

Letter Formation Assessment

For reading - Show the letter; pupil says phoneme/sound and the name.

For writing - say phoneme/sound, pupil writes the grapheme/letter

	Read		Write	
	Name	Sound	Name	Sound
a				
b				
c				
d				
e				
f				
g				
h				
i				
j				
k				
l				
m				
n				
o				
p				
q				
r				
s				
t				
u				
v				
w				
x				
y				
z				
Total				

Dyslexia Handwriting Intervention

Step 1 – Familiarisation

Alphabet Arc

1. Set up alphabet Arc as a team
2. Each child to tap and say each letter's name followed by the letter sound.
3. Introduce new letter – discuss its shape, name, sound, etc

OR

Alphabet Work

1. Recite the alphabet using cards, a song across a piece of paper, in the form of a rainbow

Step 2 – Multi – Sensory Teaching

Possible activities

1. Form letter on a large scale (e.g. A4 paper, chalk, paint). **SAY THE NAME FIRST, THEN THE SOUND.**
2. Use air writing or writing on backs. **SAY THE NAME FIRST, THEN THE LETTER.**
3. Form the letter in sand tray, paints, glitter tray, play dough, foil, scrunched up paper, etc. **SAY THE NAME FIRST, THEN THE SOUND.**
4. Make the letter using parts of the body or other equipment.

Step 3 – Writing

Writing

1. Model how to write the letter in the first box of the writing frame - use a highlighter (big and small) for chn to trace.
2. In the 2nd box, form the letter numerous times for the child to copy next to your model.
3. Chn to independently write the letter from memory in the 3rd box in various shapes and sizes.
4. In the 4th box chn try to form the letter with their eyes closed.

Step 4 – Words and Sentences

When 2/3 letters have been taught, words can then be joined together. Chn can then make words using the letters and once a good bank has been taught they can make sentences.

Name: _____

Date: _____

LC: Can you form the letter _____ correctly?

1. TRACE IT! BIG and small (highlighter)

2. COPY IT

3. MEMORY

4. CLOSE YOUR EYES!

5. LET'S GET WRITING!
