**Child Observational Assessment**

***Each item can be scored from 1 to 4 from left to right.***

**Letter Naming (*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.)***

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| 1. **When shown letters they have been previously taught, can the child say the correct sounds?**     With lots With a little Performs  Not at all of support support independently |
| 1. **When shown letters they have been previously taught, can the child match lower case with upper case letters?**   With lots With a little Performs  Not at all of support support independently |

**Phonological Awareness (*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. As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings LIT 0-10a.)***

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| 1. **Can the child accurately repeat unknown Gaelic words: e.g.** *I will say a word and then I would like you to repeat it clearly. Look at me and* ***listen*** *very carefully when I say the word*. *Now you say it.”*   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child put 2 sounds together to make spoken Gaelic words? (aural discrimination including diagraphs)**   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child put 3 sounds together to make spoken Gaelic words? (aural discrimination including diagraphs)**   With lots With a little Performs  Not at all of support support independently |

**Phoneme Identification (*I enjoy exploring and playing with patterns and sounds of language and can use what I learn LIT 0-10a/LIT 0-11a/LIT 0-2-a.)***

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| 1. **Can the child identify the first sound in a spoken word? E.g.** *“Can you say the first sound of this word?” (Show child a picture card, teacher says the word and child tells you the first sound ‘Bòrd’*   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child identify words that start with the same sound?**   With lots With a little Performs  Not at all of support support independently |

**Blending Phonemes into Words (*I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read or write GAI 0-12a/LIT 0-13a-LIT 0-21a.)***

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| 1. **Can the child read new consonant-vowel-consonant words correctly? (e.g. muc)**   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child read new short words with initial or final consonant blends? (e.g. bròg, iasg)**   With lots With a little Performs  Not at all of support support independently |

**Word Recognition (*I enjoy exploring and playing with patterns and sounds of language and can use what I learn LIT 0-10a/LIT 0-11a/LIT 0-2-a.)***

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| 1. **Can the child read out loud taught sight words? e.g seo, math, tha, an, sgoil**   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child demonstrate knowledge about books and texts?** *(Identify title, open book correctly, left to right orientation etc)*   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child read simple sentences unaided?**   With lots With a little Performs  Not at all of support support independently |

**Language Comprehension (*I listen and watch for useful or interesting information and I use this to make choices or learn new things LIT 0-04a.)***

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| 1. **Can the child understand the words and phrases used in the classroom?**   With lots With a little Performs  Not at all of support support independently |
| 1. **Can the child follow instructions of increasing complexity?**   With lots With a little Performs  Not at all of support support independently |
| **15. Can the child ask and answer questions appropriately about everyday experiences?**  With lots With a little Performs  Not at all of support support independently |

**Writing (*As I play and learn, I enjoy exploring interesting materials from writing and different ways of recording my experiences and feelings, ideas and information LIT 0-21b. I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read or write GAI 0-12a/ LIT 0-13a- LIT 0-21a.)***

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| **16. Can the child make shapes (eg. circles, triangles & squares) and forms resembling letters?**  With lots With a little Performs  Not at all of support support independently |
| **17. Can the child write his/her own name and recognise the names of peers?**  With lots With a little Performs  Not at all of support support independently |
| **18. Can the child use phoneme knowledge to help them begin to write down simple words?**  With lots With a little Performs  Not at all of support support independently |

**Motivation, Persistence and Book Availability (*I enjoy exploring and choosing stories and other texts to watch, read or listen to and I can share my likes and dislikes LIT 0-01b/ LIT 0-11b.)***

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| **19. Does the child engage with a good quality supply of fiction and non-fiction books of appropriate difficulty?**  With lots With a little Performs  Not at all of support support independently |
| **20. Does the child show an independent, spontaneous interest in books and reading, asking to be read to and wanting to read themselves?**  With lots With a little Performs  Not at all of support support independently |
| **21. When faced with a reading task, does the child persist and strive to succeed?**  With lots With a little Performs  Not at all of support support independently |

**Computer-based Instruction (*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes LIT 0-01b/LIT 0-11b. I explore sounds, letters and word, discovering how they work together, and I can use what I learn to help me as I read and write GAI 0-12a/ LIT 0-13a/ LIT 0-21a.)***

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| **22. Does the child respond to computer-based programmes regarding phonics or real books?**  With lots With a little Performs  Not at all of support support independently |

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| **Any Other Observations:** |
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