**Yr 7 English Assessment Activities -Intervention Hub**



**Precision Active ICT/Apps Twinkl Website**

**Teaching**

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| **Spelling**  |
| **Activity** | **Assessment resource** | **Interventions to support** |
| 1. **Lower case letter recognition a- z**
 | **Alphabet pack and recording sheet** Shuffle cards and choose randomly 6 cards and lay in front of the student. Ask the student to point to each requested letter, record response Repeat until all letters have been shown Repeat as above, but ask the student to name the letter as you show them or point to a card. |

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|  | **Precision Teaching** to be used to fill any gaps in knowledge<http://redbridgeserc.org/resources/entry/precision-teaching-how-to-get-started-pack> <https://www.youtube.com/watch?v=ZPuBIj53yfc>  |
|  | **Fly swatter games**Write letters on a post it notes. Position over the wall. As you call out the letter –the student uses a fly swatter to hit the letter- encourage spacing over a larger area to encourage more movement. |
|  | **Starfall FREE alphabet app** https://www.educationalappstore.com/app/starfall-abcs |
|  | Twinkl- search ‘Alphabet’ |

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| 1. **Upper case letter recognition A-Z**
 | **Alphabet pack and recording sheet**As above | As above |
| 1. **Alphabetic order**
 | **Alphabet bottle top pack**  |

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|  | **Using alphabet bottle top pack** Take letters a-h, and position in an arc shape. Take away two of the letters and ask the student to reposition correctly. Repeat. At the end of the session, muddle the letters up and ask the Student to put them back in alphabetical order. Repeat adding in 2-4 letters each time, until the whole alphabet is covered. |
|  | <https://www.twinkl.co.uk/resource/t-l-526380-ks1-alphabetical-ordering-resource-pack> |
|  | <https://www.bbc.co.uk/bitesize/articles/zsv6wnb>  |
|  | <https://www.superteacherworksheets.com/alphabetical-order.html>  |

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| 1. **Matching Upper to Lower case letters**
 | **Upper and Lower case bottle top pack** **Upper and Lower case Precision Teaching pack**  |

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|  | **Precision Teaching** to be used to fill any gaps in knowledge<http://redbridgeserc.org/resources/entry/precision-teaching-how-to-get-started-pack> <https://www.youtube.com/watch?v=ZPuBIj53yfc> |
|  | <http://redbridgeserc.org/resources/entry/pt-lower-case-alphabet><http://redbridgeserc.org/resources/entry/pt-upper-case-alphabet>  |
|  | **Pair me up**Write upper and lower case letters on pieces of paper, muddle up. Place 5 pairs face down on the table in a random fashion. Ask the student to turn over 2 at a time to find a pair. When a pair is found, ask the student to scrunch the pair of letters up together and throw them into a bin. Repeat with different letters pair combinations until the whole alphabet is paired up. |
|  | <https://www.twinkl.co.uk/resource/t-l-2082-upper-and-lowercase-letter-matching-activity>  |

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| 1. **Initial letter sounds -Phase 1 phonics**
 | <https://www.readingrockets.org/pdfs/assessment_letter_sound.pdf>  |

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|  | <https://www.twinkl.co.uk/resource/initial-sounds-satpin-assessment-sheet-au-l-2548887>  |
|  | **Locks and keys** <https://www.notimeforflashcards.com/2014/02/letter-sounds-activity.html>  |
|  | Visit an online grocery shopping webpage – give each student a blank alphabet sheet and see if they can find a food item to match an initial sound |
|  | Montessori Sounds app<https://www.youtube.com/watch?v=J1hxcK62EMI>  |

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| 1. **Matching initial letter sounds to photos**
 |  As above with photos  | As above |
| 1. **SATPIN sorting**
 | <http://www.cliffdaleprimaryacademy.info/media/12110/phonics-phase-2-satpin-sorting-cards.pdf>  |

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|  | **What’s in the bag?**Place a variety of small everyday items in a large.Ask Students to reach inside, and guess what it is and what letter it begins with Items to include pen, marble, dice, penny, ball, hat, book, cup, dog |
|  | <http://www.cliffdaleprimaryacademy.info/media/12110/phonics-phase-2-satpin-sorting-cards.pdf>  |
|  | [**https://www.youtube.com/watch?v=MQpw77l-l6M**](https://www.youtube.com/watch?v=MQpw77l-l6M) |
|  | <https://www.tes.com/teaching-resource/satpin-md-sorting-activity-11974801>  |

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| 1. **Phase 2 Phonics**
 | <https://www.tes.com/teaching-resource/letters-and-sounds-phase-2-individual-child-assessment-sheet-3008088>  |

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|  | <https://www.twinkl.co.uk/resource/t-l-1971-phase-2-phonics-letters-and-assessment-sheets>  |
|  | <https://www.youtube.com/watch?v=MpIsZc3_LrY&list=PLDFqXo8hEdBGCHXAvvZ-mybgqe3fi6V6->  |
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|  | [**https://www.youtube.com/watch?v=I0rvUHDZM3g**](https://www.youtube.com/watch?v=I0rvUHDZM3g) |

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| 1. **Segment the sounds in simple words**
 | <https://www.sess.ie/sites/default/files/Temp_Upload_Files/2014-15/8%20Pg%20PhonologicalAwarenessAssessmentAFoundationalReadingSkillsDiagnosticTool.pdf>  |

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|  | [**https://apps.apple.com/us/app/word-sounds-phonemes/id989348506**](https://apps.apple.com/us/app/word-sounds-phonemes/id989348506) |
|  | <https://www.risingstars-uk.com/blog/september-2017/ten-segmenting-activities?feed=rising-stars-blog>  |
|  | [**https://www.youtube.com/watch?v=D8etBZWtGL4**](https://www.youtube.com/watch?v=D8etBZWtGL4) |
|  | <https://www.readingrockets.org/strategies/blending_games>  |
|  | **Kung-fu segmenting!**Tell them you are the master and they will believe you!Then give them a word, e.g. ‘pot’. Choose a kung-fu action, such as a block. I normally go for defensive blocks rather than aggressive moves. Get the children to do three slow blocks, and at the same time go ‘p-o-t.’ Then say ‘pot’ at the end (blending the word back together). |

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| 1. **Phase 3 Phonics**
 | <https://www.phonicsplay.co.uk/teachers/assessment>  |

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|  | <https://www.twinkl.co.uk/resource/i-spy-and-read-phase-3-phonics-activity-t-e-2549932>  |
|  | <https://www.educationalappstore.com/app/sentence-reading-magic-reading-short-vowel-cvc-words>  |
|  | <https://www.phonicsplay.co.uk/resources/phase/3> |
|  | <https://www.twinkl.co.uk/resources/letters-and-sounds/phase-3/phase-three-activities>  |

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| 1. **CVC words**
 | <https://www.teacherspayteachers.com/Product/CVC-Phonics-Assessment-Quick-Check-3947381>  |

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|  | <https://sarahsnippets.com/phonics-assessments/> |
|  | CVC FREE app<https://apps.apple.com/us/app/cvc-words-reader-learn-to-read-3-letter-words/id514532596>  |
|  | <https://www.twinkl.co.uk/resource/t-l-9060-cvc-word-activity-booklet>  |
|  | <https://apps.apple.com/us/app/word-reading-magic/id1414486505>  |
|  | <https://missgiraffesclass.blogspot.com/2015/09/short-activities-and-resources.html>  |

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| **Reading** |
| **Can read their name and recognise it in a variety of fonts** | Print off the student's name in a variety of fonts and upper/ lower case letters. Muddle these amongst other high frequency words. Ask the student to find all the cards that say their name  | **If not able to complete this task- Do not progress with reading assessment –focus on first 10 HF words** |

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| 1. **First 45 HF words**
 | <https://www.madeformums.com/school-and-family/45-words-your-child-will-learn-to-read-first/>  |

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|  | <http://www.netherton.wakefield.sch.uk/wp-content/uploads/2013/03/high-frequency-words-Upper-Foundation.pdf>  |
|  | <https://apps.apple.com/us/app/first-words-checklist-vocab-assessment-for-pre-k/id1055800583>  |
|  | <https://www.twinkl.co.uk/search?term=First%2045%20high%20frequency%20word%20games%20for%20rule>  |
|  | <http://redbridgeserc.org/resources/entry/slap-great-way-to-practice-sight-words>  |

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| 1. **First 100 HF words**
 | <https://www.tes.com/teaching-resource/100-hf-words-indiv-assessment-sheets-3007052>  |

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|  | <https://www.watchfieldprimary.co.uk/high-frequency-word/> |
|  | <https://www.teachyourmonstertoread.com/teachers-area/classroom-toolkit/high-frequency-sight-words>  |
|  | <https://www.spellzone.com/word_lists/games-945.htm>  |
|  | <https://primarysite-prod-sorted.s3.amazonaws.com/birchgrove/UploadedDocument/a5ee8e30953c4997a10622015177176d/useful-websites-and-games.pdf>  |
|  | <https://www.twinkl.co.uk/resource/100-high-frequency-words-bumper-activity-pack-t-l-9357>  |

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| 1. **First 300 HF words**
 | <https://www.tes.com/teaching-resource/letters-and-sound-first-300-words-record-assessment-sheet-6016262> |

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|  | <https://www.twinkl.co.uk/resource/t-l-54114-300-common-high-frequency-words-word-mats>  |
|  | <http://www.primaryresources.co.uk/english/englishA3c.htm> |
|  | <https://www.tes.com/teaching-resource/letters-and-sounds-300-high-frequency-words-6331095>  |
|  | <https://www.learningliftoff.com/15-active-sight-word-games-play-summer/> |
|  | <https://numberdyslexia.com/top-10-apps-for-practicing-sight-words/> |

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| 1. **Recognise familiar environmental signs**
 | <https://www.sqa.org.uk/sqa//files_ccc/ESOLLiteraciesNational2ShoppingPart1.pdf>  |

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|  | <https://www.sqa.org.uk/files_ccc/N1RecognisingSignsCommunityUSNH6BE71.pdf>  |
|  | <https://www.twinkl.co.uk/search?term=safety%20signs> |
|  | <https://www.twinkl.co.uk/resource/t-s-3463-workstation-pack-picture-to-picture-words-around-you-matching-activity>  |
|  | <https://www.youtube.com/watch?v=bF9n3fnjwz0> |

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| 1. **Matching Subject names to symbols /pictures**
 | <https://www.tes.com/teaching-resource/now-and-next-board-complete-with-timetable-lesson-symbols-sen-behaviour-11871534>  |

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|  | <https://www.tes.com/teaching-resource/now-and-next-board-complete-with-timetable-lesson-symbols-sen-behaviour-11871534>  |
|  | <https://www.tes.com/teaching-resource/symbols-for-lessons-and-school-activities-for-timetables-and-structure-sen-asd-behaviour-11871553> |

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| 1. **Yr 1 Common exception words**
 | <https://www.twinkl.co.uk/resource/t-l-5468-common-exception-words-assessment-year-1>  |

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|  | <https://www.pinterest.co.uk/pin/588704982512305022/> |
|  | <https://www.pinterest.co.uk/pin/588704982513012316/>Common exception words |
|  | <https://www.theschoolrun.com/best-spelling-apps-for-kids> |
|  | <https://www.twinkl.co.uk/resource/t-l-5614-common-exception-words-y1-activity-book> |
|  | <https://themumeducates.com/year-1-common-exception-words-free-worksheets/>  |

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| 1. **CVCC words**
 | <https://www.tes.com/teaching-resource/reading-and-writing-assessment-pack-cvcc-and-ccvc-phase-4-11954406>  |

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|  | <https://www.twinkl.co.in/search?term=ccvc%20cvcc%20activties> |
|  | <https://www.tes.com/teaching-resource/jolly-phonics-pairs-7071678> |
|  | <http://www.speechlanguage-resources.com/phonics-activities-CCVC-words.html>  |
|  | <https://www.youtube.com/watch?v=ABneqRvUgq4>  |
|  | [**https://blog.maketaketeach.com/build-it-write-it**](https://blog.maketaketeach.com/build-it-write-it) |

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| 1. **CCVC words**
 | <https://www.tes.com/teaching-resource/reading-and-writing-assessment-pack-cvcc-and-ccvc-phase-4-11954406>  |

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|  | <https://www.youtube.com/watch?v=xG-xKG7I83E>  |
|  | <https://www.spellzone.com/word_lists/list-11877.htm> |
|  | <https://www.youtube.com/watch?v=FK2nVkDsGzw>  |
|  | <https://www.twinkl.co.uk/resource/T-CR-48-ccvc-word-cards> |

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| **Writing**  |

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| 1. **Write own name independently**
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|  | <http://redbridgeserc.org/uploads/factsheets/Directional_stages_of_writing.pdf>  |
|  | <https://www.theschoolrun.com/best-handwriting-apps-for-kids> |
|  | <https://www.growinghandsonkids.com/11-activities-letter-formation-practice.html>  |
|  | <https://www.youtube.com/watch?v=cRrYgWH8ffw> |

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| 1. **Can write requested letters independently**
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|  | <http://redbridgeserc.org/uploads/factsheets/Directional_stages_of_writing.pdf> |
|  | <https://educationandbehavior.com/research-based-interventions-for-letter-reversals/>  |
|  | <https://apps.apple.com/us/app/cursive-letters-writing-wizard/id1412628587>  |
|  | <https://www.youtube.com/watch?v=Sw2KZki-eaA>  |

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| 1. **Can write a grapheme for 10 phonemes**
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|  | <https://www.twinkl.co.uk/resources/english-writing-pre-key-stage-standards-english-2014-national-curriculum-resources/standard-3-english-writing-pre-key-stage-standards-english-2014-national-curriculum-resources/identify-or-write-these-20-graphemes-on-hearing-the-corresponding-phonemes-transcription-standard-3-english-writing-pre-key-stage-standards-english-2014-national-curriculum-resources>  |

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| 1. **Can write a grapheme for 20 phonemes**
 |  | As No 11 |
| 1. **Can write a grapheme for 40 phonemes (Yr 1)**
 | <https://www.twinkl.co.uk/resource/phonics-screening-survival-mock-phonics-screening-check-resource-pack-2020-t-e-2549569>  |

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|  | <https://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>  |
|  | <https://www.phonicsbloom.com/>  |
|  | <https://www.5minutefun.com/5-active-phonic-games/>  |
|  | <https://www.ictgames.com/mobilePage/literacy.html>  |

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| 1. **Write name and telephone number**
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| 1. **Write name and address**
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| 1. **Can write simple sentences -using picture prompts**
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|  | <https://www.educationalappstore.com/app/simple-sentence-builder>  |
|  | <https://www.twinkl.co.uk/resource/send-older-learners-colourful-semantics-t-s-2548982>  |
|  | <https://www.pinterest.co.uk/tstimeturner/colourful-semantics/>  |
|  | <https://www.merefieldschool.co.uk/colourful-semantics/> |

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| 1. **Memory pairs 4/6-letters/ words**

**Memory pair 8/12-letters/words** |  |

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|  | <https://www.memozor.com/other-memory-games/words-memory-games/match-game-words>  |
|  | <https://pairs.one/en/>  |
|  | <https://apps.apple.com/us/app/spelling-words-free-card-matching-game/id557366102>  |
|  | <https://www.twinkl.co.uk/resource/t-dc-279-matching-pairs-phase-4-letters-and-sounds-memory-powerpoint-game>  |

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| 1. **Sequence story – washing hair, getting up in the morning[[1]](#footnote-1)**
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|  | <https://www.pinterest.co.uk/homeschlprek/story-sequencing-activities/>  |
|  | <https://www.twinkl.co.uk/resource/t-s-1699-sen-sequencing-cards-resource-pack>  |
|  | <https://mrswintersbliss.com/sequence-writing/> |
|  | <https://www.education.com/stories/>  |

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