



STEP

D-Rag

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 \(live.com\)](#)

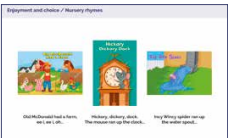
[childobservationalassessmentwithactionsrevised.doc \(live.com\)](#)

Assessment activities – Reading

EARLY LEVEL READING ASSESSMENT

Finding and using information – Environmental print

Preparation, materials and activities	Key outcomes and benchmarks
 What you need • Environmental print samples – food wrappers, adverts, etc (optional) • Initial sounds flash cards (optional) What you do • Ask the learners to find them when they are with their parents/carers • Print off the logo page 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 • Match the letters on logos to initial sound flash cards • Print off two copies of the logos and play games of pairs, picture and letter matching, etc Differentiation/additional resources • Building concepts of print - Education Scotland • Environmental Print Reading Rockets	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

Enjoyment and choice – Nursery Rhymes		
Preparation, materials and activities		Key outcomes and benchmarks Early Level
	What you need • Nursery rhyme videos • I spy rhyming words • Rime/picture matching flash cards • Nursery rhyme word sheet (optional) What you do • Sing nursery rhymes, clap rhythms/syllables in words and songs • Clap rhythms and syllables in words • Play games like I spy with rhyming sounds • Use picture flash cards to play games, e.g. pairs, picture lotto, rime matching Differentiation/additional resources • What are rhyming words? – BBC Bitesize • Building a literacy rich environment – Education Scotland	Enjoyment and Choice 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 * 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. 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

Tools for Reading – Phonics

Preparation, materials and activities

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	oo	ay
ph	oi	ow	oi	oy	wh
le	ea	ue	aw	aw	a,e

What you need

* Sound flash cards

* Common word flashcards

* Record sheet

* Link cubes or sound fans (commercial resource – optional)

What you do

* Play games – lotto, building cvc words, say/circle 'b' words etc

* Use flashcards or physical resources e.g. link cubes or fans for sound recognition

* Use the record sheet to mark and date sounds recognised

Differentiation/additional resources

* Highland Literacy phonic list and record chart

* Tools for assessing phonics

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**

* Uses knowledge of sounds, letters to read words.

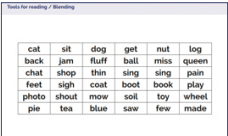
* Uses context clues to support understanding.

* 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.

Tools for reading – Blending		
Preparation, materials and activities		Key outcomes and benchmarks Early Level
 A grid of 24 words arranged in 4 rows and 6 columns. The words are: cat, sit, dog, get, nut, log; back, jam, fluff, ball, miss, queen; feet, sigh, coat, boot, book, play; photo, shout, mow, soil, toy, wheel; pie, tea, blue, saw, few, made.	What you need • Onset and rime matching game • Onset and rime flip strips • Word and picture cards • Blending flashcards • iPad (optional) • Link cubes with sounds (commercial resource – optional) What you do • Match words with picture cards • Use blending flashcards with multisensory activity (see link below) • With link cubes or Duplo with sounds written on them, push cubes together at the same time as saying the blend • Use the blending wheels/flip strips to support blending Differentiation/additional resources • Multisensory blending activities • Phonics Hero – blending • Topmarks – Balloon Phonics game • Online phonic bingo	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.

Tools for reading – Common Words

Preparation, materials and activities

Tools for reading / Common words

the	to	I	no	go	into
he	she	we	me	be	was
you	they	all	are	my	her
said	have	like	so	do	some
come	were	there	one	out	what

What you need

- Common word flash cards
- Common words in sentences
- Common word roll and read, dice and counters
- Colour word match

What you do

- Games using flashcards – matching pairs, etc
- Play common word roll and read
- 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

Differentiation/additional resources

- Lolly stick sight word game. Write common words on lolly sticks then write Kaboom on one lolly stick. Pupils pull out sticks and say word, if they pull out Kaboom, they must put all sticks back
- Sensory writing in sand, salt, rice etc
- Common word hunt in a newspaper, magazine or favourite book
- Further common word resources
- Teach Your Monster to Read – sightwords

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.

Reading fiction / A day at the park		
Preparation, materials and activities		Key outcomes and benchmarks First Level
 A day at the park Tom and Dan went to the park. It was a hot day so they had balls on. Tom and Dan ran fast to get on the swings. At the end of the day they went home for food.	What you need • No additional resources needed but additional passage of around 30-40 words could be used What you do • Use miscue analysis for assessing corrections, phonic knowledge and fluency. Types of errors to note are refusal, self-correction (Word count – 38). • Sample questions 1. Who went to the park? 2. What did they do there? 3. Why do you think they went to the park? 4. What time of year do you think this was? 5. How do you know that? 6. What do you play on when you go to the park? 7. If you could design the perfect park, what would you include? 8. Further discussion based around comprehension, vocabulary, phonics and enjoyment Differentiation/additional resources • Oxford Owl phonic e-books (teacher registration required) • Austrialian literacy learning resource – phonic and literacy intervention	Understanding and evaluating 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 * Asks and answers questions about ideas in a text. * Re-tells familiar stories.

FIRST LEVEL READING ASSESSMENT

Reading fiction / The Gingerbread Man Reading non-fiction / The Summer Fair

Preparation, materials and activities

Key outcomes and benchmarks First Level



What you need

- No additional resources needed but an additional text of around 50-100 words could be used
- Websites, blogs, leaflets or magazines could also be used

What you do

- Use miscue analysis for assessing corrections, phonic knowledge and fluency. (Word count – 61)
- Sample questions (The Gingerbread Man)
 1. Have you heard this story before? If so, what does the Gingerbread Man shout back to the old woman and man?
 2. What kind of story is this?
 3. What clues do you get to tell you?
 4. What happened after the old woman opened the oven?
 5. What lesson do you think that this story is trying to tell the reader?

Tools for reading

I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a

- * Reads aloud a familiar piece of text with expression and understanding.
- * Uses word recognition strategies.

Finding and using information

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

- * Finds key information using content, page, index, headings etc.

Reading fiction / The Gingerbread Man Reading non-fiction / The Summer Fair		
Preparation, materials and activities		Key outcomes and benchmarks First Level
	• Sample questions (The Summer Fair) 1. Have you ever been to a Summer Fair/market/auction? What activities were there? 2. What day is the fair? 3. How much does it cost to get into the fair? 4. What do you get along with your ticket? 5. How does this fair compare to the fair or market you have been to? 6. If you were organising a summer fair, what activities or stalls would you include? • Discussion around comprehension, vocabulary, phonics and enjoyment • Ask the learner questions about layout, design and key features of the text as well as questioning on content	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.
	Differentiation/additional resources • Highland Literacy – fluency in reading • Tools for reading and assessment Padlet • Reading Circle – supporting acquisition of reading skills (Dyslexia Scotland)	

SECOND LEVEL READING ASSESSMENT

Reading fiction / Yokki and the Parno Gry

Preparation, materials and activities



What you need

- No additional resources needed but any short story or passage with around 150 words could be used
- Stories relevant to the young person

What you do

- Use miscue analysis to assess corrections and fluency (Word count – 157) Errors should be marked by noting the words the pupil has difficulty with
- Sample questions
 1. What was the boy's name?
 2. What did his grandmother do?
 3. When did they start travelling?
 4. What do you think he liked talking about with the people he met?
 5. What do you like to do when you are travelling?
 6. How is this story similar/different to your travelling experience?
 7. This story is written by a Gypsy/Traveller called Richard O'Neill. What would you write about if you were to write a story?
 8. What book have you read that has a similar theme? What were the similarities and differences?
- Discussion based around comprehension, vocabulary, phonics and enjoyment

Key outcomes and benchmarks First Level

Tools for reading

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**

- * Reads with fluency and understanding.
- * Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.

Finding and using 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**

- * 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 fiction / Yokki and the Parno Gry		
Preparation, materials and activities		Key outcomes and benchmarks First Level
	Differentiation/additional resources • Miss B Primary – excellent list of books relevant to Gypsy/Travellers • Friends, families and Travellers – relevant book suggestions • An ABC for Travellers – created by a Traveller Education teacher • BBC Teach – reading for pleasure	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.

Reading non-fiction / CBBC website

Preparation, materials and activities



What you need

- In addition to the resource page, live websites or blogs could be used

What you do

- 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?
- Sample questions
 1. What are the main features of a web page?
 2. What kind of information would you get on this BBC children's webpage?
 3. Is the BBC a reliable source of information? Give your reasons and can you give an unreliable source of information
 4. What is the difference between fact and opinion?

Key outcomes and benchmarks Second Level

Tools for reading

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

- * Reads with fluency and understanding.
- * Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.

Finding and using 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

- * 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 non-fiction / CBBC website		
Preparation, materials and activities		Key outcomes and benchmarks Second Level
	Differentiation/additional resources • STEP cultural and accessible resources to support literacy • Highland Literacy - fluency in reading progression • Tools for reading and assessment padlet • BBC Newsround • Travellers times – online back issues • Traveller Times – Scottish News • BBC Skillswise – fact or opinion	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

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				



e: step@ed.ac.uk
www.step.education.ed.ac.uk
X @mobileandlearn



Scottish Government
Riaghaltas na h-Alba
gov.scot