Aston Literacy Project

Teacher feedback

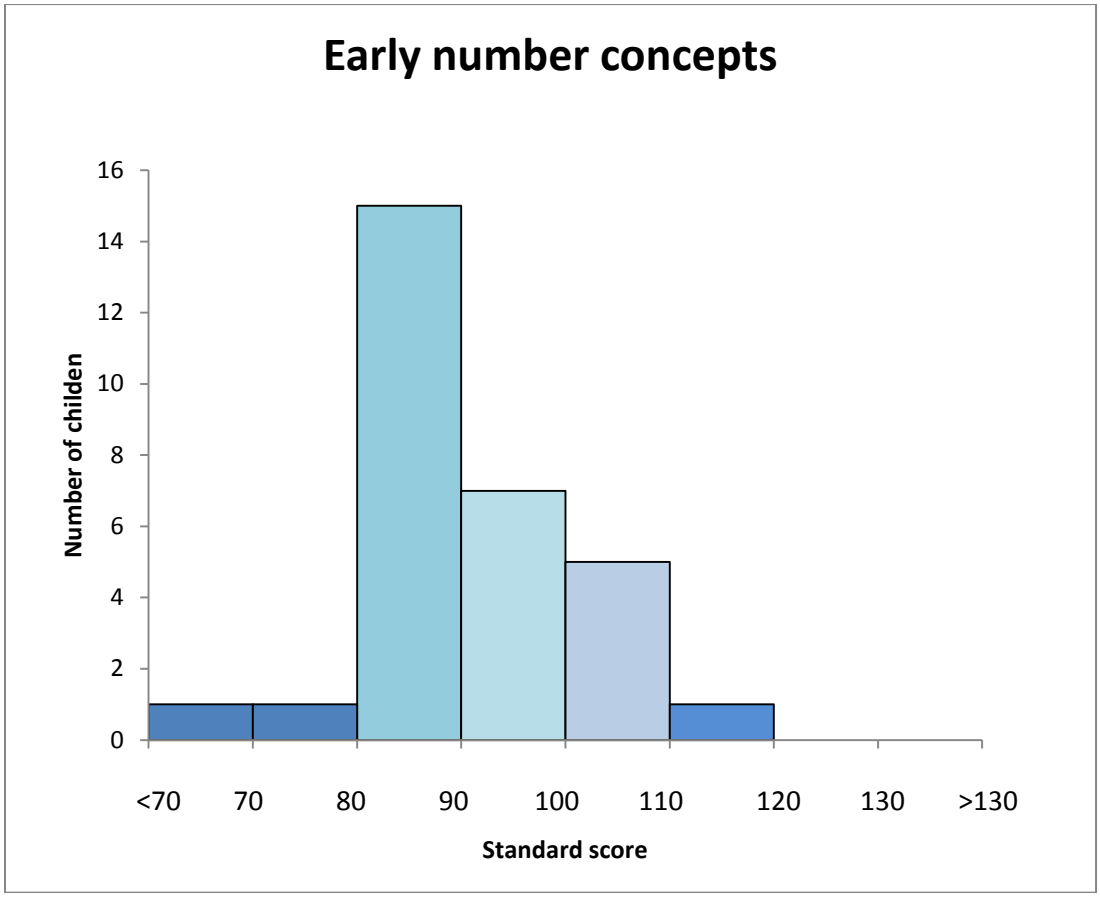
Reception class, October, 2011

In October, we visited Primary School and assessed 30 children in the Reception class. Below, we have reported scores for the Maths and reading tasks that we performed.

The Maths test and three reading tests that we administered were standardised. This means that when the tests were developed, they were administered to a large number of children from a representative sample across the UK and the average score that can be expected for a child of each age was calculated. Below is a graph showing the distribution of standard scores in the general UK population, then graphs showing scores for the children in your class below that. This will allow you to compare the performance of your class against the national average.

Early Number concepts

Children completed questions tapping knowledge of, and problem-solving using pre-numerical and numerical concepts.

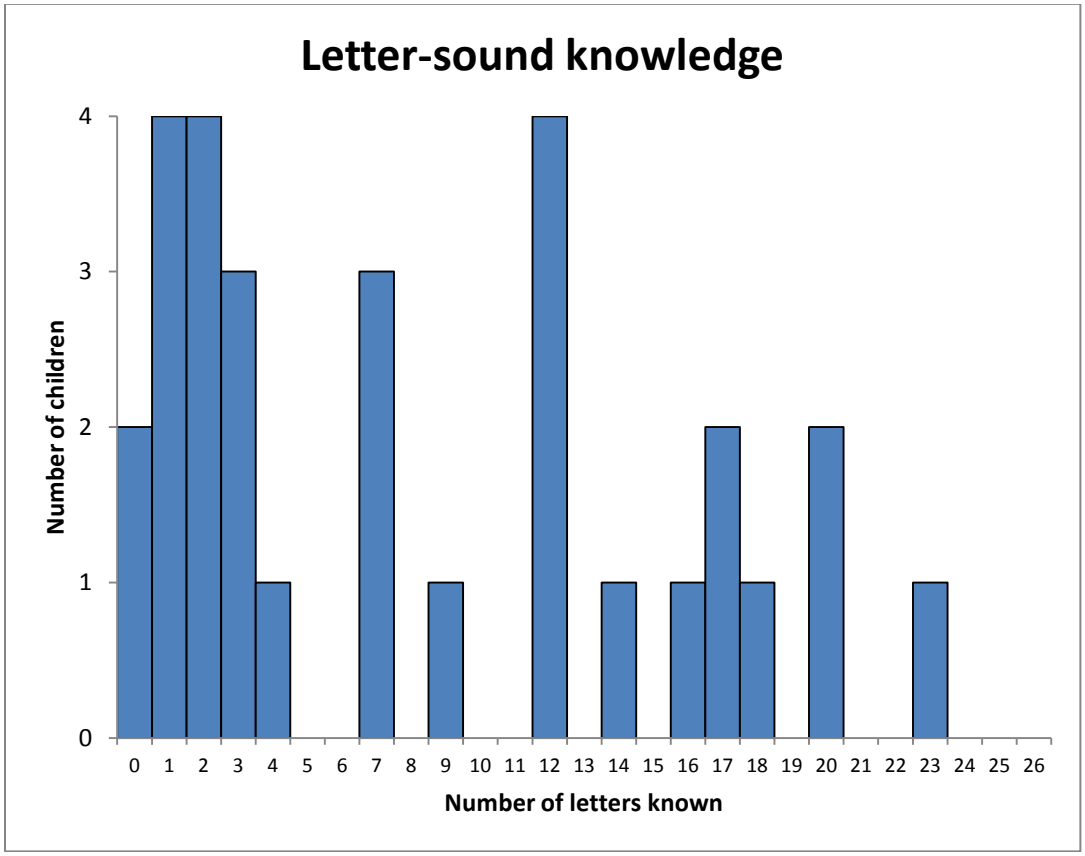


The average standard score was 90. This shows that children in your class were performing just below the expected level for Maths at the beginning of the Reception year.

Early Number concepts: British Ability Scales 2 (standardised in 1995)

Letter-sound knowledge

Children were asked the sound of each of the 26 letters in the alphabet, presented in lower case.

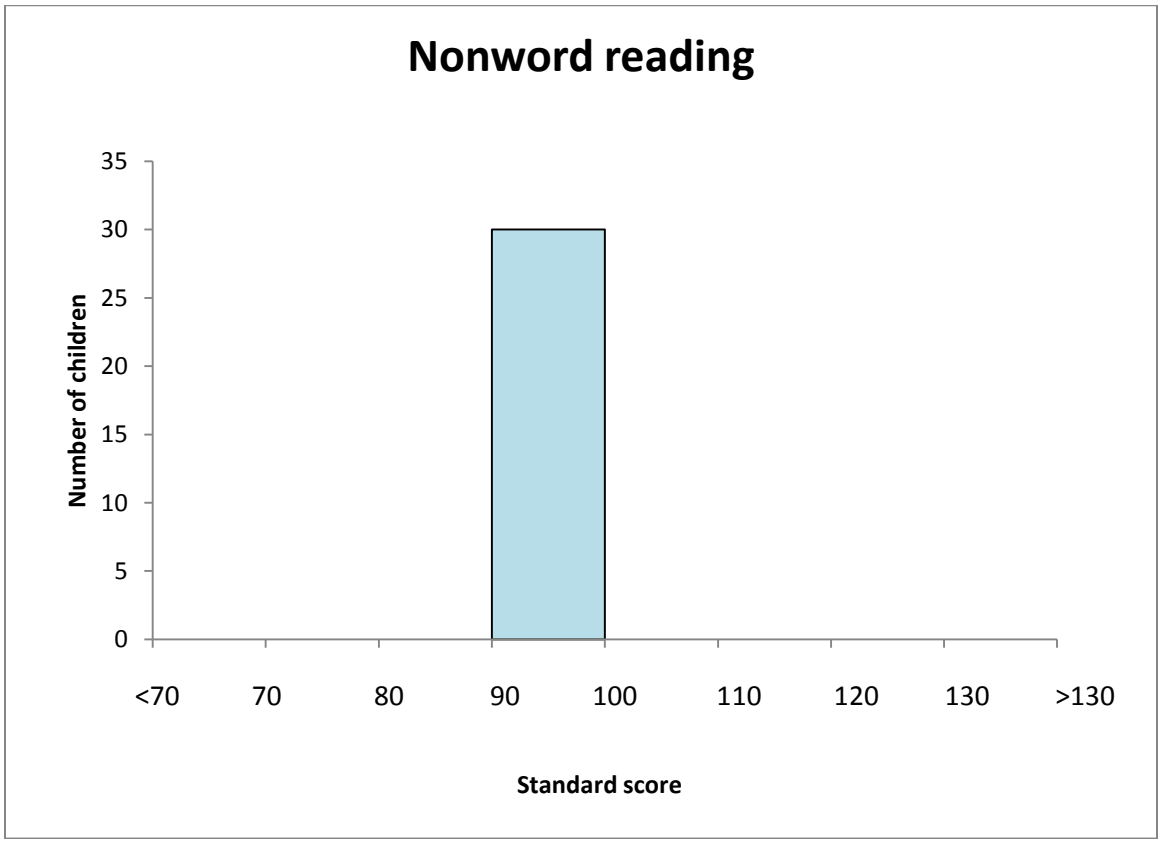


The average number of letters known was 8. This shows that letter-sound knowledge was approximately a third complete at the beginning of the Reception year.

Note on reading tasks: Children are not expected to be able to read yet during the first term of Reception. For this reason, it is not possible to gain an accurate view of their reading skills at this age. For example, a 5 year old child who reads 0-2 words on one of our tasks will receive a standard score of 95, which is average. The same child may go on to become a good or a poor reader. At this time, letter-sound knowledge is a more accurate predictor of future reading achievement. We will be able to provide more accurate reading scores when we return in the summer.

Nonword reading

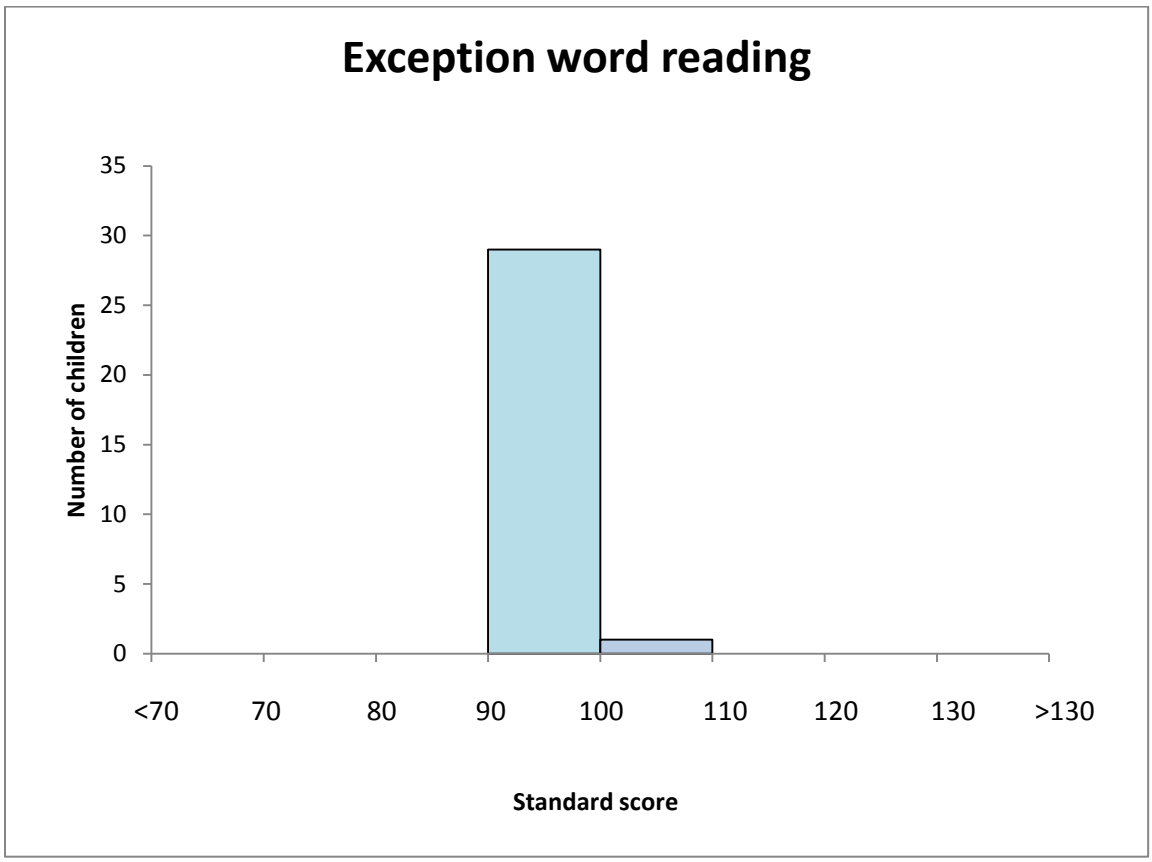
Children were asked to read a list of nonsense words.



The average standard score was 95, which is average. This shows that children in your class were performing at the expected level for their age for decoding skills at the beginning of the Reception year.

Exception word reading

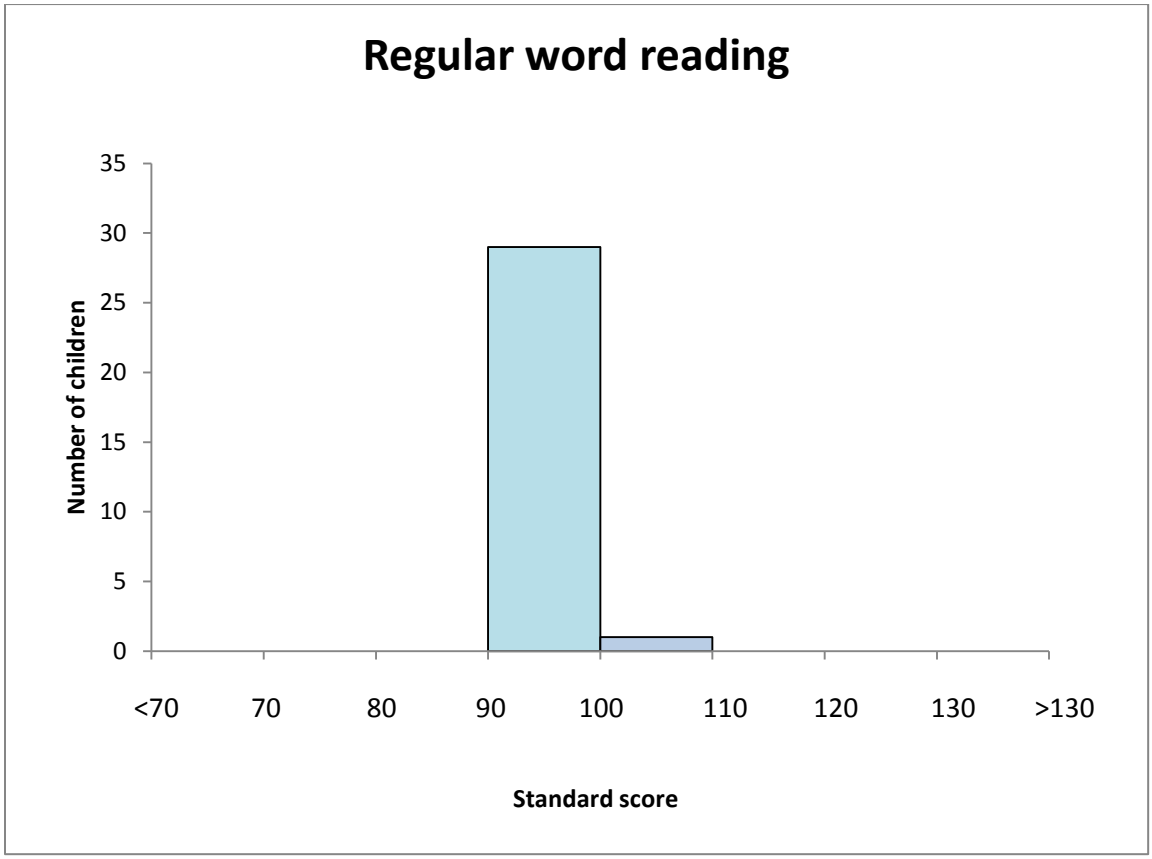
Children were asked to read a list of exception (irregular) words.



The average standard score was 95, which is average. This shows that children in your class were performing at the expected level for their age for exception word reading at the beginning of the Reception year.

Regular word reading

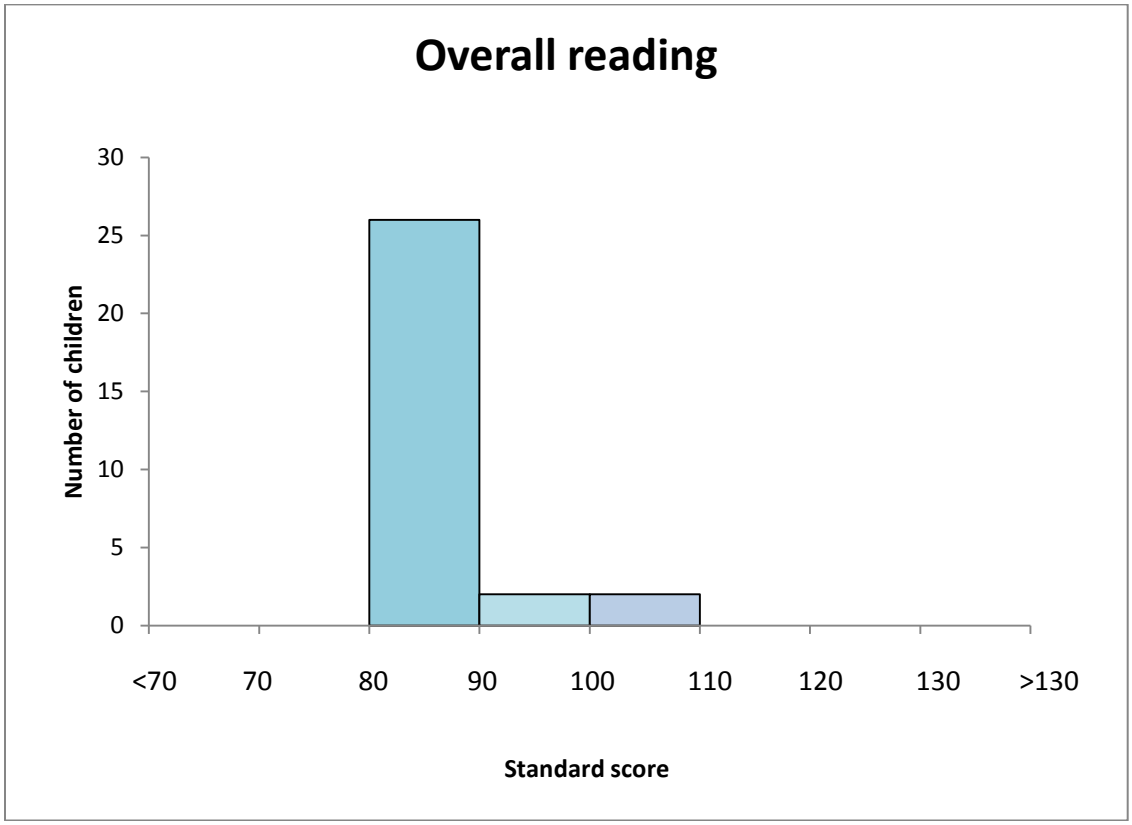
Children were asked to read a list of regular words.



The average standard score was 95, which is average. This shows that children in your class were performing at the expected level for their age for regular word reading at the beginning of the Reception year.

Overall reading

A combined score for nonword, exception and regular word reading.



The average standard score was 86, which is below average. This shows that children in your class were performing slightly below the expected level for their age for overall reading at the beginning of the Reception year.

Nonword, exception word, regular word and overall reading: Diagnostic test of word reading processes (standardised in 2011)