

## ADDRESSING BARRIERS TO LEARNING (ABLE)

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### Taking a Closer Look at Reading

Pupil's Name	
Date of Birth	
School	
Class	
Date	

<b>Names of those involved in ABLe conversations</b>

**Key: Highlight statements using "traffic light" system**

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

**Comments**

Word Level	Date	Date	Date	Comments
<b>PHONOLOGICAL AWARENESS</b>				
• Able to distinguish individual words in sentences (eg when they hear the sentence, "A big black cat", the child is able to say there are 4 words in the sentence)				
• Able to break words into syllables				
• Able to blend syllables to form a word				
• Able to tell when words rhyme				
• Rhyme generation - able to produce further rhyming words				
• Onset detection - able to identify words with the same initial sound (eg car, count, car)				
• Onset generation - able to produce further words with the same initial sound				
• Able to break words into constituent phonemes				
• Able to say how many phonemes are in a word				
• Able to blend phonemes into words				
<b>LETTER-SOUND KNOWLEDGE</b> (Use a phonic checklist to record this information)				
• Able to recognise _____ phonemes. ( Recognition may be slow or need an action cue from the adult)				
• Able to recognise _____phonemes, automatically and fluently.				

	Date	Date	Date		Date	Date	Date		Date	Date	Date		Date	Date	Date		Date	Date	Date
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<b>wh</b>																			

<b>WORD ATTACK STRATEGIES</b>				
<p>Tackles/reads unknown words by:-</p> <ul style="list-style-type: none"> <li>▪ sounding out letter by letter</li> <li>▪ sounding and blending letters</li> <li>▪ using syllabification in longer words</li> <li>▪ trying letter names when letter sounds don't work (e.g. tame)</li> <li>▪ using context cues (e.g. substitutes a word that makes sense)</li> <li>▪ finding the word from elsewhere in the story</li> <li>▪ reading on/reading back</li> <li>▪ willing to "have a go" at reading unknown words</li> <li>▪ checks guess to see if it makes sense</li> <li>▪ monitors own reading and usually attempts to self correct</li> </ul>				
<b>SIGHT VOCABULARY</b>				
<ul style="list-style-type: none"> <li>• Recognises own name</li> </ul>				
<ul style="list-style-type: none"> <li>• Notices environmental print and can read some signs and logos</li> </ul>				
<ul style="list-style-type: none"> <li>• Able to read core vocabulary from reading scheme automatically (without sounding out) <ul style="list-style-type: none"> <li>▪ flashcards</li> <li>▪ text</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Recognises: <ul style="list-style-type: none"> <li>▪ 10 of the first 100 common words</li> <li>▪ 30 of the first 100 common words</li> <li>▪ 50 of the first 100 common words</li> <li>▪ 100 of the first 100 common words</li> </ul> </li> </ul>				

<b>Comprehension</b>				
<b>INTEREST AND MOTIVATION</b>				
• Posture and attitude is relaxed when reading				
• Talks about favourite books				
• Positive image of themselves as a reader				
• Find reading a positive, rewarding experience				
• Enjoys listening to stories				
• Will choose to look at/read a book when given free choice				
• Able to cope with the text without relying on the listener for confirmation				
<b>EFFICIENT READING</b>				
• Reads a familiar text with accuracy				
• Reads a unfamiliar text with accuracy				
• Reads with expression				
• Reads with fluency (At an appropriate speed to gain meaning from text.)				
<b>KNOWLEDGE OF BOOKS AND PRINT AND AWARENESS OF GENRE</b>				
• Identifies the front and back of a book				
• Holds a book the right way up				
• Turns the pages in order				
• Distinguishes between print and illustrations				

• When you open a book they are able to show where to start reading				
• Understands that the left page is read before the right				
• Able to point to each word as read				
• Can identify and circle a word in a sentence				
• Can identify and circle a letter in a word				
• Able to identify where a sentence starts				
• Able to identify where a sentence ends				
• Able to circle a capital letter on a page				
• Able to circle a full stop on a page				
• Knows that stories contain a sequence of events				
• Refers to character/setting/plot, when retelling a story				
• Talks about character/setting/plot when discussing fiction texts				
<b>KNOWLEDGE OF THE STRUCTURE OF LANGUAGE</b>				
• Uses understanding of patterns of language regularly used in books to predict stock words and phrases in text e.g. Once upon a _____				
• Uses knowledge of grammar and syntax to predict words and phrases and to detect errors in reading				

• Most sentences read were syntactically acceptable				
• Attends to: <ul style="list-style-type: none"> <li>▪ full stops when reading aloud</li> <li>▪ other punctuation when reading aloud</li> </ul>				
<b>REFLECTING ON TEXTS</b>				
• Uses illustrations/pictures to help make meaning				
• Pupil's language experience (prior knowledge, vocabulary, concept formation, etc) is sufficient to understand the content of the text				
• Makes connections between texts and personal experience				
• Follows the sequence of events in a simple story				
• Picks out the important ideas in a text by reading				
• Able to predict what might happen next				
• Able to answer factual questions about the text				
• Able to answer inferential questions about the text				
• Able to summarise what they have read				

