

## Working Together

# Student Profile





\* To assist developing pupils.

\* Teachers can plan better to assist and focus more on reading instructions effectively.

\* Prepare instructional plans for pupils. Both Teacher and Parents should cooperate and fill out the information on the pupil.

Teacher Student Manual : The Reading Approach for Infant One PART 3

 	<b>Student Name:</b>			
	<b>Student Address:</b>			
	<b>Male:</b> <input type="checkbox"/>	<b>Female:</b> <input type="checkbox"/>	<b>Ethnic Origin:</b>	<b>Religion:</b>
	<b>Date of Birth:</b>		<b>Present Age:</b>	
	<b>Student Registration Number:</b>			
	<b>E.A.R Number:</b>		<b>Date Admission:</b>	
	<b>School:</b>		<b>District:</b>	
<b>Mother's Name</b>				
<b>Mother's Address</b>				
<b>Mother's Contacts</b>	<b>Phone Numbers:</b>			
		<b>e-mail:</b>		
<b>Father's Name</b>				
<b>Father's Address</b>				
<b>Father's Contacts</b>	<b>Phone Numbers:</b>			
		<b>e-mail:</b>		
<b>Guardian's Name</b>		<b>Relationship:</b>		
<b>Guardian's Address</b>				
<b>Guardian's Contacts</b>				
		<b>e-mail:</b>		

Any significant Health FACTORS that the school needs to know of the Pupil?

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Any impairment? Physical \_\_\_\_\_ (please specify):

Vision: \_\_\_\_\_ Speech \_\_\_\_\_ Hearing \_\_\_\_\_

Other Factors: e.g. Suspected or Diagnosed Learning Disability)

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**IF YES, PLEASE NOTE THAT THERE MUST BE PROPER medical documentation as proof of any illnesses which needs to be brought in as soon as possible.**

State any significant childhood experience which could have affected your child's school performance and behaviour.

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**Hobbies/interests**

**Favorite subjects**

**Likes**

<p>Inappropriate Behaviours</p>																					
<p>Replacement Behaviours</p>																					
<p><b>Accommodations to assist the student in displaying the replacement behavior:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> clear, concise directions</td> <td><input type="checkbox"/> supervise free time</td> </tr> <tr> <td><input type="checkbox"/> frequent reminders/prompts</td> <td><input type="checkbox"/> avoid strong criticism</td> </tr> <tr> <td><input type="checkbox"/> frequent breaks/vary activities</td> <td><input type="checkbox"/> predictable, routine schedule</td> </tr> <tr> <td><input type="checkbox"/> teacher/staff proximity</td> <td><input type="checkbox"/> specified study area</td> </tr> <tr> <td><input type="checkbox"/> reprimand the student privately</td> <td><input type="checkbox"/> preferential seating</td> </tr> <tr> <td><input type="checkbox"/> modify assignments</td> <td><input type="checkbox"/> avoid power struggles</td> </tr> <tr> <td><input type="checkbox"/> review rules &amp; expectations</td> <td><input type="checkbox"/> specifically define limits</td> </tr> <tr> <td><input type="checkbox"/> provide alternate recess</td> <td><input type="checkbox"/> avoid physical contact</td> </tr> <tr> <td><input type="checkbox"/> provide cooling off period</td> <td><input type="checkbox"/> provide highly-structured setting</td> </tr> <tr> <td><input type="checkbox"/> communicate regularly with parents</td> <td><input type="checkbox"/> other _____</td> </tr> </table>		<input type="checkbox"/> clear, concise directions	<input type="checkbox"/> supervise free time	<input type="checkbox"/> frequent reminders/prompts	<input type="checkbox"/> avoid strong criticism	<input type="checkbox"/> frequent breaks/vary activities	<input type="checkbox"/> predictable, routine schedule	<input type="checkbox"/> teacher/staff proximity	<input type="checkbox"/> specified study area	<input type="checkbox"/> reprimand the student privately	<input type="checkbox"/> preferential seating	<input type="checkbox"/> modify assignments	<input type="checkbox"/> avoid power struggles	<input type="checkbox"/> review rules & expectations	<input type="checkbox"/> specifically define limits	<input type="checkbox"/> provide alternate recess	<input type="checkbox"/> avoid physical contact	<input type="checkbox"/> provide cooling off period	<input type="checkbox"/> provide highly-structured setting	<input type="checkbox"/> communicate regularly with parents	<input type="checkbox"/> other _____
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<input type="checkbox"/> communicate regularly with parents	<input type="checkbox"/> other _____																				
<p>Method of Measuring Progress</p>	<p>How to know the plan is working.</p> <table border="0"> <tr> <td><input type="checkbox"/> direct observation</td> <td><input type="checkbox"/> daily behavior sheet</td> <td><input type="checkbox"/> weekly behavior sheet</td> </tr> <tr> <td><input type="checkbox"/> charting/graphing</td> <td><input type="checkbox"/> self-monitoring</td> <td><input type="checkbox"/> number of discipline referrals</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> other: _____</td> </tr> </table>	<input type="checkbox"/> direct observation	<input type="checkbox"/> daily behavior sheet	<input type="checkbox"/> weekly behavior sheet	<input type="checkbox"/> charting/graphing	<input type="checkbox"/> self-monitoring	<input type="checkbox"/> number of discipline referrals	<input type="checkbox"/> other: _____													
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<input type="checkbox"/> other: _____																					
<p>Positive Consequences for Positive Behaviour</p>	<p>What can the student earn?</p> <table border="0"> <tr> <td><input type="checkbox"/> verbal praise</td> <td><input type="checkbox"/> immediate feedback</td> <td><input type="checkbox"/> computer time</td> </tr> <tr> <td><input type="checkbox"/> earned privileges</td> <td><input type="checkbox"/> earned tokens/points</td> <td><input type="checkbox"/> positive call or note home</td> </tr> <tr> <td><input type="checkbox"/> tangible rewards</td> <td><input type="checkbox"/> free time</td> <td><input type="checkbox"/> positive visit to office</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> other _____</td> </tr> </table> 	<input type="checkbox"/> verbal praise	<input type="checkbox"/> immediate feedback	<input type="checkbox"/> computer time	<input type="checkbox"/> earned privileges	<input type="checkbox"/> earned tokens/points	<input type="checkbox"/> positive call or note home	<input type="checkbox"/> tangible rewards	<input type="checkbox"/> free time	<input type="checkbox"/> positive visit to office	<input type="checkbox"/> other _____										
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<input type="checkbox"/> tangible rewards	<input type="checkbox"/> free time	<input type="checkbox"/> positive visit to office																			
<input type="checkbox"/> other _____																					
<p>Negative Consequences for inappropriate Behaviour</p>	<p>What happens when student does not behave:</p> <table border="0"> <tr> <td><input type="checkbox"/> loss of points/tokens</td> <td><input type="checkbox"/> loss of privileges</td> <td><input type="checkbox"/> time out</td> </tr> <tr> <td><input type="checkbox"/> phone call home</td> <td><input type="checkbox"/> work detail</td> <td><input type="checkbox"/> detention</td> </tr> <tr> <td><input type="checkbox"/> send to office</td> <td><input type="checkbox"/> in-school suspension</td> <td><input type="checkbox"/> out-of-school suspension</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> escort to another area <input type="checkbox"/> other _____</td> </tr> </table>	<input type="checkbox"/> loss of points/tokens	<input type="checkbox"/> loss of privileges	<input type="checkbox"/> time out	<input type="checkbox"/> phone call home	<input type="checkbox"/> work detail	<input type="checkbox"/> detention	<input type="checkbox"/> send to office	<input type="checkbox"/> in-school suspension	<input type="checkbox"/> out-of-school suspension	<input type="checkbox"/> escort to another area <input type="checkbox"/> other _____										
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<input type="checkbox"/> escort to another area <input type="checkbox"/> other _____																					

# Word Analysis

LPK  
Reading & Reading



\* Prepare instructional plans for pupils using the tools and reading assessment strategies.

\* Tools to work in tandem with the Reader Approach texts for Infant 1.



- \* Phonemic Awareness
- \* Phonics
- \* Fluency
- \* Vocabulary
- \* Comprehension

# Phonics

## Recognising Lowercase Letters

1 minute 30 seconds



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Letter		Term 1	Term 2	Term 3
1.	t			
2.	m			
3.	a			
4.	d			
5.	o			
6.	c			
7.	g			
8.	i			
9.	n			
10.	h			
11.	s			
12.	f			
13.	v			
<b>Score</b>		/13	/13	/13

Letter		Term 1	Term 2	Term 3
1.	z			
2.	p			
3.	e			
4.	b			
5.	l			
6.	u			
7.	r			
8.	w			
9.	j			
10.	y			
11.	x			
12.	k			
13.	q			
<b>Score</b>		/13	/13	/13

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 9	10 - 20	21 - 25	26
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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# Phonics

## Recognising Capital Letters

1 minute 30 seconds



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Letter	Term 1	Term 2	Term 3
1. T			
2. M			
3. A			
4. D			
5. O			
6. C			
7. G			
8. I			
9. N			
10. H			
11. S			
12. F			
13. V			
<b>Score</b>	/13	/13	/13

Letter	Term 1	Term 2	Term 3
1. Z			
2. P			
3. E			
4. B			
5. L			
6. U			
7. R			
8. W			
9. J			
10. Y			
11. X			
12. K			
13. Q			
<b>Score</b>	/13	/13	/13

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 9	10 - 20	21 - 25	26
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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# Phonemic Awareness

## Individual Reading



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Blend / Segment sentences into words		1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
		1.	Mom and Dad put the lid on the pan.	
2.	The big pan gets a big lid.			
3.	Kim sat on the bed.			
4.	Dad set the lid on the pot and pan.			
5.	The mop got wet.			
6.	Kim and Liz had a nap on the bed			
7.	Mom can mop up the mud.			
Total Score		/7	/7	/7

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 2	3 - 5	6	7
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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# Phonemic Awareness

## Recognising

## High Frequency Words



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

45 seconds

	Words	Term 1	Term 2	Term 3
1.	radio			
2.	feud			
3.	knit			
4.	match			
5.	castle			
6.	school			
7.	lamb			
8.	ghost			
9.	wreck			
10.	often			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Phonemic Awareness

## Recognising

## High Frequency Words



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

45 seconds

	Words	Term 1	Term 2	Term 3
1.	laugh			
2.	knee			
3.	world			
4.	few			
5.	phone			
6.	honest			
7.	climb			
8.	maze			
9.	afraid			
10.	safe			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Phonemic Awareness

## Recognising High Frequency Words



1 minute 30 seconds

Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Sights Words		Term 1	Term 2	Term 3
1	<b>went</b>			
2	<b>three</b>			
3	<b>six</b>			
4	<b>four</b>			
5	<b>ten</b>			
6	<b>five</b>			
7	<b>seven</b>			
8	<b>nine</b>			
9	<b>eight</b>			
10	<b>jump</b>			
Score		/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	<b>green</b>			
2	<b>blue</b>			
3	<b>pink</b>			
4	<b>purple</b>			
5	<b>orange</b>			
6	<b>brown</b>			
7	<b>black</b>			
8	<b>white</b>			
9	<b>ball</b>			
10	<b>too</b>			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 7	8 - 15	16 - 19	20
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Observation

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# Phonemic Awareness

## Recognising

### 1st Dolch Sight Words



3 minutes

Name					
Term 1-Date:		Term 2-Date:		Term 3-Date:	

Sights Words		Term 1	Term 2	Term 3
1	the			
2	of			
3	and			
4	a			
5	to			
6	in			
7	is			
8	you			
9	that			
10	it			
11	he			
12	was			
13	for			
14	on			
15	are			
16	as			
17	with			
18	his			
19	they			
20	I			
Score		/ 20	/ 20	/ 20

Sights Words		Term 1	Term 2	Term 3
1	at			
2	be			
3	this			
4	have			
5	from			
6	or			
7	one			
8	had			
9	by			
10	words			
11	but			
12	not			
13	what			
14	all			
15	were			
16	we			
17	when			
18	your			
19	can			
20	said			
Score		/ 20	/ 20	/ 20

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 14	15 - 30	31 - 39	40
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Phonemic Awareness

## Recognising

### 1st Dolch Sight Words



3 minutes

Name					
Term 1-Date:		Term 2-Date:		Term 3-Date:	

Sights Words		Term 1	Term 2	Term 3
1	there			
2	use			
3	an			
4	each			
5	which			
6	she			
7	do			
8	how			
9	their			
10	if			
11	will			
12	up			
13	other			
14	about			
15	out			
16	many			
17	then			
18	them			
19	these			
20	so			
Score		/ 20	/ 20	/ 20

Sights Words		Term 1	Term 2	Term 3
1	some			
2	her			
3	would			
4	make			
5	like			
6	him			
7	into			
8	time			
9	has			
10	look			
11	two			
12	more			
13	write			
14	go			
15	see			
16	number			
17	no			
18	way			
19	could			
20	people			
Score		/ 20	/ 20	/ 20

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 14	15 - 30	31 - 39	40
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Phonemic Awareness

## Recognising

### 1st Dolch Sight Words



1 minute 30 seconds

Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Sights Words		Term 1	Term 2	Term 3
1	<b>my</b>			
2	<b>than</b>			
3	<b>first</b>			
4	<b>water</b>			
5	<b>been</b>			
6	<b>called</b>			
7	<b>who</b>			
8	<b>am</b>			
9	<b>its</b>			
10	<b>now</b>			
Score		/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	<b>find</b>			
2	<b>long</b>			
3	<b>down</b>			
4	<b>day</b>			
5	<b>did</b>			
6	<b>get</b>			
7	<b>come</b>			
8	<b>made</b>			
9	<b>may</b>			
10	<b>part</b>			
Score		/ 10	/10	/10

<b>Level</b>	<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advance</b>
<b>Total Score</b>	0 - 7	8 - 15	16 - 19	20
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Observation

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# Phonemic Awareness

## Vowel Teams



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 9	10- 18	19 - 24	25
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		Long Vowel a			Overall Observation
Sights Words		Term 1	Term 2	Term 3	
1	<b>lady</b>				
2	<b>tape</b>				
3	<b>claim</b>				
4	<b>away</b>				
5	<b>vein</b>				
Score		/ 5	/5	/5	

		Long Vowel e		
Sights Words		Term 1	Term 2	Term 3
1	<b>even</b>			
2	<b>these</b>			
3	<b>eat</b>			
4	<b>beep</b>			
5	<b>mean</b>			
Score		/ 5	/5	/5

		Long Vowel o		
Sights Words		Term 1	Term 2	Term 3
1	<b>focus</b>			
2	<b>slope</b>			
3	<b>moat</b>			
4	<b>grow</b>			
5	<b>toe</b>			
Score		/ 5	/5	/5

		Long Vowel i		
Sights Words		Term 1	Term 2	Term 3
1	<b>iron</b>			
2	<b>time</b>			
3	<b>high</b>			
4	<b>tied</b>			
5	<b>sky</b>			
Score		/ 5	/5	/5

		Long Vowel u		
Sights Words		Term 1	Term 2	Term 3
1	<b>music</b>			
2	<b>screw</b>			
3	<b>flute</b>			
4	<b>igloo</b>			
5	<b>blue</b>			
Score		/ 5	/5	/5

# Phonemic Awareness

## Tricky Letters



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 9	10- 18	19 - 24	25
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		Vowel Y		
Sights Words		Term 1	Term 2	Term 3
1	yank			
2	shy			
3	reply			
4	navy			
5	hazy			
Score		/ 5	/5	/5
		Soft C		
Sights Words		Term 1	Term 2	Term 3
1	face			
2	mice			
3	city			
4	circle			
5	circus			
Score		/ 5	/5	/5
		Soft G		
Sights Words		Term 1	Term 2	Term 3
1	gist			
2	age			
3	wage			
4	gym			
5	germ			
Score		/ 5	/5	/5

		Bossy R		
Sights Words		Term 1	Term 2	Term 3
1	perk			
2	girth			
3	turf			
4	fork			
5	shark			
Score		/ 5	/5	/5
		Bossy Magic Silent E		
Sights Words		Term 1	Term 2	Term 3
1	huge			
2	rude			
3	home			
4	grow			
5	kite			
Score		/ 5	/5	/5
		Letter S		
Sights Words		Term 1	Term 2	Term 3
1	crabs			
2	gloves			
3	dress			
4	boxes			
5	sings			
Score		/ 5	/5	/5



# Phonemic Awareness

## Diphthong



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

45 seconds

	Words	Term 1	Term 2	Term 3
1.	<b>crawl</b>			
2.	<b>fault</b>			
3.	<b>coin</b>			
4.	<b>coy</b>			
5.	<b>growl</b>			
6.	<b>spout</b>			
7.	<b>cloud</b>			
8.	<b>towel</b>			
9.	<b>royal</b>			
10.	<b>soil</b>			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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# Phonemic Awareness

## Digraphs



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

**45 seconds**

Words	Term 1	Term 2	Term 3
1. black			
2. chair			
3. shoe			
4. sing			
5. them			
6. mouth			
7. whale			
8. laugh			
9. eight			
10. phone			
Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Phonemic Awareness

## Consonant Blends



1 minute 30 seconds

Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Sights Words		Term 1	Term 2	Term 3
1	plane			
2	glue			
3	floor			
4	clock			
5	block			
6	brick			
7	crop			
8	drink			
9	frog			
10	grape			
Score		/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	pray			
2	trace			
3	skate			
4	slip			
5	spot			
6	start			
7	swan			
8	scat			
9	smash			
10	snake			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	0 - 7	8 - 15	16 - 19	20
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Observation

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# Fluency

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Reading & Reading



- \* Prepare instructional plans for pupils using the tools and reading assessment strategies.

- \* Tools to work in tandem with the Reader Approach texts for Infant 1.

- \* Phonemic Awareness

- \* Phonics

- \* Fluency

- \* Vocabulary

- \* Comprehension

# Fluency Rate

## Fluency Chart Progress



100 words = 60 Seconds Criterion.

If you choose a text that is 100 words long or more, here we will provide an example of how to quantify your records when assessing reading fluency. Most importantly, we will also provide the reading levels.

<b>FRUSTRATION LEVEL</b>	<ul style="list-style-type: none"> <li>His fluency rate is <u>59</u> or less words per minute. His/her accuracy is 92 - 93%.</li> </ul>
<b>INSTRUCTIONAL LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is <u>60 - 69</u> words per minute and accuracy is 94%.</li> </ul>
<b>INDEPENDENT LEVEL</b>	<ul style="list-style-type: none"> <li>The student's fluency rate is <u>70 - 100</u> words per minute and his/her accuracy is 95% - 98%.</li> </ul>
<b>ADVANCED LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is 101 words per minute or more and his/her accuracy is 99% - 100%.</li> </ul>

### Example of an Advanced Reader

The child chooses a text that is 117 words long and they take 65 seconds to read it. You used your Symbols & Markings Chart to assess your student's errors. They had three (3) errors. Here are the calculations:

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 60 =	Fluency Words Corrected Per Minute
117	-	3	=	114	÷	65	X 60 =	108

# Fluency

## Using the Formula



The table below is a very good tool to assess fluency for your pupils. The standard for measuring fluency is 100 words per minute. However, in the reading text, you would realise some of the passages are below and above 100 words. Therefore, for some of the passages the measure for fluency was divided.

Familiarise yourself with the rubric, rate and checklist. Listen to each child and record his or her initial fluency rate.

Have the pupils practise reading the passages.

Chart progress:

100 words = 60 seconds criterion.	75 words = 45 seconds criterion.
50 words = 30 seconds criterion.	25 words = 15 seconds criterion.

As the child reaches that progress mark, you can allow the child to progress to another passage. Use the passages in Chapter 3 in Reader Part 1, to assess your student's fluency.

### Fluency 60 Seconds Formula



Total Words Attempted in the Passage				Fluency
In 60 Seconds	-	Number of Errors	=	Words Corrected Per Minute
	-		-	

The table below is for the passages with more than 100 words.

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 60 =	Fluency Words Corrected Per Minute
	-		=		÷		X 60 =	

The formula below can be used for any passage as well as for random fluency checking.

# Fluency Rate

## Fluency Chart Progress



75 words = 45 Seconds Criterion.

If you choose a text that is 75 words long but less than 100 words, here we will provide an example of how to quantify your records when assessing reading fluency. Most importantly, we will also provide the reading levels.

<b>FRUSTRATION LEVEL</b>	<ul style="list-style-type: none"> <li>His fluency rate is <u>44</u> or less words per minute. His/her accuracy is 92 - 93%.</li> </ul>
<b>INSTRUCTIONAL LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is <u>45 - 48</u> words per minute and accuracy is 94%.</li> </ul>
<b>INDEPENDENT LEVEL</b>	<ul style="list-style-type: none"> <li>The student's fluency rate is <u>49 - 75</u> words per minute and his/her accuracy is 95% - 98%.</li> </ul>
<b>ADVANCED LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is 76 words per minute or more and his/her accuracy is 99% - 100%.</li> </ul>

### Example of an Independent Reader

The child chooses a text that is 94 words long and they take 50 seconds to read it. You used your Symbols & Markings Chart to assess your student's errors. They had 17 errors. Here are the calculations:

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 45 =	Fluency Words Corrected Per Second
94	-	17	=	77	÷	50	X 45 =	69

# Fluency Rate


## Fluency Chart Progress



75 words = 45 Seconds Criterion.

The formula below can be used for any passage as well as for random fluency checking.

**Fluency 45 Seconds Formula**



Total Words Attempted in the Passage					Fluency
In 45 Seconds	-	Number of Errors	=		Words Corrected Per Minute
	-		-		

The table below is for the passages with more than 75 words.

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 45 =	Fluency Words Corrected Per Minute
	-		=		÷		X 45 =	



# Fluency Rate

## Fluency Chart Progress



50 words = 30 Seconds Criterion.

If you choose a text that is 50 words long but less than 75 words, here we will provide an example of how to quantify your records when assessing reading fluency. Most importantly, we will also provide the reading levels.

<b>FRUSTRATION LEVEL</b>	<ul style="list-style-type: none"> <li>His fluency rate is <u>29</u> or less words per second. His/her accuracy is 92 - 93%.</li> </ul>
<b>INSTRUCTIONAL LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is <u>30 - 34</u> words per second and accuracy is 94%.</li> </ul>
<b>INDEPENDENT LEVEL</b>	<ul style="list-style-type: none"> <li>The student's fluency rate is <u>35 - 50</u> words per second and his/her accuracy is 95% - 98%.</li> </ul>
<b>ADVANCED LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is 51 words per second or more and his/her accuracy is 99% - 100%.</li> </ul>

### Example of an Independent Reader

The child chooses a text that is 48 words long and they take 32 seconds to read it. You used your Symbols & Markings Chart to assess your student's errors. They had two (2) errors. Here are the calculations:

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 30 =	Fluency Words Corrected Per Second
48	-	2	=	46	÷	32	X 30 =	43

# Fluency Rate


## Fluency Chart Progress



50 words = 30 Seconds Criterion.

The formula below can be used for any passage as well as for random fluency checking.

**Fluency 30 Seconds Formula**



Total Words Attempted in the Passage					Fluency
In 30 Seconds	-	Number of Errors	=		Words Corrected Per Minute
	-		-		

The table below is for the passages with more than 50 words.

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 30 =	Fluency Words Corrected Per Minute
	-		=		÷		X 30 =	

# Fluency Rate

## Fluency Chart Progress



**25 words = 15 Seconds Criterion.**

If you choose a text that is 25 words long but less than 50 words, here we will provide an example of how to quantify your records when assessing reading fluency. Most importantly, we will also provide the reading levels.

<b>FRUSTRATION LEVEL</b>	<ul style="list-style-type: none"> <li>His fluency rate is <u>14</u> or less words per second. His/her accuracy is 92 - 93%.</li> </ul>
<b>INSTRUCTIONAL LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is <u>15 - 17</u> words per second and accuracy is 94%.</li> </ul>
<b>INDEPENDENT LEVEL</b>	<ul style="list-style-type: none"> <li>The student's fluency rate is <u>18 - 25</u> words per second and his/her accuracy is 95% - 98%.</li> </ul>
<b>ADVANCED LEVEL</b>	<ul style="list-style-type: none"> <li>His/her fluency rate is 26 words per second or more and his/her accuracy is 99% - 100%.</li> </ul>

### Example of an Advanced Reader

The child chooses a text that is **37 words** long and they take **17 seconds** to read it. You used your Symbols & Markings Chart to assess your student's errors. They had three (**3**) errors. Here are the calculations:

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 15 =	Fluency Words Corrected Per Second
37	-	3	=	34	÷	17	X 15 =	30

# Fluency Rate


## Fluency Chart Progress



25 words = 15 Seconds Criterion.

The formula below can be used for any passage as well as for random fluency checking.

**Fluency 15 Seconds Formula**



Total Words Attempted in the Passage					Fluency
In 15 Seconds	-	Number of Errors	=		Words Corrected Per Minute
	-		-		

The table below is for the passages with more than 25 words.

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 15 =	Fluency Words Corrected Per Minute
	-		=		÷		X 15 =	

# Fluency

## Using the Formula



Here are the lists of the passages in Reader Part 1 Chapter 3 that has the diagnostic fluency approach. The passages can be individually read by pupils, either late term 1, into term 2. There are some Professional teachers that may start officially in term 2.

Letter Passages	Words	Per Minute
<b>a</b>	48 words =	15 seconds
<b>e</b>	49 words =	15 seconds
<b>i</b>	60 words =	30 seconds
<b>o</b>	37 words =	15 seconds
<b>u</b>	54 words =	30 seconds
<b>b</b>	78 words =	45 seconds
<b>c</b>	65 words =	30 seconds
<b>d</b>	69 words =	30 seconds
<b>f</b>	62 words =	30 seconds
<b>g</b>	56 words =	30 seconds
<b>h</b>	81 words =	45 seconds
<b>j</b>	87 words =	45 seconds
<b>k</b>	87 words =	45 seconds
<b>l</b>	111 words =	60 seconds

Letter Passages	Words	Per Minute
<b>m</b>	75 words =	30 seconds
<b>n</b>	82 words =	45 seconds
<b>p</b>	77 words =	45 seconds
<b>q</b>	118 words =	45 seconds
<b>r</b>	101 words =	60 seconds
<b>s</b>	91 words =	45 seconds
<b>t</b>	100 words =	60 seconds
<b>v</b>	101 words =	60 seconds
<b>w</b>	88 words =	45 seconds
<b>x</b>	76 words =	45 seconds
<b>y</b>	69 words =	30 seconds
<b>z</b>	79 words =	45 seconds

# Fluency Prosody



Here is a very good rubric for assessing Prosody from Rasink (2009) in your students.

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

# Fluency Vocabulary



Instructional phonics without the knowledge of the vocabulary will be meaningless in reading. The pronunciation is important. It has been proven that exposing students to a large amount of words, increases the potential for incidental learning based on context.

However, based on the table below, when teaching reading, pay attention to the following important points and rubric numbering.

1.	The student has no knowledge of the meaning of the word.	<input type="checkbox"/>
2.	The student has little sense of the meaning of the word.	<input type="checkbox"/>
3.	Still, with the aid of context, the student has little sense of the meaning of the word.	<input type="checkbox"/>
4.	Based on his knowledge, the student constructed a meaning of the word that was not a correct but fair idea of the meaning.	<input type="checkbox"/>
5.	The student was able to give an excellent meaning of the word by not only explaining the meaning in a constructivist manner, but applied it in context very smoothly.	<input type="checkbox"/>

# Fluency Comprehension



"The highest level of comprehension is when material is read to the student." (Unknown)

Make sure the model teaching is done first. (Reader Part 1 Chapter 3).

Here is a very good checklist for assessing comprehension with your students. Once you learn what to expect, together with the proper vocabulary (technical jargons), the checklist may not always be needed, because you will know what to look for from each child.

Important : Comprehension rate: **Mild** (Limited Knowledge)  
**Fair** (Good Knowledge)  
**Excel** (Great Knowledge)

1.	Allow them to think about what they already know about the topic. _____ →	<input type="checkbox"/>
2.	Based on the pictures they have seen, allow them to look for clues, then based on their prior knowledge, let them predict what they think will happen. _____ →	<input type="checkbox"/>
3.	During the story, ask the students whether their prediction still makes sense, based on what they are hearing of the story so far. _____ →	<input type="checkbox"/>
4.	Ask the pupil to make new predictions. _____ →	<input type="checkbox"/>
5.	Have them identify describing words that make the passage colourful. _____ →	<input type="checkbox"/>
6.	Connect the student to the author's experience regarding the cues in the passage. Observe the characters. _____ →	<input type="checkbox"/>
7.	The passage has a storyline that allows the pupil to identify a problem and solve it. _____ →	<input type="checkbox"/>
8.	The student can retell part or the whole story. _____ →	<input type="checkbox"/>
9.	The student compares his/her personal episode with a particular passage. Can the student synthesise? _____ →	<input type="checkbox"/>



# Running Records

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Reading & Reading



There are 5 running record assessments. The teacher can choose any 3; 1 per term. For the first term, the running record can be done almost to the end of the term.



The final 2 can be administered at the beginning of the term.

This is a good tool to work in tandem with the Reader Approach texts for Infant 1.

# Running Records Introduction



The running record does not really focus on the speed of the child but allows the teacher to record a child's reading behaviour as he reads from the book. Running records give a more accurate measure of the pupil's ability to handle texts at the assessed level. Taking running records improves with experience. Don't worry.

**Familiarise yourself with the following important terms.**

## Errors " E "

The teacher ticks off the box when the child leaves out a word, puts in his own word, substitutes another word for a word in the text and if the teacher had to say the word for the student.

## Self-correcting " SE "

This is not an error, but the teacher ticks off the box when the child realizes he made an error, but corrects himself.

## Meaning " M "

Meaning is important. The child takes the cue to make sense of text by thinking about the background of the story, the pictures and sentences. You assess comprehension here. The child may want to stop and tell you what he knows. Allow him to do so and circle accordingly.

## Structure " S "

Structure refers to the syntax. Implicit knowledge of structure helps the child to know if what he reads sounds correct, for example, "pear and peer".

## Visual " V "


Visual information is related to the **look of the letter** in a word and the word itself. A reader uses visual information when he or she applies his/her phonemic awareness and phonetic principles.

# Running Records Symbols & Markings



Here is a sample of the symbols to learn thoroughly, so you can automatically apply them, when practised.

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

Reading Behaviour	Marking Convention	Example
Accurate word reading	✓ check mark above each correctly read word	✓     ✓     ✓ The brown dog...
Substitutions (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word	✓ <u>brave</u> ✓ The brown dog...
Omission (one error)	— long dash	✓     —     ✓ The brown dog...
Insertion (one error)	Λ caret in the extra word	✓ <u>little</u> ✓ The Λ brown dog...
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	✓     R     ✓ The brown dog...
Repetition of phrase (no error)	R with line and arrow to the point where the reader returned to repeat	←——— R The brown dog...
Self- correction (no error)	SC after the error to indicate corrected error	✓ <u>brave</u> /SC   ✓ The brown dog...
Intervention / unable to read word - word told (one error)	Write T above the word if you tell the student the word (after 15-10 second wait)	T The brown dog...
Beginning Sound (no error) (Optional)	Mark the sound above and a ✓ check if s/he follows with a correct word	✓     b/   ✓     ✓ The brown dog...
Appeal to teacher for help (no error if student reads word correctly) (optional)	Mark A above word	✓     A     ✓ The brown dog...
Reversal of words	Mark with a wavy line 	The <del>br</del> own dog.

# Running Records Symbols & Markings



Here is another sample of the symbols to learn thoroughly, so you can automatically apply them, when practised.

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

READING BEHAVIOUR	CODE	EXAMPLE	ERROR
Accurate Reading	√	√ √ √ √ √ √ √ √ I saw the cat run in the house.	No error
Substitution	<u>stopping</u>	<u>stopping</u> The truck stopped for the school bus.	1 error for each
Repetition	←----- home when R	←-----R The girl was at home when dad left.	No error
Self-correction	sc <u>cub</u> cube	sc <u>cub</u> Put the ice cube back in the glass.	No error
Omission	_____ winter	_____ We like playing winter sports.	1 error for each
Insertion	over ^	over Come ^ to my house to swim.	1 error for each
Sounding Out	<u>d-i-g</u> dog	<u>d-i-g</u> My dog is in the backyard.	1 error
Spelling Word	<u>M-A-N-Y</u> many	<u>M-A-N-Y</u> We have too many candies.	1 error
Told by Teacher	T just	T Just get your work done!	1 error
Appeal by Student	A said	A I said I wanted to leave.	No error unless T
Long Pause	//	There are too // many people.	No error

**REPEATED SUBSTITUTIONS:**

If the student makes an error, e.g., "run" for "ran" and substitutes it repeatedly, it counts as an error each time. However, the substitution of a proper name is counted as an error only the first time.

**CONTRACTIONS:**

Count as one error. Words mispronounced due to a speech problem or dialect may be coded but is not counted as an error.

**REFERENCES:**

DRA Facilitator's Guide, Celebration Press 2002, pages 40 to 41  
Guided Reading: Good First Teaching For All Children, Fountas & Pinell, page 91

# Running Records

## Sample of Work



Here is a professional sample of a completed running record.

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

page	E = errors M = meaning S-C = self-correction S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	M	S	V	M	S	V
4	✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.								
5	✓ ✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ ✓ p/v ✓ ✓ It rolls past the cows. ✓ R ✓ ✓ Faster and faster.	1		M	S	V			
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1		M	S	V	M	S	V
7	✓ ✓ ✓ ✓ Rz ✓ water The wheel rolls toward the river. ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1		M	S	V	M	S	V
8	✓ ✓ ✓ ✓ in/sc ✓ ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ ✓ It rolls out the door. ✓ ✓ ✓ Faster and faster. ✓ ✓ ✓ R The wheel rolls through the town.	1	1	M	S	V	M	S	V
9	✓ ✓ ✓ ✓ P/R ✓ R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.								
10	✓ ✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. ✓ ✓ ✓ ✓ track/sc The wheel is on the truck.	1		M	S	V	M	S	V
<b>Totals</b>		<b>8</b>	<b>3</b>						

Accuracy Rate: 92%

Error Rate: 1:12

Self-correction Rate: 1:4

# Running Records

## Sample of Work



Here is another professional sample of a running record

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

"Old Ben Bailey Meets His Match"		10	4	Information used	
Page	Word count : 100	Errors	Self-corrections	Errors	Self-corrected
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>on</u> ✓ ✓ ✓ ✓ Big Les and Lester, his son, lived in No-End Hollow and ✓ <u>fix/sc</u> ✓ ✓ ✓ ✓ <u>dog</u> ✓ ✓ ✓ ✓ raised foxhounds for a living. Their dogs were the finest ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ hounds in all that part of Tennessee. People came from ✓ ✓ ✓ <u>on/sc</u> ✓ ✓ ✓ ✓ ✓ ✓ North Carolina, Georgia, and Alabama to buy foxhounds ✓ ✓ from them.	1		m s v	
	✓ ✓ <u>and/sc</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Now Lester had a pet hound that was not for sale to ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ anybody. Funny Face was his name—Funny for short. Lester ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>fifteen</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ had been offered as high as fifty dollars for Funny, and that ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ was a mighty big price at that time. But Lester loved Funny ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>every/sc</u> too much to sell him to anybody.	11	11	m s v	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Funny followed Lester everywhere he went.	1	1	m s v	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ The dog is going to be caught and guy will keep him and give him back when boy is going back to school. They like each other in the end.	1	1	m s v	

# Running Records

## The Analysis



### The Q Analysis

This Qualitative Analysis is based on the observations that the teacher makes during the running record. This is where the teacher pays attention to the intonation, phrasing and fluency. Teachers must observe how the child uses the cues to help him to read. Provide prompts and listen to how the child responds. With this, the teacher can create a good enough idea of the student's developmental reading progress.

### Error Rate

The rate is expressed as a ratio.  
 Total words / total errors = Error rate

FORMULA:  $TW / E = ER$

Example:

86 WORDS / 7 ERRORS = 12.28 (12 rounded off to the nearest whole number)

The ratio is expressed as 1:12

This means, that for each error made, the child read approximately 12 words correctly.

### Accuracy Rate

Accuracy rate is expressed as a percentage.

Total words read - total errors) / total words read x 100 = Accuracy rate

FORMULA:  $(TW / E) / TW \times 100 = AR$

Example:

$(86 - 7) / 86 \times 100 = \text{Accuracy rate}$

$79 / 86 \times 100 = \text{Accuracy rate}$

= 91.8%, or **92%** rounded to the nearest whole number

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	84 and below	85% 89%	90% - 94%	95 - 100%

# Running Records

## The Analysis



### Self-Correction Rate

The rate is expressed in ratio.

(Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate

**FORMULA:**  $( E / SC ) / SC = SC$

**Example:**

$(7 + 3) / 3 = \text{Self-correction rate.}$

$11 / 3 = 3.666$ , or 4 rounded to the nearest whole number.

The self-correction rate is expressed as 1:4.

This means that the student corrects approximately 1 out of every 4 errors.

### IMPORTANT

If a student is self-correcting at a rate of 1:4 or less, this indicates that he or she is self-monitoring his or her reading.

### Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Level Rating:		Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		84 and below	85% - 89%	90% - 94%	95 - 100%

Assessment Summary:

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# RR1 Running Records



This is to be attempted once

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 47	Lesson: The Vowel Aa			Information Used	
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E SC
48 Words					M S V M S V
<p><b>Appa</b> the black 'a a a' ant, had                      avocados tucked away in the tree                      trunk for lunch.</p>					
<p><b>Appa</b> decided to share with his                      friend Wham, and they both                      enjoyed the taste of the                      delicious fruit.</p>					
<p>Do you know any other fruit that                      has the letter 'a' in it?</p>					

# RR1 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 47: Lesson: The Vowel Aa

**Error Rate ( Work out the answer below)**  
 Total words / total errors = Error rate  
**FORMULA:  $TW / E = ER$**

**Accuracy Rate( Work out the answer below)**  
 Total words read - total errors) / total words read x 100 = Accuracy rate  
**FORMULA:  $(TW / E) / TW \times 100 = AR$**

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 - 100%

**Self-Correction Rate**  
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.  
**FORMULA:  $(E / SC) / SC = SC$**

# RR1 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

**Page 47: Lesson: The Vowel Aa**

**Fluency and Prosody**  
 To assess reading fluency. Turn to page 50 in the student reader Part 1.  
 Use rubric to assess prosody. Turn to page 23 in the Manual.

**Comprehension**  
 Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, more model reading would required as well.

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
<b>Level Rating:</b>					
	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader	
	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	
	84 and below	85% 89%	90% - 94%	95 - 100%	

**Assessment Summary:**

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RR2

# Running Records



This is to be attempted once

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page: 51	Lesson: The Vowel Ee			Information Used			
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E	SC	
			M S V    M S V				
49 Words							
Edgar the pretty hen, went to sit on her eggs, because she was tired							
As she sat down, she heard the 'e e e' sound coming from the neighbour's yard.							
She thought about what it could be and went right back to finish her rest.							

# RR2 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

**Page 51: Lesson: The Vowel Ee**

**Error Rate ( Work out the answer below)**  
 Total words / total errors = Error rate  
**FORMULA:  $TW / E = ER$**

**Accuracy Rate( Work out the answer below)**  
 Total words read - total errors) / total words read x 100 = Accuracy rate  
**FORMULA:  $(TW / E) / TW \times 100 = AR$**

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 - 100%

**Self-Correction Rate**  
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.  
**FORMULA:  $(E / SC) / SC = SC$**

# RR2 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

**Page 51: Lesson: The Vowel Ee**

**Fluency and Prosody**

To assess reading fluency. Turn to page 54 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 23 in the Manual.

**Comprehension**

Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, more model reading would be required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Level Rating:	Frustration Struggling Reader	<input style="width: 60px; height: 30px;" type="text"/>	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
	84 and below	85% 89%	90% - 94%	95 - 100%	

Assessment Summary:

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RR3

# Running Records



This is to be attempted once

Name	Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:

Page: 55	Lesson: The Vowel Ii			Information Used		
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
60 Words					M S V	M S V
Igee was a cute lizard who loved playing in my mother's garden.						
Every afternoon, Igee climbs the fig trees looking for food. One day, my Mom saw me looking curiously at the fig trees, and she asked, "Are you okay?"						
I told my Mom about the discovery and she laughed and said, "That's an 'i i' iguana sweedy".						

# RR3 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 55: Lesson: The Vowel Ii

**Error Rate ( Work out the answer below)**  
 Total words / total errors = Error rate  
**FORMULA:  $TW / E = ER$**

**Accuracy Rate( Work out the answer below)**  
 Total words read - total errors) / total words read x 100 = Accuracy rate  
**FORMULA:  $(TW / E) / TW \times 100 = AR$**

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 - 100%

**Self-Correction Rate**  
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.  
**FORMULA:  $(E / SC) / SC = SC$**



# RR3 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

**Page 55: Lesson: The Vowel Ii**

**Fluency and Prosody**  
 To assess reading fluency. Turn to page 58 in the student reader Part 1.  
 Use rubric to assess prosody. Turn to page 23 in the Manual.

**Comprehension**  
 Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, more model reading be required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
<b>Level Rating:</b>					
Frustration Struggling Reader		Instructional Developmental Reader		Independent Fluent Reader	Advanced Reader
<input style="width: 60px; height: 30px;" type="text"/>		<input style="width: 60px; height: 30px;" type="text"/>		<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
84 and below		85% 89%		90% - 94%	95 - 100%

Assessment Summary:


RR4

# Running Records



This is to be attempted once

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 59	Lesson: The Vowel Oo			Information Used			
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E	SC	
37 Words					M	S	V
It was a sunny day, Ostrich, Owl, Octopus and Oxen were chatting in the park.							
A wind blew and Owl flew "o o o" off the branch.							
Frightened, Octopus called doctor Otter, and he came right away.							

# RR4 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 59: Lesson: The Vowel Oo

**Error Rate ( Work out the answer below)**  
 Total words / total errors = Error rate  
**FORMULA:  $TW / E = ER$**

**Accuracy Rate( Work out the answer below)**  
 Total words read - total errors) / total words read x 100 = Accuracy rate  
**FORMULA:  $(TW / E) / TW \times 100 = AR$**

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 - 100%

**Self-Correction Rate**  
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.  
**FORMULA:  $(E / SC) / SC = SC$**

# RR4 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

**Page 59 Lesson: The Vowel Oo**

**Fluency and Prosody**

To assess reading fluency. Turn to page 63 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 23 in the Manual.

**Comprehension**

Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, this means more model reading is required as well.

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader	
	<input style="width: 60px; height: 30px;" type="text"/> □	<input style="width: 60px; height: 30px;" type="text"/> □	<input style="width: 60px; height: 30px;" type="text"/> □	<input style="width: 60px; height: 30px;" type="text"/> □	<input style="width: 60px; height: 30px;" type="text"/> □
	84 and below	85% 89%	90% - 94%	95 - 100%	

**Assessment Summary:**

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RR5

# Running Records



This is to be attempted once

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page: 64	Lesson: The Vowel Uu			Information Used						
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E	SC				
54 Words					M	S	V	M	S	V
Umar was under the bus shed, waiting for the school bus to arrive.										
It was not raining, but Umar always had her umbrella.										
When the bus came, she climbed 'u u u' up the steps and walked down to meet the rest of us.  Off we went, passing 'u u u' under the flyover.										

# RR5 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 64: Lesson: The Vowel Uu

**Error Rate ( Work out the answer below)**  
 Total words / total errors = Error rate  
**FORMULA:  $TW / E = ER$**

**Accuracy Rate( Work out the answer below)**  
 Total words read - total errors) / total words read x 100 = Accuracy rate  
**FORMULA:  $(TW / E) / TW \times 100 = AR$**

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 - 100%

**Self-Correction Rate**  
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.  
**FORMULA:  $( E / SC ) / SC = SC$**

# RR5 Running Records

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 64 Lesson: The Vowel Uu

**Fluency and Prosody**

To assess reading fluency. Turn to page 67 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 23 in the Manual.

**Comprehension**

Use Comprehension checklist. A professional teacher knows how important it is ask certain questions of certain students. Remember if the student fell in the frustration level, more model reading would be required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Level Rating:	<b>Frustration Struggling Reader</b> <input type="text"/> 84 and below		<b>Instructional Developmental Reader</b> <input type="text"/> 85% 89%		<b>Independent Fluent Reader</b> <input type="text"/> 90% - 94%	<b>Advanced Reader</b> <input type="text"/> 95 - 100%

Assessment Summary:


# 5 Week Starter Scheme of Work



\* Here are 5 weeks of a prepared instructional plan for teachers, using a structured scheme of work only for implementing reading. However, a full sequence of implementing reading in all terms are highlighted differently for teachers to populate precisely, when creating their scheme of work.

Phonemic Awareness

Phonics

Hand Writing

Fluency: Reading Comprehension

Fluency: Reading Vocabulary

Spelling



# Reading Structure

## Getting Ready To Read



**Pre—Reading (Concept should also be integrated in between school terms)**

**At the end of these reading goals the pupils would be able to:**

- See a lot of visible print. Example: newspapers, bills, e-mails, bulleting boards, posters paintings etc.
- Apply listening skills when the teacher reads in a natural and cheerful voice.
- Engage Play psychology daily.
- Enjoy make up stories with their teacher.
- Tell their story, even if it's from a familiar story they would have heard.
- Listen to predictable stories, as it will encourage them to ask questions and discuss it among their peers.
- Know how to handle a book, by turning the pages for themselves, pointing to pictures and words as the teacher reads.

**Rhyming, Alliteration & Syllabicating**

**(Concepts to be done before and after phonics)**

**At the end of these reading goals the pupils would be able to:**

- Understand rhyme and alliteration by gaining the ability to analyse and manipulate the sound structure of language. This means they would be able to engage in activities that require them to identify, segment, blend and manipulate syllables and sounds in words.

This can occur when the teacher is audible and when the student applies the knowledge after learning phonics.

# Reading Structure

## Beginning to Sound Words



### Short Letter Names & Sounds

(The A–Z concept should be implemented in the first 5 weeks of the first term and revised in third term of the school terms.)

At the end of these reading goals the pupils would be able to:

- Give a sound to identify a letter and identify a letter and produce a sound.
- Write letters associated with the sounds to spell words. Know:
  - t m a d o c g
  - i n h s f
  - v z p e b
  - L u r w j
  - y x k q
- Spanish Blends ( a e i o u)
- Short a CVC Words (Throughout Term)
- Short e CVC Words (Throughout Term)
- Short i CVC Words (Throughout Term)
- Short o CVC Words (Throughout Term)
- Short u CVC Words (Throughout Term)
- Individual Phonics Sentences (Throughout Term)



# Reading Structure

## Beyond CVC Words

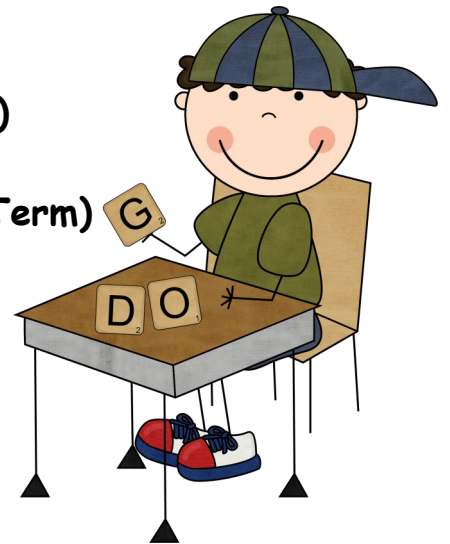


### Phonemic Awareness Fluency Vocabulary & Comprehension

(The Concepts sequenced here should be done throughout the school terms.) However, it is important that there is consistency throughout. Keep momentum. Ensure a letter combination is taught daily.

At the end of these reading goals the pupils would be able to:

- Read common high frequency words and sentences.
- Read, spell and apply sight words in basic reading sentences and comprehension experiences.
- Spell all words with phonics-based strategies.
- Read compound words.
- Use advanced phonic elements to recognize words.
  
- Basic Vowel Teams ( Throughout the first Term)
- Tricky Letters (Throughout the 1st & 2nd Term)
- Double Consonants (Throughout the 1st & 2nd Term)
- Consonant Blends (Throughout the first Term)
- Digraphs (Throughout the Term)
- Diphthongs (Throughout the Term)
- Reading assessments are to be done when there is a need for a particular pupil and class. Follow instructions accordingly.



# Phonemic Awareness



## 1<sup>st</sup> 100 Dolch Sight Word List

NOTE: The words are placed per week, just to indicate that those are the words that can be taught in that week. However, teachers are not expected to complete all the words given for a particular week.

Example: Week 2 & 4. Check Reader Part 2 for Sight Word Activities.

Week 1 t m a d c g	to a at do go am	6
Week 2 i n h s f	if is in of as so an on be I and the for his can had this that said him into than has	31
Week 3 v z p e b	have one each she time then them these see some been get come made	14
Week 4 l u r w j	people two write other about up will out her their would which how more could was are with from or words but what all were we number when there use first called who now long down part	37
Week 5 y x k q	By you they your many make like look way my day may	12

# Phonemic Awareness

## Reading Log



#	Date Started	Date Finished	Name of Story	Basic Rating
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

# Phonemic Awareness

## Reading Log



#	Date Started	Date Finished	Name of Story	Basic Rating
15.	5			
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				

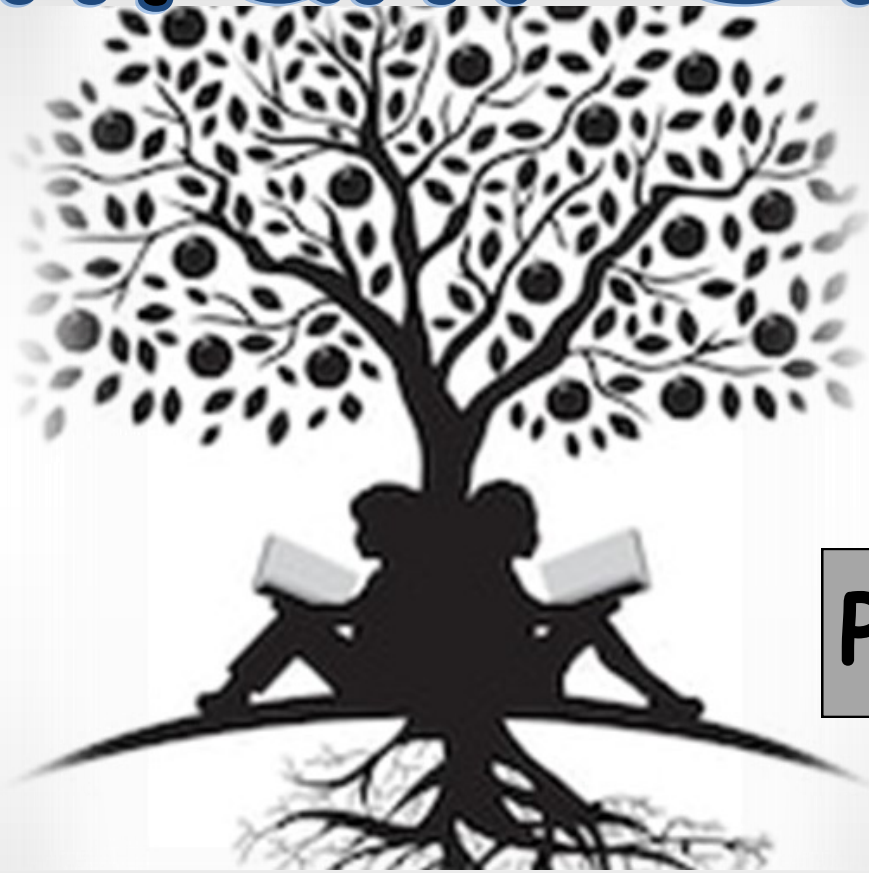
# Phonemic Awareness

## Reading Log



#	Date Started	Date Finished	Name of Story	Basic Rating
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				

# Teacher Student Manual For Infant One



Part 3

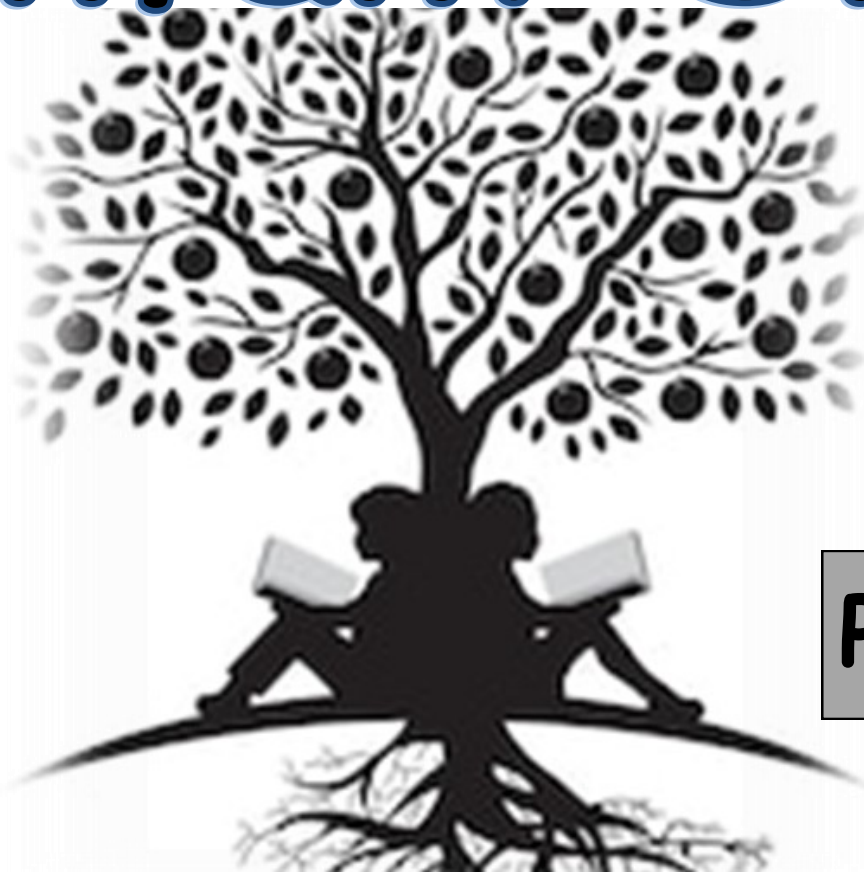
The Analytical Entrance to Reading

*By Loren Paula Knights*

(MBA., B.Ed. in Special Education)



# Teacher Student Manual For Infant One



Part 3

The Analytical Entrance to Reading

*By Loren Paula Knights*

(MBA., B.Ed. in Special Education)

## Preface

### Creating Better Development Reading for All

In the system of Primary school instructions, the method by which phonics is taught holds profound implications for student success. Traditional approaches, epitomized by programs like Jolly Phonics, may inadvertently pose challenges for students with reading and writing disabilities. Research suggests that a simultaneous introduction of individual alphabet letters, long vowels, blends...digraphs can lead to cognitive confusion, particularly for those with conditions like Dyslexia. In response to these challenges, the LPKReading Phonics Method begins as a differentiated alternative, prioritizing sequential learning, multi-sensory techniques, and structured handwriting practices to better cater to the diverse needs of young learners.

However, Jolly Phonics must be commended and respected for their movement reading concept where each letter has an action that can be applied for both the developing child and the child with special needs. Here's why the traditional approach can be challenging for students with special needs, such as Dyslexia:

#### **Cognitive Confusion:**

##### 1. Overwhelming Complexity:

Traditional phonics programs often introduce a multitude of concepts simultaneously, such as individual letters, long vowels, blends, and diagraphs. This complexity can overwhelm students, particularly those with learning disabilities.

##### 2. Difficulty in Conceptualization:

For students with Dyslexia, the blending of various phonics elements can impede their ability to form clear associations between letters and sounds, hindering the foundational understanding needed for successful reading and writing.

## Preface

### **Lack of Handwriting Method:**

#### 1. Unstructured Handwriting Practice:

Traditional phonics methods may not provide a systematic approach to handwriting practice. This can be problematic for students with disabilities who require a structured and sequential method to develop fine motor skills.

#### 2. Neglect of Motor Skill Progression:

The absence of a proper handwriting method, especially one that starts with simpler strokes, can be a barrier for students with disabilities. The progression from straight lines to curves is vital for motor skill development.

## The LPKReading Phonics Method:

The LPKReading Phonics Method offers an alternative, differentiated approach to address the challenges associated with traditional phonics programs:

#### 1. **Sequential Introduction:**

LPKReading Phonics focuses on a sequential introduction of concepts, starting with individual alphabet letters. This helps students build a strong foundation before introducing more complex phonics elements.

#### 2. **Multisensory Techniques:**

The method incorporates multisensory techniques to reinforce letter-sound associations. This is particularly beneficial for students with learning disabilities, as it engages multiple senses to enhance learning.

#### 3. **Structured Handwriting Practice:**

LPKReading Phonics recognizes the importance of structured handwriting practice. It introduces the 'Straight Line Method' first, followed by the progression to 'Straight then Curve Line, to Curve Lines'. This approach ensures that students with disabilities can develop fine motor skills systematically and explicitly.

## Preface

### 4. Differentiated Instruction:

LPKReading Phonics employs a differentiated instruction approach, allowing teachers to tailor their methods to the individual needs of each student. This flexibility is crucial for accommodating diverse learning styles and abilities.

Emphasizing a sequential, multisensory, and differentiated approach, the LPKReading Phonics Method aims to create a more accessible and effective learning experience, especially for students with reading and writing disabilities.

Teaching LPKReading Phonics using the Alphabet Method is crucial for early childhood education and Primary education, particularly for students with special needs or reading disabilities. The method emphasizes a systematic and differentiated approach to build a strong foundation in phonics. Here's a comprehensive guide on the procedure and its significance:

## Why Start with the Letters of the Alphabet ?

### 1. Building the Foundation:

The letters of the Alphabet are the building blocks of language. Teaching them first, provides a solid foundation for understanding the relationships between letters and sounds.

### 2. Cognitive Connection:

Students need to develop a cognitive connection with individual letters before moving on to more complex phonics concepts. This step ensures a clear understanding of each letter's identity and sound.

### 3. Simplicity for Special Needs:

Traditional phonics combinations (long vowels, diphthongs, digraphs) can be overwhelming, especially for students with dyslexia. Focusing on individual letters reduces confusion and allows for a more accessible learning experience, preparing a stronger foundation with alphabet letters then transitioning to long vowels and more.

## Preface

### Importance of Penmanship with Phonics:

#### 1. Motor Skills Development:

Handwriting practice enhances fine motor skills, crucial for a 5-year-old's overall development. For students with reading or writing disabilities, this practice aids in refining motor coordination.

#### 2. Kinesthetic Learning:

Combining phonics with penmanship engages kinesthetic learning, reinforcing letter-sound associations through physical movement.

#### 3. Sequential Learning:

Teaching letter formation right after letter identification helps in sequential learning. This approach ensures that as each letter is learnt, students immediately practice writing it.

### Reading and Writing Disabilities:

#### 1. Dyslexia:

**Symptoms:** Difficulty in phonological processing, poor word decoding, reading below grade level, struggles with spelling and writing.

#### 2. Dysgraphia:

**Symptoms:** Impaired handwriting, difficulty with fine motor skills, challenges in organizing thoughts in writing.

#### 3. Attention-Deficit/Hyperactivity Disorder (ADHD):

**Symptoms:** Inattention, impulsivity, hyperactivity, impacting reading and writing focus.

### LPKReading Phonics: The Alphabet Method

As we explain what the books entail, the instructions below can be elaborated creatively by teachers in their Lessons Plans and Schemes of Work.

#### Step 1: Letter Identification

Introduce individual letters using visual aids and interactive activities.

## Preface

### Step 2: Letter Sound

Teach the corresponding sounds for each letter through multisensory approaches.

### Step 3: Story for Read Aloud (*Read To Me & Let Me Read Method*)

Each letter has a story in the Infant 1 book. Once students have acquired fluency in all their phonemic sounds, including the crucial alphabet letter sounds, the *Let Me Read Method* is introduced to assess basic fluency and comprehension skills. Unlike the *Read to Me Method*, where the teacher takes the lead in reading aloud to students, the *Let Me Read Method* places the onus on the students themselves. In this approach, students actively engage in reading, showcasing their individual proficiency and comprehension of the material. This method serves as a valuable tool for educators to evaluate the effectiveness of the phonics instruction, gauge the students' independent reading abilities, and identify areas for further support and development. As students transition from passive listeners to active readers, the *Let Me Read Method* becomes a pivotal step in the journey towards fostering independent and confident readers later on in the 2<sup>nd</sup> and 3<sup>rd</sup> Term of School.

### Step 4: Letter Formation

Immediately follow letter introduction with handwriting practice, ensuring correct letter formation.

### Step 5: Segmenting Practice

Develop phonemic awareness through segmenting activities, emphasizing word formation.

### Step 6: Decoding Sentence Practice

Progress to decoding sentences for fluency, vocabulary expansion, and comprehension development.

When we combine letter recognition, sound association, storytelling, penmanship, segmenting, and decoding, the LPKReading Phonics Alphabet Method provides a comprehensive and differentiated approach to cater to the diverse needs of early childhood and primary students.

## Conclusion:

In conclusion, the LPKReading Phonics Method stands as a beacon of innovation in early childhood, primary and special needs education, offering a carefully crafted approach that addresses the pitfalls associated with traditional phonics programs. By prioritizing sequential introduction, multisensory engagement, and structured handwriting practices, this method provides a more accessible and effective path for students, especially those with reading and writing disabilities.

As educators seek methodologies that develop understanding, retention, and inclusivity, the LPKReading Phonics Method begins as a promising paradigm, ensuring that every child, regardless of his/her learning profile, can embark on a successful cycling ride toward literacy.

We encourage you to be a life long learner.

## Acknowledgements

With utmost humility, I extend my heartfelt gratitude to the Most High God for the wisdom and inspiration bestowed upon me throughout the creation of this book. I am profoundly grateful to my family for their unwavering support, love, and understanding during the arduous journey of bringing this work to fruition. Their encouragement has been a constant source of strength. It is my sincere hope that this book fulfills its purpose and resonates with the intended audience, serving as a valuable resource.

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With deepest regards,

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# Complete Reading Program

