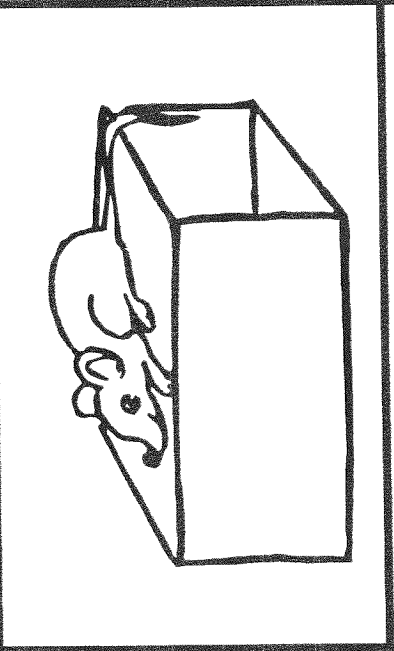
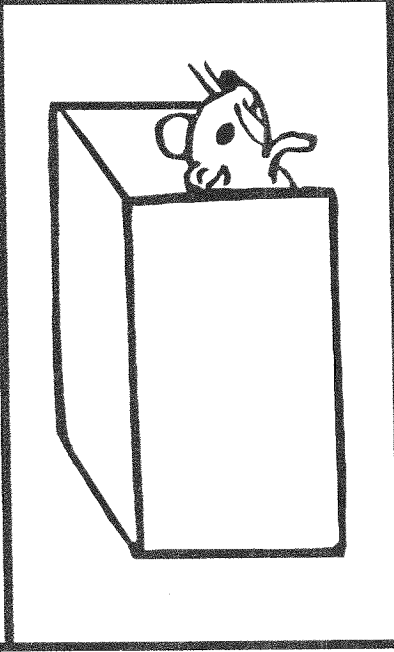
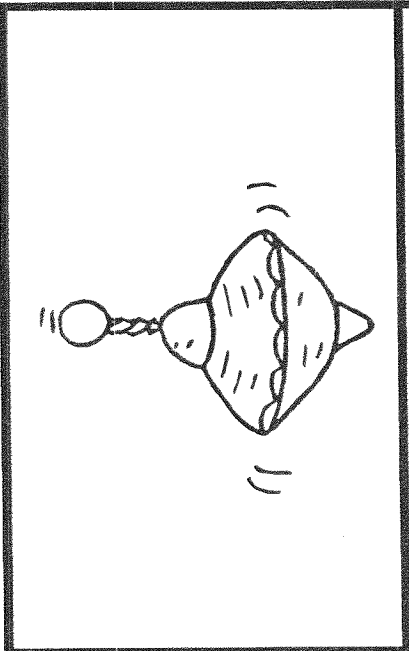
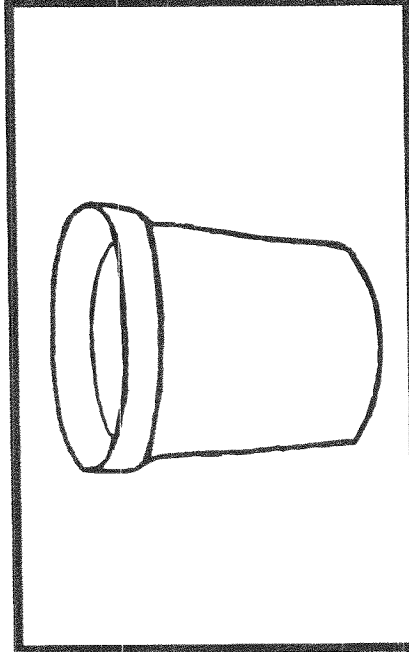
net

net

feet

seat





Instructions

"I am going to say two words and I want you to tell me if the words are the same."

pot

top

in

on

name

game

hat

hat

shop

ship

Auditory Recognition of Initial Letter Sounds (The 'I-Spy' Game)

Instructions "Look at these pictures. What can you see?"

Encourage the child to name all the pictures, with help if needed. Play 'I-Spy' in the usual way.

pencil

book

tap

doll

car

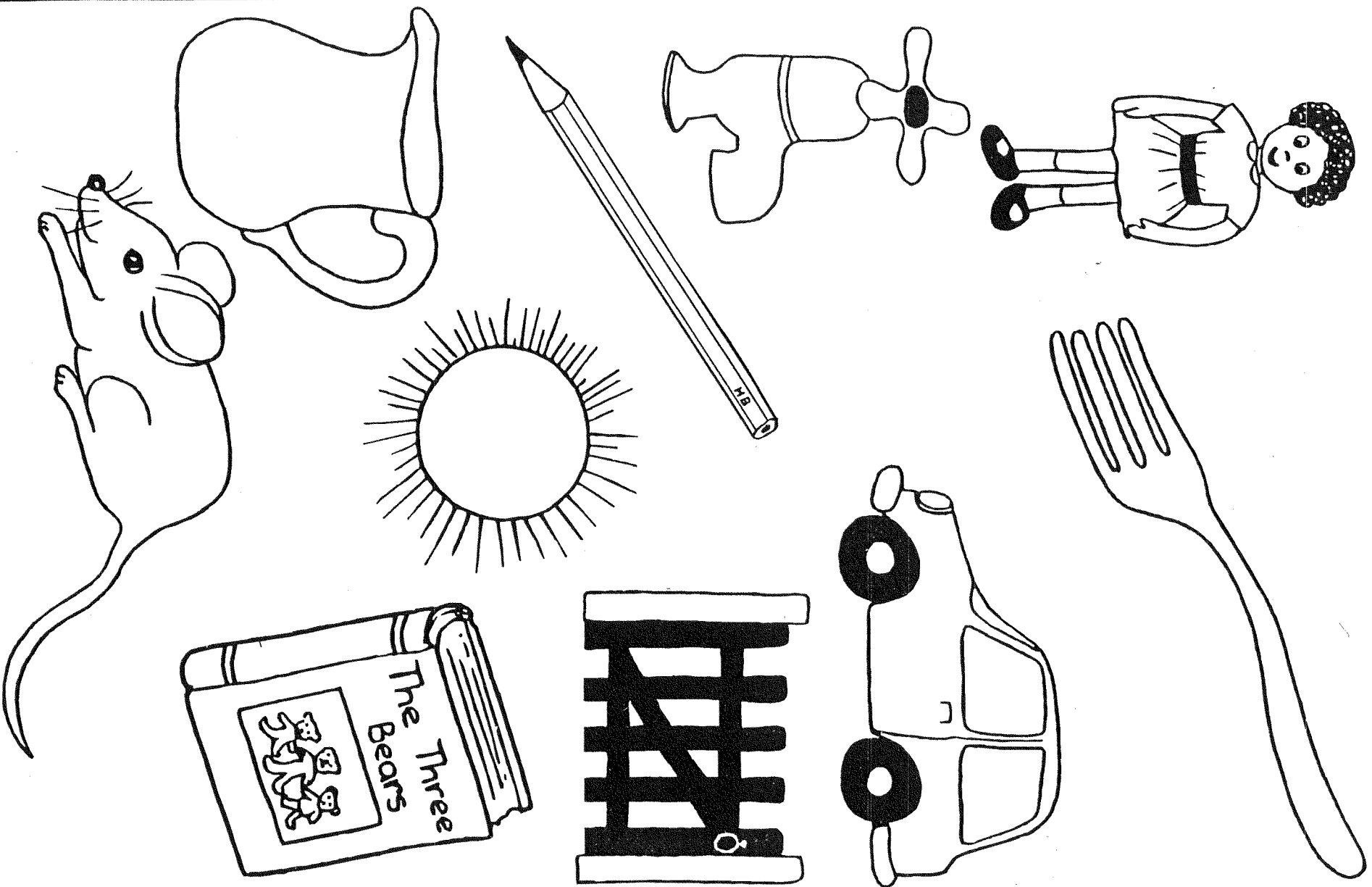
gate

fork

sun

mouse

jug



Auditory Sound Blending

Instructions

"Sometimes when you put two sounds together they make a new word."

tea cher = teacher

car pet = carpet

"Can you help me with these words?"

a) pen cil
 gar den
 yell ow
 st op
 tr ick

b) ca t
 fo g
 si p
 nu t
 be d

c) m u g
 c o t
 p i g
 t a p
 h e n

Rhyme Detection

a)

Instructions "I want you to look at these pictures. Can you tell me what they are?"

Encourage the child to name all the pictures with help if needed.

fox

box

goat

"Which word rhymes or sounds almost the same as fox? Is it

fox

box

or

fox

goat?"

Rhyme Detection (a)

Cue Cards

page 10

fox box fox goat

page 11

van vet van man

page 12

tap bath tap map

page 13

cat hat cat cup

page 14

dog duck dog log

page 15

house mouse house horse

page 16

boat coat boat ship

page 17

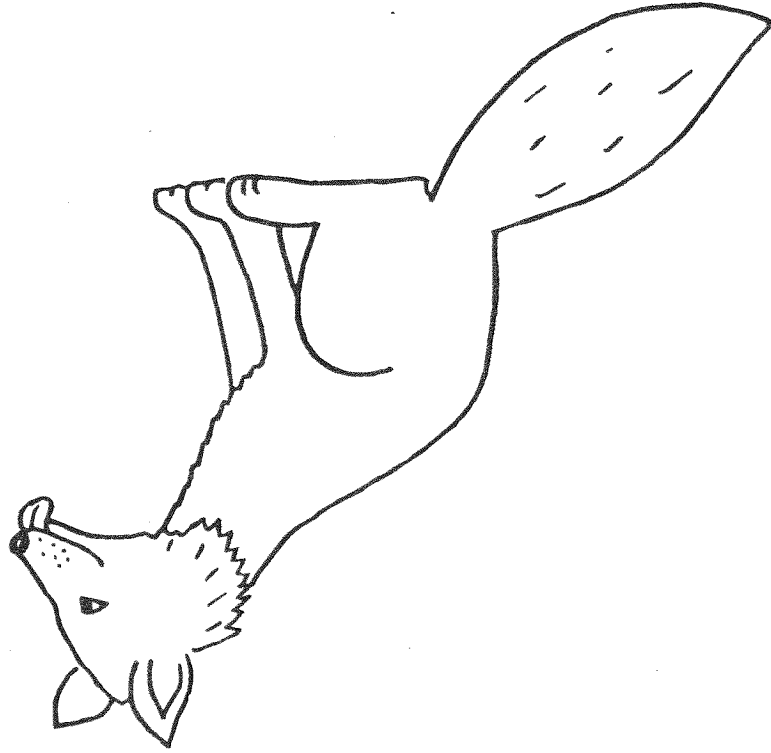
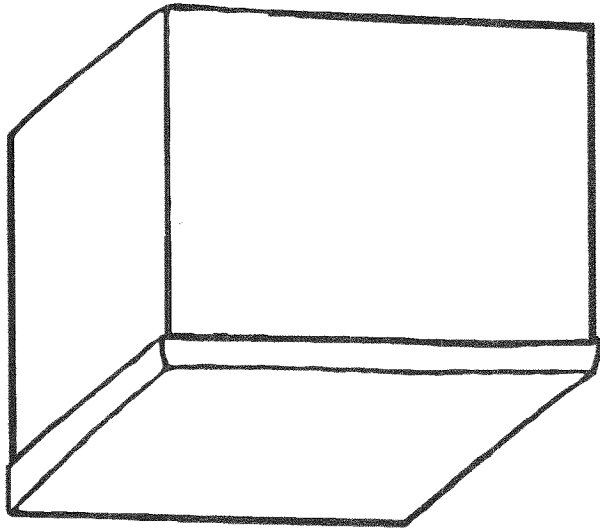
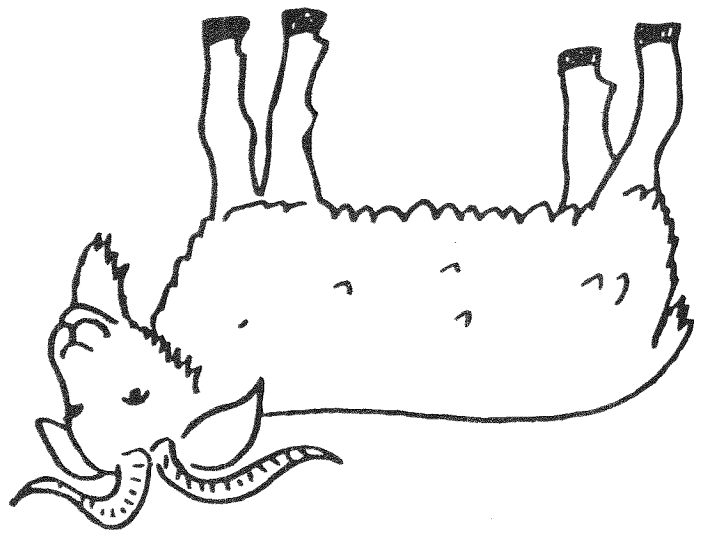
jug jump jug rug

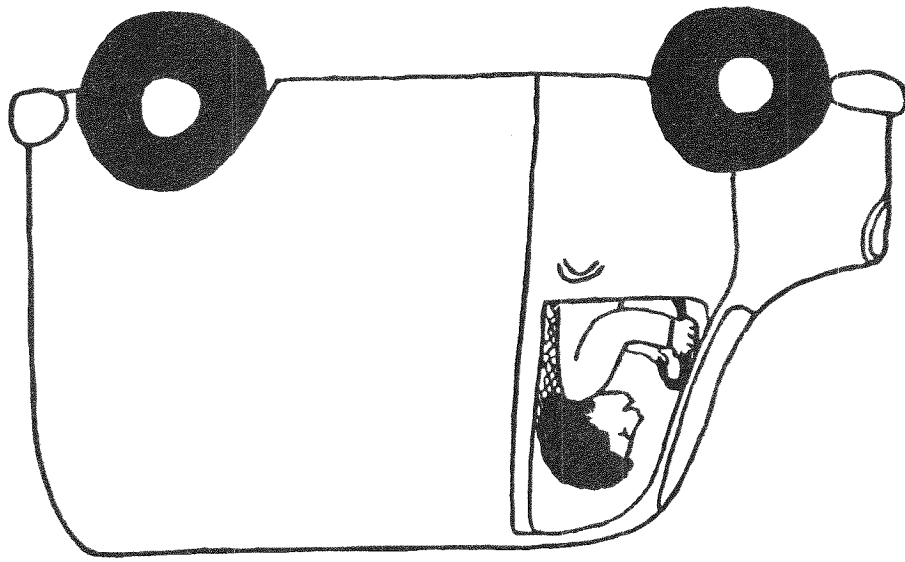
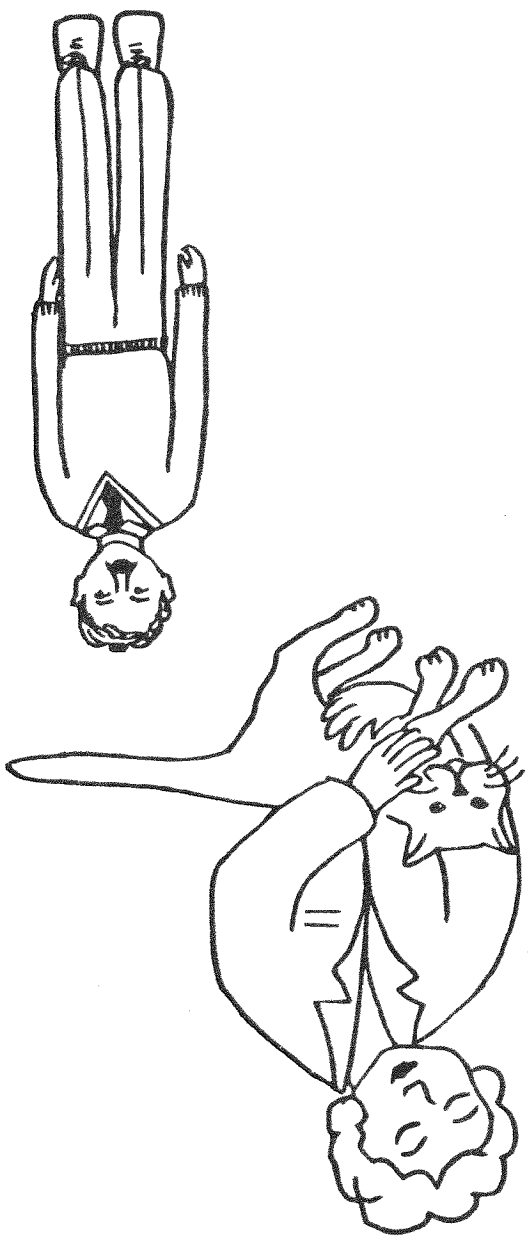
page 18

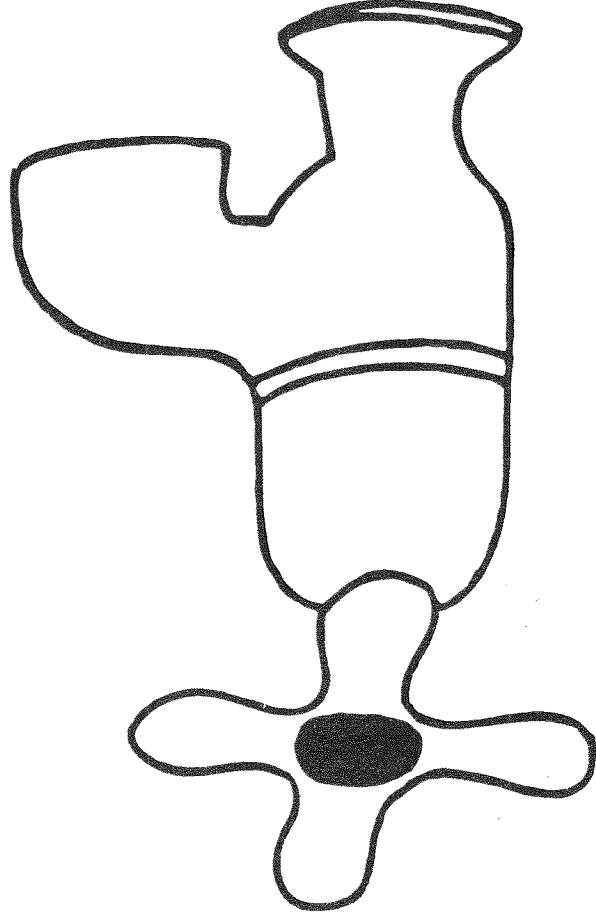
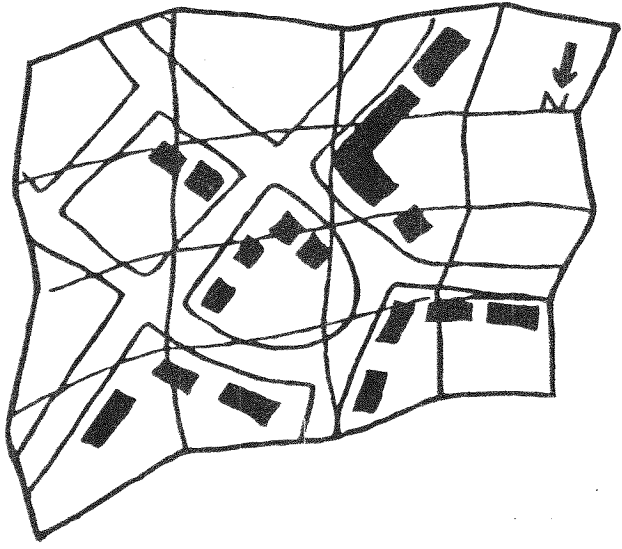
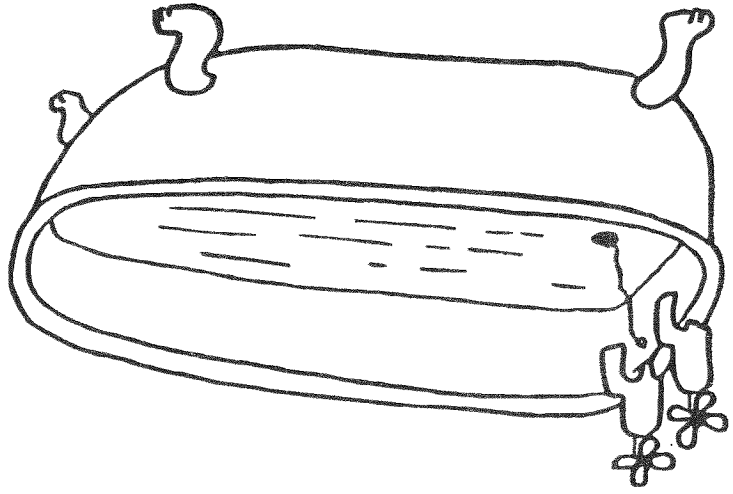
pin bin pin pig

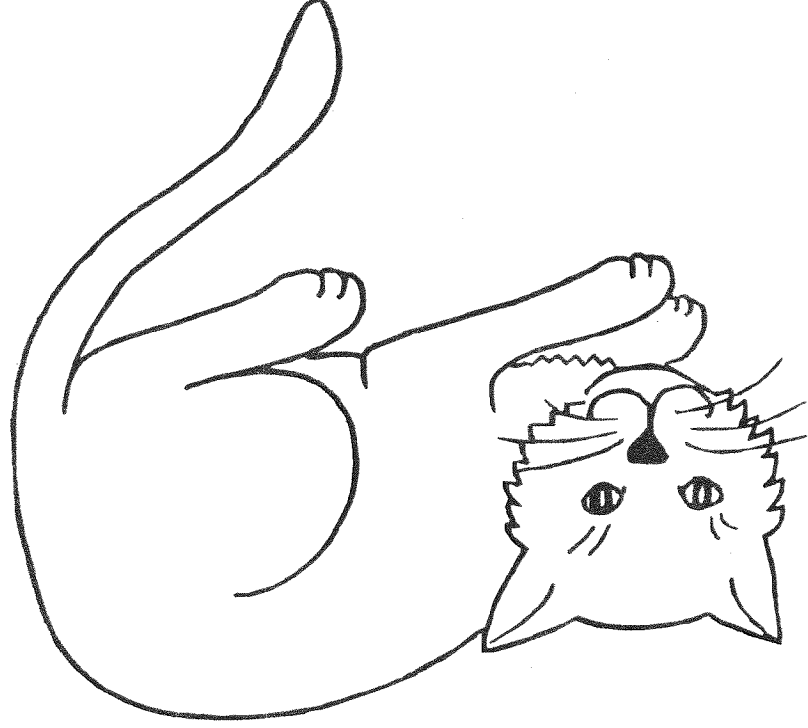
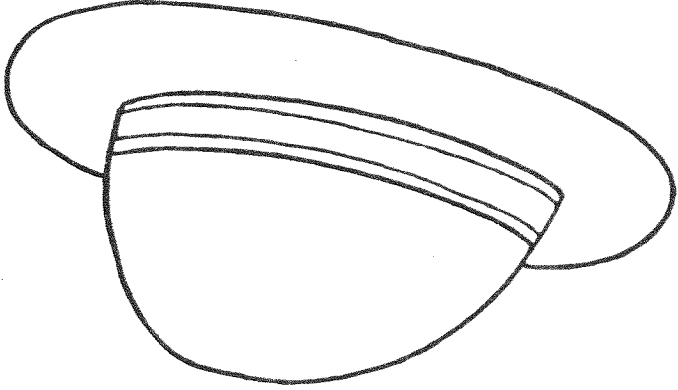
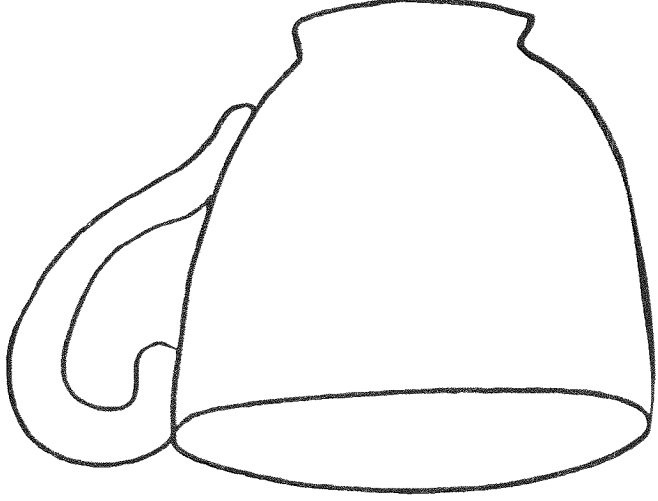
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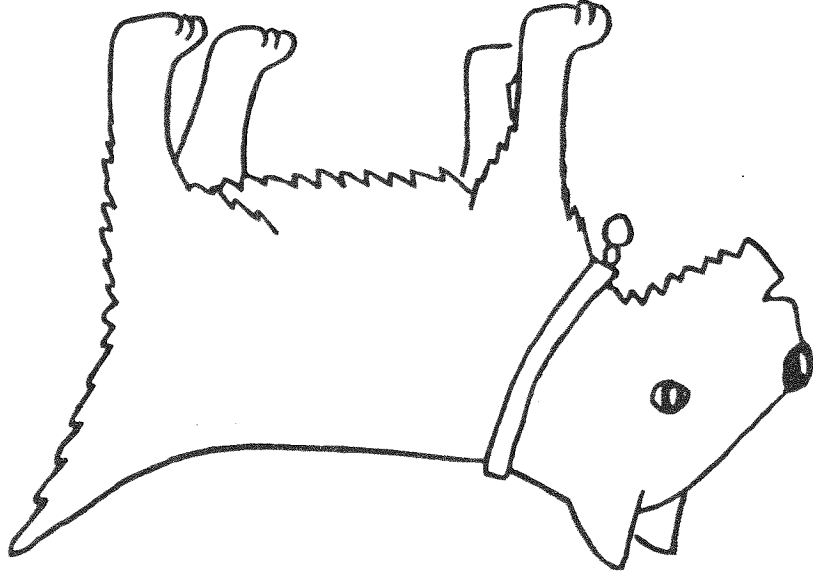
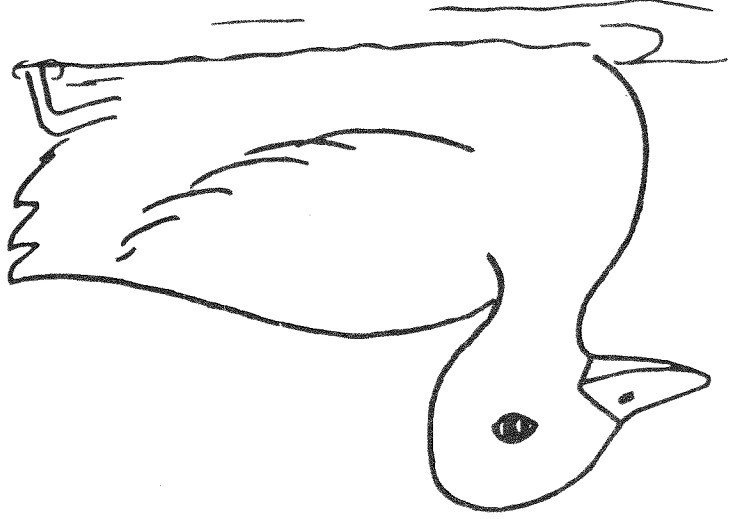
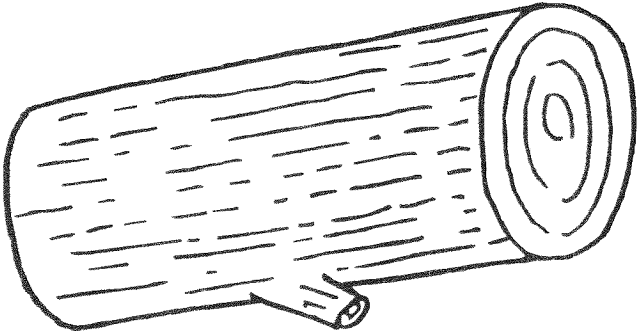
ten hen ten six

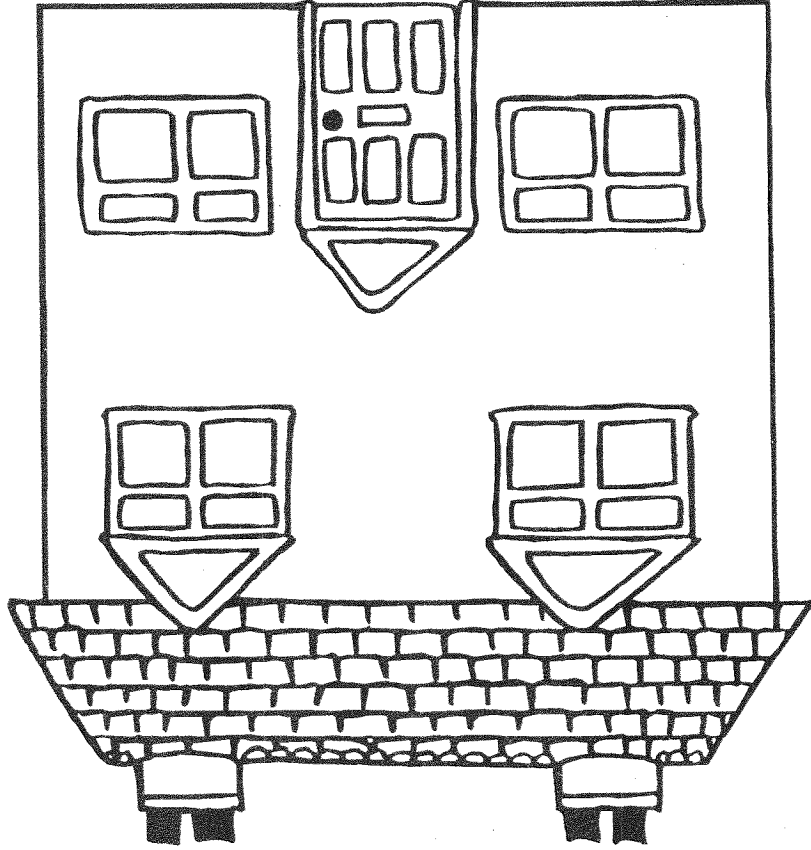
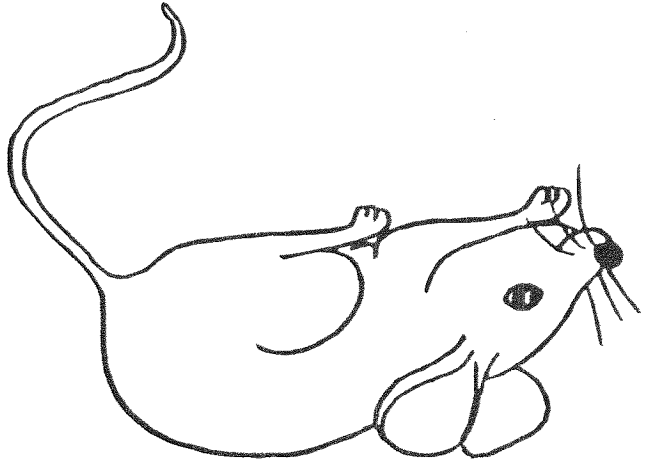
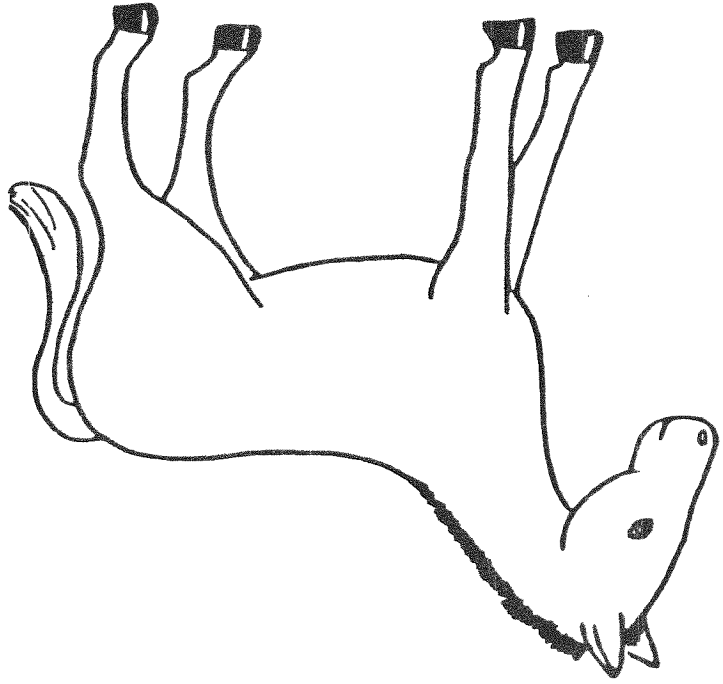


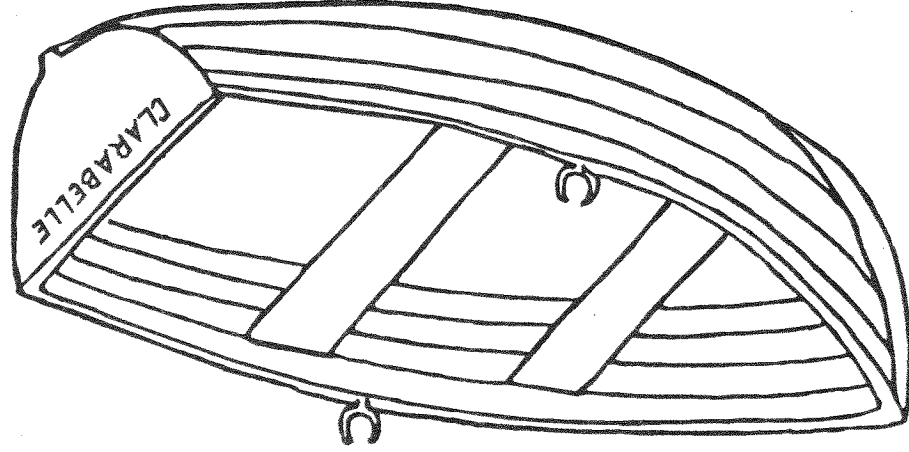
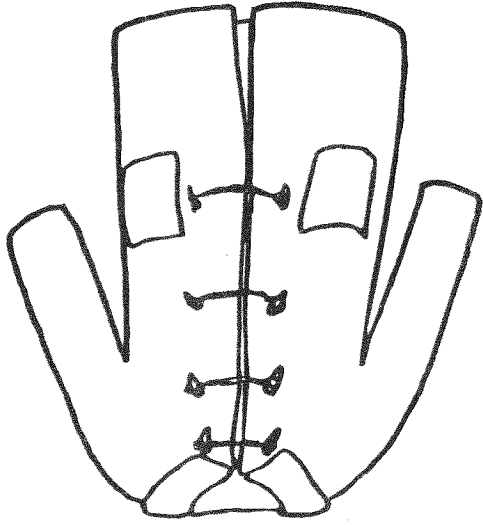
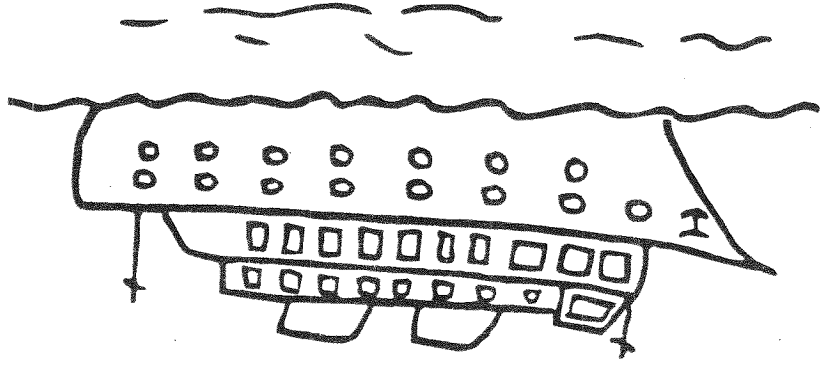


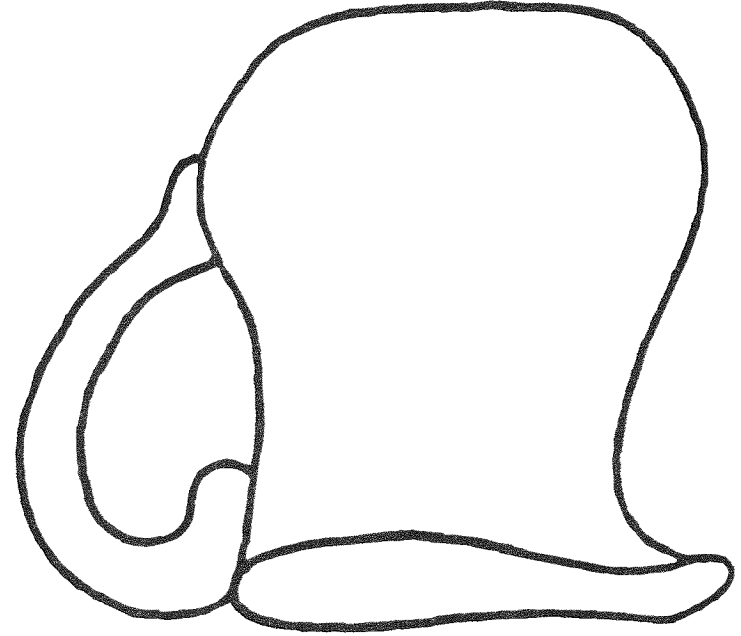
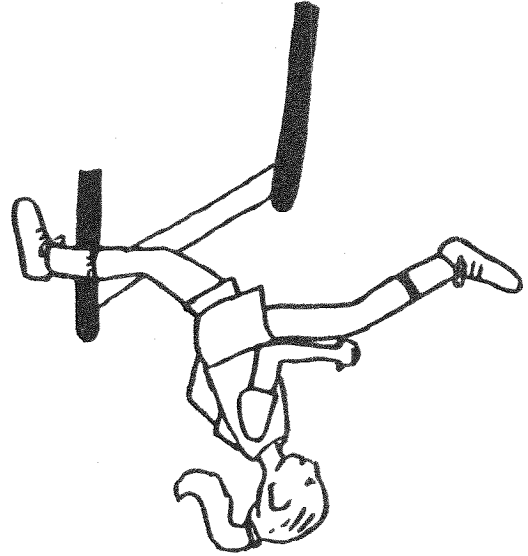
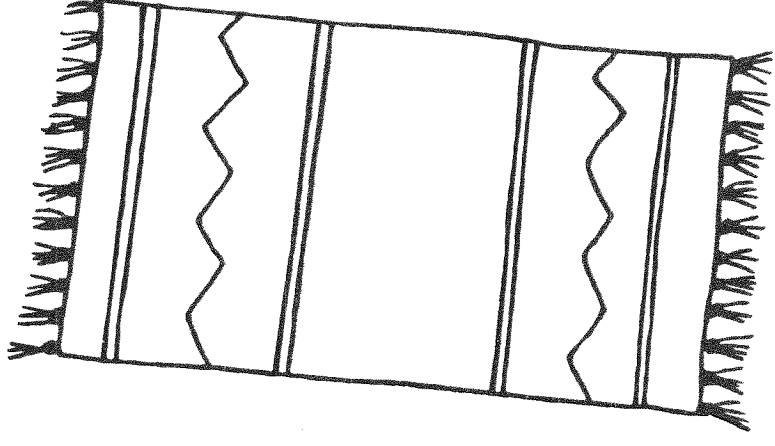


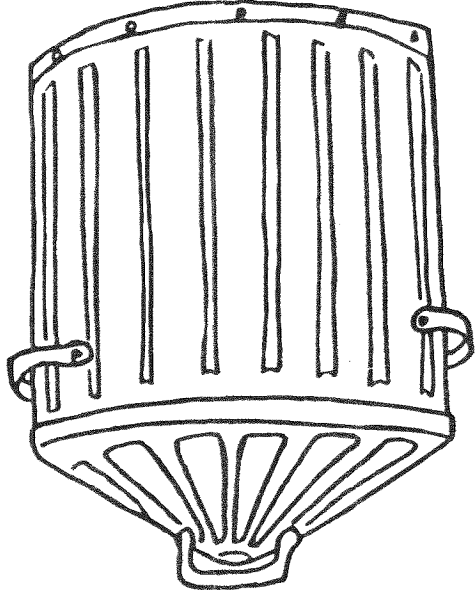
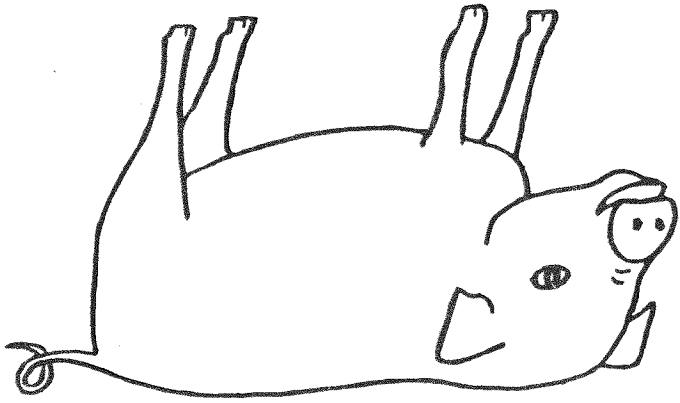


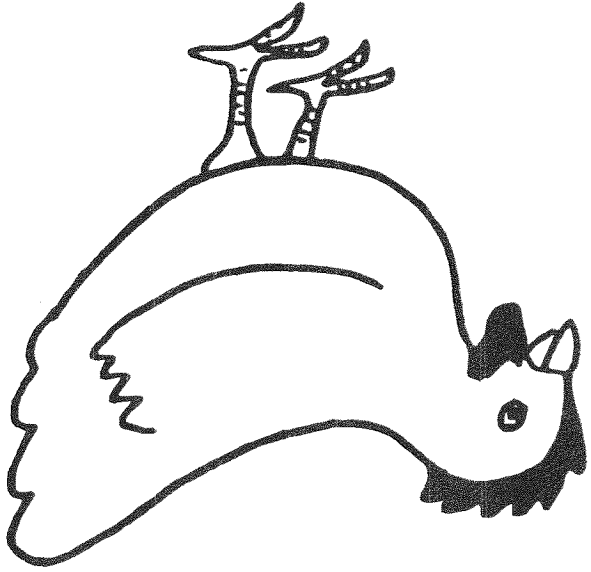












9



10

Rhyme Detection

b)

Instructions

"I want you to listen carefully to these words. Which word does not rhyme or sound nearly the same as the others?"

sun

gun

cup

hen

peg

leg

bin

pin

pig

tin

map

cap

tap

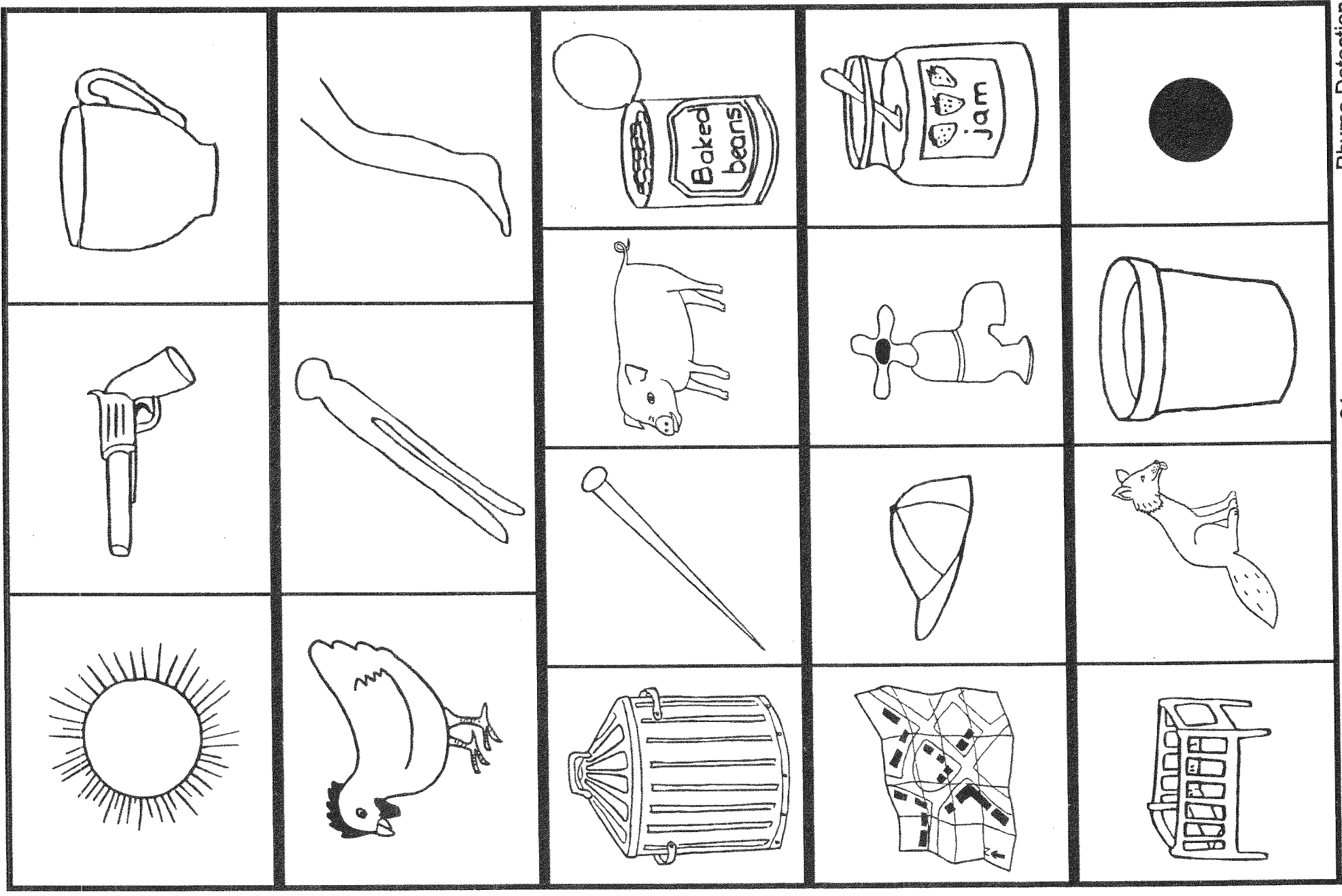
jam

cot

fox

pot

dot



Rhyme Production

Instructions "Let's play a rhyming game. What's the missing word?"

eg

Humpty Dumpty sat on a wall
Humpty Dumpty had a great

Hickory Dickory Dock
The mouse ran up the

Little Jack Horner
Sat in the

"Listen to these rhyming words sun gun fun

"Help me with this next set of words cat fat m ..."

"How many rhyming words can you think of to go with

hen

cot

pack

big

top

Auditory Memory

Short-term memory

a)

Instructions "Can you say these numbers after me?"

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

b)

Instructions "Can you say this sentence after me?"

- The big boy is called John.
The dog chased the cat.
We are going to have fun at the seaside.
Did the boy kick the ball?
When the car passes you will hear a horn sound.

c)

Instructions "Can you say this after me?"

- I went shopping and I bought some apples and eggs.
I went shopping and I bought a book, sweets and a ball.
I went shopping and I bought a cabbage, crisps, sausages and bananas.

Syllable Segmentation

Instructions "Let's play a clapping game. If I was clapping your name it would sound like this."

(Demonstrate.)

"Can you clap your name?"

(Continue in the same way for teacher's name and friends' names.)

"How would this word sound?"

garden

window

farmer

caravan

elephant

Superman

station

telephone

pencil

anorak

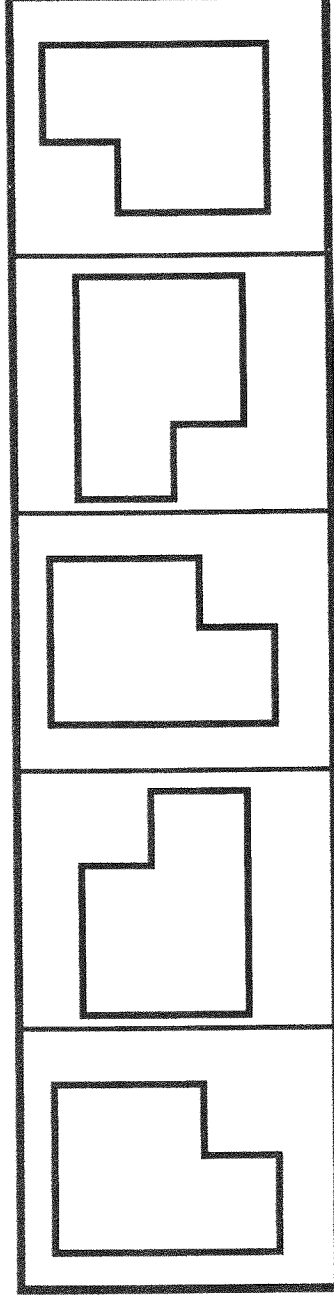
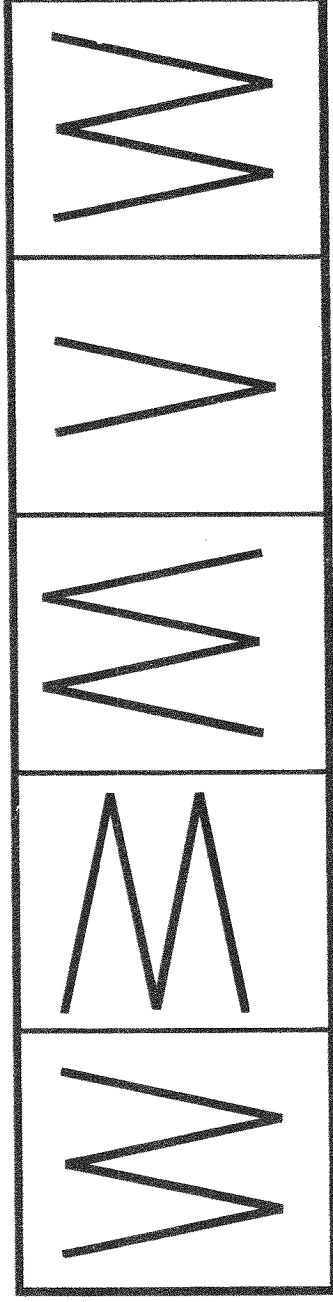
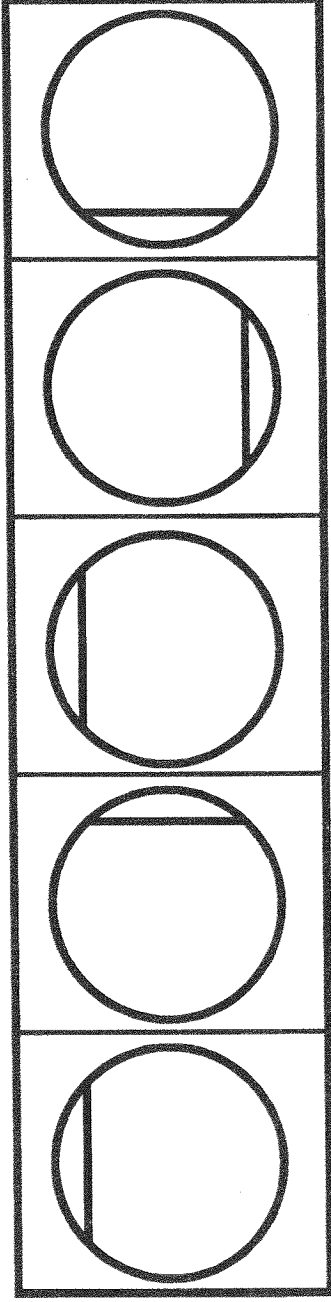
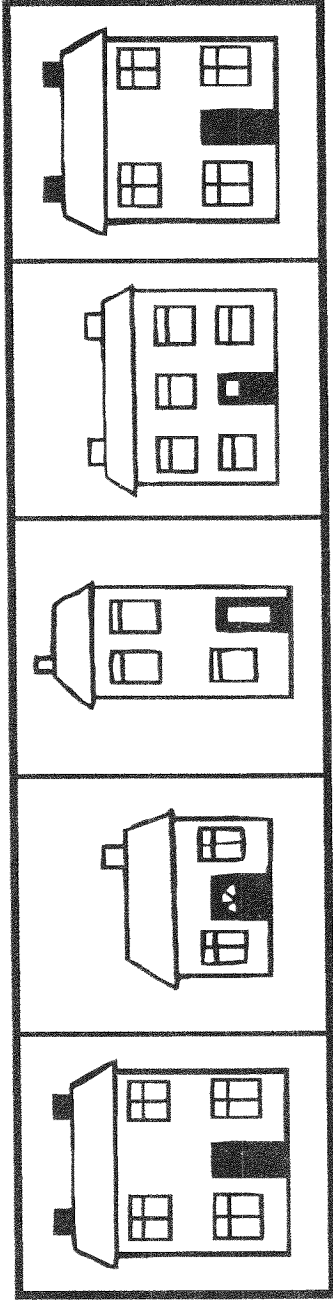
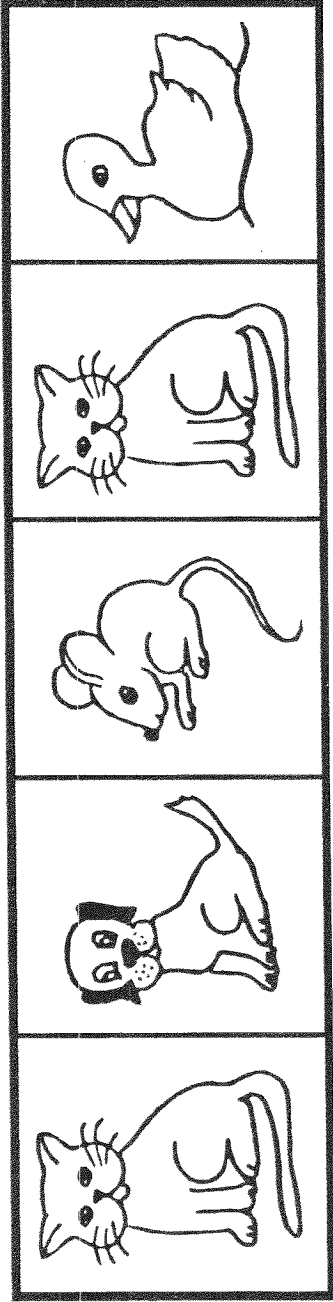
Visual Discrimination

Instructions "Look at this picture."

(Point to the first cat)

"Can you see a picture that looks the same?"

(Continue in the same way for each set of pictures.)



Visual Memory

a) Recall of colour sequence

Apparatus: coloured counters

- Procedure
- Show the child a sequence of two, three and then four colours (as below) for 8 - 10 seconds.
 - Cover the display sequence.
 - Ask the child to construct the sequence from memory.

Instructions

"I want you to look very carefully at the counters I am going to show you. Try and remember the pattern that they make. I'm going to hide the counters and I want you to make the same pattern."

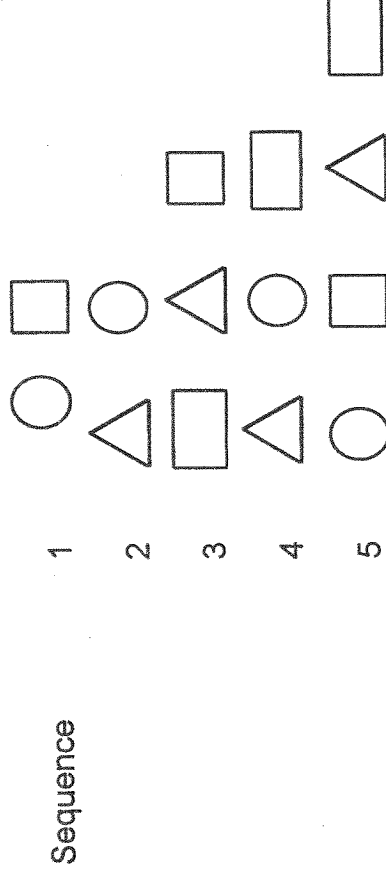
Sequence	1	red	green		
	2	blue	yellow		
	3	green	yellow	blue	
	4	yellow	red	green	
	5	yellow	green	blue	red

b) Recall of shape sequence

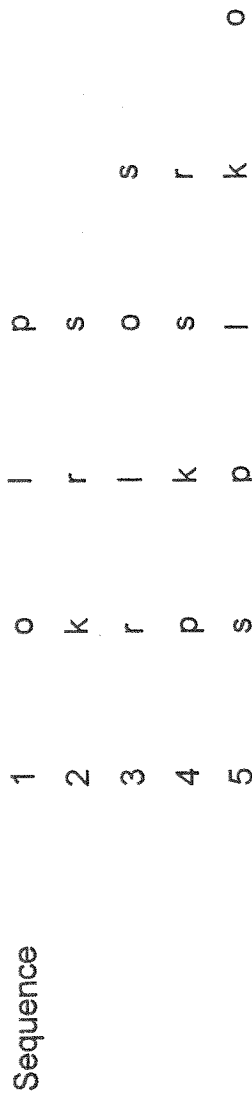
Apparatus: 2 sets of simple shapes

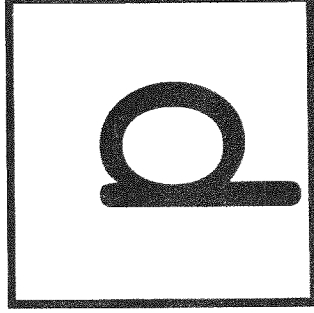
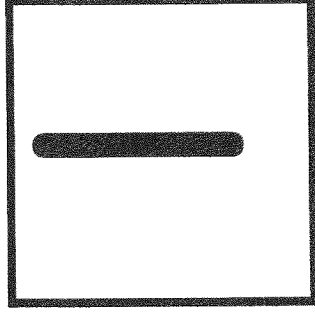
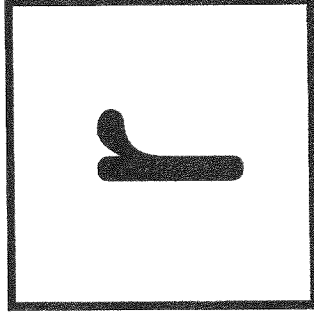
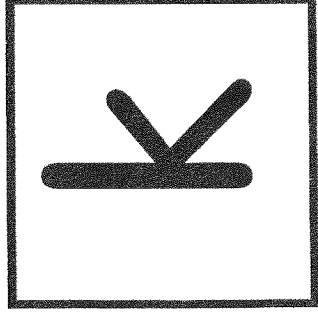
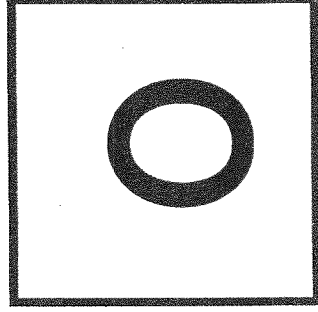
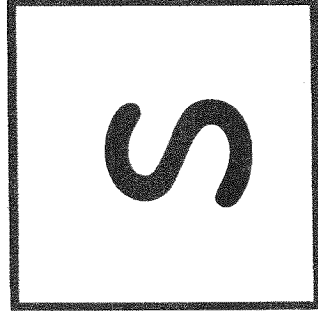
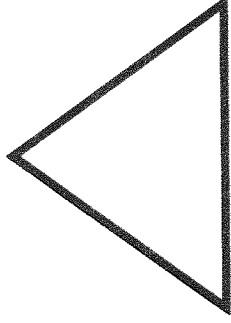
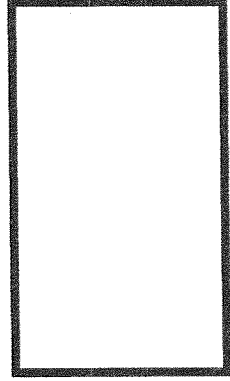
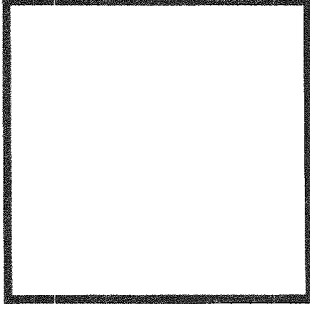
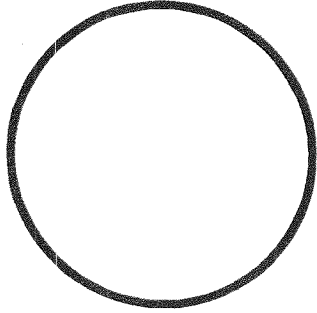
- Procedure
- a) Show the child a sequence of two, three and then four shapes (as below) for 8 - 10 seconds.
 - b) Cover the display sequence.
 - c) Ask the child to construct the sequence from memory.

Instructions "I want you to look very carefully at the shapes I am going to show you. Try and remember the pattern that they make. I'm going to hide the shapes and I want you to make the same pattern."



c) Recall of a letter sequence (memory and discrimination)
(Procedure and Instructions as before.)





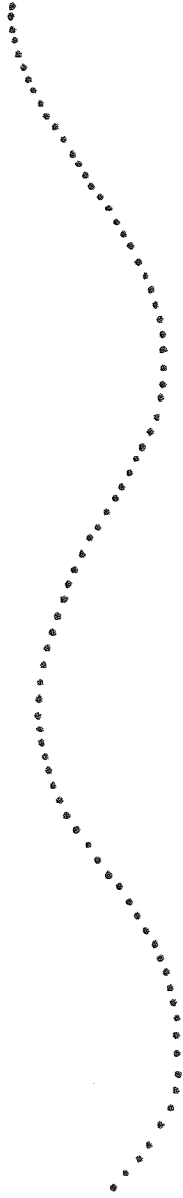
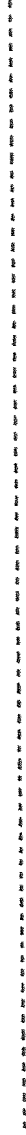
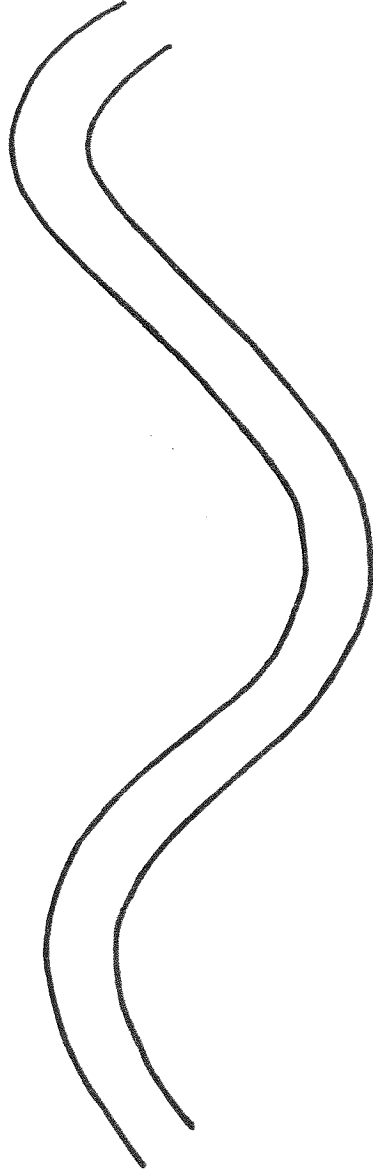
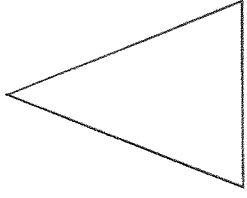
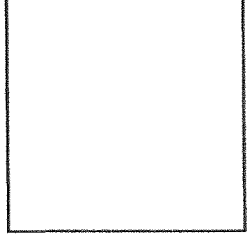
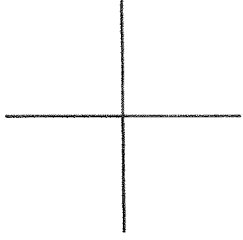
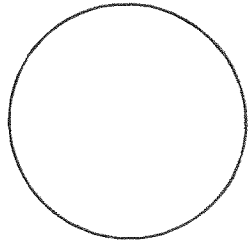
Fine Motor Skills

See Motor Skills Record Sheet.

- Tasks:
- a) Copies shapes
 - b) Draws between straight tracking lines
 - c) Draws between curved tracking lines
 - d) Traces over straight line
 - e) Traces over curved line

Observe pencil grip and control.

Fine Motor Skills Record Sheet



PRE-LITERACY SKILLS RECORD

Name

C.A. Date

Auditory Discrimination page 1

dog log	gate cake	sun sun	net net	feet seat	pot top	in on	name game	hat hat	shop ship	TOTAL

Auditory Recognition page 5

pencil	book	tap	doll	car	gate	fork	sun	mouse	jug	TOTAL

Auditory Sound Blending page 7

pencil	garden	yellow	stop	trick	cat	fog	sip	nut	bed	TOTAL
					mug	cot	pig	tap	hen	

Rhyme Detection page 8

fox box	van man	tap map	cat hat	dog log	house mouse	boat coat	jug rug	pin tin	ten hen	TOTAL
					cup	hen	pig	jam	fox	

Rhyme Production page 22

hen	cot	pack	jam	fox	TOTAL

Notes

PRE-LITERACY SKILLS RECORD

Auditory Memory page 23										
3 2	4 9	6 1	7 1 2	2 6 2	3 9 7	6 3 5 1	1 4 5 2	2 7 4 6 9	2 4 7 1 6	
		big boy	dog	seaside	kick	car	apples	book	cabbage	TOTAL

Syllable Segmentation page 24										
garden	window	farmer	caravan	elephant	Superman	station	telephone	pencil	anorak	TOTAL

Visual Discrimination page 25					
	cat	house	circle	'W' shape	'L' shape
					TOTAL

Visual Memory page 27						
a	RG	BY	GYB	YRG	YGBR	
	CS	TC	RTS	TCR	CSTR	
b						
c	olp	krs	rlos	pkrs	spiko	TOTAL

Notes

PRE-LITERACY SKILLS

CLASS / GROUP RECORD

Date

Name	Auditory Discrimination	Auditory Recognition	Auditory Sound Blending	Rhyme Detection	Rhyme Production	Auditory Memory	Syllable Segmentation	Visual Discrimination	Visual Memory