

Training session 1 – Handout 1.1

Diagnostic analysis of reading and writing in underperforming groups

Name of pupil: Year:	Group type: (such as 'more able, white working class girl' etc.)	
	Evidence of pupil experiencing difficulty by subject	Evidence of pupil making good progress by subject
Reading Comprehension Can the pupil demonstrate the following:		
Find relevant information from the text by using appropriate reading strategies.		
An understanding of key terms used in subject areas?		
Identify the type of text and see how the author is presenting information to the reader, for example, to persuade, inform etc.		
Read parts of a text closely demonstrating deeper understanding responding to more complex questions/tasks.		
Writing Can the pupil demonstrate the following:		
Extended writing is planned. Material is presented in logical sequence.		
Ideas are expressed clearly in writing using vocabulary appropriate to the subject area and the task.		
Appropriate subject vocabulary is correctly spelt.		
Ideas are expressed coherently using correct grammar including subject-verb agreement and correct and consistent use of tenses.		
Accurate punctuation, appropriate to the task, makes meaning clear.		
Format and structure of writing is clearly presented for purpose and audience.		
Teacher feedback:		
Does marking support key literacy points? For example, are key subject terms always checked for correct spelling? Are sentence punctuation errors highlighted for action, or explained?		