Functional Baseline Assessment

Child Name: _____ **Date:** _____

☐ 1. Blending Difficulties

Give the child sounds in each of the words below, and ask them to blend them into the word. If they struggle with any of them, put a tick in the box. Circle the word they first struggled to blend.
*__Step 1__ and __Step 2__ of the simplified intervention will be especially helpful, for these pupils.

/c/ /a/ /t/	/r/ /ai/ /n/ /y/	/b/ /e/ /n/ /d/	/s/ /t/ /a/ /m/ /p/	/t/ /r/ /ou/ /b/ le/

☐ 2. Visual Difficulties

Ask them to read out these digits in between the Xs. Watch to see if it gets harder as the font decreases. If it does, keep the text they work with above that size and start them on the exercises described below. If they do better on the line with green boxes, then they need to use a coloured overlay when reading and change the background colour in the Trainertext Library.

XXX 5834 XX XX 7364 XX XXX 51943 XX XXX 63847 XXXX

XXX 9275 XX XX 6841 XX XXX 24538 XX XXX 92745 XXXX

If a child has eye-tracking difficulty, then please have them begin the exercises shown in this video. Point your phone's camera at the QR code and tap on the link to view the video. We are aiming for 6-10 tiny sessions of this per day. You may want to send something home to the parents about this as well. Look at your resources page for more information.

☐ 3. Short-Term Memory Assessment

Read out the first string of digits (i.e. five one six) and ask the student to repeat them back to you. If it is easy, try the next column.
If they get one wrong, try the next two strings in that column. If they cannot repeat those either, tick the box and mark the column that they got stuck on.
*These students will progress more slowly and will need help with blending longer words (trainertext is perfect for this), until their reading has improved.

5 1 6	7 3 0 6	7 5 2 8 5
3 8 2	1 9 4 7	3 5 9 0 1
1 4 7	2 8 5 0	9 6 4 2 0

☐ 4. Guessing Assessment

Ask the child to read some text from a phase appropriate book in the All Aboard decodable book library. You are looking for errors and guesses especially with short, common words. If you see those, then the child is probably doing some whole word reading and needs to use the trainertext library to build up their decoding ability.

Intervention Instructions

Materials required: mini pictophone cards, trainertext word cards, and trainertext library on a computer or tablet

Complete each of the following steps in a 15-minute session. Adjust the balance of the session as appropriate.

Step 1: Phoneme Warm-Up

⚓ **Pictophone Review:** For the first few sessions only, review the pictophones that the child has learned so far. Remember to emphasise the sound only, not the whole name. And review the child's enunciation - we want short, crisp, pure sounds with no "uh" on the end. So it's just /t/ not /tuh/.

⚓ **Sound Swap:** After those are secure, switch to playing Sound Swap. Build words together using the pictophone cards (no letters) and swap out single sounds to explore what new word that makes. Nonsense words are allowed!

Step 2: Blending Warm-Up

⚓ **Word Breaker:** Verbally segment and reblend three words of the pupil's choosing. So they might say "bed... /b/ /e/ /d/... bed." If they are struggling to think of a word, then model for them ("I'm going to do the word 'dog'....) and then they will think of a word that will undoubtedly relate (like "cat").

⚓ **Trainertext Word Cards:** Then pull out the trainertext word cards appropriate for their phase in the curriculum and run through a few of them together. They should try to read from the text first, flipping to the back for trainertext support if they need it. Remember to flip back to the text only side for the final read.

Step 3: Reading Practice in the Trainertext Library

Log into the Trainertext Library for that child. Spend 5-7 minutes working through the story together, guiding them to the pictophones if they are struggling.

This step is where the real progress will be made.

First they decode each word of a phrase. If a word is tricky, just get the learner to check the pictophones.

Next, they must reread the phrase until they can read it fluently.

The reread is the most important element of the whole intervention process.

⚓ Top Tip

Use hyper-affirmation throughout your session. Praise has an amazing ability to reduce stress. That boosts their confidence and therefore their ability to read, which leads to more praise! You'll see immediate changes in a session once you start this routine. Try to keep up a steady stream of very positive noises, to boost the confidence of the student. And High Fives are allowed too!