WESFORD 1 -   Wiltshire early screening for dyslexia (2nd edition)
Wiltshire Learning Support Service

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WESFORD 1

Wiltshire

Early

Screening

F

O

R

Dyslexia

Second Edition

Wiltshire Learning Support Service

WESFORD 1

WILTSHIRE EARLY SCREENING FOR DYSLEXIA

SECOND EDITION

The information, assessments and games in this revised edition of WESFORD 1 have been updated and improved in the light of new developments and research. However, the changes made to assessments and games can easily be incorporated into the existing WESFORD programme.

This File forms the first part of a two-part resource (WESFORD 1 and WESFORD 2 – Dyslexia Resources File) and is the work of the Wiltshire Learning Support Service, developed in collaboration with Sandy Ball.

Wiltshire Learning Support Service
June 2008

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WESFORD 1

SECOND EDITION

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WESFORD 1

Second Edition

Wiltshire
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MANUAL OF GUIDANCE

WESFORD 1 (2nd Edition)
WILTSHIRE EARLY SCREENING FOR DYSLEXIA

MANUAL OF GUIDANCE

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WESFORD 1 (2nd Ed.)
WILTSHIRE EARLY SCREENING FOR DYSLEXIA

MANUAL OF GUIDANCE

INTRODUCTION

In recent years many educational bodies, schools, teachers and parents, and the Department for Children, Schools and Families, have recognised the urgent need to identify children who may have specific learning difficulties/dyslexia at an early stage. Many resources have been published which set out to do this, but often these require specialist knowledge, are time-consuming, expensive, and may not easily be implemented by teachers in the classroom.

WESFORD – Wiltshire Early Screening for Dyslexia - has been designed and produced by advisory teachers for dyslexia in Wiltshire together with teacher, educational psychologist and speech and language therapist colleagues. Its aim is to provide user-friendly and inexpensive materials and resources for primary class teachers and teaching assistants to use in the classroom. These materials and resources are presented in two Files containing copiable materials:

- **WESFORD 1** - **Manual of Guidance**
  (Key Stage 1) - **Stage A ~ Phonological Skills Test, Programme and Resources**
  - **Stage B ~ Dyslexia Checklist, Assessments and Pupil Profile**

- **WESFORD 2** - **Dyslexia Resources File**
  (Key Stage 1 and beyond)

BACKGROUND

WESFORD 1 was first piloted in 1999-2000 in twelve primary schools in Wiltshire. The team received very positive feed back about the 'user-friendliness' of the resources and the knowledge schools gained about phonological skills and dyslexia. The data on individual children proved very valuable and was important in informing whole-class and

individualised programmes of work for the children. The team's analysis of initial data also proved to be in line with research into the incidence of dyslexia within the school population and on the close relationship between dyslexia and phonological difficulties.

During this time, *Progression in Phonics* and the *Early Literacy Support* programmes were published by the DfES. The WESFORD team looked closely at the probable implications of these and welcomed them, since they clearly emphasised the importance of phonological skills in early literacy development. However, there was still a recognised need for procedures to identify potentially dyslexic children and provide them with additional support, further assess their profile of strengths and weaknesses with dyslexia in mind and equip teachers to meet their individual needs within the classroom.

Changes were made to *WESFORD 1* to allow for these initiatives and to incorporate the valuable feedback the team received from the original pilot schools.

The second pilot, in 2002-3, involved 11 more Wiltshire schools, with the later addition of some Swindon schools. Again, feedback was very positive, with some changes and refinements in wording, design and presentation suggested to further improve the materials. Data again indicated that children were benefiting significantly from the Stage A programme and that Stage B was successful in helping teachers to identify children at risk of dyslexia and in providing information about their profile of strengths and weaknesses. *WESFORD 2, The Dyslexia Resources File*, was subsequently endorsed very enthusiastically by all those involved in supporting children throughout Wiltshire.

The team would like to thank all the pilot schools, teachers and children for all their enthusiasm, hard work and support.

In 2007, following the recommendations of the Independent Review of the Teaching of Early Reading by Jim Rose (2006) the DfES published the Primary National Strategy's *Letters and Sounds,* providing a programme of high quality phonics teaching for the early years. Again, the central importance of phonological skills is stressed and Phase One of the programme is devoted to their development. This Phase recognises the developmental progression inherent in *WESFORD 1* - through awareness of syllabic rhythm in spoken language (*Letters and Sounds*

Phase One, Aspects 3 and 4), to rhyme and alliteration (Aspects 4 and 5), towards the central skills of phoneme blending and segmentation (Aspect 7). The introduction of grapheme-phoneme correspondences alongside oral blending and segmentation of phonemes, reflected in the 'linkage' games in *WESFORD 1 Phonological Skills Programme*, begins in Phase Two and is structured through to Phase 6. *Letters and Sounds* aims to enable most children to become fluent readers by age seven. Although this intensive, structured, developmentally sound approach is generally highly effective, it remains likely that many dyslexic learners, especially those with very marked differences in their cognitive profiles, will struggle to learn at the pace of their peers and may have persisting difficulties with phonological and early literacy skills that leave them further and further behind. Where this is the case, the need for additional, new resources in Years 1 and 2 can be met by the *Phonological Skills Programme* in Stage A of *WESFORD 1*. The need to further investigate their differences in order to provide additional support where needed, can be met, too, by the assessment procedures in Stage B of *WESFORD 1*.

WESFORD 1 and *WESFORD 2 – The Dyslexia Resources File* have been in use in Wiltshire and Swindon schools for some years and have met with great enthusiasm and success. This revised and improved 2nd Edition of *WESFORD 1* incorporates the latest advice emerging from the Rose Report and subsequent government initiatives, as well as further refinements based on teachers' needs and responses.

DEVELOPMENT AND DESIGN

The enormous mass of research indicating a causal relationship between phonological skills and early literacy development is at the core of *WESFORD 1* Stage A.

The *Test of Phonological Skills* was developed from our own research of current practice and our considerable experience as assessors and teachers of young children with literacy difficulties. The resources developed and gathered in the *WESFORD 1 Stage A Phonological Skills Programme* are again the product of wide research and experience. Phonological skills, as research has shown, can be trained and developed with the right kind of support programmes and activities – those dealing with awareness of patterns of sounds in spoken language, leading to the ability to blend, segment and mentally manipulate phonemes linked with graphemes. We also know that dyslexic children often have significant

difficulty in acquiring these skills, and may need the additional training and practice that *WESFORD 1* provides. The performance of skills in dyslexic children can be erratic, so a recording system was devised that would ensure children showed consistent success before attributing particular skills to them.

However, there are several other important factors to consider when looking at indicators of dyslexia. For this reason we also included the *Stage A Questionnaire*. This broadens the scope of assessment to include initial information on skills and attainments that fit the common profile of dyslexia. This information, in conjunction with the results of the *Test of Phonological Skills*, is used to identify the children who would benefit from the *Phonological Skills Programme*.

At Stage B, after implementation of the programme and re-testing, further assessment is carried out for those children showing continuing problems and causing concerns. This centres on a *Dyslexia Checklist*. This Checklist is based on the range of current research covering the main areas of cognitive functioning and skills known to be affected by dyslexia:

Attainments

- Reading
- Spelling/Writing
- Number

Underlying Difficulties

- Working Memory/Sequencing
- Automaticity/Speed of Processing
- Phonological Skills
- Oral Fluency
- Visual/Motor Skills
- Organisational Skills
- Behaviour

Strengths (e.g. visual/spatial skills; expressive arts; design; imaginative abilities; holistic thinking)

Discrepancies (within profile and in performance in different areas of the curriculum)

The *Dyslexia Checklist* is designed to be completed over time using the teacher's knowledge and observations of the 'target' children. To help with this, we have included some additional assessment tools and a suggested reading test, which teachers may choose to use to provide opportunities for such observations. These additional tools are discretionary, however, and need not be used where other up-to-date, clear and objective evidence exists.

The *Drawing and Writing Task* and its recording sheet were designed to provide further opportunities for the observation of:

- Expressive language
- Following instructions
- Fine motor control
- Visual-motor skills
- Cognitive developmental level
- Drawing skills
- Speed of working
- Handwriting and Letter Formation
- Writing skills
- Spelling
- Level of independent working

It is not always easy to find opportunities to observe working memory directly in the classroom, so a *Working Memory/Sequencing Test* is included. It is based on several well-known tests of short-term auditory sequential/working memory. Difficulties with the sampled skills are commonly regarded as indicators of dyslexia. As well as contributing to difficulties establishing fluent phoneme blending and segmenting skills in literacy, they can lead to problems in following instructions, sustaining concentration and maintaining trains of thought, especially in a busy classroom setting.

Examples of recommended reading assessments are *Diagnostic Reading Analysis (DRA)* (Hodder Educational) for pupils from age 7 or *Neale Analysis of Reading Ability – Second Edition (NARA II),* GL Assessments, for ages 6+. These are user-friendly and offers opportunities for informal diagnostic assessment of reading skills and behaviours as well as norm-related scores for accuracy and comprehension. However, any reading test which matches these criteria can be used to help the teacher complete the appropriate sections of the *Dyslexia Checklist*.

The *Pupil Profile* form can be used to summarise results and observations throughout the assessment process. It brings together all the data and guides the teacher towards identification of a profile of strengths and difficulties that may indicate dyslexia.

This detailed picture of the child's learning patterns and needs can then be used to develop plans for provision to meet these needs. *WESFORD 2 - The Dyslexia Resources File* provides a wealth of ideas, techniques and strategies for the class teacher and teaching assistant to use in supporting the target children. Many of these will also prove supportive to a wider group of children, some perhaps useful as whole-class strategies. The more these techniques can be used with mixed groups or the whole class rather than singled-out individuals, the greater the 'dyslexia-friendliness' of the inclusive classroom environment, and the more positive the impact on the dyslexic child's self-esteem. The File provides sections on *Literacy, Numeracy* and *Support Across The Curriculum*. The latter becomes increasingly important, since it is vital for the dyslexic child to succeed in fulfilling potential and demonstrating strengths. The aim is always to help the child produce work across the subjects of the broader curriculum that truly reflects his or her underlying abilities and understanding of the topic, rather than highlighting difficulties.

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WESFORD Sequence

This shows the sequence for implementing the procedures in *WESFORD 1*. The timing is flexible and can be at the teacher's discretion. The trigger will be the identification of children who are continuing to have difficulties acquiring phonological and early literacy skills, despite the implementation of *Letters and Sounds* and/or other systematic interventions.

Children with phonological and/or literacy problems identified by teacher. *Stage A Questionnaires* completed for these. See pp 11 – 13 of Manual.	*Test of Phonological Skills* carried out with identified children. Groups for *Phonological Skills Programme* set up. See pp 14 – 22 of Manual.	*Phonological Skills Programme* implemented with targeted children by class teacher/TA. See pp 14 – 22 of Manual.	Children on *Programme* retested using *Test of Phonological Skills*. Those with persisting problems identified.	*Stage B Assessment* carried out with identified children. *Pupil Profiles* completed. Information used to plan appropriate provision.

WESFORD 1

Materials
and
Guidelines

Stage A

Materials and Guidelines – Stage A

Stage A Questionnaire

We suggest that this is completed by the Y1 teacher. A Questionnaire is completed for each child whose phonological and early literacy skills are causing concern. The teacher's own professional insight and judgement will be important here, but information from records forming part of the *Letters and Sounds* or other programmes should also be used to identify this group of children.

The front-page 'tick list' records background information which may have a bearing on the child's difficulties. It includes a section for recording information from parents, as their concerns often raise issues not always apparent at school.

Ticks in the first six boxes indicate the need to consider signs of dyslexia. Difficulties with phonological skills and early literacy are recorded. Such difficulties are sometimes linked to early problems with speech development. Some parents of dyslexic pupils have been able to pinpoint concerns about specific aspects of their child's early development and this can prove helpful. A family history of literacy difficulties may provide important information in the light of research findings about the genetic nature of dyslexia.

Ticks in the last three boxes may suggest other explanations for the child's difficulties. Hearing difficulties at an early stage can also inhibit the development of phonological awareness and emotional upheaval, too, will affect learning, as can poor attendance.

The rating scale on Page 2 gives a simple initial profile of the child's learning. A pattern of difficulties in several of areas 1 to 8 may indicate a potentially dyslexic profile, whereas dyslexic pupils often show comparative strengths in the remaining five areas (9 – 13).

_____

WESFORD Stage A - Questionnaire

Name_____ **D.O.B.**_____	
School_____	
Date_____	

Please tick statements that apply.

Has followed *Letters and Sounds* (or alternative) programme with no additional support, but demonstrated difficulties	
Has received additional support (e.g. *Early Literacy Support)* in phonological skills and early phonics	
Experienced difficulties within additional support programme	
Has had input from outside agency (e.g. speech therapist, occupational therapist etc, - please state agency and dates)	
Has known family history of literacy or language difficulties	
Information from parents	
Has history of hearing difficulties	
Has experienced significant change(s) in family circumstances	
Poor/disrupted school attendance	

_____

Stage A Questionnaire (continued)   **Please tick rating that applies:**

1. Significantly behind peer group	4. A little ahead of peer group
2. A little behind peer group	5. Significantly ahead of peer group
3. Average for peer group	

	1	2	3	4	5
1 Reading					
2 Spelling/Writing					
3 Number					
4 Following verbal instructions/listening					
5 Organisation (including thoughts/utterances)					
6 Gross motor skills/co-ordination					
7 Fine motor skills/co-ordination					
8 Expressive language					
9 Receptive language/understanding					
10 Construction/model-making					
11 Art/design					
12 Science/practical problem-solving					
13 Ideas in topic work					

Stage A – Test of Phonological Skills

The phonological skills of the children causing concern are then individually tested. We have found that this takes about fifteen minutes for each child. The teacher or SENCO can also train a teaching assistant to carry out the testing. Instructions and guidance on administering the sub-tests are given on the test form itself. As well as the tick or cross for correct and incorrect, the child's actual response is recorded, so that common errors can be noted by the teacher. This may be useful in pinpointing specific needs or refining whole-class teaching approaches.

The sub-tests cover the three main stages in the development of phonological skills – the syllabic level underpinned by an awareness of the rhythms of spoken language, rhyme and alliteration, and phonemic levels. 'Receptive' skills (syllable blending, rhyme and alliteration discrimination and phoneme blending) and 'output' skills (syllable segmentation, rhyme and alliteration generation, phoneme segmentation) are tested. Phoneme manipulation, the most difficult skill to acquire, is also included. Current research indicates that this skill is highly significant in relation to literacy, especially in learning about the word-specific variations and overlaps in the spelling of phonemes (covered in *Letters and Sounds, Phase 6*). The order of presentation of the seven sub-tests broadly reflects developmental sequence, so that the earlier ones are generally acquired before the later ones.

Interpretation

The test is not standardised and therefore no statistical norms are given. Results need to be interpreted by teachers using these general guidelines, their own professional judgement and knowledge of the children.

Our own findings, in line with the research, suggest that skills at the phonemic level are the ones that cause greatest difficulty in dyslexic children. Broadly speaking, those with scores of 12 or less in the three phoneme level sub-tests should be considered for the *Phonological Skills Programme*. Children narrowly exceeding these scores, but who show particular weakness on other sub-tests or in the application of phoneme skills in reading and spelling, should also be considered for the *Programme*. Some children may also score poorly on the rhyme and alliteration sub-tests, and possibly a few on the syllabic level ones. A low

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score in any of these sub-tests in addition to poor scores in the phoneme ones, suggests clear difficulties. The pattern of scores at each level will give guidance as to which sections in the *Phonological Skills Programme* the child would benefit from. While it should be remembered that the phoneme level skills are central to reading and spelling, and should therefore be the main focus of the programme, a child struggling to acquire these will also benefit from practice in syllabic rhythm, rhyme and alliteration as a part of the developmental pathway towards phoneme skills.

The same *Test of Phonological Skills* can be used with the children who have completed the *Programme* to assess progress.

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WESFORD Stage A – Test of Phonological Skills

NAME:_____D.o.B:_____C.A:_____

SCHOOL:_____DATE:_____

1. Syllable Blending

Say to child: "I am going to say some words and clap their beat, one chunk at a time. You try to guess what the words are. Like this." (Give examples CAR / PET; CA / RA / VAN etc., clapping rhythmically and saying each syllable on a beat at one-second intervals.) Repeat, asking child to join in and clap or tap the 'beats'). Say "Now you have a go."

	Child's Response	/ or X
TEA / CHER		
BA / LLOON		
UM / BREL / LA		
E / LE / PHANT		
COM / PU / TER		
TE / LE / VI / SION		

/6

2. Syllable Segmentation

Say to child: "Now it's your turn to say some words one chunk or 'beat' at a time. You can clap the beats as well if you like. Let's practice together." (Get child to join in with you on examples: SILVER – SIL / VER; UMBRELLA – UM / BRELL / A). "Now try these on your own". (NB Accept any reasonable segmentation, e.g. WINDOW can be WIN / DOW or WIND / OW).

	Child's Response	/ or X
TABLE		
WINDOW		
ANIMAL		
BUTTERFLY		
PHOTOGRAPH		
AMERICA		

/6

3. Rhyme Discrimination

Ask child to listen to a set of three words, and say which one does NOT rhyme, or is the odd one out. Accept also a repetition of the two rhyming words. Practice with: MAN PAN BIG,   BIKE MIKE MEAL. If child has difficulty, use picture cards from Resource F (WESFORD 1, RESOURCES section) – display the three pictures for each set of words below, pointing to each as you say the words. Child can say word or point to picture in response.

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WESFORD Stage A – **Test of Phonological Skills** (continued)

	Child's Response	/ or X
BOAT COAT DISH		
STAR SUN CAR		
BOAT HAT BAT		
LOCK SOCK SUN		
BOX DOG FOX		
BELL BALL WALL		

/6

4. Rhyme Generation

Say to child: "Do you know 'Humpty Dumpty'? Humpty Dumpty sat on a WALL, Humpty Dumpty had a great FALL. WALL, FALL – can you hear that they sound almost the same? What other words rhyme like WALL and FALL? Does TALL sound like WALL and FALL? What about CALL?" etc. Repeat with 'Jack and Jill' etc., eliciting rhyming words. Ask child to think of rhyming words for those below. Stop child after four words, whether correct or not. Record words. Tick box if three out of the four are correct.

	Child's Response	/ or X
BAT		
HOP		
DAY		
SUNNY		

/4

5. Alliteration Discrimination

Say to child: "Now let's play *I Spy*. [Teach the game if necessary.] I will point to something, and you say the first sound, the sound it begins with. Let's practise first." (Point to an object in the room, and if necessary help the child to isolate the initial sound.) Repeat with 6 more objects, writing them in the first column below.

	Child's Response	/ or X

/6

6. Alliteration Generation

Say to child: "Now let's see if we can find some words that start with the same sound. *We'll start with the sound 's'." (Make this sound clearly and emphatically). "What other

WESFORD Stage A – Test of Phonological Skills (continued)

words start with 's'? (If necessary, suggest a word. If child does not respond with an appropriate word, give up to three prompts by supplying words that start with 's'.) Say "Now let's try some more sounds." Repeat from * above. Stop child after s/he has given four words, whether correct or not. Record words below. Tick box if three out of the four are correct.

	Child's Response	/ or X
Say sound 't'		
Say sound 'c'		
Say sound 'm'		
Say sound 'l'		
/4		

7. Phoneme Blending

Say to child: "We're going to talk like a robot now and use sound-talk. That means saying words one sound at a time. The robot would say MUM like this: M / U / M. This is how he would say HELLO: H / E / LL / O. Now try and guess these words". *NB*. It is essential for phonemes to be 'pure' – avoid voicing consonants e.g. 'TUH / A / PUH' as these then sound like syllables and cannot be blended to form the word.

	Child's Response	/ or X
O / FF		
T / A / P		
CH / I / N		
M / O / S / T		
C / L / A / P		
S / T / A / M / P		
/6		

8. Phoneme Segmentation

Say to child: "Now it's your turn to talk like the 'sound-talk' robot. Remember you can only say words one sound at a time, as if you were talking in slow motion. Let's practise with the word ON (encourage child to join in) O / N. Now let's do BIG: B / I / G. Now try these by yourself."

	Child's Response	/ or X
UP		
SIT		
CAKE		
MINT		
STOP		
CRISP		
/6		

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WESFORD Stage A – Test of Phonological Skills (continued)

9. Phoneme Manipulation

Say to child: "Now we are going to try saying some words with one of their sounds missing. Say CAT." (Child repeats word). "Now say it again, but don't say the 'C' sound. What does that sound like now?" If necessary, give one or two more practice examples with first sound omitted. Then say: "Now you are going to try some more, but listen carefully to see which sound you have to leave out."

	Child's Response	/ or X
BAT (without 'b' sound)		
SEED (without 'd' sound)		
CLIP (without 'c' sound)		
SPIT (without 'p' sound)		
MILK (without 'k' sound)		
FIST (without 's' sound)		

/6

TOTAL SCORE:	/50

Stage A – Phonological Skills Programme

The programme is used with the children identified by the *Stage A Questionnaire* and initial *Test of Phonological Skills*. It is suggested that the children work in a group or groups of about four, with a teaching assistant or adult helper. If more than one group is needed, the children can be placed with others needing work at the same level.

Phonological Skills Games and Resources

The games and resources are in the remaining five sections of this file:

• Introduction
• Syllable Level
• Rhyme and Alliteration Level
• Phoneme Level
• Resources

The Games

The games are not designed for the teaching of phonics for reading and spelling, but for using alongside the school's chosen phonics programme to enhance development of the pre-requisite phonological skills.
The games are grouped according to the skill or skills they help develop (listed on the game itself and on the *Pupil Record*) at the different levels. It will be important for the adult working with the children to be clear about these skills, so that they can easily observe and record children demonstrating them.

The general aim will be to move children through the syllabic and rhyme/alliteration levels where appropriate, to focus on the essential phonemic skills. The 'earlier' skills should be seen as a means of facilitating the acquisition of phoneme level skills for those children who are struggling to acquire them. It is not necessary to remain strictly within one level before introducing some games at the next – especially in a mixed ability group. It is important to select games carefully to ensure that the skills they target are ones the children actually need to acquire. The games are numbered and these numbers are cross-referenced to the skills listed on the *Pupil Record* to aid selection.

The majority of the phoneme-level games are marked with an asterisk * in the title. These are 'linkage' games, involving grapheme-phoneme correspondences rather than purely oral blending and segmenting. This is because the children will by now have been learning grapheme-phoneme correspondences for some time and at this stage the linking of phonemes to familiar graphemes often helps their acquisition of blending and segmentation skills.

Specific instructions for using the games are in the Introduction to the *Phonological Skills Programme* section of this File. In all the Phoneme Level games it important to pronounce consonant phonemes with a 'pure' sound (e.g. the unvoiced sound 'c' for cat rather than a voiced 'cuh').

Record-keeping

Each game has a *Running Record* form on the reverse listing the target skill(s), with spaces for the names or initials of children in the group, a column to tick when each child demonstrates the target skill(s) and a space for noting any concerns that need to be brought to the attention of the class teacher or recorded elsewhere. It is suggested that each *Running Record* is copied on the reverse side of its game and laminated – this way it can be wiped and re-used each time the game is played and no separate paper record is needed.

Information from the *Running Record* is then transferred after the session on to each child's *Pupil Record* form. This lists all the target skills, with spaces for recording the dates on which mastery of the skill is observed. Three separate date entries must be made before the skill can be considered secure.

These records enable progress to be monitored and where a child has demonstrated fluency in all or most of the listed skills (in particular the phoneme level ones) he or she can be taken off the *Programme*. The numbers involved in the *Programme* may therefore reduce as time goes on, enabling those with difficulties to receive more individual attention.

The record keeping system was designed for simplicity and to minimise the need for writing both during and after the session. Once the games/*Running Records* have been copied and laminated and a file for the *Pupil Record* forms created, the system can be maintained easily.

Resources

The games have been designed to use only the kinds of resources normally available in a Key Stage One classroom (such as counters, dice, spinners, etc.). Resources specific to the games – the base-boards, word-cards, word-lists or picture card sets needed for play – are supplied in the *Resources* section of the File. These can be photocopied, coloured, laminated and stored with the appropriate games and recording sheets for easy use. Groups of parents and children could help with this one-off task – 'workshop' sessions have been used successfully in several schools.

Re-testing

The *Test of Phonological Skills* is used again with the children placed on the *Phonological Skills Programme*. Some children may have made significant gains along the way and may no longer be causing concern. However those who continue to struggle with literacy and who score four or below on the phoneme-level sub-tests (and possibly other sub-tests) should be considered for Stage B Assessment for further investigation.

WESFORD 1

Materials
and
Guidelines

Stage B

Materials and Guidelines – Stage B

It is suggested that the Stage B assessment process might be carried out by the class teacher, ideally with support from a teaching assistant and possibly the SENCO. The target children will be those identified at the Stage A re-testing as having persisting problems with phonological skills and the acquisition of phonic skills in literacy.

Assessment Tools

The main Stage B assessment tool is the **Dyslexia Checklist**. The remaining assessment tools are discretionary, and are included only to assist the class teacher in obtaining up-to-date evidence of the child's performance and skills. They need not be used if other clear, objective evidence is already available. They are:
- suggested Reading Assessment
- Drawing and Writing Task
- Working Memory/Sequencing Test

Dyslexia Checklist

This is the key assessment tool in Stage B, covering all aspects of the learning profile associated with dyslexia. Some guidelines for using the *Dyslexia Checklist* are attached to the document itself. The *Checklist* comprises lists of observable behaviours associated with the main indicators of dyslexia, including attainments in literacy and numeracy, areas of underlying difficulty, strengths and discrepancies. It is designed for use by the class teacher, and can be completed over a period of time. A tick should be placed by a behaviour ONLY if the class teacher is satisfied that the behaviour is not just a 'one-off' or occasional, but is persistent and typical for the child. Where necessary, time can be taken for systematic observation or assessments to ensure that this is the case. The evidence can then be used reliably to help build a learning profile of the pupil.

Interpretation

The Summary at the end of the *Checklist* pulls all the information together in a brief form, clarifying areas of strength, difficulty and

discrepancy in the child's profile. The dyslexic child will show a profile with indicators present in each section of the following:

The Dyslexic Profile

❖ **Attainments**   Significant persistent difficulties in **one or more** of:
  - reading
  - spelling
  - written work
  - mathematics

❖ **Underlying Difficulties**   Cluster of difficulties within **some** (but not necessarily all) of the following areas:
  - working memory
  - sequencing
  - automaticity
  - speed of processing
  - phonological skills
  - oral fluency
  - visual/motor skills
  - organisational skills
  - behaviour

❖ **Comparative Strengths**   Possible comparative strengths in **some** of:
  - lateral thinking
  - imaginative working
  - holistic processing
  - science/technology
  - visual/spatial skills
  - music
  - design
  - artistic expression
  - verbal expression

❖ **Discrepancies**   Uneven cognitive profile – e.g. discrepancies between:
  - general ability and literacy/numeracy attainments
  - verbal and written expression
  - practical reasoning skills and written recording

Typically, a dyslexic child will show persistent difficulties with literacy and sometimes with numeracy too. There will be evidence of an uneven profile – other areas of ability are often within the normal range, despite the literacy problems. Underlying these problems are cognitive differences where a recognisable pattern of strengths and weaknesses is shown. Underlying difficulties will be evident in a cluster of (not necessarily all) the areas shown above and characterised by the behaviours in the Underlying Difficulties section of the *Dyslexia Checklist*. For example, a child may have problems with working memory and in sequencing information and this may lead to problems organising

thoughts and ideas. There are likely to be difficulties with phonological skills; with acquiring literacy skills to an 'automatic' level, and with processing information at speed. He or she may also show signs of hesitancy in oral language such as word-finding difficulties. On the other hand, comparative strengths (areas unaffected by the specific difficulties) are usually present, although these are not always easy to spot if the learning environment is predominantly dependent on language and the focus largely on literacy and numeracy. The child may show a relative ability to think 'holistically' – to see all dimensions of a topic or problem at once – rather than in a step-by-step, sequenced way. He or she may show comparative strengths in activities dependent on visual or spatial thinking such as science, technology and design, or be good at verbalising ideas although unable to write them down. The dyslexic pupil, therefore, will show a pattern of indicators in all four of the sections within the *Dyslexia Checklist*.

The remaining three parts of the Stage B Assessment are included as additional optional resources to help investigate key areas of this profile in greater detail.

WESFORD Stage B – Dyslexia Checklist

The classroom teacher is usually the best person to gather the information needed to identify whether or not a child may be dyslexic. It is important that this is gathered in a variety of situations so that the child's responses during different types of learning activity can be noted. A specialist assessment alone, usually carried out on a single occasion only and in a one-to-one situation, cannot achieve this.

The checklist includes the main indicators identified by research in the field of SpLD/dyslexia. Many of them describe developmental stages which most children pass through – these can indicate dyslexia ONLY if they are severe and persist well beyond the 'normal' pattern. There are four sections: **Attainments, Underlying Difficulties, Comparative Strengths** and **Discrepancies.**

In some children (e.g. those with difficulties in literacy and numeracy as well as oral language fluency, working memory, etc.), strengths may not be immediately obvious. However, since dyslexia is a *specific* learning difficulty, there will be *comparative* strengths in some areas unaffected by the dyslexic difficulties.

Within the **Attainments** section indicators (observable behaviours) are presented in an order which approximately corresponds with age/stage of development, so that the earlier ones are most likely to be seen in younger children and the later ones in older or more advanced children.

Guidelines For Completion

- Use the box on the right of each indicator to place a tick ONLY if the behaviour has been observed consistently and is typical for the child. If further evidence is needed it may be useful to carry out some assessment or systematic observation (see *Reading Assessment, Drawing and Writing Task, Working Memory/Sequencing Test* sections on pp 35 – 43 of Manual)

- Use the final Summary Box to summarise observations.

- A dyslexic profile will include a pattern of indicators in ALL FOUR sections (see information on **Interpretation**, p.24-26).

WESFORD Stage B – Dyslexia Checklist

Child's Name_____

Date(s) Checklist Completed:_____

Attainments

Reading

Difficulties learning grapheme-phoneme correspondences	
Difficulties recognising familiar words in text	
Confusion between similar looking letters and words	
Problems using word-attack strategies	
Non-fluent, slow, 'word-by-word' reading	
Omissions, insertions, transpositions (letters, words, lines)	
Difficulty using phonics to decode words in text	
Poor attention to detail/finer points in comprehension	

Spelling/Writing

Poor phoneme-grapheme correspondence: non-phonetic spelling	
Difficulty learning common spelling variations	

WESFORD Stage B – Dyslexia Checklist (continued)

Confusion of visually similar letters/words (e.g. b/d; saw/was)	
Inappropriate use of capital letters	
Difficulties with letter formation (orientation/directionality) or cursive script	
Difficulties with spatial layout/presentation of work	
Difficulty expressing ideas in writing, despite comparatively good oral expression	

Number

Difficulty linking number name with written symbol	
Difficulty remembering meanings of signs and symbols	
Difficulty with mathematical language (e.g. terms for concepts)	
Persistent reversals of numerals and numbers	
Directional confusions in written operations	
Difficulty with counting back/subtraction	
Difficulty understanding place value	
Intuitive rather than 'logical' approach to problems	

WESFORD Stage B – Dyslexia Checklist (continued)

Difficulty remembering 'step-by-step' processes	
Difficulty starting tasks/remembering instructions	
Anxiety about number work	

Underlying Difficulties

Working Memory/Sequencing

Difficulty in following instructions	
Relying on others for what to do	
Difficulty sustaining concentration on task	
Difficulty in maintaining train of thought	
Difficulty planning work and organising ideas	
Difficulty with sequencing, e.g. counting; days of the week etc.	

Automaticity/Speed of Processing

Difficulty learning to automatic level (e.g. poor retention; problems generalising skills)	
Slow, laboured reading	
Slow, laboured writing	

WESFORD Stage B – Dyslexia Checklist (continued)

Automaticity/Speed of Processing (continued)

Slow or delayed responses in talk	
Skills not transferred into independent reading and writing	

Phonological Skills - Refer to *Stage A – Test of Phonological Skills*

Oral Fluency

Persisting problems with some sounds in speech	
Sound sequencing difficulties (e.g. 'hostipal'; 'par cark')	
Reluctance to contribute in class, despite apparent understanding	
Delayed or non-responses to questions	
Circumlocution ('talking around' a forgotten word)	

Visual/Motor Skills

Difficulty copying (shapes, letters, numbers, words)	
Difficulty dressing/undressing (buttons, laces etc.)	
Tracking difficulties – omitting words or lines in reading	

WESFORD Stage B – Dyslexia Checklist (continued)

Visual/Motor Skills (continued)

Late hand preference	
Left-right confusion	
Clumsiness	
Difficulties with balance	
Motor planning difficulties (e.g. moving around room, performing sequence of movements)	

Organisational Skills

Persistently losing belongings	
Problems remembering/assembling equipment needed	
Uncertainty about times, timetables, routines etc.	
Difficulties organising ideas (e.g. telling a story in sequence)	

Classroom Behaviour

Variable concentration span (poor in literacy-based tasks)	
Avoidance strategies	
High levels of effort often for little result	

WESFORD Stage B – Dyslexia Checklist (continued)

Classroom Behaviour (continued)

Over- or persistent tiredness	
Frustration ➤ disruptive behaviour ➤ disaffection	

Comparative Strengths

Lateral thinking – creative 'mental links'	
Able to have several ideas at once	
Imaginative ways of working	
Constructional/technical skills	
Holistic thinking ('all parts at once')	
Visualisation skills	
Musical ability	
Design skills	
Artistic expression	
Verbal expression	

WESFORD Stage B – Dyslexia Checklist (continued)

Discrepancies

Uneven cognitive profile (e.g. in EP assessment)	
Mismatch between:	
General ability and literacy or numeracy attainments	
Literacy and oral language skills	
Written work and practical activities	
Written recording and understanding of topic	
Reading comprehension and listening comprehension	
Performance in different subjects/lessons	

Summary

Attainments	
Underlying Difficulties	
Comparative Strengths	
Discrepancies	

Reading Assessment

A prose reading test such as *Diagnostic Reading Analysis (DRA)* (Hodder Educational) or *Neale Analysis of Reading Ability – Second Edition (NARA II)* (GL Assessment) is suggested which, in addition to standardised norms, offers an opportunity for diagnostic observation of reading behaviours that may suggest specific strengths and weaknesses. Observations can help in completing the *Checklist* and can be recorded on the *Pupil Profile* form.

Interpretation

Dyslexic children typically have marked difficulties with word-level skills – especially with the sequential processing of grapheme-phoneme correspondences at speed. Decoding using phonics, therefore, is often weak and common key words may be misread in context, even when known in isolation. Some dyslexic children can make surprisingly effective use of context, however, and are often able to score quite well in comprehension despite laboured decoding. For others, the concentration needed to decode the text is so great that little processing capacity is left for content and meaning. The pattern of errors noted will help in selecting specific targets for further teaching.

Drawing and Writing Task

This task, again discretionary, provides an opportunity for one-to-one systematic observation of a range of skills. All the child requires is a plain sheet of paper and a pencil. The *Drawing and Writing Task Recording Sheet* is completed by the teacher during and after the task. Specific instructions about how to carry out the task are found on the Recording Sheet itself. This is a rating scale with specific items covering aspects of oral language, following instructions, drawing, writing and spelling skills. The information gathered can help in the accurate completion of the *Dyslexia Checklist*, as well as in the selecting of specific targets for further work. There is also a space for observations, so that anything not covered by the scale items but considered of possible significance can be noted.

Interpretation

Some dyslexic children, as previously mentioned, may show word-finding difficulties when verbalising, affecting their oral language fluency. In some, there can problems with the sequencing of speech sounds. This will be reflected in Section 1 but can also be noted separately under Observations.

As has been noted previously, many dyslexic children have difficulties holding a sequence of instructions in short-term memory, often needing to process one at a time and ask for repetition afterwards.

Some young dyslexics also show difficulties with hand-eye co-ordination and motor fluency, which is likely to affect skills of execution in the drawing task. However the detail of the drawing and awareness of body parts and proportions etc., can reflect a level of cognitive strength not necessarily apparent in the child's written work.

Dyslexic children, particularly at this age, often have difficulties with directionality and orientation in forming their letters. In spelling, they may persistently make errors with common key words. They often also show weakness in phonetic spelling, so that most of the sounds in the attempted word are not represented correctly – sometimes called 'bizarre' spelling. There are almost always problems in learning word-specific spelling alternatives for many phonemes.

The processing difficulties of the dyslexic child that underlie these problems with writing often lead to a slow writing speed and difficulty sustaining focus on the task, as well as a lack of confidence and motivation.

WESFORD Stage B – Drawing and Writing Task

Instructions for Assessor

1. Say to child   *We are going to draw and write about somebody you really like. Can you think of somebody you really like?* (Prompt as necessary.) *Tell me about them.*

Score responses (1 = significantly below average/5 = significantly above average)

	1	2	3	4	5
Ease with which child thinks of a person					
Competence and fluency in using descriptive language					

2. Give child a blank sheet of A4, landscape orientation. Reposition if necessary. Say to child: *Draw a picture of someone you really like on the left-hand side of the page, and then draw yourself next to them. Afterwards I want you to write something about the picture you have drawn, underneath it.*

Score responses (1-5 as above)

	1	2	3	4	5
Following Instructions					
Memorising of instructions					
Understanding of instructions (specify if possible which words were not understood).					
Drawing					
Confidence in approach to task					
Speed of execution					
Competence of execution					
Accuracy of detail					

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WESFORD Stage B – Drawing and Writing Task (continued)

Writing	1	2	3	4	5
Confidence in starting task					
Speed of writing					
Accuracy of letter formation					
Spelling of high frequency words					
Phoneme-grapheme correspondence					
Spatial layout of work					
Level of independence					

Observations: (e.g. level of verbalisation; discrepancy between spoken and written expression)

Working Memory/Sequencing Test

This additional discretionary test gives the teacher an opportunity to sample working memory and sequencing directly, since these behaviours may not be very easy to observe during the normal classroom day. It is based on other similar well-used tests. Difficulties in holding a sequence of information items in short-term auditory memory, and in applying sequencing skills to these (working memory), are commonly associated with dyslexia. These difficulties can often lead to problems in the classroom, for example with following instructions, sustaining concentration and maintaining trains of thought (see *Dyslexia Checklist*). The items in the section 'Recall of Common Sequences' are included because, although they relate to storage and retrieval of sequential information in long-term memory rather than short-term or working memory, young dyslexic children typically experience difficulty with these.

Interpretation

The following guidelines are based on the norms given for children in the Y2 age group in other similar tests (*Test of Auditory-Perceptual Skills – Revised*, Morrison Gardner, Academic Therapy Publications, 1996; *Digit Span Test*, Turner & Ridsdale, Dyslexia Action – available online). For use in the current context they should be regarded as approximate, and used for guidance only.

Score
0 – 5   *well below average*
5 – 8   *below average*
9 – 13   *average range*
14 – 17   *above average*
17+   *well above average*

Recall of Common Sequences

This is a criterion-referenced test and no norms are given. The teacher will use her professional judgement to interpret the child's performance.

All the information gained from the *Checklist* and any other supplementary assessments used, can be entered on the *Pupil Profile* form. This helps clarify whether the child's profile suggests that dyslexia is a possibility.

WESFORD Stage B – Working Memory/Sequencing Test

Both Forward and Reverse Digit Span items are administered, and the scores added together. See specific instructions below.

Digit Span – Forward

Explain that you are going to say some numbers and you want the child to listen very carefully, to try to remember the numbers and then to repeat them. The lists of numbers will gradually get longer to see how many he/she can manage.

Read the numbers in each list clearly but with no variation or emphasis, at one-second intervals. Record the child's responses. Discontinue when errors are made in both items in a pair. Score one point for each error-free item. Carry out practice items first, to ensure the child has understood what is required.

Practice Items	Responses	
3 9		1 or 0
7 2 4		

Test Items	Responses	Score
2 7		
8 1		
3 9 2		
1 6 5		
7 3 1 9		
5 6 2 8		
7 1 5 9 3		
5 2 7 4 8		
2 5 1 6 4 3		
9 4 7 2 8 5		
3 1 7 5 9 2 4		
6 7 4 9 3 8 2		
5 7 4 8 2 6 3 9		
6 9 1 5 7 3 8 2		

TOTAL SCORE Digit Span Forward:	

WESFORD Stage B – Working Memory/Sequencing Test (continued)

Digit Span – Reversed

Explain that you are now going to say some new lists of numbers but this time the child must try to say them backwards – in reverse order. Instructions for discontinuation and scoring are as above.

Practice Items	Responses	
2 5		1 or 0
3 8 2		

Test Items	Responses	Score
7 4		
3 9		

Test Items	Responses	Score
2 6 4		
3 2 8		

4 7 5 9		
7 3 5 8		

9 1 5 2 6		
5 4 7 2 3		

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

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

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

TOTAL SCORE Digit Span Reversed:	

TOTAL SCORE (Forward and Reversed)	

See **WESFORD – Manual of Guidance p.40** for guidelines on interpreting results.

WESFORD Stage B – Working Memory/Sequencing Test (continued)

Recall of Common Sequences

Ask the child to try to remember these sequences. Record exact responses. Do not prompt.

Days of the Week

Months of the Year

Alphabet

COMMENTS

Wiltshire Early Screening For Dyslexia

WESFORD 1

Pupil Profile

Name	Date of Birth
School	Start Date

This document is a detailed record of WESFORD Stage A and Stage B assessments together with observations and relevant comments by the Class Teacher and Teaching Assistant. For further information please refer to the Manual of Guidance.

STAGE A   **Page 1**

Stage A - Questionnaire

Date of Completion _____

Summary of Checklist Information/Comments

Test of Phonological Skills

Date of Assessment_____

Summary of Results/Comments

Retest of Phonological Skills

Date of Retest_____

Summary of Results/Comments

STAGE A SUMMARY   Page 2

This section should be filled in when all the Stage A assessment has been completed.

Date completed _____

		Yes	No
1	Does the Stage A Questionnaire show a pattern of background data, difficulties and comparative strengths that continues to cause concerns (see p. 11)?		
2	Has the child scored a total of less than 40 on the Phonological Skills Retest?		
3	Does the child's progress in acquiring literacy skills continue to cause concern?		

If the answer to any of the above questions is yes, the move to Stage B should be considered .

Date of completion _____

Signature (SENCO or Class Teacher) _____

STAGE B   Page 3

Dyslexia Checklist

Date Completed _____

Using the *Dyslexia Checklist* information, tick the boxes that apply to the child

Attainments Persisting difficulties in		Underlying Difficulties Persisting difficulties in		Comparative Strengths		Discrepancies	
Reading		Working memory /sequencing		Lateral/creative thinking		Gen. Ability/literacy	
Spelling		Automaticity/speed of processing		Imaginative ways of working		Oral language/literacy	
Writing		Oral fluency		Holistic thinking		Written/oral work	
Number		Visual/motor skills		Technical skills		Writing/understanding	
		Organisational skills		Visualisation skills/design		Reading/listening comprehension	
		Classroom behaviour		Musical/artisitic ability		Performance in different subjects	
				Verbal ability			

Comments

Reading   (Complete only if recent Reading Test has been carried out)

Name of Test_____

Date of Test   _____

Scores:

Comments

STAGE B (continued)   Page 4

<u>**Drawing and Writing Task**</u>   (Complete only if this task formed part of the assessment)

Date of Assessment   _____

Strengths (Scores 4 and 5)	**Average** (Score 3)	**Weaknesses** (Scores 1and 2)

Comments

<u>**Working Memory/Sequencing Test**</u> (Complete only if this task formed part of the assessment)

Date of Assessment   _____

	Score/Evaluation of Performance
Digits Forwards	
Digits Reversed	
Days of the Week	
Months of the Year	
Alphabet	

Comments

STAGE B SUMMARY   Page 5

This section should be filled in when the *Checklist* (together with any other discretionary assessments at Stage B) has been completed.

Summarise information under each heading.

Attainments (with levels and scores where applicable)
Underlying Difficulties
Comparative Strengths
Discrepancies

If there are indicators in each of the four areas above, the child demonstrates a profile that may indicate dyslexia (see p. 25 – 26 in *Manual of Guidance*).

The detailed information on the child's strengths and weaknesses can now be used in designing further interventions (see *WESFORD 2 – Dyslexia Resources File*). This would ensure that the methods, strategies and resources selected are fully appropriate in supporting the development of weaker skills whilst optimising the child's strengths.

WESFORD 1

Wiltshire

Early

Screening

F

O

R

Dyslexia

SECOND EDITION

Phonological Skills Programme & Resources

WESFORD 1 (2nd Ed)

WILTSHIRE EARLY SCREENING FOR DYSLEXIA

STAGE A – PHONOLOGICAL SKILLS PROGRAMME & RESOURCES

CONTENTS

Resources

WESFORD 1 (2nd Edition)

WILTSHIRE EARLY SCREENING FOR DYSLEXIA

PHONOLOGICAL SKILLS PROGRAMME & RESOURCES

Please read the Manual of Guidance before starting this
section.

INTRODUCTION

The activities and games in this file are designed to
help children build the essential phonological skills
they need to underpin reading and spelling. Much recent
research has shown that these skills must be present if
children are to learn to read and spell successfully.
While a range of children, for various reasons, may be
slow to develop these skills, dyslexic children often
have persistent problems in this area. Assessment will
enable us to give help to whoever needs it, but also to
identify those children whose difficulties persist
despite this help, and who may have a specific learning
difficulty (dyslexia).

MAKING A START

Children taking part in the Phonological Skills Programme
will have been identified earlier through the Stage A
assessment – the Stage A Questionnaire and the Test of
Phonological Skills.

There is no set starting point as each child will have
different levels of skill. However, the activities have
been designed so that children who are at the same level
can work together in small groups. Teachers will decide
which children need to develop or practice which skills,
grouping the children and selecting the games
accordingly. The ideal group size is four, and it is
advisable to keep to a maximum of six in a group so that
all the children can take an active part and the teacher
or teaching assistant can observe each child carefully
and keep brief, on-the-spot records (see below).

Learning will be more successful if sessions are regular
and frequent. A twenty-minute session three times a week
is advisable as a minimum. There is no prescribed number
of sessions, as progress will depend on each individual.

1

THE GAMES

The games and the skills they build (listed in the Pupil Record) are roughly in order of phonological development - the Syllable Level, the Rhyme and Alliteration Level, moving into the Phoneme Level. Ideally, the children should be grouped so that they can work with others who need to build the same skills.

It should be noted here that all the Syllable Level and the Rhyme and Alliteration Level games are purely oral/auditory, working on phonological skills (the manipulation of speech sounds) rather than phonics (relating speech sounds to letters). In the Phoneme Level some games are marked with an asterisk (*). These are 'linkage' games where phonemes are linked to graphemes, designed to use the children's growing knowledge of the alphabetic code to help them develop phonological skills for reading and spelling.

The games are numbered 1 – 30. They are designed for photocopying on to card, with the information and instructions on one side and the Running Record on the reverse. The cards can be colour-coded (the games from each level copied onto a different coloured card) for ease of reference. Each set of instructions gives the Target Skill(s) the game aims to develop, the resources needed, suggested organisation (e.g. individual, small group, whole class) and details of how to play.

THE RESOURCES

The Resources section contains photocopiable pictures, words, letters, board bases etc. for the Games. These are designed to be photocopied on card, made up ready for use and stored with the relevant Games. They are intended as a 'starter set' of resources – in some cases teachers may wish to add further letter, word or picture cards to extend the Games. Most other resources needed (dice, counters etc) are generally available in most classrooms.

RECORD-KEEPING

The Running Record

Each Game has a Running Record form on the reverse side which can be filled in each time the Game is used. The names or initials of the children in the group are listed, and comments on their performance in the Target

Skill(s) briefly noted. This may simply be a tick in the
Target Skill(s) column, although there is a Comments
column for noting anything important or helpful (e.g.
whether the skill appears secure or just emerging;
whether the child struggled or needed help; whether they
took a long time to respond or did so 'automatically',
etc.).

We suggest that each Games card, with the Running Record
on the reverse, is laminated and a wipe-off marker pen is
used to make the records at each session. This way any
necessary information can be transferred on to the
individual Pupil Records at the end of the session and
the Running Record can be wiped ready for use the next
time.

The Pupil Record

Each child will have a Pupil Record sheet or card. On
this all the Target Skills are listed. When a child has
demonstrated a Target Skill during a Games session, the
date is recorded in the Date Achieved column. This skill
should be evident on three separate occasions, showing
consistency of performance, before we can judge that it
is achieved. (Remember that even then, the child may need
a lot of help to learn to USE this skill consistently
when they are reading or spelling!).

Although the skills are at the three levels, it is not
necessary to stick strictly to one level before
attempting games at the next level – the Syllable and the
Rhyme and Alliteration Levels are included as 'stepping
stones' to the vital Phoneme Level for those children who
are struggling to develop phonological awareness and
skills. Once the Target Skills are achieved, teachers can
judge when to take a child off the programme. However,
help will be needed during reading and writing activities
to enable the child to make full use of these skills in
establishing effective word-attack and spelling
strategies.

_____

PUPIL RECORD

Name: _____   **D.o.b:**
_____

TARGET SKILLS	DATES ACHIEVED		
Blend Syllables (Games 2,3)			
Segment Syllables (Games 1, 4, 5, 6,)			
Discriminate Alliterating Words (Game 7)			
Generate Alliterating Words (Games 9, 12)			
Discriminate Rhyming Words (Games 8, 10)			
Generate Rhyming Words (Game 11)			
Blend Phonemes Orally (Games 13, 14, 15, 16, 18)			
Segment Phonemes Orally (Games 13, 14, 15, 17, 26)			
Blend Phonemes for Reading (Games 18, 19, 20, 21, 22, 23, 24, 26)			
Segment Phonemes for Spelling (Games 20, 24, 25, 27)			
Mentally Manipulate Phonemes (Games 23, 28, 29, 30)			

WESFORD 1 (2nd Ed)

STAGE A
PHONOLOGICAL SKILLS PROGRAMME

SYLLABLE LEVEL

Syllable Level
GAME 1

	SYLLABLE STEPS

| Target Skills:
Resources Needed:

Organisation: | Segment syllables
• Running Record
• Picture Cards 1, 2, 3 or 4 syllables **(Resource A)**
• Numbered carpet tiles or numbered 'stepping stones' (e.g. sheets of coloured paper)
Small group, individual |

Instructions:

• The picture cards are spread out face down on the floor or on a table.

• The first child chooses a card, looks at the picture and says the word it represents.

• The child repeats the word, one syllable at a time, whilst stepping the appropriate number of syllables on the numbered stepping stones.

• The child says how many syllables are in the word.

• The same procedure is followed for each child in the group, with a new picture card each time.

Syllable Level
GAME 1 – RUNNING RECORD

SYLLABLE STEPS

Date:

Name of Pupil	Target Skills Segment Syllables	Comments

Syllable Level
GAME 2

ROBOT WORDS

Target Skills:	Blend syllables
Resources Needed:	▪ Running Record
Organisation:	Small group; whole class

Instructions:

- Tell the children: "I am going to say some words broken up into syllables or chunks, slowly like a robot. You have to listen and guess the word I am saying."

- Pronounce one-, two-, three- or four-syllable words in a monotone with syllables separated at about one-second intervals (e.g. COM – PU – TER).

- In small-group play each child can take a turn to blend the syllables and say the word, scoring a point for each word said correctly. In a class situation children can be chosen at random, can put their hands up to guess, or take turns systematically around the room.

- If a child has persistent problems with this skill, repeat the word several times with the gap between syllables shortened (making them easier to blend) until the child 'hears' the word. Then repeat again with syllables separated by one-second intervals.

Syllable Level
GAME 2 – RUNNING RECORD

ROBOT WORDS

Date:

Name of Pupil	Target Skills Blend Syllables	Comments

Syllable Level
> **GAME 3**

SYLLABLE CHARADES	

Target Skills:	Blend syllables
Resources Needed:	▪ Running Record
Organisation:	Small group; whole class

Instructions:

- Select a child who enjoys acting/mime. Whisper to them the first syllable of a compound word (see the list below – add words to this list as you think of more).

- Child 'acts out' this word-part (with help as necessary) while other children guess the word (taking turns, raising hands or calling out).

- When the first part has been correctly guessed, the group repeats it.

- Whisper the second syllable for the child to mime and group to guess.

- When the second syllable has also been guessed correctly the children repeat both parts until they can blend them to form the word.

- Repeat with a new word and another child doing the miming.

CARD/BOARD	CAR/PET	CHEST/NUT
SEA/SIDE	EYE/LID	SUIT/CASE
LIP/STICK	HAND/BAG	TOOTH/PASTE
PAINT/BRUSH	HAIR/BRUSH	TEA/BAG

Syllable Level
GAME 3 – RUNNING RECORD

SYLLABLE CHARADES

Date:

Name of Pupil	Target Skills Blend Syllables	Comments

Syllable Level
GAME 3 – RUNNING RECORD

Syllable Level
GAME 4

ROBOT SENSE

Target Skills:	Segment syllables
Resources Needed:	• Running Record
	• Picture Cards for words with 1, 2, 3 or 4 syllables **(Resource A)**
	• Robot Board **(Resource B)**
	• 5 counters
Organisation:	Group or whole class sitting in a circle

Instructions:

• A selection of picture cards of 1, 2, 3 and 4 syllables is placed in the middle of the group.

• The first child takes a picture card from the pile and says the word.

• He then repeats the word one syllable at a time, like a robot, placing one counter for each syllable on the Robot Board.

• The child then shows the picture to the group and asks the group to say the word while clapping the syllable 'beats'.

• The adult points to each counter in turn while the children are clapping the syllables, to help the child check whether he was correct.

• The child can then choose the next member of the group to have a turn.

Syllable Level
GAME 4 – RUNNING RECORD

ROBOT SENSE

Date:

Name of Pupil	Target Skills Segment Syllables	Comments

Syllable Level
GAME 4 – RUNNING RECORD

Syllable Level
   GAME 5

FINGERS

Target Skills:	Segment syllables
Resources Needed:	- Running Record - Lists of words with 2, 3 and 4 syllables **(Resource C)**
Organisation:	Group; whole class

Instructions:

- The adult calls out a word at random from one of the lists.

- The children shut their eyes and hold up the number of fingers that matches the number of syllables in the word.

- The adult can note those who are consistently correct or incorrect.

- The children lower their hands and open their eyes.

- The adult guides the group in segmenting and counting the number of syllables in the word – those who got it right can indicate by giving a 'thumbs up'.

- Continue, selecting words from the most appropriate lists for the group's range of skills

Syllable Level
GAME 5 – RUNNING RECORD

FINGERS

Date:

Name of Pupil	Target Skills Segment Syllables	Comments

Syllable Level
GAME 5 – RUNNING RECORD

Syllable Level
GAME 6

SYLLABLE BINGO	

Target Skills:	Segment syllables
Resources Needed:	• Running Record
	• 1 Bingo board per child **(Resource D)**
	• 6 counters per child
	• Word Cards (1, 2, 3 and 4 syllables) **(Resource C)**
Organisation:	Group sitting in a circle

Instructions:

• Each Bingo board should be randomly marked with numbers 1 – 4 (some numbers will be repeated)

• The adult shuffles the word cards, selects one and says the word.

• The children silently count the number of syllables in the word and place a counter on the correct number on their board.

• The first child to have a counter on each numbered rectangle, and to shout 'Bingo!' is the winner.

Syllable Level
GAME 6 – RUNNING RECORD

SYLLABLE BINGO

Date:

Name of Pupil	Target Skills Segment Syllables	Comments

WESFORD 1 (2nd Ed)

STAGE A
PHONOLOGICAL SKILLS PROGRAMME

RHYME AND
ALLITERATION
LEVEL

Rhyme and Alliteration Level
GAME 7

SPOT THE SOUND	

Target Skills:	Discriminate alliterating words
Resources Needed:	• Running Record
	• Alliterating Sentences **(Resource E)**
	• Selection of favourite stories/poems.
Organisation:	Group; whole class

Instructions:

- The teacher/adult selects a set of Alliterating Sentences, and tells the group that they are going to listen out for words beginning with a special phoneme or sound. Each time they hear a word that begins with this phoneme they must put up a hand/jump up/say the phoneme or the word (or any other chosen response).

- The adult reads the sentences aloud, at first very slowly and with deliberate emphasis on words beginning with the target phoneme to give the children a chance to spot it.

- As they become more skilled, the sentences can be read at a more normal speed and with less emphasis. The adult can then choose to extend the activity by adding further phrases or sentences containing the target phoneme, or by asking the children to think of some more alliterating words to extend the sentences.

- Further sentences can then be chosen, with other target phonemes.

- When the children are used to the activity and are beginning to 'spot the sound' successfully, favourite stories or poems can be used in place of the Alliterating Sentences.

SPOT THE SOUND

Date:

Name of Pupil	Target Skills Discriminate Alliterating Words	Comments

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Rhyme and Alliteration Level
GAME 8

RHYMING PAIRS

Target Skills:	Discriminate rhyming words
Resources Needed:	• Running Record
	• Rhyming Pictures **(Resource F)**
Organisation:	Small group

Instructions:

- Before starting, the idea of rhyming words should be 'practised': e.g. give rhyming words like *mat, sat, cat* and get the children to add more.

- About eight pairs of single-syllable Rhyming Pictures are selected initially. Go through these one by one, to ensure that the children 'label' the picture with the correct word (e.g. 'bear', not 'polar bear'). If the pictures are 'mislabelled' during play, correct straight away and get child to repeat correct word.

- The cards are laid out randomly on the table, face down. The first child turns over two cards, saying the names aloud.

- The child must decide whether the two words rhyme or not. If they do, and the child recognises this, he keeps the pair of cards. (While skills are insecure, some prompting may be needed to help the child recognise the rhyme.) If the words do not rhyme, the cards are turned back over in exactly the same position on the table.

- Play passes to the next child who has a turn in the same way.

- The winner is the child who has won most pairs when all the cards have been picked up.

Rhyme and Alliteration Level   **GAME 8 –**
RUNNING RECORD

RHYMING PAIRS

Date:

Name of Pupil	Target Skills Discriminate Rhyming Words	Comments

Rhyme and Alliteration Level
GAME 9

I SPY

Target Skills:	Generate alliterating words
Resources Needed:	▪ Running Record
Organisation:	Group; whole class

Instructions:

- Before starting, ensure that all the children understand the difference between the beginning PHONEME/SOUND of a word and the initial GRAPHEME/LETTER(S) used to spell it.

- A 'starter' child picks an object in the room (without giving any clues – e.g. don't look directly at it!). The child then says the phoneme at the beginning of the word.

- The adult may check the child's phoneme by getting him to whisper the word to her, and should correct any errors.

- *It is very important* to ensure that all phonemes are pronounced in as pure a form as possible, without 'voicing' consonants (e.g. 't', mmm', rather than 'tuh, 'muh').

- The other children take turns to guess the object, by suggesting things which begin with the given phoneme. Again if errors are made, the adult corrects.

- When the correct object is guessed, the adult selects a new child to think of a word (to ensure equality) and the game continues.

Rhyme and Alliteration Level   **GAME 9**
 – RUNNING RECORD

I SPY

Date:

Name of Pupil	Target Skills Generate Alliterating Words	Comments

Rhyme and Alliteration Level
GAME 10

RHYMING SNAP	

Target Skills:	Discriminate rhyming words
Resources Needed:	• Running Record
	• Rhyming Pictures **(Resource F)**
Organisation:	Small group

Instructions:

• Before starting, the idea of rhyming words should be practised: say 'We are going to find words that rhyme – words that sound almost the same – like *mat, sat, cat*…an you think of some more? What about *fly, sky, my'*…etc.

• About ten pairs of Rhyming Pictures are selected initially. Go through these one by one, to ensure that the children 'label' the picture with the correct word (e.g. 'bear', not 'polar bear').

• The cards are shuffled and all dealt out to the children. Each child holds his cards in a pile face down. The children take turns to turn over one card at a time onto the table, face up.

• If a card rhymes with any other picture card visible, the first player to shout **'SNAP'** wins this pair.

• When a player has used up all their cards they are out of the game.

• The winner is the child who finishes up with all the cards.

RHYMING SNAP

Date:

Name of Pupil	Target Skills Discriminate Rhyming Words	Comments

Rhyme and Alliteration Level
   GAME 11

RHYMERS' RING

Target Skills:	Generate rhyming words
Resources Needed:	• Running Record
	• Counters or similar objects
Organisation:	Large group or class sitting in a circle

Instructions:

• About a third of the children within the group are given a counter to hold. These children are Rhymers.

• The adult gives a 'starter' word, and chooses a Rhymer. The Rhymer thinks of a word which rhymes with the starter word and says it aloud.

• The child to the Rhymer's left repeats this word. The next child on the left repeats the word again, and the same word continues to be repeated round the circle until the next Rhymer is reached.

• The new Rhymer gives another word that rhymes with the previous one. This is again repeated round the circle until the next Rhymer is reached, when another rhyming word is given.

• If a Rhymer cannot think of a rhyming word, or gives a non-rhyme, the adult provides a rhyming word and the game continues.

• The game continues until rhyming words run out.

• The adult then provides a new 'starter' word, collects and re-allocates the counters, and chooses the first Rhymer for a new round.

RHYMERS' RING

Date:

Name of Pupil	Target Skills Generate Rhyming Words	Comments

Rhyme and Alliteration Level
GAME 12

	SILLY SOUND STORIES

Target Skills:	Generate alliterating words
Resources Needed:	▪ Running Record
Organisation:	Group; whole class

Instructions:

- The adult makes up a 'silly' sentence where the main words begin with the same sound, as an example for the children (e.g. *Silly Susan sizzled sausages on Saturday*).

- A 'starter' word is given. The adult asks each child in turn to add a word or short phrase to the sentence or Silly Sound Story.

- The adult helps where necessary by changing the word type or adding 'filler' words to make a sentence (e.g. starter word 'Ben' – if child says 'beans', suggest 'Ben had beans….' then possibly 'Ben had beans for …')

- The adult notes which children can generate words with the correct beginning sound. (In the 'Comments' column it can also be noted which children show an awareness of sentence construction).

- When a sentence has been completed, the adult repeats it aloud, and asks if anyone can add a bit more using the same sound. The whole Silly Sound Story is repeated, and recorded by the adult.

- After a few Silly Sound Stories, or at the end of the session, read them aloud to the children and let them decide which one is funniest.

Rhyme and Alliteration Level   **GAME 12 –**
RUNNING RECORD

SILLY SOUND STORIES

Date:

Name of Pupil	Target Skills Generate Alliterating Words	Comments

WESFORD 1 (2ND Ed)

STAGE A
PHONOLOGICAL SKILLS PROGRAMME

PHONEME LEVEL

Phoneme Level
GAME 13

BOSSY BOOTS	

Target Skills:	Blend phonemes orally; segment phonemes orally
Resources Needed:	▪ Running Record
Organisation:	Small group; class

Instructions:

▪ The adult starts by being Bossy Boots, and issuing a command to the group with the target word spoken one phoneme at a time (with about one second between). E.g: 'Bossy Boots says point to the l – igh – t.'

▪ Children blend the phonemes and carry out the command, then adult and children together say the phonemes followed by the word (e.g. 'l – igh – t, light').

▪ Examples of other types of Bossy Boots command are: 'Bossy Boots says fetch me a ….'; 'Bossy Boots says touch your …..'; 'Bossy Boots says…..' (perform an action such as laugh, cry, smile, jump, sit, etc.).

▪ The adult can then pick one of the children to be Bossy Boots, and the game continues with children taking turns.

▪ The game is then reversed, so the children have to segment the target word. The adult says 'Bossy Boots says 'What's this?' ' and holds up an object, touches something, or performs an action.

▪ Children segment the word into its phonemes and then say the word (e.g. 'b – oo - k book').

▪ Again the children can take turns to be Bossy Boots.

BOSSY BOOTS

Date:

Name of Pupil	Target Skills		Comments
	Blend Segment Phonemes Phonemes Orally Orally		

Phoneme Level   **GAME 14**

BEAR'S POCKET

Target Skills: **Resources** **Needed:** **Organisation:**	Blend phonemes orally; segment phonemes orally • Running Record • Bear Baseboard **(Resource H)** • Selection of picture cards showing words with 3 or 4 phonemes, as appropriate. These can be selected from **Resources A, F, O or Q**. Small group

Instructions:

• Place Bear Baseboard in the middle of the table, with selected picture cards face down in Bear's Pocket.

• Adult and children say 'Look in Bear's Pocket and what can we see?' Adult picks up a card without showing children, and says the phonemes in the word one at a time at about 1-second intervals (e.g. 'c – a – t').

• Children blend the phonemes and say the word. Adult responds by showing the children the picture, and together everyone says the phonemes followed by the word (e.g. 'c – a – t, cat').

• The same routine is followed for several more turns.

• The game is then reversed. The children repeat 'Look in Bear's Pocket and what can we see?', but now the teacher picks a card from Bear's Pocket and shows the children the picture.

• The children segment the word and say each separate phoneme followed by the word (e.g. 'h – a – n – d, hand'). The adult and children together then repeat this again, to reinforce the correct response.

• The game continues with several more turns in 'segmentation mode'.

14 – RUNNING RECORD

BEAR'S POCKET

Date:

Name of Pupil	Target Skills		Comments
	Blend Segment Phonemes Orally Orally	Phonemes	

Phoneme Level
GAME 15

	DINOSAUR SWAMP

Target Skills: **Resources Needed:**	Blend phonemes orally; segment phonemes orally
	• Running Record
	• 'Dinosaur Swamp' Board **(Resource K)**
	• Selection of picture cards showing words with 3 or 4 phonemes, as appropriate. These can be selected from **Resources A, F, O or Q**.
Organisation:	• Die
	• Counters
	Small group

Instructions:

• The adult selects appropriate picture cards and places them in a pile face down near the Dinosaur Swamp board.

• The first child throws the die, the adult picks the top card without showing the child and says the phonemes in the word one at a time, at approximately 1-second intervals.

• The child blends the phonemes and says the word. The adult then shows the card, and together with the whole group, says the phonemes followed by the word (e.g. 't – a – p, tap').

• If the child was correct, he moves his counter along the board.

• Play passes round the group in this way. The winner is the first child whose counter reaches the Swamp.

• The game can then be played by reversing the blending process and segmenting instead. The child picks his own card and segments the word, saying the phonemes followed by the word (e.g. 'c – l – o – ck, clock'). The adult then leads the rest of the group in segmenting in the same way, and, if the child was correct, he moves his counter and play continues in the same way.

DINOSAUR SWAMP

Date:

Name of Pupil	Target Skills		Comments
	Blend Segment Phonemes Phonemes Orally Orally		

Phoneme Level
GAME 16

PHONEME STEPS

Target Skills:	Blend phonemes orally
Resources Needed:	• Running Record
	• 1 Phoneme Steps Board per child **(Resource N)**
	• Die
	• Counters
Organisation:	Group

Instructions:

• This game is played rather like Snakes and Ladders.

• The first child shakes the die – he counts the appropriate number of squares to find his target word.

• The adult says the word aloud slowly, one phoneme at a time. The child blends the phonemes together to form the word.

• When the child has blended the phonemes correctly, he moves his counter to that word's square.

• If a child lands at the bottom of a set of steps, he goes up if he gets the word right.

• If a child lands at the top of a set of steps, he goes down only if he gets the word wrong.

16 – RUNNING RECORD

PHONEME STEPS

Date:

Name of Pupil	Target Skills Blend Phonemes Orally	Comments

Phoneme Level
GAME 17

	POST THE SOUND

Target Skills:	Segment phonemes orally
Resources Needed:	• Running Record
	• 2 posting boxes (e.g. shoeboxes)
	• for each game 2 sets of pictures (about 10 in each) of words that have two different medial vowels (e.g. a set of 'e' phonemes and a set of 'i' phonemes) **(Resource O)**
Organisation:	• Counters
	Group

Instructions:

• Decide on the two different medial vowel phonemes.

• The posting boxes are placed in the middle of the table, each labelled with its own vowel phoneme. The children can practice identifying which box is for which vowel phoneme.

• The two sets of pictures are shuffled together and placed face down in the middle of the table.

• The first child takes a picture, says the word, listens for the vowel, says the vowel phoneme and posts the picture in the appropriate box.

• If the child says the word or the phoneme incorrectly, the adult says it clearly for him and he has another try at selecting the correct box.

• The child takes a counter for each correct response and these are totalled at the end of the game to find the winner.

17 – RUNNING RECORD

POST THE SOUND

Date:

Name of Pupil	Target Skills Segment Phonemes Orally	Comments

Phoneme Level
GAME 18

PHONEME LINK BINGO *

Target Skills:	Blend phonemes orally; blend phonemes for reading
Resources Needed:	• Running Record • Word Cards (3 or 4 phonemes) **(Resource L)** • Bingo Boards **(Resource D)** • 6 counters for each player
Organisation:	Group

Instructions:

- Word Cards are selected at the appropriate level (cvc, ccvc, cvcc).

- Bingo Boards are marked beforehand, with nine words from the Word Card selection randomly written on each.

- The cards are shuffled. The adult takes a card from the pack and reads out the word one phoneme at a time, saying each individual phoneme clearly.

- As a group, the children repeat the phonemes, blend them together and say the word.

- If the child has the corresponding written word on his Bingo Board, he puts a counter on that square.

- The first person to cover all their words with counters shouts 'Bingo!'

18 – RUNNING RECORD

PHONEME LINK BINGO *

Date:

Name of Pupil	Target Skills		Comments
	Blend Blend Phonemes Phonemes Orally for Reading		

Phoneme Level
GAME 19

DICE WORDS *

Target Skills:	Blend phonemes for reading
Resources Needed:	• Running Record
	• 3 blank dice (2 for consonant dice and one for a vowel die)
	• Counters
Organisation:	Small group

Instructions:

• A different consonant is written onto each side of two of the blank dice with a fine marker pen to create two Consonant Dice. Vowels are written on the sides of the remaining blank die to create a Vowel Die.

• The first child rolls a Consonant Die, the Vowel Die, then the other Consonant Die in turn.

• The child blends the phonemes displayed on the dice (in the order they were thrown) to make a 'word'.

• The group then decides whether the word is a real word or not.

• The child takes one counter for successful blending of the phonemes in a non-word, and two counters for successful blending if the word is real.

• The winner is the first child to win 10 counters.

19 – RUNNING RECORD

DICE WORDS*

Date:

Name of Pupil	Target Skills Blend Phonemes for Reading	Comments

Phoneme Level
GAME 20

FRIENDLY PHONEMES *	

Target Skills:	Segment phonemes for spelling; blend phonemes for reading
Resources Needed:	• Running Record
	• Grapheme Cards **(Resource G)**
	• Blank Word Cards for children's names **(Resource P)**
	• Picture Cards (words with 3 and 4 phonemes) **(Resource Q)**
Organisation:	Small group

Instructions:

• A selection of Grapheme Cards and Picture Cards are placed on the table.

• The children's names are written on Name Cards and placed face down in a pile.

• The first child takes the top Name Card. He selects a Picture Card and says the corresponding word for the child on the Name Card.

• The named child then segments the word aloud into its separate phonemes. He then selects the Grapheme Cards that match the phonemes, placing them together to make the word.

• He checks by pointing to each Grapheme Card, saying the phonemes and blending them to form the word. He scores a point if successful.

• He then takes the next Name Card and chooses a Picture Card for the next named child. Play continues until everyone has had a turn.

20 – RUNNING RECORD

FRIENDLY PHONEMES *

Date:

Name of Pupil	Target Skills		Comments
	Segment Blend Phonemes Phonemes for Spelling for Reading		

Phoneme Level
   GAME 21

CROSS WORDS *

Target Skills:	Blend phonemes for reading
Resources Needed:	• Running Record
	• Grapheme Cards **(Resource G)**
Organisation:	Small group; individual

Instructions:

• The adult selects four consonant cards and one vowel card for each child. It must be possible for Cross Words to be constructed from these (see examples below).

```
        r                           b
  c     a     t             f       e     d
        n                           t
```
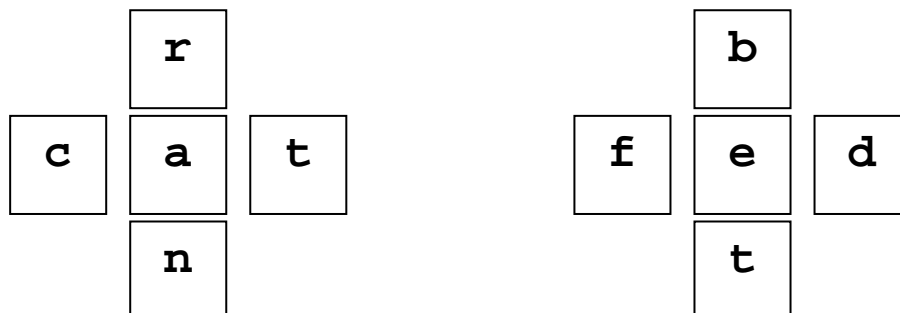
• Each child sets his cards out to make horizontal and vertical words, then 'sounds out' the letters, blends the sounds and reads the words.

Phoneme Level   **GAME**
21 – RUNNING RECORD

CROSS WORDS *

Date:

Name of Pupil	Target Skills Blend Phonemes for Reading	Comments

Phoneme Level
   GAME 22

WORD WATCH *	

Target Skills:	Blend phonemes for reading
Resources Needed:	• Running Record
	• Grapheme Cards **(Resource G)**
Organisation:	Small group

Instructions:

- The cards are sorted into two piles – one of consonants and one of vowels.

- The vowel pile is placed on the table with the top card turned face up – the children should be seated so that all can read the card clearly.

- Six consonant cards are dealt face up to each child.

- Each child tries in turn to make a cvc word with the vowel and two of his consonants. If he is successful, these two consonant cards are turned over and are out of play.

- When each child has had a turn, the next vowel card is turned over and the children try to make words in the same way with their remaining consonants.

- The winner is the first child with all his consonant cards used and placed face down.

22 – RUNNING RECORD

WORD WATCH *

Date:

Name of Pupil	Target Skills Blend Phonemes for Reading	Comments

Phoneme Level
GAME 23

	SOUND SWAP *

Target Skills:	Blend phonemes for reading; mentally manipulate phonemes
Resources Needed:	• Running Record
	• Grapheme Cards **(Resource G)**
	• Paper and pencil for recording words
Organisation:	Group

Instructions:

• The Grapheme Cards are laid out in an alphabetical arc on the table

• The adult chooses a word at the appropriate level, selects the graphemes to make the word, and reads the word modelling the 'point- sound-blend' technique.

• The first child then changes ONE grapheme to try making a new word. He 'sounds' the graphemes, blends the phonemes and says the word.

• The group decides whether it is a real word. If not, it is discarded and play passes to the next child. If it is, the child writes the word down on his paper, scoring one point.

• The next child then has to swap ONE grapheme to try and make another new word – no repeats! – and scores in the same way.

• Play continues until everyone has had the same number of turns, and the scores are counted up.

• As the children's skills develop, they can be encouraged to mentally 'try out' different sounds to make a new word (manipulate phonemes), rather than selecting one randomly.

• To encourage attention to final or medial phoneme-grapheme correspondences, these can be 'weighted' with extra points e.g. score 2 points if the middle or final graphemes are swapped.

23 – RUNNING RECORD

SOUND SWAP *

Date:

Name of Pupil	Target Skills		Comments
	Blend Mentally Phonemes	Manipulate for Reading Phonemes	

Phoneme Level
GAME 24

STEPPING STONES	

Target Skills:	Blend phonemes for reading; segment phonemes for spelling
Resources Needed:	• Running Record
	• Grapheme Cards **(Resource G)**
	• Grapheme Cards, enlarged to fill A5-sized paper/card, ideally laminated, to make 'stepping stones'
	• One small toy or counter for each child
Organisation:	Group

Instructions:

• The game can be a table-top or floor game.

• In the **table-top version**, a small set of (6-12) Grapheme Cards is selected from which several simple words can be made (e.g. *s a t p i n*) and placed randomly on the table.

• The adult 'steps' her toy onto 3 (or 4, depending on skills) Grapheme Cards in a sequence that makes a word for first child. The child says each phoneme as it is stepped on, then blends them to say the word. If correct, a point is scored and turns are taken in the same way.

• The game is then played 'in reverse' – the adult says a word that can be made from 3 (or 4) of the Grapheme Cards for first child. The child segments the word orally, 'stepping' his toy onto the correct Grapheme Card for each phoneme in order, scoring a point for a correct response. Turns are taken in the same way.

• In the **floor version**, enlarged Grapheme Cards are scattered on the floor and the adult or child physically steps onto them to blend or segment words as above.

24 – RUNNING RECORD

STEPPING STONES *

Date:

Name of Pupil	Target Skills		Comments
	Blend Segment Phonemes Phonemes for Reading for Spelling		

Phoneme Level
GAME 25

	PICTURE FRAME *

Target Skills:	Segment phonemes for spelling
Resources Needed:	• Running Record
	• Picture Cards for words with 3 and 4 phonemes **(Resource Q)**
	• Grapheme Cards **(Resource G)**
	• Small 3-phoneme and 4-phoneme frames, one of each per child, or a large one of each for whole group **(Resource M)**
	• Laminated 3-phoneme and 4-phoneme frames **(Resource M)** or whiteboard
Organisation:	Group; whole class sitting in a circle

Instructions:

• The Grapheme Cards and Picture Cards are scattered randomly in the middle of the table or floor.

• The first child selects a Picture Card and names the picture.

• The child to his left listens to the word carefully and segments it into its separate phonemes.

• This child then selects the Grapheme Cards that match these phonemes and places them onto the appropriate frame.

• In addition (or as an alternative), using a laminated phoneme frame or whiteboard the child then writes the graphemes and reads the word aloud.

• When he has completed this successfully, he then selects a new Picture Card for the child on his left, and play continues.

25 – RUNNING RECORD

PICTURE FRAME *

Date:

Name of Pupil	Target Skills Segment Phonemes for Spelling	Comments

25 – RUNNING RECORD

Phoneme Level
   GAME 26

STAR WORDS *	

Target Skills:	Blend phonemes for reading; segment phonemes orally
Resources Needed:	• Running Record
	• Word Cards – 3-phoneme **(Resource L)**
	• Word Strip for each child **(Resource R)**
	• Star Cards – 3 for each child **(Resource S)**
Organisation:	Small group

Instructions:

• The adult shuffles the Word Cards, places them in a pile face down, takes the top card and reads the word.

• If the child's Word Strip contains this word, he puts a Star Card over the word on the strip.

• The child then:

> • says the word from memory
> • segments the word into its phonemes
> • uncovers the word, says and blends the phonemes to read the word

• The winner is the first child to have three Stars on his Word Strip

Phoneme Level **GAME**
26 – RUNNING RECORD

STAR WORDS *

Date:

Name of Pupil	Target Skills		Comments
	Blend Segment Phonemes Phonemes for Reading Orally		

Phoneme Level
GAME 27

VOWEL SOUND-WRITE *

Target Skills:	Segment phonemes for spelling
Resources Needed:	• Running Record
	• Picture Cards **(Resource Q)**
	• Whiteboard and marker pen for each child
	• Counters
Organisation:	Small group

Instructions:

• The adult shows the group a picture.

• The children whisper the word associated with the picture.

• The children write the word's medial vowel on their whiteboards.

• The children hold up their whiteboards to show them to the adult.

• The children say the word aloud.

• The children say the medial vowel phoneme aloud.

• The adult then corrects any errors and gives a counter to each child with the correct grapheme.

• The boards are then wiped and the next picture card is selected.

27 – RUNNING RECORD

VOWEL SOUND-WRITE *

Date:

Name of Pupil	Target Skills Segment Phonemes for Spelling	Comments

Phoneme Level
   GAME 28

VOWEL SWAP *

Target Skills:	Blend phonemes for reading; mentally manipulate phonemes
Resources Needed:	• Running Record • Grapheme Cards **(Resource G)** or plastic/wooden letters
Organisation:	Small group; individual

Instructions:

• The Grapheme Cards are set out in an alphabetical arc.

• The adult selects Grapheme Cards to make a word (e.g. *hit*).

• The adult makes a 'deliberate mistake' when reading the word by substituting another vowel sound, saying, for example, 'This word is *hot*'.

• The first child has to identify the error and replace with the correct vowel (e.g. removing the *i* and replacing it with an *o*).

• The child then says the phonemes and blends to read the word – *hot*.

• The adult then replaces all the Grapheme Cards and sets out a new word for the next child.

Variation:

Consonant Swap: as above, but changing either the initial consonant or the final consonant.

Phoneme Level   **GAME**
28 – RUNNING RECORD

VOWEL SWAP *

Date:

Name of Pupil	Target Skills		Comments
	Blend Mentally Phonemes for Reading	Manipulate Phonemes	

Phoneme Level
GAME 29

FIRST SOUND – LAST SOUND	

Target Skills:	Mentally manipulate phonemes
Resources Needed:	• Running Record
	• Counters
Organisation:	Small group

Instructions:

- Emphasise that the game is about SPOKEN sounds, not spelling! Explain and model the process of omitting the initial phoneme (First Sound) or final phoneme (Last Sound) of a word to make a new word.

- Give the children a word, saying (for example): 'What word do you hear if you take the First Sound off 'cat'?' Or what word do you hear if you don't say the Last Sound of 'felt'?'

- The first child to say the word correctly takes a counter. Alternatively, each child has a turn and takes a counter for a correct response. After a few 'rounds' the counters are added to find winners.

- Here are some words to start you off:

```
         FIRST SOUNDS                 LAST SOUNDS

   hat (at)  man (an)       hurts (her)            starve
(star)
   ram (am)  lake (ache)         pact (pack)
   film (fill)
   pill (ill)     chin (in)       farm (far)
   belt (bell)
   fizz (is) gone (on)      milk (mill)            kiln
(kill)
   cough (off)    cup (up)       ramp (ram)
   pant (pan)
   beg (egg) date (ate)         bark (bar)
   bust (bus)
```

mask (ask)   sink (ink)   mist (miss)
lost (loss)

FIRST SOUND – LAST SOUND

Date:

Name of Pupil	Target Skills Mentally Manipulate Phonemes		Comments
	Initial Final		

Phoneme Level
   GAME 30

SCRUBBLE *

Target Skills:	Blend phonemes for reading; mentally manipulate phonemes
Resources Needed:	• Running Record
	• Grapheme Cards **(Resource G)**
	• Blank cards
Organisation:	Group; whole class

Instructions:

• The Grapheme Cards are set out in an alphabetical arc.

• The adult chooses a word at the appropriate level and lays out the graphemes to make the word, saying each phoneme and then saying the word (e.g. *frog*).

• Each grapheme is covered by a blank card.

• The first child point to each blank card in turn, says the phoneme beneath it, and blends these to say the word.

• The adult now points to one of the blank cards and asks 'What would the word sound like without this sound?' The child then points to the remaining blank cards in turn, says each phoneme (looking under the blank card if he has forgotten the grapheme), blends them and says the 'word' (e.g. *fog*, *rog* or *fro*). A point is scored for each correct answer.

• The adult points to another blank card for the next child to omit, until all the permutations (except for the vowel!) have been tried.

• The adult then chooses a new word for the next child to take a turn.

30 – RUNNING RECORD

SCRUBBLE *

Date:

Name of Pupil	Target Skills		Comments
	Blend Mentally **Phonemes** **Manipulate** **For Reading** **Phonemes**		

WESFORD 1 (2nd Ed)

STAGE A
PHONOLOGICAL SKILLS PROGRAMME

RESOURCES

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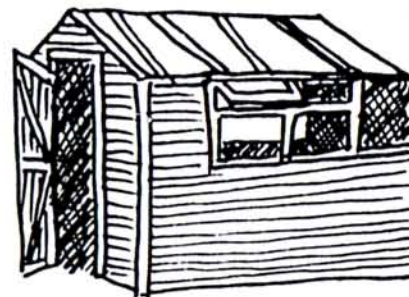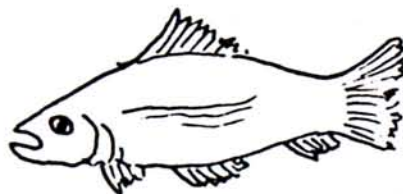
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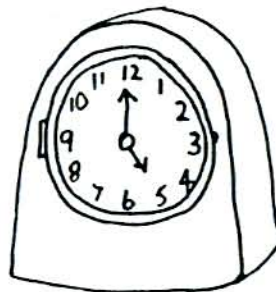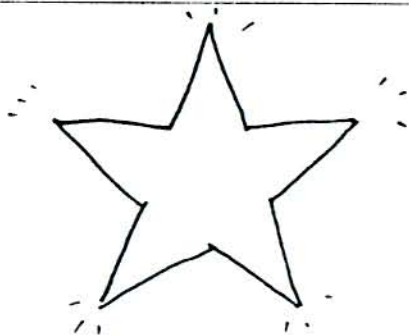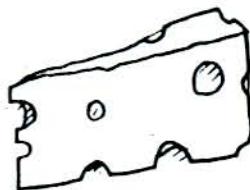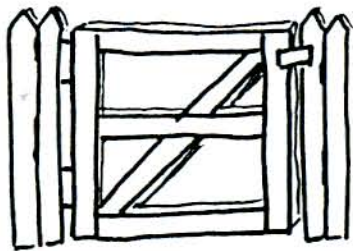
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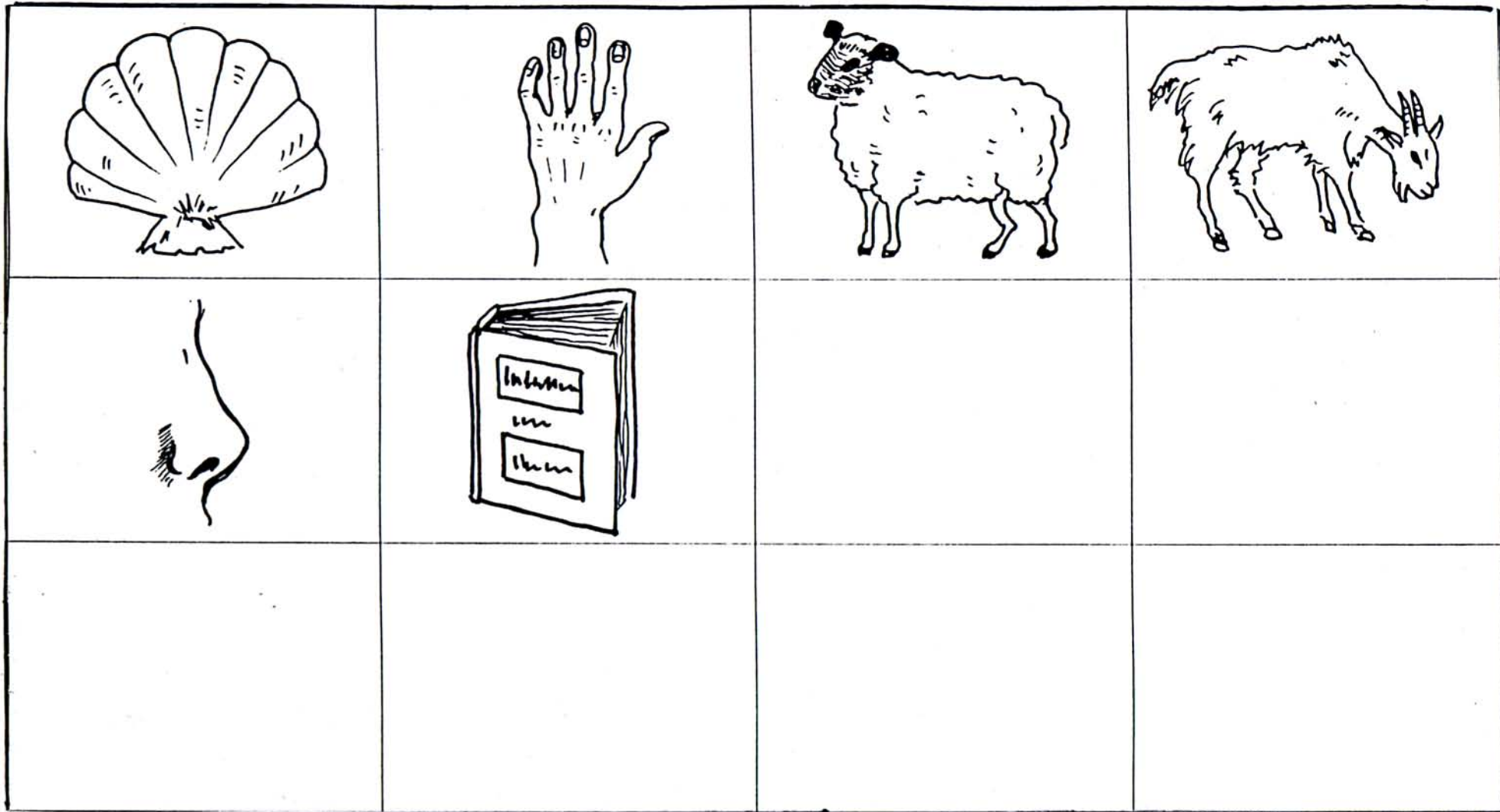
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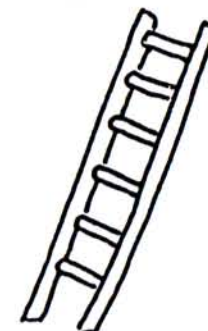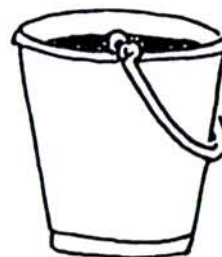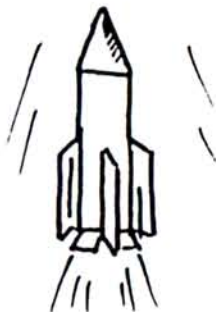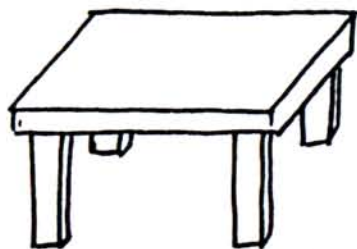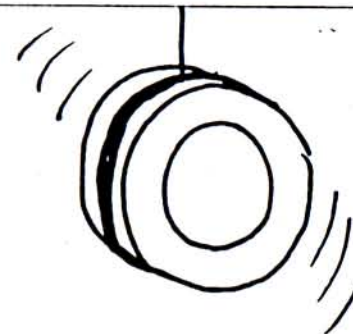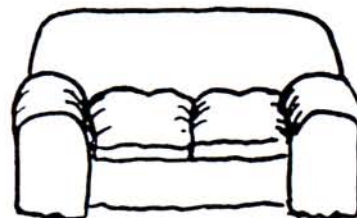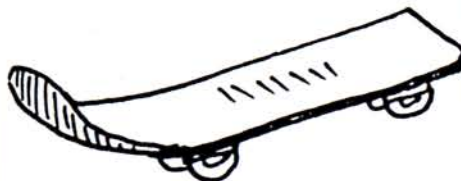
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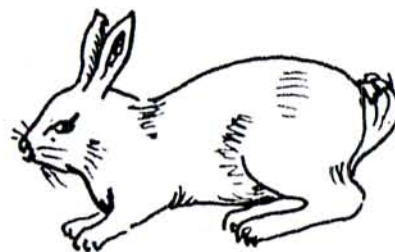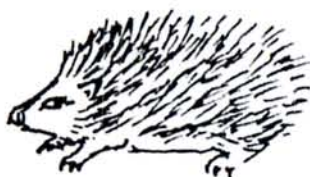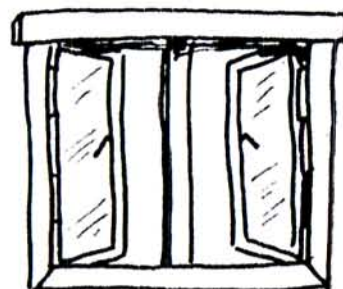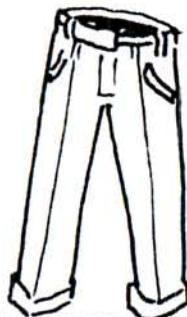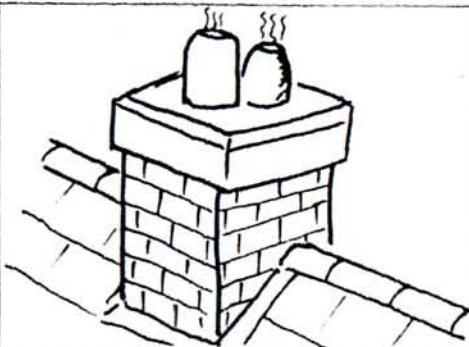
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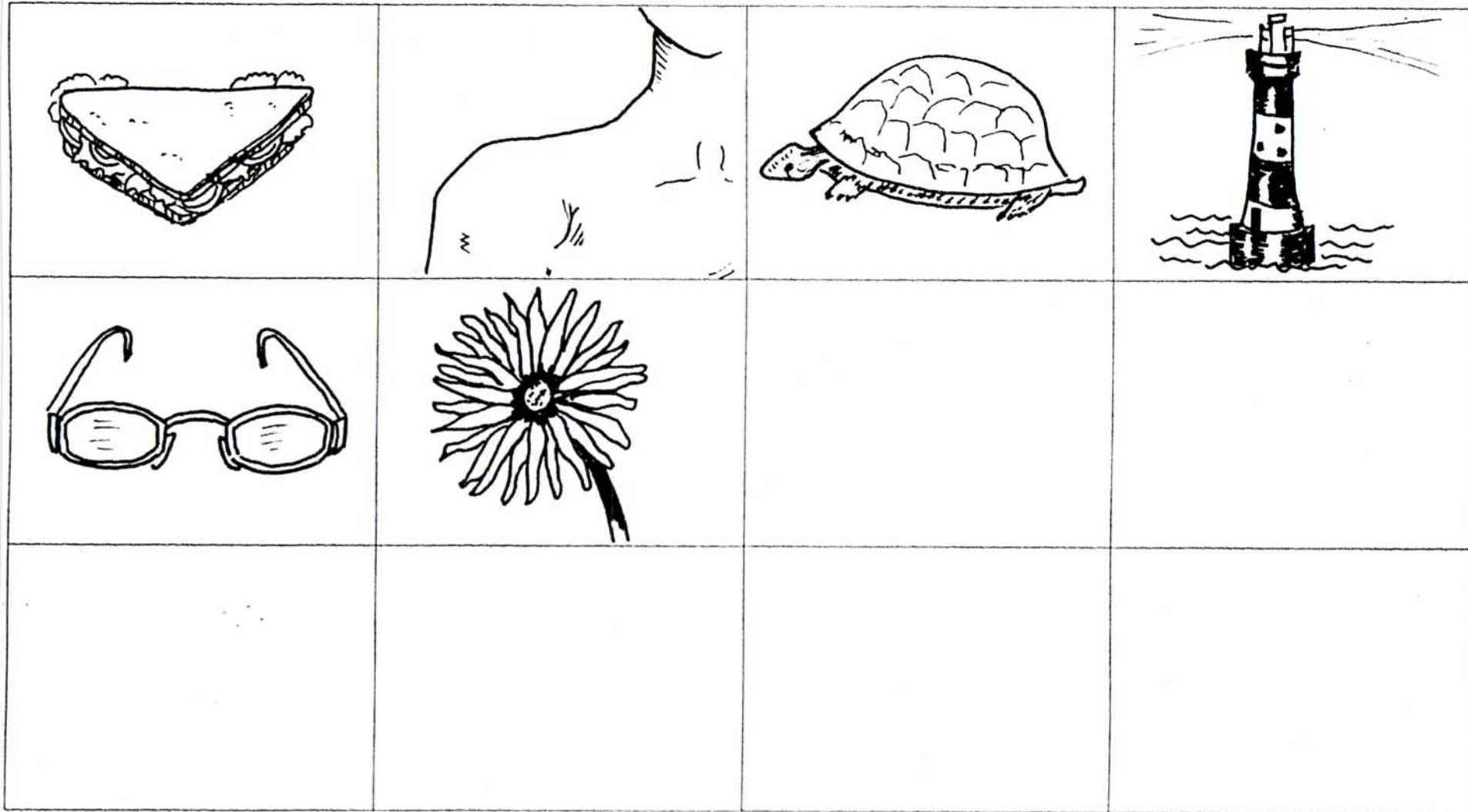
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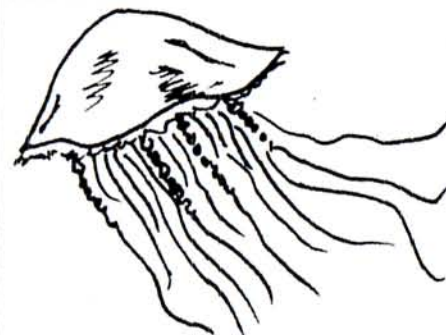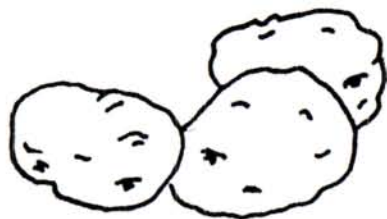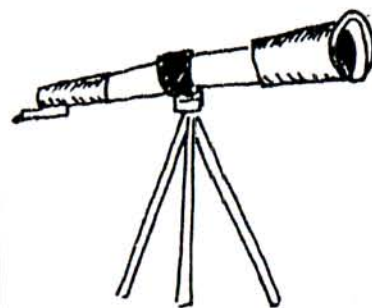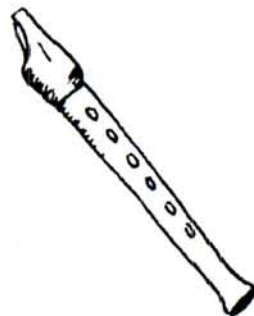
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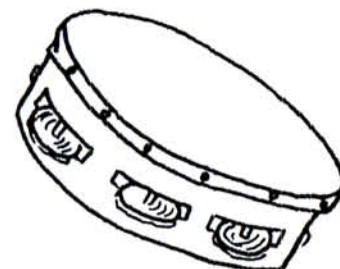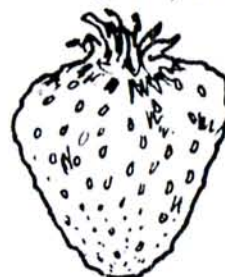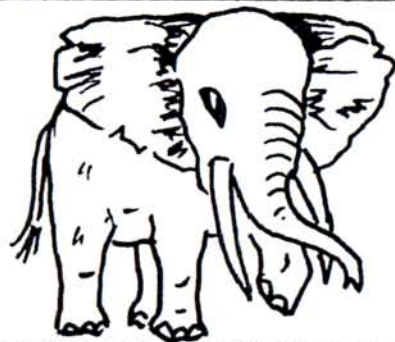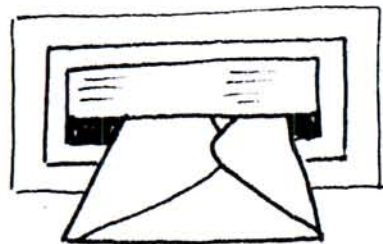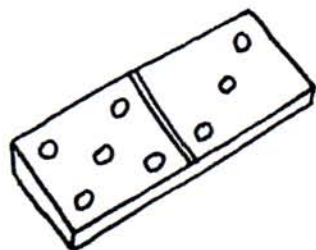
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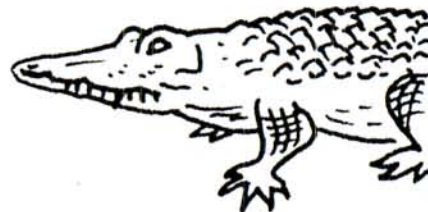
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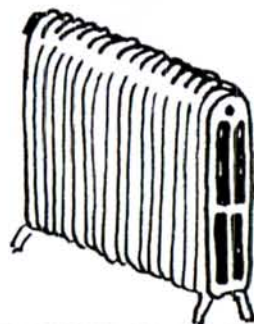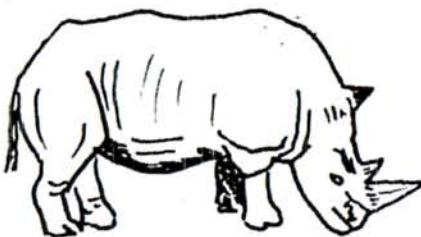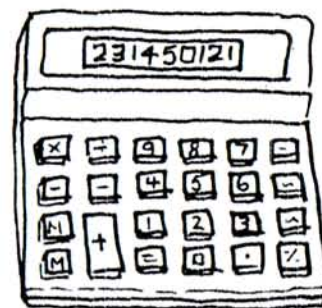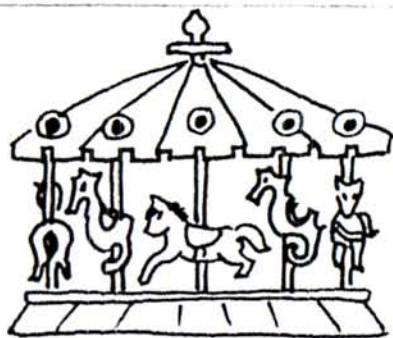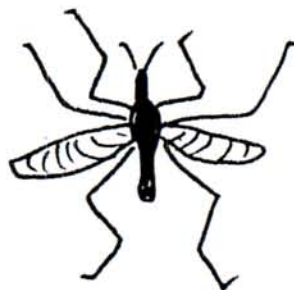
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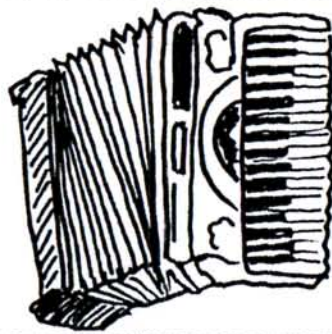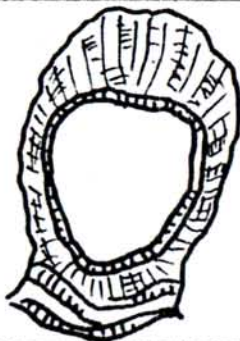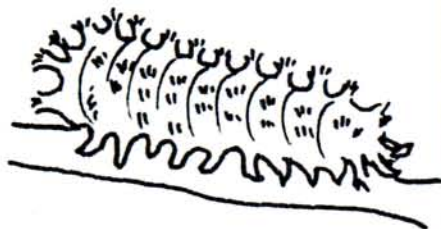
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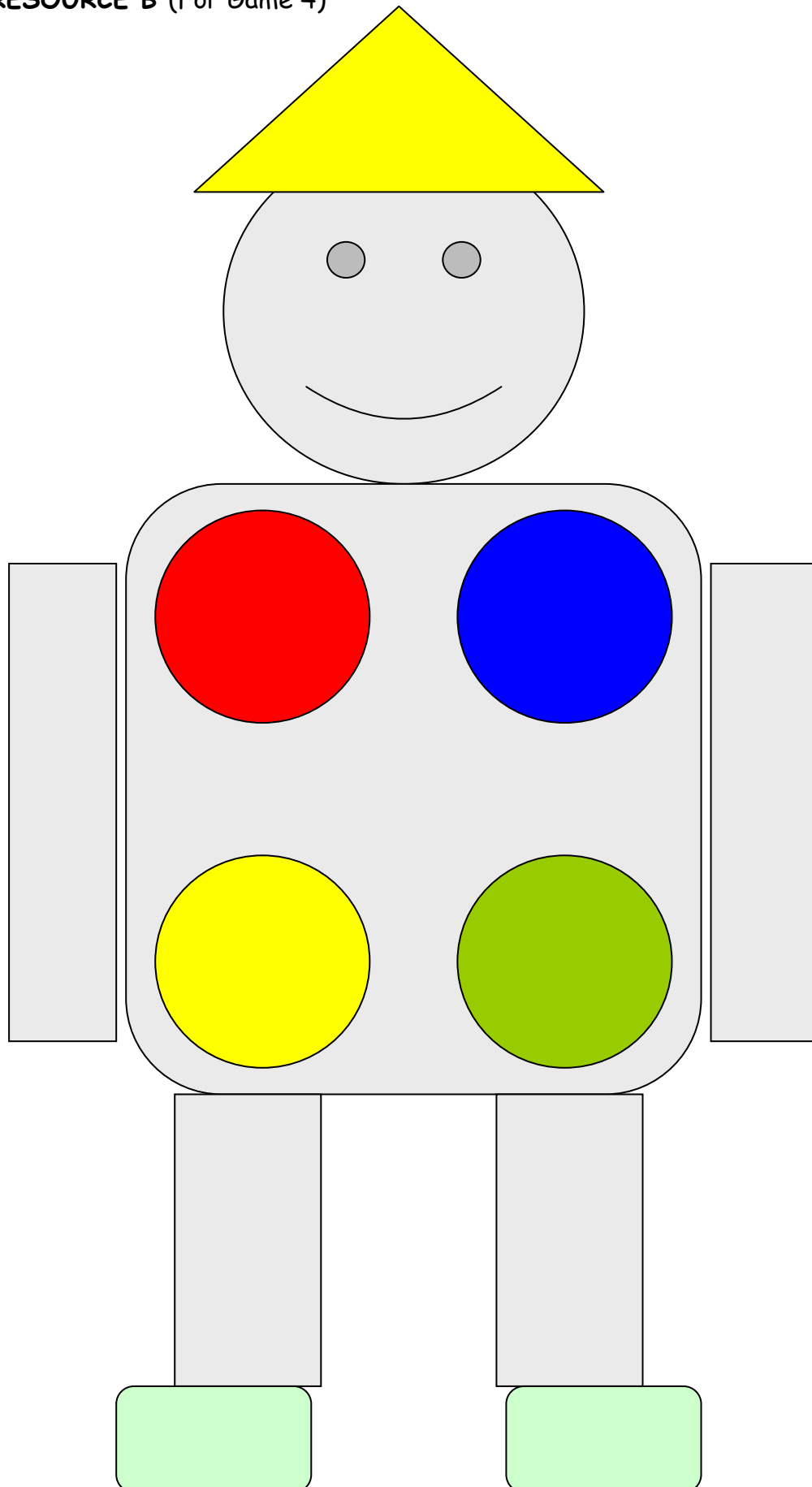
RESOURCE C (For Games 5, 6) **ONE-SYLLABLE WORD CARDS**

ball	cheese	kite
face	lip	lamp
wind	join	not
pin	lace	out
hand	mouse	price
fun	dance	quack
this	east	reach
wait	game	swap
cold	door	taste
tree	ill	you

_____

RESOURCE C (For Games 5, 6) **TWO-SYLLABLE WORD CARDS**

blackboard	chicken	never
singing	empty	open
fidget	frightened	playing
safety	garage	quiet
paper	hungry	resting
rubbish	inside	special
after	jelly	trimming
calling	kitten	upset
doing	laughing	very
zebra	monster	water

_____

RESOURCE C (For Games 5, 6) **THREE-SYLLABLE WORD CARDS**

antelope	porcupine	wheelbarrow
beautiful	cauliflower	September
damaging	potato	Saturday
elephant	tomato	Olympics
fantastic	telephone	trampoline
greengrocer	caravan	Valentine
holiday	aeroplane	magazine
India	yesterday	catalogue
joyfully	exhausted	magician
computer	excited	waterproof

RESOURCE C (For Games 5, 6) **FOUR-SYLLABLE WORD CARDS**

television	photographer	information
accelerate	monopoly	extinguisher
accidental	complicated	Cinderella
apparatus	understanding	successfully
entertaining	Alexander	trampolining
interruption	exploration	alligator
invitation	kindergarten	comedian
mysterious	kilometre	radiator
helterskelter	thermometer	entertainment
American	interesting	electrical

_____

RESOURCE D (For Games 6, 18) **BINGO BOARDS**

RESOURCE E (For Game 7) ALLITERATING SENTENCES

- My friend **A**lison was **a**ngry with her brother **A**ndrew for stealing her **a**pple. He was **a**cting guilty because he had **a**ctually eaten it.

- Little **B**illy had a very **b**ouncy **b**all which he had **b**orrowed from his **b**ig brother. He **b**ounced it **b**eautifully until **b**edtime.

- **K**ate had a **k**itten who could not **c**atch mice. She **c**ould **c**reep up and show her **c**laws but the mice were too **c**lever to let her **c**atch them.

- **D**avid's **D**ad was **d**own in the garden **d**igging a long **d**itch near the bed of **d**affodils. Why was he **d**oing that, wondered **D**avid.

- **E**very day **E**llie the **e**lephant walked down to the **e**mpty water hole by the **e**dge of the forest. She was **e**ver so thirsty.

- **F**reddy was a terrible **f**idget. On his **f**ifth birthday he **f**iddled with his new **f**ire engine so much that it **f**ell to bits and Dad could not **f**ix it.

- 'Can we **g**o and see **G**ranny today?' asked **G**race. 'I've **g**ot something to **g**ive her – it's a big **g**reen plant pot for her **g**arden to **g**row beans in'.

- **H**arry was a big **h**airy dog who **h**ated to **h**ave his **h**air washed. He **h**owled and made a **h**orrible noise when he **h**eard the bath running.

- **J**ane loved to make **j**elly from ripe, **j**uicy plums. She had **j**ust poured a **j**ug of plum **j**uice when the **j**ingling of the phone made her **j**ump.

- **L**ucy really **l**oved her pet hamster called **L**enny. He was very **l**ively and **l**iked to run the **l**ength of the smart **l**ittle cage where he **l**ived.

- Every **M**onday **m**orning my friend **M**olly would help her **M**um do the breakfast. She **m**ade a terrible **m**ess, but **M**um never **m**oaned at her.

- My **n**aughty little sister **N**ancy was **n**ever **n**aughty when Mum or Dad were **n**earby. She waited until there was **n**obody but me so she **n**ever got into trouble.

- 'Will you come to my **p**arty? asked **P**atty. 'Please come, we can **p**lay lots of games and I will **p**ick you to be my **p**artner. There will be a **p**icnic in the **p**ark afterwards.'

- Little **R**ingo the **r**abbit loved to **r**un fast and **r**ace through the woods. But his Dad **R**obert taught him always to **r**un far away from the **r**ailway tracks and busy **r**oads.

- We love **s**ausages, lovely **s**izzling **s**ausages, we love to **s**mell them **s**izzling in the pan; We love **s**ausages, lovely **s**crumptious **s**ausages, we like to **s**coff them when we can.

- One of the **t**op stories for children is **T**homas the **T**ank Engine. These **t**ales have been **t**old many **t**imes and have been **t**urned into **t**elevision programmes.

- The **w**orst day of **W**illiam's life was **W**ednesday. He was **w**alking in the **w**oods when he met a **w**icked old **w**itch called **W**hackett who gave him a **w**hack with her **w**and.
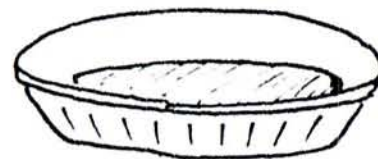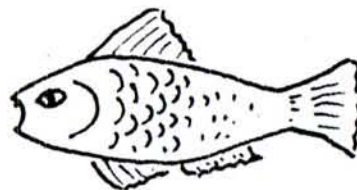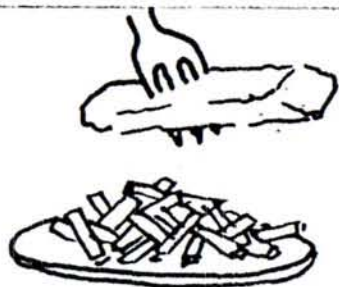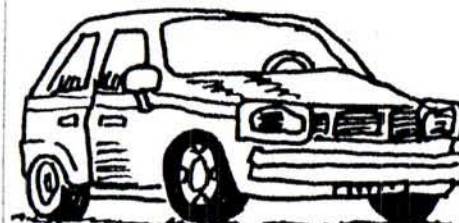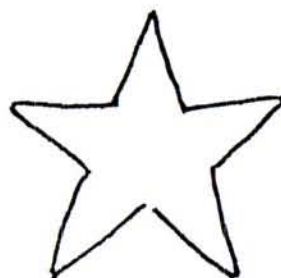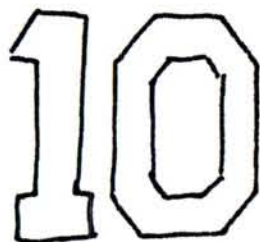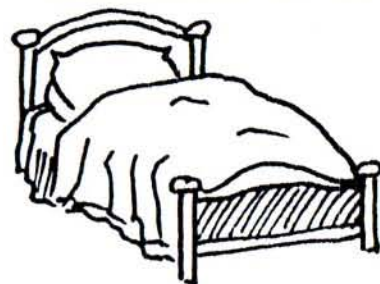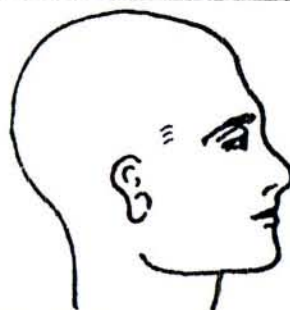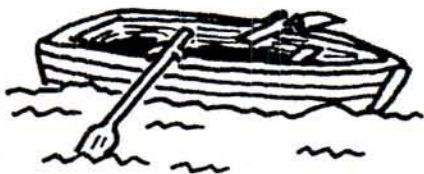
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RESOURCE F (For Games 8, 10, 14, 15) **PICTURE CARDS FOR RHYMING WORDS**

RESOURCE F (For Games 8, 10, 14, 15) PICTURE CARDS FOR RHYMING WORDS
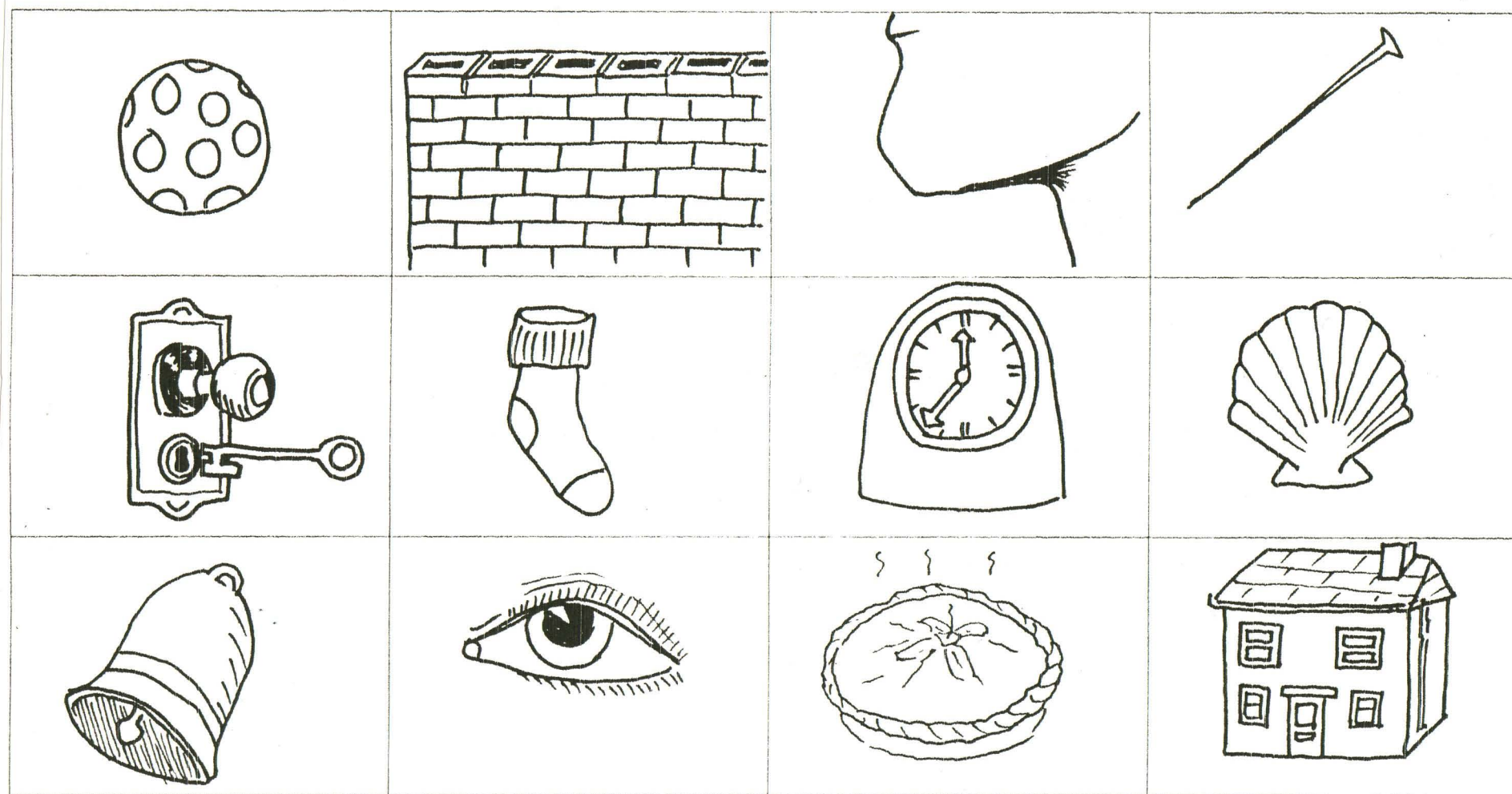
RESOURCE F (For Games 8, 10, 14, 15)   **PICTURE CARDS FOR RHYMING WORDS**
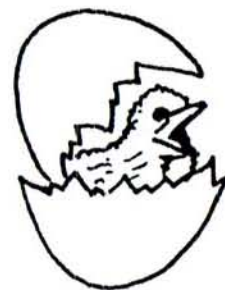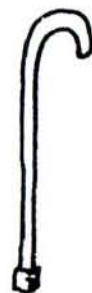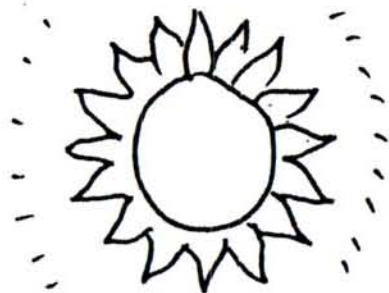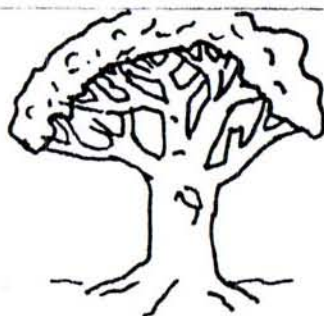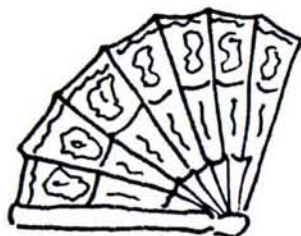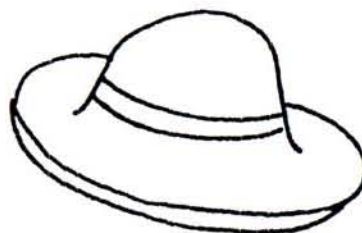
RESOURCE F (For Games 8, 10, 14, 15) **PICTURE CARDS FOR RHYMING WORDS** - add more as needed
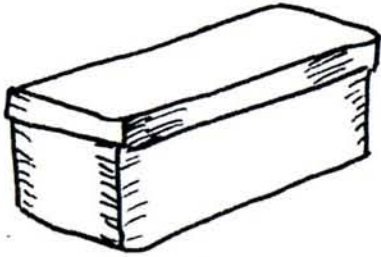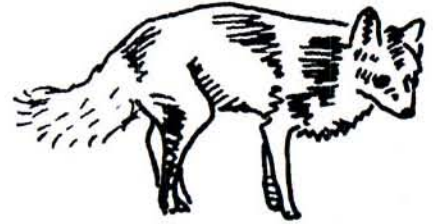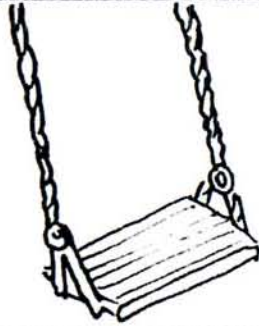
RESOURCE G (For Games 20, 21, 22, 23, 24, 25, 28, 30)
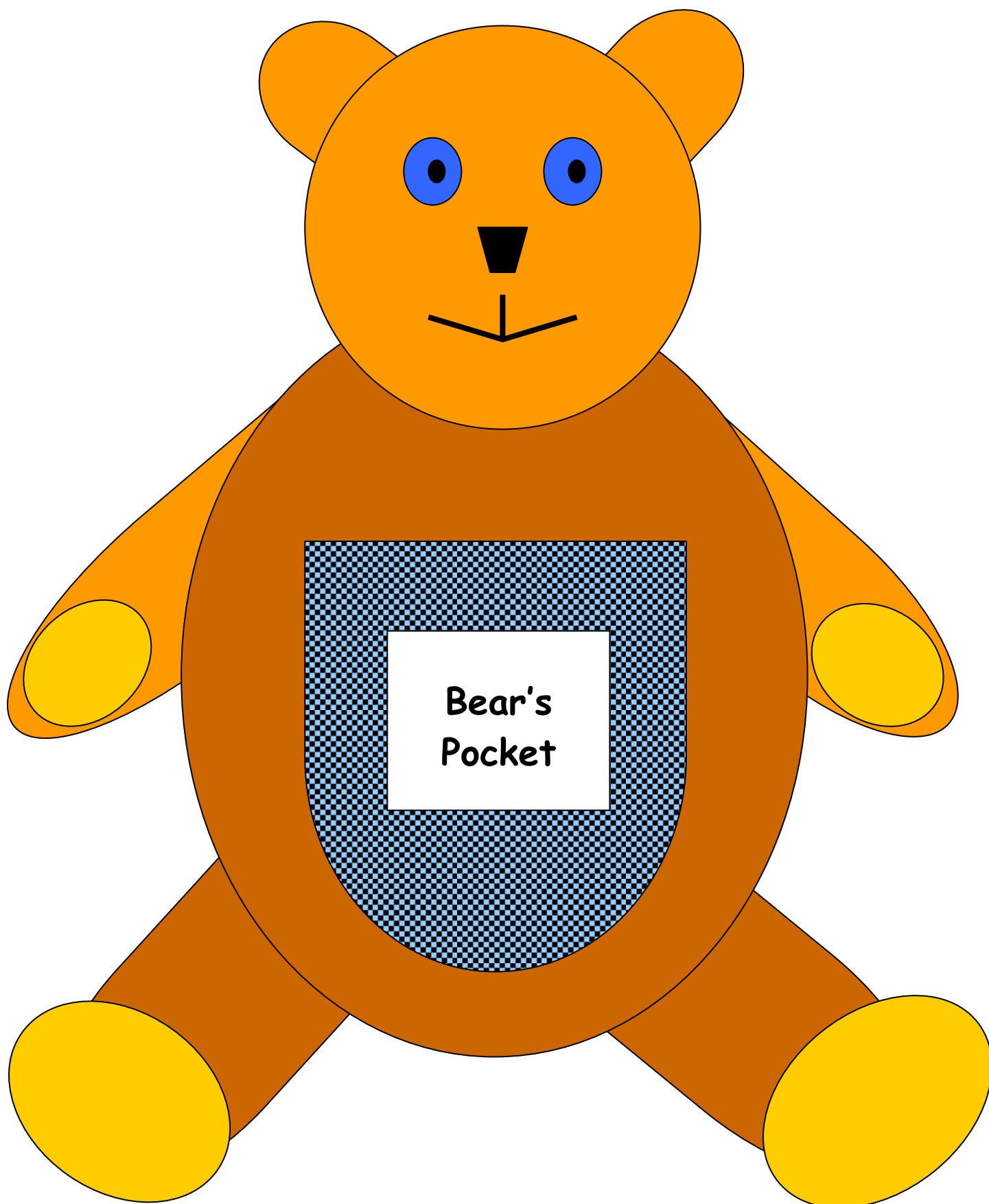**GRAPHEME CARDS** – make extra consonant cards

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o

_____

RESOURCE G (For Games 13, 20, 21, 22, 23, 24, 25, 28, 30)
LETTER CARDS – make extra consonant cards

p	qu	r
s	t	u
v	w	x
y	z	a
e	i	o
u		

RESOURCE H (For Game 14)

Bear's
Pocket

DINOSAUR SWAMP

START

RESOURCE K (For Game 15)

92

RESOURCE L (For Games 18, 26) **THREE-PHONEME WORD CARDS**

peg	box	cup
ten	lip	tug
hat	cod	fun
sun	got	hut
top	god	mud
van	bed	pup
sip	bell	rug
dig	fed	rub
met	lip	pat
fog	bin	run
sad	dog	fat

RESOURCE L (For Games 18, 26) **FOUR-PHONEME WORD CARDS – CCVC WORDS**

spot	blot	swam
tram	slip	stop
flag	pram	glad
blip	snag	flap
crop	swig	grip
stem	brim	glum
clap	drum	plan
stud	step	plod
swim	plug	step
grit	fret	trip

RESOURCE L (For Games 18, 26) **FOUR-PHONEME WORD CARDS –
CVCC WORDS**

hand	wink	sand
past	bend	bunk
west	lump	felt
desk	just	lift
send	punk	tilt
wind	went	soft
milk	sing	kept
silk	pond	mint
long	test	fact
jump	hang	melt

_____

RESOURCE M (For Game 25) **THREE-PHONEME FRAME**

Picture Card

RESOURCE M (For Game 25) **FOUR-PHONEME FRAME**

Picture Card

_____

RESOURCE N (For Game 16)   **PHONEME STEPS**

FINISH	shop	lost	snip	pot	this
spot	with	pig	stop	drip	mum
skip	sat	chin	then	peg	soft
wish	pram	glad	pen	dad	slip
desk	skim	kept	bun	milk	frog
START	mug	silk	bash	ship	plan

RESOURCE O (For Games 14, 15, 17)
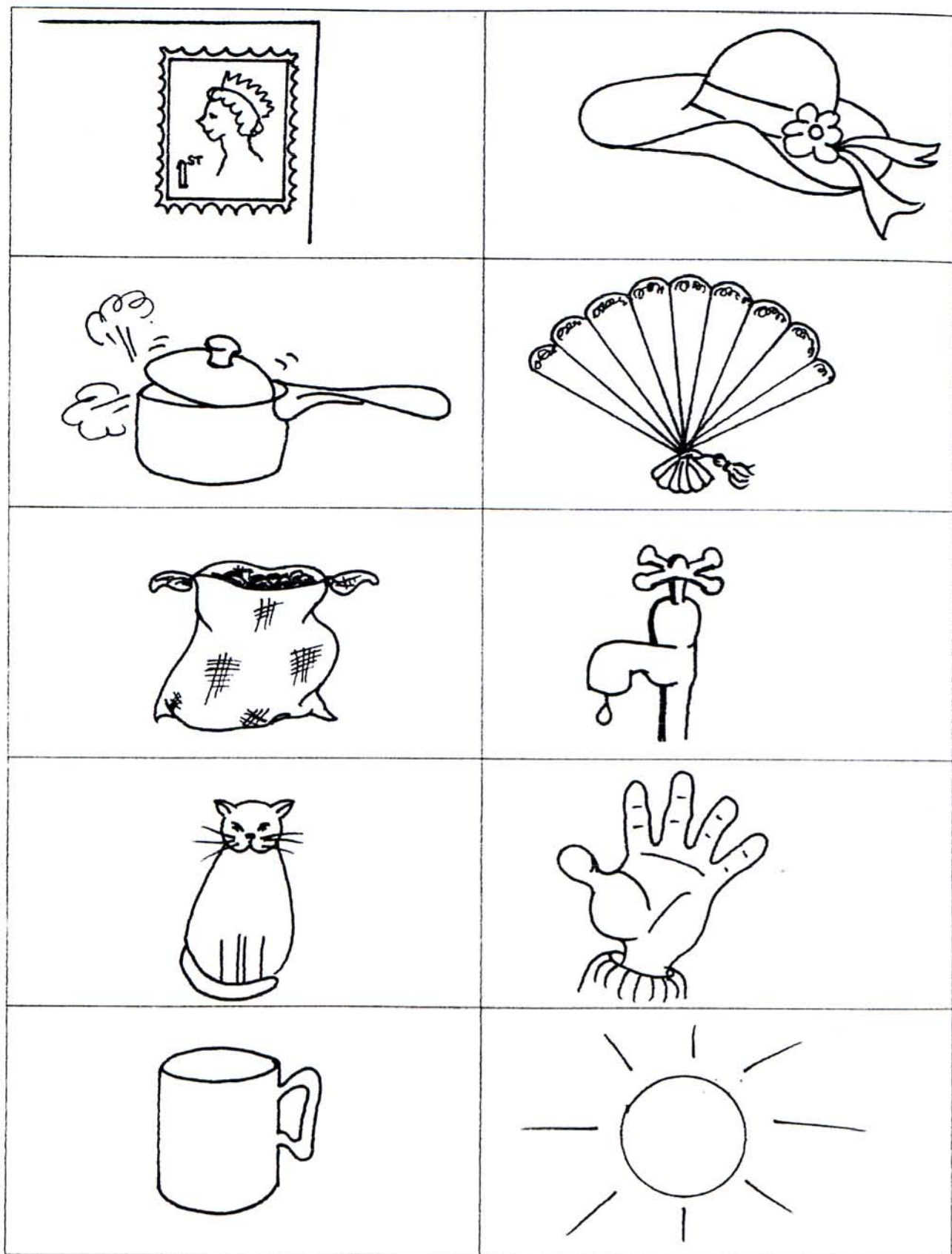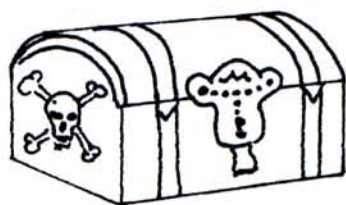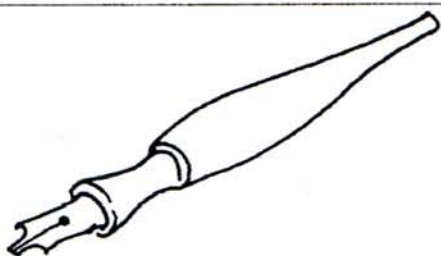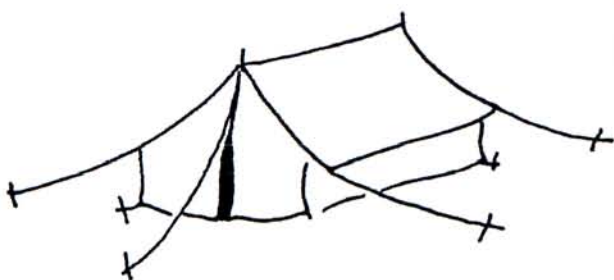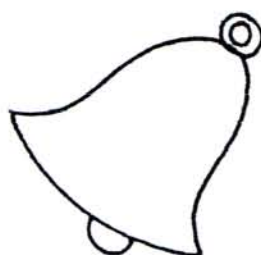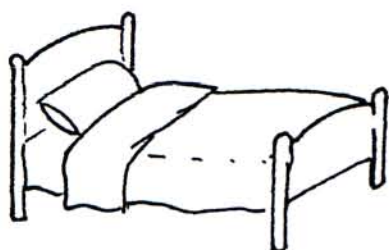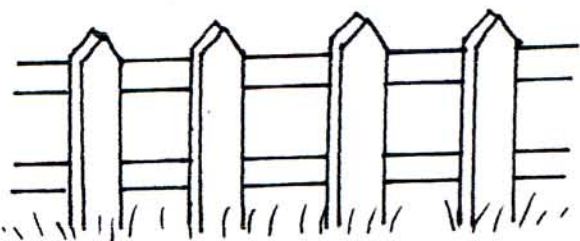
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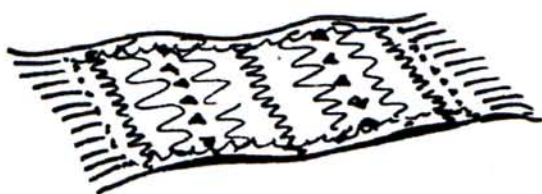
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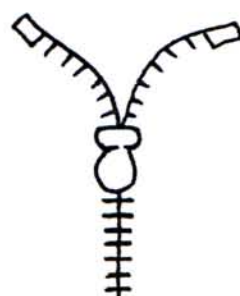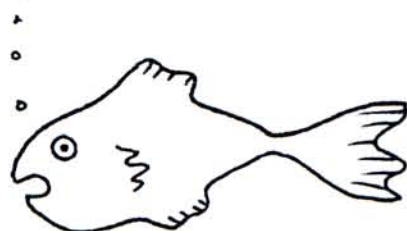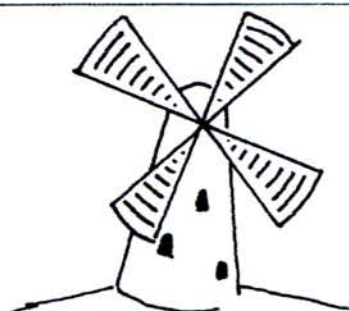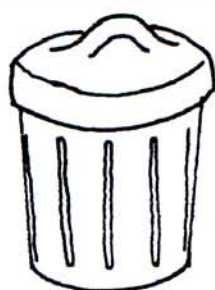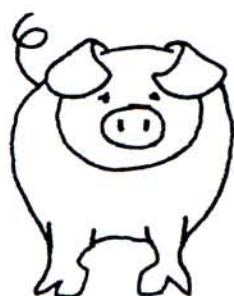
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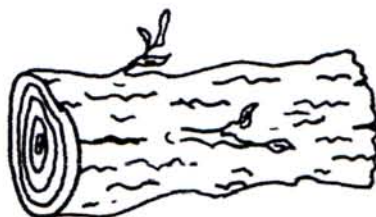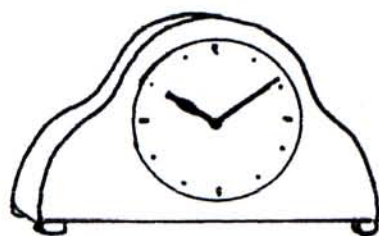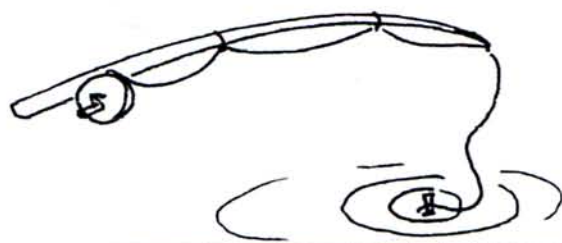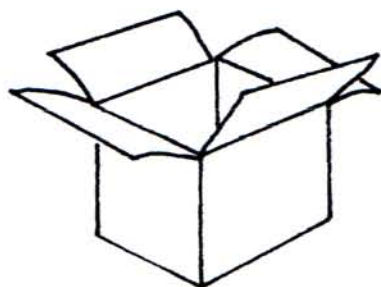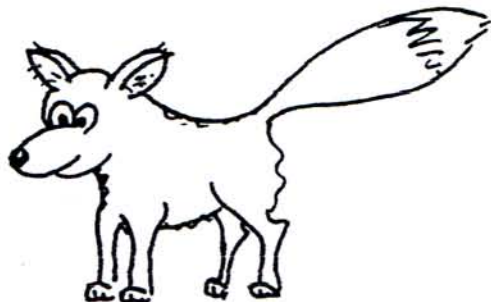
RESOURCE P (For Game 20)

RESOURCE Q (For Games 14, 15, 20, 25, 27) PICTURE CARDS FOR
CVCC WORDS
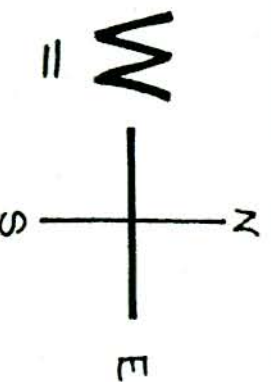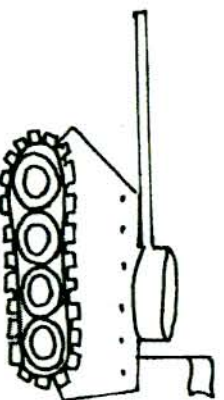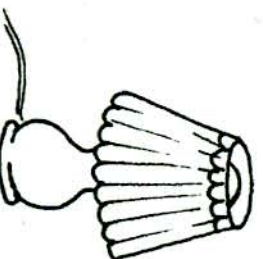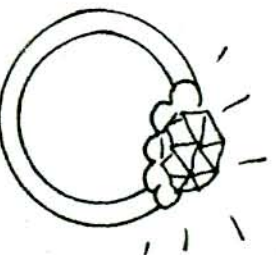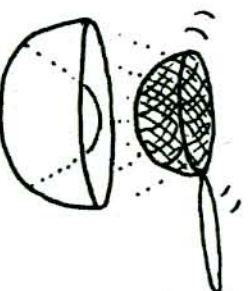
RESOURCE Q (For Games 14, 15, 20, 25, 27) **PICTURE CARDS FOR CVCC WORDS**
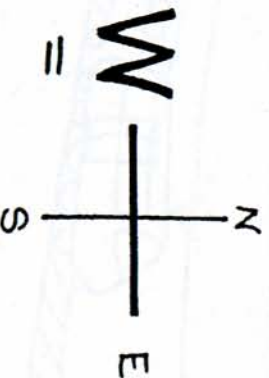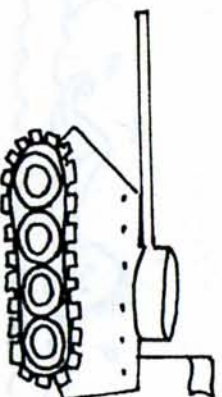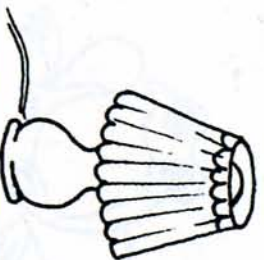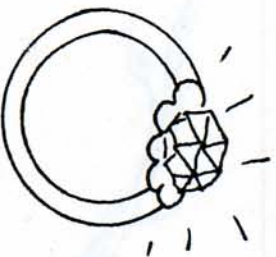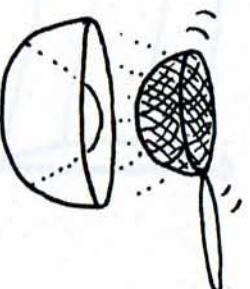
RESOURCE R   (For Game 26)   **WORD STRIPS**

peg	box	cup
ten	lip	tug
hat	cod	fun

RESOURCE R   (For Game 26)   **WORD STRIPS**

sun	got	hut
top	god	mud
van	bed	pup

_____

RESOURCE R   (For Game 26)   **WORD STRIPS**

sip	bell	rug
dig	fed	rub
met	lip	pat

RESOURCE R (For Game 26)   **WORD STRIPS**

fog	**bin**	**run**
sad	**dog**	**fat**

RESOURCE S For Game 26)   **STAR CARDS**
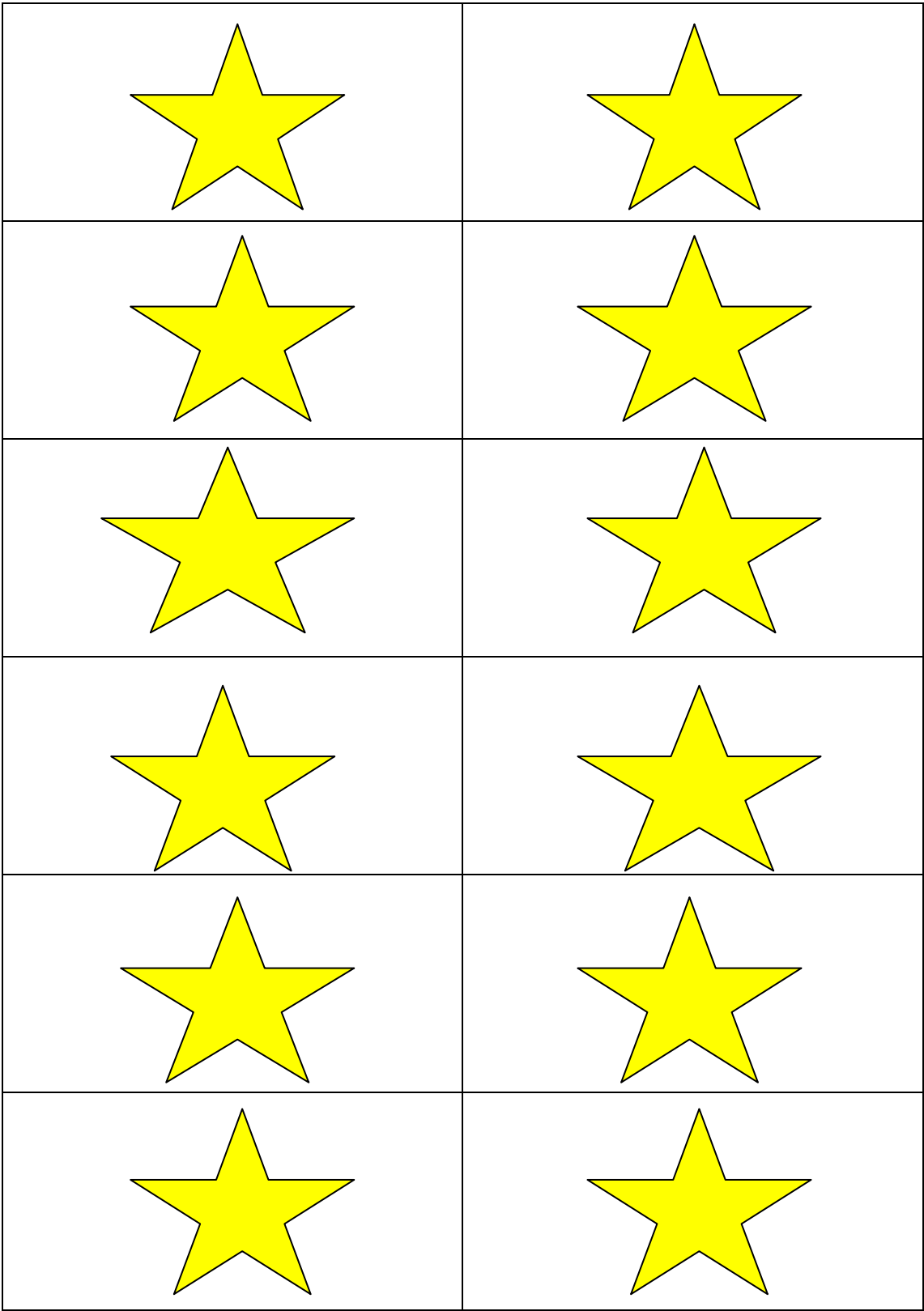
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