CONQUERING LITERACY: ACCELERATED PROGRAMME SKILLS ASSESSMENT PROCEDURE (CLAPSAP)

This assessment comprises:

Part I: Dictation (assessing knowledge/use of concepts and blends).

Part II: Constructing and reading multi-syllabic words (assessing word-building using prefixes, base words, and suffixes).

It can be administered to learners who have demonstrated sufficient literacy skills to suggest that starting at the beginning of the Main Programme would be inappropriate. Its aim is to indicate strengths and difficulties in order to target specific areas for teaching.

Materials

- Copy of test for the teacher to record results.
- Writing paper and pen/pencil for learner.
- Copy of table of Accelerated Programme Structure (Table IV.1) to record current achievement in areas of the programme.

Part 1: Dictation

There are five items, varying from a single sentence to short passages. (Explain that some may sound 'silly' if you think necessary.) These are written within the structure covered by the Accelerated Programme. Tell the learner that you are going to say a whole sentence and then break it down into smaller units which they have to write down attending to spelling and punctuation.

Read each sentence as a whole then split it into manageable units for dictation (e.g., a phrase of 2–4 words which you may say **twice** only). Allow time for them to write their responses.

Below each passage is a marking grid showing the particular concepts and blends in the passage. These are Teaching Points in the Accelerated Programme. Where the same Teaching Point appears more than once in a sentence/passage, tick or cross (√ or x) for each occurrence (e.g., if a passage has two sets of speech marks there should be **two** marks: if there are three full stops or three 'st' blends, there should be **three** marks in the appropriate boxes). Be careful not to 'stress' the blends when you dictate but do use normal expression when reading in order to indicate the end of a sentence/question, etc.

Item 1

Fran went in the loft with a lamp and got six boxes.

fr	nt	ft	th (v) th (unv)	mp	suffix -es

Punctuation

Full stop	Capital letter

Item 2

Stan spills milk that is "off" and sniffs a strong smell. "It stinks!" he cried.

st-	sp-	-ll	Suffix 's'	-lk	th (v)	-ff	-nd	sn-	str-	sm-	-nk	Open Syllable 'he'	cr-	Change 'y' to 'i'

Punctuation

Full stop	Capital letter	Speech marks	Exclamation mark

Item 3

A tiny insect was on Brad's chin and he scratched it until it bled. He felt sick and held his hands up to get help.

-ct	/wo/ was	br-	ch-	scr-	-tch	suffix '-ed'	bl-	-lt	-ck	-ld	-nd	suffix 's'	-lp	-y

Punctuation

Full stop	Capital letter	Apostrophe (possessive) 's

Item 4

Alf jumped off a plank in his flip flops into the pond. His twin, called Ann, ran quickly to film his antic and clapped. Alf pulled Ann into the pond with a splash.

"I'm glad I can swim," said Ann angrily. Alf's calm reply was unhelpful.

-lf	-mp	suffix –ed	-ff	pl-	-nk	fl-	suffix 's'	th (v)	-nd	tw-	Change 'y' to 'i'	-lm	-ic	qu

cl-	Double rule (before ed)	-all	th (unv)	spl-	-sh	gl-	sw-	gr-	-ly	-lp	-ful

Punctuation

Full stop	Capital letter	Comma	Speech marks	Apostrophe contraction

Item 5

In spring, Kim was skipping on the grass when she slipped, tripped and fell. Kim's frilly dress was a mess and she was cross. Will mum wash and press it? She asked.

spr-	-ng	sk-	doubling rule	suffix -ing	gr-	-ss	wh-	-sh	sl-	tr-	-sk

suffix -ed	-ll	possessive 's'	fr	-ly	dr-	cr-	/wo/ wash	pr-

Punctuation

Capital letters	Full stop	Comma	Apostrophe (possessive)	Question mark

Note: The above procedure has assessed spelling because that is likely to be more problematic for those learners you think should be on the Accelerated Programme. If you have concerns about their ability to **read** particular blends you could present them with the passages in printed form and ask them to read aloud (**on another occasion** – to avoid the fact that they may recall them if you do so immediately after dictation).

Use the Accelerated Programme Record Sheet to record aspects from that structure which are areas of apparent knowledge and which may not need explicit teaching (but make sure you 'check' this during lessons by giving activities which require their use).

Part 2: Word Blending: Reading Multisyllabic Words

This activity presents the learner with a set of cards with base/root words, prefixes and suffixes and the learner is asked to put the base/root word with a prefix and/or suffix to build two and/or three syllable words which they will read aloud to you. (Give a 'practice' example if necessary.)

Copy the words below on to three differently coloured cards to distinguish prefixes, base/root words, and suffixes.

Prefixes	Base/root words	Suffixes
dis-	tend	-s
ex-	tent	-ed
con	tract	-ing
in-	pend	-es
de-	box	-ful
un-	content	
re-	dress	
	tact	
	respect	

(*Note*: Record the words the learner makes and note particularly the prefixes and suffixes used correctly. Remember when presenting reading and dictation practice in your lessons to use those which are already known. This will help to provide more variety and more 'advanced' material for the learner.)

Where Next?

This assessment procedure covers all the main points within the Accelerated Programme. Although we suggest you make Concept Cards for all the concepts in the programme, you do not need to make Reading Cards for blends which are already secure. You may still need to provide Spelling Cards for some choices.

Section B provides information about different approaches to implementing the programme. When the learner has worked through the Accelerated Programme, you can then move them on to the Main Programme at Teaching Point 83 (Stage 2).

Table IV.2   *The Accelerated Programme: Record Sheet*

Teaching Points in Accelerated Programme	Date Introd.	Date/s Revised	Date Mastered	Date Checked (√ or x)	Date Re-taught (If Needed)
1. Vowels and consonants					
2. **B**eginning, **M**iddle, **E**nd					
3. Blends: sn, st, sp, sm					
4. Suffix 's' (plural/verbs)					
5. Apostrophe for contractions					
6. Apostrophe for possessive					
7. Breve and macron					
8. Syllables (open/closed), vc/cv, v/cv					
9. 'th' and voiced/unvoiced					
10. Punctuation: caps, full stop, speech marks, ! & ?					
11. Accent and stress					
12. End blends, -nt, -nd, -ft, -mp,-sk, -nk, -ct, -ng					
13. c/k spelling rules: 'c/k', ck/k, -c					
14. sc/sk/scr at beginning					
15. 'l' blends: bl, cl, fl, gl, sl, pl, spl					
16. final 'l' blends: -ld,-lf,-lk,-lm,--lp,-lt					
17. 'r' blends: br, cr, dr, fr, gr, tr, pr, scr, spr, str					
18. Suffixes 'ed' and 'ing' and doubling rule					
19. Syllable division : vc/v					
20. ff/ll/ss rule and '-all'					
21. Suffix 'es'					
22. Blends: tw, sw					
23. 'qu'					
24. Prefixes: in/de/con/im/dis/re/pre/ex/ un/ab/trans/be/mis					
25. 'wa' as in 'wasp'					
26. 'wh' words					
27. 'y' (semi-vowel) and suffix rule: change 'y' to 'i'					
28. Suffixes 'ly' and 'ful' adverbs/adjectives					
29. sh/ch					
30. – tch and rule ch/tch					

Note: Rejoin Main Programme at Teaching Point 83 (Stage 2)

Downloadable: