



Dyslexia Portfolio - Report for Emma Wilson

School: **Chiswick School**

Year/Class: **4**

Name: **Emma Wilson**

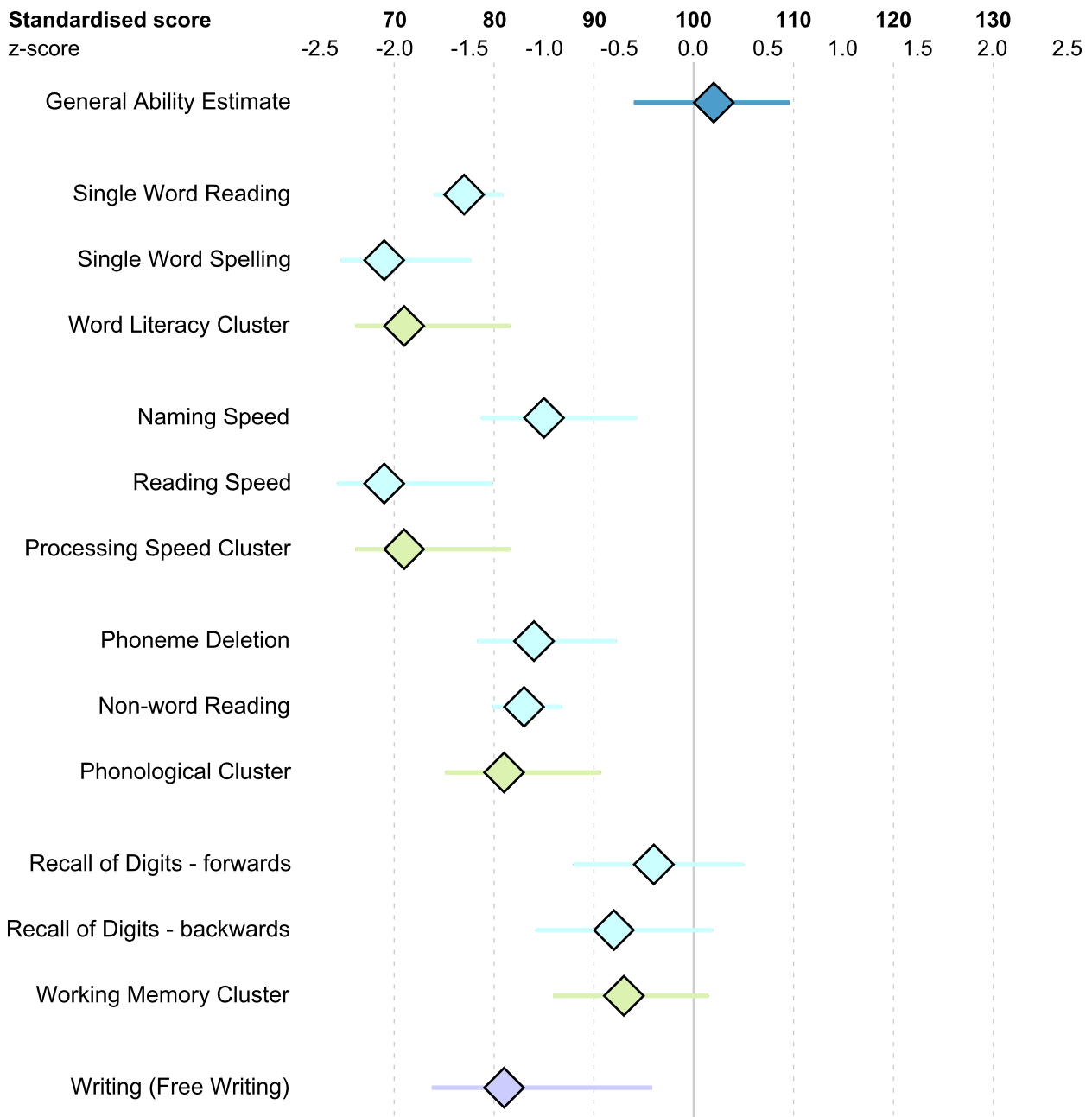
Date of birth: **09/09/1992**

Dyslexia Index: **D**

Date of assessment: **27/11/2008**

Assessed by: **Sue T**

Summary of results by sub-test



National average: Standardised score = 100, z-score = 0.

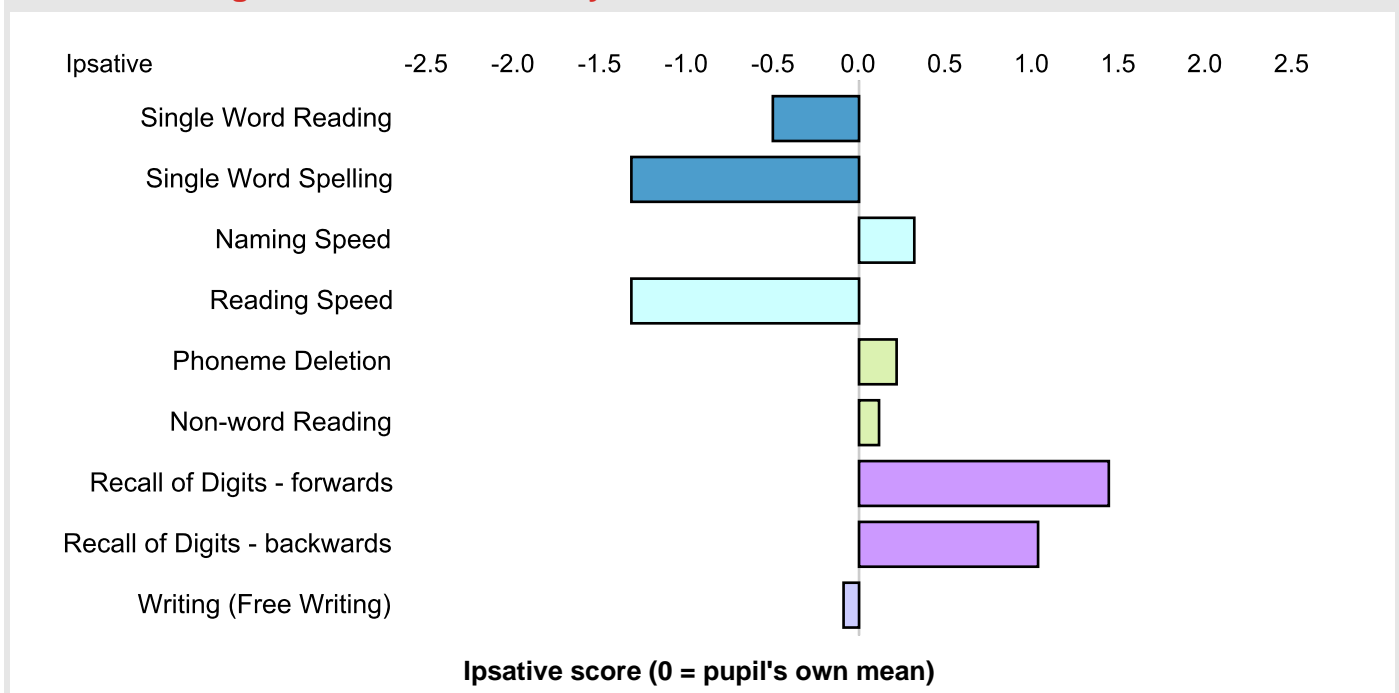


Summary of results by sub-test

Sub-test	Raw score	Standardised score	National percentile rank	z-score	Ipsative score
British Picture Vocabulary Scale		102	55	0.1	
Single Word Reading Test	40	77	6	-1.5	-0.5
Single Word Spelling Test	18	69	2	-2.1	-1.3
Word literacy cluster	58	71	3	-1.9	
Naming Speed	100	85	16	-1.0	0.3
Reading Speed	27	69	2	-2.1	-1.3
Processing Speed cluster	127	71	3	-1.9	
Phoneme Deletion	15	84	14	-1.1	0.2
Nonword Reading	26	83	13	-1.1	0.1
Phonological cluster	41	81	11	-1.3	
Recall of Digits - forwards	17	96	40	-0.3	1.4
Recall of Digits - backwards	10	92	30	-0.5	1.0
Working memory cluster	27	93	32	-0.5	
Writing (Free Writing)	75	81	11	-1.3	-0.1
Mean *		82		-1.2	0.0
Standard deviation *				0.7	1.0

* Mean / Standard deviation - Based on word literacy, processing speed, phonological and working memory sub-tests.

Relative strengths and weaknesses by sub-test





Results Narrative

General Ability

Ability score in this report is from British Picture Vocabulary Scale.

Emma's general ability is average, so she is likely to be able to deal adequately with the intellectual demands of activities that are typical of the year group. Ability to reason with the subject matter of her work is unlikely to be a limiting factor in her progress, but nor is it likely to be a particular strength.

Word Literacy

This cluster is an estimate of the pupil's literacy achievement at the word level, as shown in tests of single word reading and spelling. Whatever may be added later in terms of comprehension and enjoyment, word-level skills are the entry point into literacy and the engine that continues to drive progress even in the most sophisticated reader.

Emma's skills in reading and spelling words are currently low. Substantial amounts of tutorial input and practice will be needed on a regular basis to improve Emma's skills to the level where she can read and write independently.

Processing Speed

This cluster evaluates a pupil's efficiency (rather than accuracy) in the management of information. It comprises two tests: Naming Speed and Reading Speed. The latter, of course, is critical to the performance of older pupils in examinations. The former corresponds to what are sometimes described as word-finding skills, the ability to find words and retrieve quickly the right name for an object.

Emma's speed at processing information is slow and so it is important to speak slowly when addressing Emma, with regular pauses to allow her to absorb the information. Emma will also be slow at answering questions presented either orally or in writing. Emma needs to be allowed plenty of time to deal with any task and it should not be assumed that if Emma is slow in responding, she does not know the answer, or is struggling.

Phonological

Alphabetic skills are at the heart of the literacy-learning process in the early stages. Moreover, skill with the written word closely corresponds with spoken language skills. Accordingly, this cluster combines both, with measures of Phoneme Deletion and Nonword Reading.

Emma's skills in processing spoken words and phonemes are below average. Emma may need some special help in acquiring the skills needed to recognise similarities and differences between spoken words, to break down spoken words into component phonemes and to match phonemes to morphemes. Until Emma can recall a correct sequence of associated phonemes when faced with a written word, she will not be able to attempt to read new words beyond those in her sight vocabulary.

Working Memory

The ability to hold verbal material in short-term memory seems to be central to learning the highly sequenced procedures of reading and spelling. While Recall of Digits Forwards is a fairly straightforward measure of sensitivity, Recall of Digits Backwards requires that the pupil hold the material in her memory while transforming it in some way - reversing it.

Emma's ability to keep verbal information in her short-term memory while performing some mental task with it, is average. Emma is unlikely to have any particular difficulties in dealing with the memory aspects of her schoolwork.

Writing (Free Writing)

This test primarily samples productivity, that is, the quantity of writing a pupil can complete in a given time. Younger children perform a copying task, while older children engage in an open-ended but undemanding exercise in free writing.

Emma is currently below average in her speed of writing and so may need to be given extra time for any writing that she must do. If handwriting itself is the problem, Emma should be offered other means of recording information, e.g. using a keyboard or tape-recorder, though most parents and teachers agree that confident handwriting is a useful lifelong skill. Otherwise, Emma will improve her speed at writing by



Results Narrative

practising regularly, so dictation and writing exercises need to be incorporated into daily work.