



TEACHERS' NOTES

Digital Rapid Assessment Guide (D-RAG) for nomadic learners

Assessment focus: Reading

This resource focusses on Reading across Curriculum for Excellence (CfE) Early, First and Second levels.

Teachers' Notes D-Rag - Reading

Key points

- *Gypsy/Traveller learners may only be in school for a short time*
- *Gypsy/Traveller learners should be 'fast tracked' so that they can progress quickly and experience success in the different subject areas.*
- *Gypsy/Traveller learners should be included in peer group learning and teaching wherever possible*
- *Use culturally appropriate resources, for example stories and pictures from the Gypsy/Traveller community*
- *Use initial discussions about travelling, home culture and types of learning within the family to gauge the child's interest, learning style and range of abilities.*

Who is this resource for?

- *The Digital Rapid Assessment Guide (D-RAG) is designed to support teachers working with Gypsy/ Traveller learners.*

What does it do?

- *The resource gives a pathway through assessment of children's abilities using accessible activities and cultural resources. It is particularly useful when children arrive or return after periods of travelling.*

How should it be used?

- *There are three separate D-RAG resources. They highlight outcomes and benchmarks in numeracy, reading and writing as initial assessment priorities. However, where possible, the assessments should be introduced as part of an integrated learning context that recognises a child's strengths and cultural interests.*

D-RAG: Reading

- *This resource focusses on Reading across Curriculum for Excellence (CfE) Early, First and Second levels.*
- *In the following pages you can align Key Outcomes and Benchmarks with pupil learning activities offering a quick way to assess the pupils' levels.*
- *Included are CfE links, oral instructions and/or strategies to support the activity.*
- *It is not intended that learners should work through the entire guide. Teachers should select the appropriate pages for assessing specific learners.*

Assessment opportunities:

The Primary One Literacy Assessment and Action Resource (POLAAR) is designed to support improvement by helping teachers identify and assess children who are most at risk of developing later difficulties with reading and writing.

It is based on a staged intervention model of 'observe-action-observe' which helps identify the most effective intervention to take at classroom and child levels.

Find out more here:

[Primary One Literacy Assessment and Action Resource \(POLAAR\) | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
[polaarchildobservationalassessmentnew2.doc \(live.com\)](#)
[childobservationalassessmentwithactionsrevised.doc \(live.com\)](#)


Assessment activities: Reading



Early level reading assessment

Finding and using information - Environmental print

Preparation, materials and activities

Key Outcomes and Benchmarks Early Level

	<p>What you need:</p> <p>The activity can be supplemented with:</p> <p>Environmental print samples – food wrappers, adverts, etc</p> <p>Initial sounds games.</p> <p>Letter cards – games, pairs, picture and letter lotto, rime flash cards</p> <p>What you do:</p> <p>These logos can be used in several ways</p> <p>Ask the learners to find them when they are with their parents/carers</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p>
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	<p>Print off and play bingo Ask learners to find their own and create a display Go on a print walk to find environmental print e.g. wrappers, adverts, signs</p> <p>More resources/activities: Environmental print hunt – early level Literacy and English activities Resources for practitioners Scotland Learns National Improvement Hub (education.gov.scot)</p>	
Enjoyment and choice – Nursery Rhymes		
Preparation, materials and activities		Key Outcomes and Benchmarks Early Level
 <p>Enjoyment and choice / Nursery rhymes</p>	<p>*Hearing initial sounds – play games, I spy, listening lotto, etc *Reading/naming using letter cards – games, pairs, picture and letter lotto, rime flash cards *Make a list of rhyming words *Clap rhythms and syllables in words *Sing nursery rhymes, clap rhythms/syllables in words and songs Find more nursery rhymes at the BBC School Radio webpage Nursery Rhymes and Songs - BBC Teach</p> <p>Nursery Rhymes and Songs</p> <p>BBC Teach - School Radio - EYF5 - Nursery Rhymes and Songs</p> <p>Annotations of some of the best-known traditional nursery rhymes, many sung by BBC Children's TV presenters, with music that your children will love! They're an ideal resource to support a range of early years objectives, whether used in a nursery, reception class, or at home.</p>  <p>Nursery Rhymes and Songs - Hotties Includes 60, 90 and 120-second counting songs, action songs and rhymes by Cat Sanderson and Andy Day.</p> <p>Nursery Rhymes and Songs - A to Z All of our nursery rhymes and songs arranged in alphabetical order.</p>	<p><u>Enjoyment and Choice</u> I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <ul style="list-style-type: none"> Hears and says the different single sounds made by letters Hears and says rhyming words Engages with and enjoys listening to different texts including rhymes <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-012a / LIT 0-13a / LIT 0-21a</p>

[Exploring sounds - early level | Literacy and English activities | Resources for practitioners | Scotland Learns | National Improvement Hub \(education.gov.scot\)](#)

[Patterns and sounds of language – early level | Literacy and English activities | Resources for practitioners | Scotland Learns | National Improvement Hub \(education.gov.scot\)](#)

Tools for Reading - Phonics

Preparation, materials and activities

Key Outcomes and Benchmarks Early Level

Tools for reading / Phonics

s	a	t	p	i	n
m	d	g	o	c	k
ck	e	u	r	h	b
f	ff	l	ll	ss	j
v	w	x	y	z	zz
qu	ch	sh	th	ng	ai
ee	igh	oa	oo	oy	
ph	oa	ow	oi	oy	wh
ie	ea	ue	aw	ew	u_e

Use school/authority guidelines or STEP [phonic record](#) for assessment
SAMPLE

*Please do not edit this copy, choose 'File' then 'Make a copy'

Phonic Learner Record

STEP

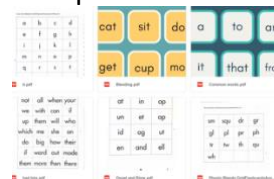
Phonics and blending										Date achieved
s	a	t	p	i	n					
m	d	g	o	c	k					
ck	e	u	r	h	b					
cat	sit	dog	get	cup	rock					
f	ff	l	ll	ss	j					
v	w	x	y	z	zz					
qu	ch	sh	th	ng	ai					
ee	igh	oa	oo	oy						
ph	oa	ow	oi	oy	wh					
ie	ea	ue	aw	ew	u_e					

*Play games – lotto, building words, reading lists, circle 'bl' words etc

*Use the record sheet to mark and date sounds recognised

*The words on the table could be used for reading and spelling

Find phonic PDF flashcards [here](#)



Tools for reading

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a

- Uses knowledge of sounds, letters to read words
- Uses context clues to support understanding
- Uses knowledge of sounds, letters and patterns to read words.
- Uses knowledge of sight vocabulary/tricky words to read familiar words in context.
- Reads aloud familiar texts with attention to simple punctuation.
- Uses context clues to support understanding of different texts.

Phonic list and record chart [phoneme-grapheme-assessment-pdf.pdf \(wordpress.com\)](#)

Phoneme/Grapheme Awareness (teacher's copy)

Group one	c	a	t	p	i	n	d
Read grapheme							
Write grapheme							
Group two	e	o	c	k	sh	u	f
Read grapheme							
Write grapheme							
Group three	h	g	t	ff	l	s	ss
Read grapheme							
Write grapheme							
Group four	j	v	wh	x	y	z	zz
Read grapheme							
Write grapheme							
Group five	q	x	t	p	i	n	d
Read grapheme							
Write grapheme							
Group six	ch	sh	th	ng	ck	wh	l
Read grapheme							
Write grapheme							
Group seven	oa	ow	oi	oo	oy	oy	oy
Read grapheme							
Write grapheme							

Tools for assessing phonics [Phonics \(padlet.com\)](#)

[Sounds hopscotch – early level](#) | [Literacy and English activities](#) | [Resources for practitioners](#) | [Scotland Learns](#) | [National Improvement Hub \(education.gov.scot\)](#)

Tools for reading - Blending

Preparation, materials and activities

*Key Outcomes and Benchmarks
Early Level*

Tools for reading - Blending

cat	sit	dog	get	nut	log
back	jam	fluff	ball	miss	queen
chat	shop	thin	sing	sing	pain
feet	sigh	coat	boot	book	play
photo	shout	mow	soil	toy	wheel
pie	tea	blue	saw	few	made

Selection of lotto, building word games

[Phonics \(padlet.com\)](https://padlet.com)[Primary One Literacy Assessment and Action Resource \(POLAAR\) | Learning resources](#) | [National Improvement Hub \(education.gov.scot\)](https://education.gov.scot)**Tools for reading**

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a

- Hears and says blends/sounds made by a combination of letter
- Uses knowledge of sounds, letters to read words
- Hears and says blends/sounds made by a combination of letters.
- Uses knowledge of sounds, letters and patterns to read words.

Preparation, materials and activities

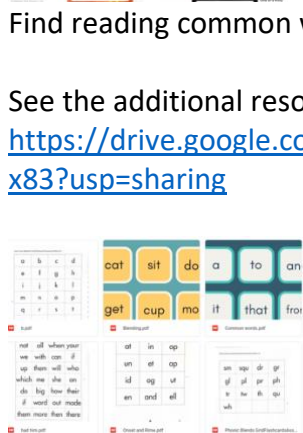
Key Outcomes and Benchmarks


Early Level



Tools for reading

I explore sounds, letters and words,
discovering how they work together, and I
can use what I learn to help me as I read and
write. ENG 0-12a / LIT 0-13a / LIT 0-21a

- Hears and says blends/sounds made by a combination of letter
- Uses knowledge of sounds, letters to read words
- Hears and says blends/sounds made by a combination of letters.
- Uses context clues to support understanding
- Uses knowledge of sounds, letters and patterns to read words.
- Uses knowledge of sight vocabulary/tricky words to read familiar words in context.
- Reads aloud familiar texts with attention to simple punctuation.
- Uses context clues to support understanding of different texts.



	<p>Simple sentences for assessing recognition of common words</p> <ul style="list-style-type: none"> • I am 6. • I have a pet. • The dog was good. • The boy had a cat and a dog. • They went for tea at the cafe. • The shop is by the park. • I like his hat. • I had chips for tea. • I sat on the rug. • This park is good fun. • I had a pizza with my chips. • He did not run to the shop. • She was sad. <p>Some learners may find it difficult to recognise the common words out of context. If this is the case, use simple sentences with common words. Follow link for resource https://docs.google.com/document/d/1HL3YN7h0_1n21Ki2FJludmt3EDKVXmfvEJ1wpxzEd60/edit?usp=sharing</p> <p>Simple sentences for assessing recognition of common words</p> <ul style="list-style-type: none"> • I am 6. • I have a pet. • The dog was good. • The boy had a cat and a dog. • They went for tea at the cafe. • The shop is by the park. • I like his hat. • I had chips for tea. • I sat on the rug. • This park is good fun. • I had a pizza with my chips. • He did not run to the shop. • She was sad. <p>Find further tricky words , sentences and printable flashcards here</p>	
Reading fiction / A day at the park		
Preparation, materials and activities		Key Outcomes and Benchmarks First Level
<p><small>Reading fiction / A day at the park</small></p> <p>A day at the park</p> <p>Tom and Ben went to the park. It was a hot day so they had hats on. Tom and Ben ran fast to get on the swings. At the end of the day they went home for food.</p> 	<p>*Word count – 38</p> <p>*Use passage to record miscues, knowledge of phonic sounds and fluency</p> <p>*Questions for learner</p> <ul style="list-style-type: none"> • Who went to the park? • What did they do there? • Why do you think they went to the park? • What time of year do you think this was? • How do you know that? 	<p><u>Understanding and evaluating</u></p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <ul style="list-style-type: none"> • Asks and answers questions about ideas in a text • Re-tells familiar stories

	<p>*Miscue analysis or ask learner to read a piece of text approximately 30-40 words. Errors should be marked by marking the words the pupil has difficulty with. Types of errors to note are refusal, self-correction</p> <p>*Observation/listening</p> <p>*Questioning</p> <p>*Conversation based around comprehension, vocabulary, phonics and enjoyment</p>	
First level reading assessment		
Reading fiction / The gingerbread man Reading nonfiction / The summer fair		
Preparation, materials and activities		Key Outcomes and Benchmarks First Level
 	<p>***Use a variety of information text for assessment including digital sources – websites, blogs, etc.</p> <p>*Miscue analysis – Ask learner to read a piece of text approximately 50-100 words. Errors should be marked by marking the words the pupil has difficulty with. Types of errors to note are refusal, self-correction</p> <p>*Observation/listening</p> <p>*Questioning</p> <p>*Conversation based around comprehension, vocabulary, phonics and enjoyment</p> <p>*Ask the learner questions about layout, design and key features of the text as well as questioning on content.</p> <p>*Word count – 61</p> <p>*Use miscue analysis for assessing corrections, phonic knowledge and fluency.</p> <p>*Questions for learner (The Gingerbread Man)</p>	<p>Tools for reading</p> <p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a</p> <ul style="list-style-type: none"> Reads aloud a familiar piece of text with expression and understanding Uses word recognition strategies <p>Finding and using information</p> <p>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a</p> <ul style="list-style-type: none"> Finds key information using content, page, index, headings etc

- Have you heard this story before? If so, what does the Gingerbread Man shout back to the old woman and man?
- What kind of story is this?
- What clues do you get to tell you?
- What happened after the old woman opened the oven?
- Fluency in reading progression

*Questions for the learner (The Summer fair)

- Have you ever been to a Summer fair or market or auction?
- What day is the fair?
- What time does it start at?
- How much does it cost to get into the fair?
- What do you get along with your ticket?
- Can you name some of the activities at the fair?
- What would be your best activity?

[fluency-in-reading-progression.docx \(live.com\)](#)



Tools for reading and assessment

[Reading \(padlet.com\)](#)


Understanding and evaluating


To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a

- Identifies the main ideas of texts.
- Makes appropriate suggestions about the purpose of a text.

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a

- Answers literal, inferential and evaluative questions about texts.
- Asks questions to help make sense of a text

Second level reading assessment		
Reading fiction / Yokki and the Parno Gry		
Preparation, materials and activities		Key Outcomes and Benchmarks First Level
 <p>Reading fiction / Yokki and the Parno Gry</p> <p>Excerpt from Yokki and the Parno Gry</p> <p>Yokki was a small boy who lived in a small village. He was very brave and strong. One day, he went to the forest to collect some wood. He found a large tree with a hollow in it. He went inside and found a small boy who was crying. The boy told him that he was lost and that he had no food. Yokki decided to help him. He took him home and gave him food and a place to sleep. The boy was very grateful and told Yokki that he was his grandfather. Yokki was very happy and they lived together for many years.</p> <p>Questions</p> <ul style="list-style-type: none"> • What was the boy's name? • What did his grandmother do? • When did they start travelling? • What do you think he liked talking about with the people he met? • What do you like to do when you are travelling? <p>Miscue analysis – or ask learner to read a piece of text approximately 50-100 words. Errors should be marked by noting the words the pupil has difficulty with.</p> <ul style="list-style-type: none"> • Types of errors to note are refusal, self-correction • Observation/listening • Questioning • Conversation based around comprehension, vocabulary, phonics and enjoyment • Use a variety of information text for assessment including digital sources – websites, blogs, etc. • Ask the learner questions about layout, design and key features of the text as well as questioning on content. 	<p>Tools for reading</p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a</p> <ul style="list-style-type: none"> • Reads with fluency and understanding • Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding <p>Finding and using information</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <ul style="list-style-type: none"> • Skims texts to identify purpose and main ideas • Scans texts to find key information • Finds, selects and sorts information from a range of sources <p>Reading, analysing and evaluating</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p>	

		<ul style="list-style-type: none"> Identifies the purpose of a text with suitable explanation. Identifies the main ideas of a text with appropriate detail. <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p> <ul style="list-style-type: none"> Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
Reading non-fiction / CBBC website		
Preparation, materials and activities		<i>Key Outcomes and Benchmarks Second Level</i>
 <p>Variety of information text for assessment including digital sources – websites, blogs, etc. BBC web page</p> <p>Miscue analysis – Ask learner to read a piece of text approximately 50-100 words. Errors should be marked by marking the words the pupil has difficulty with.</p> <p>Types of errors to note are refusal, self-correction Observation/listening Questioning</p>	<p><u>Tools for reading</u> Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a</p> <ul style="list-style-type: none"> Reads with fluency and understanding Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding <p><u>Finding and using information</u></p>	

Conversation based around comprehension, vocabulary, phonics and enjoyment

Use a variety of information text for assessment including digital sources – websites, blogs, etc.

Ask the learner questions about layout, design and key features of the text as well as questioning on content.

Can the young person give examples of different types of non-fiction text?

Questions

- What are the main features of a web page?
- What kind of information would you get on this BBC children's webpage?
- Is the BBC a reliable source of information? Give your reasons and can you give an unreliable source of information

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

Fluency in reading progression [fluency-in-reading-progression.docx \(live.com\)](https://www.live.com/fluency-in-reading-progression.docx)

Fluency in Reading

	Stage 1	Stage 2	Stage 3
Speed	10-15 words per minute	15-20 words per minute	20-25 words per minute
Accuracy	90-95%	95-98%	98-99%
Comprehension	70-80%	80-90%	90-95%
Fluency	Basic	Developing	Advanced

Tools for reading and assessment

[Reading \(padlet.com\)](https://www.padlet.com/)

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

- Skims texts to identify purpose and main ideas
- Scans texts to find key information
- Finds, selects and sorts information from a range of sources

Reading, analysing and evaluating

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

- Identifies the purpose of a text with suitable explanation.
- Identifies the main ideas of a text with appropriate detail.

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a

Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a



Home - CBBC Newsround



Phonics and Blending	Date Achieved	Common Words	Date Achieved

Reading				
Key outcomes	Early	First	Second	Comment
Tools for reading ENG 12a / LIT 13a / LIT 21a Phonics, vocabulary and punctuation				
Finding and using information LIT 14a				
Understanding, analysing and evaluating text LIT 07a / LIT 16a / ENG 17a				