

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Support early literacy development through a structured literacy approach](#)

Suggestion: [Using classroom assessments and monitoring](#)

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Link

[www.inclusive.tki.org.nz/guides/dyslexia-and-learning/classroom-assessments-and-monitoring](http://www.inclusive.tki.org.nz/guides/dyslexia-and-learning/classroom-assessments-and-monitoring)

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## Assessing pre-reading skills

Students with weak pre-reading skills at school entry often struggle with reading and writing.

Knowing the letter names and sounds and having **phoneme awareness**, even at a simple level, is highly predictive of later reading development.

Students may need further assessment of their pre-reading skills, especially if they are in the early years of school.

Further testing to assess pre-reading skills is available in [The New Zealand dyslexia handbook](#).

- Alphabet knowledge test – appendix 1C
- Phonemic awareness test – Appendix 2

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