

Full report

Emily Hargreaves

Primary | All three assessments

A combined view of Emily's cognitive and literacy skills, maths and executive functioning, with recommendations for school and home.

Cognitive & dyslexia: **18/09/26**

Maths & dyscalculia: **20/09/26**

Executive functioning: **23/09/26**

Knowledge is power



In this report

Results, insights and practical support for Emily.



Results

Scores are shown with their assessment dates, score ranks, percentile ranks and confidence intervals.



Insights

The level of need describes the amount of support Emily may require. The screening indicators are explained separately, alongside strengths and areas of difficulty.



How to support

Recommendations are grouped for the classroom, extra support and home. Choose priorities with Emily, her teachers and parents or carers, then review how well the support is working.

This report brings together Emily's results and recommendations across all three assessments. Shared strategies appear once so teachers and families can use a consistent approach.

Shared skills are shown as supplied in each report. Scores are not averaged and should not be treated as a measure of change between the assessment dates.

These are screening results, not diagnoses. Formal assessment is needed to confirm dyslexia or dyscalculia. Distractions or difficulty understanding instructions can affect results; consider the testing conditions alongside everyday work.

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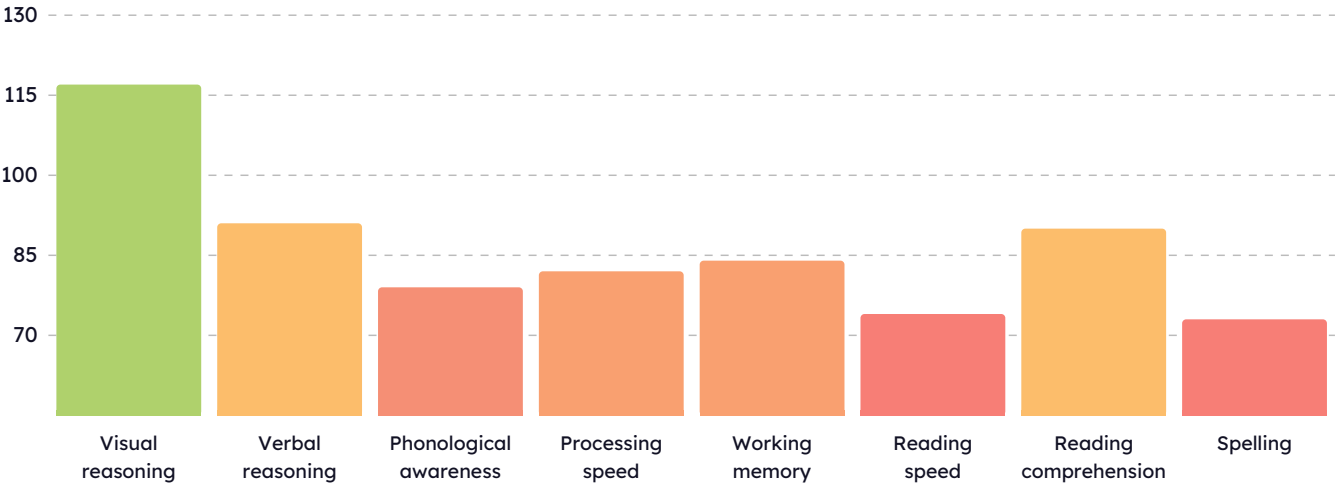


Results

Cognitive & dyslexia

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Assessment completed 18/09/26



	Standard score	Score rank	Percentile rank	95% conf. int
Visual reasoning	117	High	87	108 - 126
Verbal reasoning	91	Average	27	82 - 100
Phonological awareness	79	Low	8	70 - 88
Processing speed	82	Low	12	73 - 91
Working memory	84	Low	14	75 - 93
Reading speed	74	Low	4	65 - 83
Reading comprehension	90	Average	25	81 - 99
Spelling	73	Low	4	66 - 80

Scores are reproduced from this assessment report. Repeated skills retain their original scores, ranks and confidence intervals.

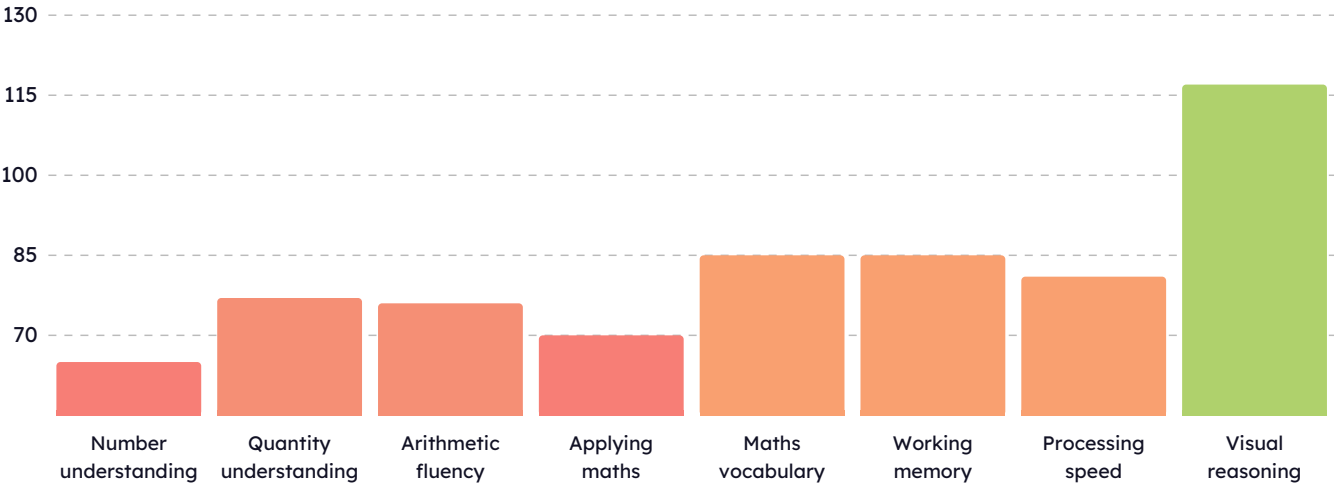


Results

Maths & dyscalculia

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Assessment completed 20/09/26



	Standard score	Score rank	Percentile rank	95% conf. int
Number understanding	65	Very Low	1	60 - 70
Quantity understanding	77	Low	6	70 - 84
Arithmetic fluency	76	Low	5	71 - 81
Applying maths	70	Low	2	63 - 77
Maths vocabulary	85	Low Average	16	76 - 94
Working memory	85	Low Average	16	76 - 94
Processing speed	81	Low	10	74 - 88
Visual reasoning	117	High	87	108 - 126

Scores are reproduced from this assessment report. Repeated skills retain their original scores, ranks and confidence intervals.

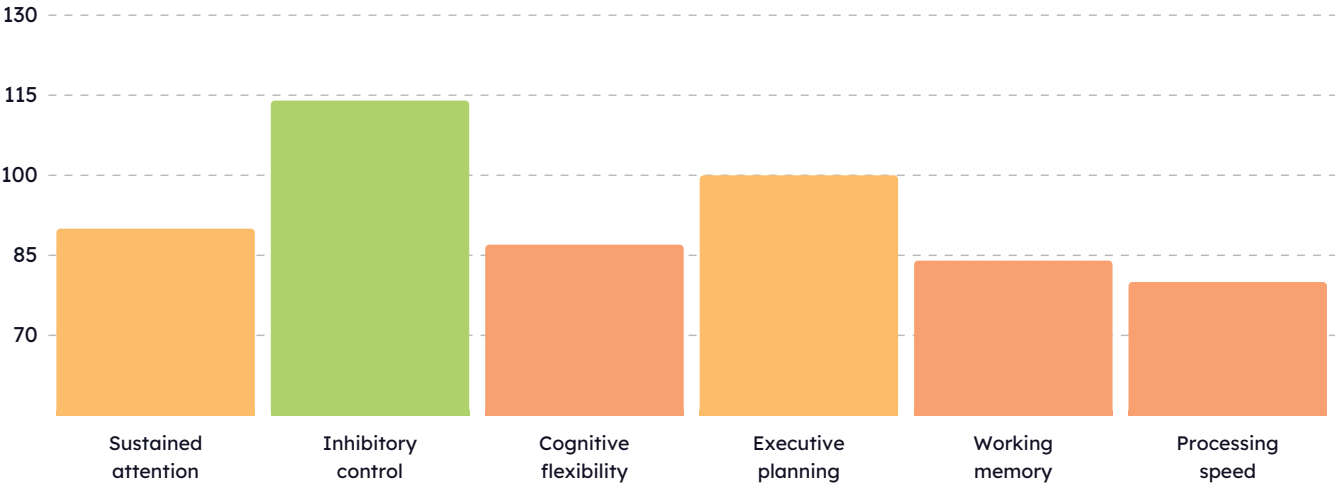


Results

Executive functioning

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Assessment completed 23/09/26



	Standard score	Score rank	Percentile rank	95% conf. int
Sustained attention	90	Average	25	85 - 95
Inhibitory control	114	High Average	82	107 - 121
Cognitive flexibility	87	Low Average	19	80 - 94
Executive planning	100	Average	50	93 - 107
Working memory	84	Low	14	77 - 91
Processing speed	80	Low	9	75 - 85

Scores are reproduced from this assessment report. Repeated skills retain their original scores, ranks and confidence intervals.

How to read the scores

Standard score: performance compared with children of the same age.

Score rank: the descriptive band reported for that standard score.

Percentile rank: the percentage of same-age children expected to score lower.

95% confidence interval: the reported range reflecting uncertainty around the score.



Insights

Level of need

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Very high

A very high level of need describes significant difficulties across several areas of learning. Support may include consistent classroom adjustments, intensive targeted teaching and specialist input. Emily's main areas of need are literacy, number skills, working memory and processing speed.

Dyslexia risk

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Very likely to be dyslexia

Emily's low phonological awareness, spelling and reading-speed scores, alongside lower working memory, form a strong pattern associated with dyslexia. Reading comprehension is average and visual reasoning is a strength. This is why Emily has a 'Very likely' dyslexia rating. A formal assessment would be needed to confirm whether Emily has dyslexia.

Maths screening

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Signs of dyscalculia

Emily's very low number understanding and low quantity understanding, arithmetic fluency and applying-maths scores form a pattern associated with dyscalculia. Maths vocabulary is low average and visual reasoning is a strength. This is why the report records 'Signs of dyscalculia'. A formal assessment would be needed to confirm whether Emily has dyscalculia.

Executive functioning

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No executive function challenges

Emily's results do not show a clear overall pattern of executive-function challenges. Sustained attention and planning are average, while inhibitory control is high average. Cognitive flexibility is low average, with lower working memory and processing speed. These areas may still benefit from support. This is not an ADHD screening or diagnostic result.

Insights

How the results fit together



A consistent visual-reasoning strength

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Visual reasoning is high (117) in the cognitive and maths reports. Clear models, diagrams and picture plans are useful options to try.



Literacy skills are uneven

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Spelling (73), reading speed (74) and phonological awareness (79) are low. Reading comprehension (90) and verbal reasoning (91) are average.



Core number skills need substantial support

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Number understanding is very low (65). Quantity understanding (77), arithmetic fluency (76) and applying maths (70) are low.



Language still matters in maths

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Maths vocabulary is low average (85). Literacy difficulties may add to the demands of word problems, alongside the maths-specific needs.



Attention, response control and planning are relative strengths

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Sustained attention (90) and planning (100) are average; inhibitory control (114) is high average. Cognitive flexibility (87) is low average.



Working memory is a recurring area of need

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Working-memory scores are 84, 85 and 84 across the three reports. Short instructions and visible reminders may help across lessons.



Processing speed is consistently low

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Processing-speed scores are 82, 81 and 80. Slow reading, calculation and response speed can increase the time needed for everyday learning.



Support can be joined up across lessons

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A shared set of routines can support memory and pace across subjects, alongside explicit teaching of the literacy and maths skills Emily finds difficult.

How to support

In the classroom

For the class teacher. Practical strategies for primary lessons.

These suggestions do not all need to be introduced at once. Agree a small number of priorities and keep support consistent across lessons.

Literacy

Target recurring spelling errors

Activity

Emily's lower spelling score suggests focused pattern practice may help.

Choose one recurring error from Emily's recent writing. Teach the strategy that fits it - for example, grouping words by a shared pattern, splitting them into syllables or using a mnemonic. Ask Emily to choose and use the strategy when the same difficulty appears again.

Use a spelling journal with spaced review

Activity

Emily's lower spelling score suggests regular review may help.

Ask Emily to add words she repeatedly misspells and mark the difficult part. Revisit the words after a few days and again the following week. Keep the journal available during writing, with prompting only when Emily forgets to use it.

Build in regular blending and segmenting practice

Activity

Emily's lower phonological awareness suggests sound practice may help.

Build in a few short opportunities each week for Emily to blend sounds when reading an unfamiliar word and separate a spoken word into sounds before spelling it. Offer a prompt when needed, then gradually step back as the routine becomes more familiar.

Preview unfamiliar sound patterns

Activity

Emily's lower phonological awareness suggests previewing patterns may help.

Before Emily starts a new text, pick out two or three unfamiliar sound-letter patterns that may cause difficulty. Show each one in an example word, practise blending it together and draw attention to it again when it appears in the text.

Literacy

Practise fluent reading with a short familiar text

Activity

Emily's lower reading speed suggests supported rereading may help.

Choose a short passage that Emily can read accurately, matched to the phonics already taught. Read it aloud first, then read together and invite Emily to reread it. Focus on smooth phrasing, accuracy and meaning rather than racing. Ask a brief question about the text and revisit it on another day.

Maths

Build and partition numbers before calculating

Activity

Emily's very low number-understanding score suggests concrete models may help.

Use base-ten equipment, place-value counters or a quick drawing to build the number before Emily calculates with it. Ask Emily to partition the number and explain what each digit is worth. Keep this support available across lessons, then move towards drawings and written numbers as the structure becomes secure.

Place numbers on a line before comparing them

Activity

Emily's very low number-understanding score suggests number lines may help.

Use an open number line with a few familiar benchmarks. Model how to place one number, then ask Emily to position and compare others, explaining which benchmark helped. Keep number lines available until Emily can judge size and order more confidently.

Compare different approaches to the same problem

Activity

Emily's lower applying-maths score suggests comparing methods may help.

Show Emily two completed approaches to the same or a similar problem. These could use different valid representations and plans, or one could contain an error. Ask Emily to explain how each person approached the problem, identify what worked and decide which approach she would use. Follow this with a similar problem for Emily to solve.

Plan the problem before calculating

Activity

Emily's lower applying-maths score suggests a short plan may help.

Before Emily begins a problem, use a short set of prompts: What do we know? What are we trying to find? What could we try? How will we check the answer? Ask Emily to say or write a brief plan before calculating. Gradually reduce the prompts as Emily begins to plan independently.

Maths

Mix calculations and choose the method

Activity

Emily's lower arithmetic fluency suggests practice choosing methods may help.

Once Emily can use different calculation methods accurately on her own, include two or three familiar calculation types in the same activity. Before solving each one, ask Emily what the calculation requires and which method Emily will use. Keep the set short and revisit any method that is not yet secure.

Use worked examples, then remove the steps

Activity

Emily's lower arithmetic fluency suggests worked examples may help.

Place a completed example beside a similar calculation. Talk through the example with Emily, then ask Emily to use the same steps to complete the new calculation. Gradually move to examples with some steps missing and then to independent practice. If the same errors return, bring back the completed example for a little longer.

Flash grouped quantities before showing the number

Activity

Emily's lower quantity-understanding score suggests grouped displays may help.

During a starter or worked example, briefly show Emily a structured quantity and ask how many Emily can see and how it is grouped before showing the numeral. Use this occasionally within normal maths teaching and reduce the prompt as recognition becomes quicker.

Prompt grouping before counting

Activity

Emily's lower quantity-understanding score suggests organising groups may help.

When Emily needs to count a set, prompt Emily to organise it into groups of 2, 5 or 10 and record any partial totals. Keep this as a brief reminder unless Emily continues to lose her place or count the same item twice.

Executive function

Try another approach when the first one stalls

Activity

Emily's low-average cognitive flexibility suggests prompts to try alternatives.

When Emily's first approach is not working, use one brief prompt such as, "What else could you try?" Allow Emily to choose an alternative independently, offering options only if Emily cannot identify one.

Memory & processing speed

Build thinking time into harder tasks

Adjustment

Emily's lower processing speed suggests extra thinking time may help.

Pause after more demanding questions and give Emily a little longer for selected written activities. Where helpful, keep the question visible while she thinks. Allow extra time for more demanding homework, rather than extending every task.

Mark the essential classwork and homework

Adjustment

Emily's lower processing speed may make repeated practice take longer.

Clearly identify the questions Emily should complete first. Choose enough to cover the full learning objective, then add further practice only if time allows. Use the same approach for homework so its length remains reasonable. If homework regularly takes much longer than intended, agree with Emily and her parents or carers which tasks are essential and set a reasonable stopping point.

Break tasks into a short visible sequence

Adjustment

Emily's lower working-memory score suggests visible steps may help.

Divide longer instructions or tasks into two or three clear steps and write them on the board or on Emily's mini whiteboard. Ask Emily to identify the first step and check off each part as she completes it. Encourage Emily to return to the written sequence rather than waiting for the instruction to be repeated. Gradually shorten the prompts as the routine becomes familiar.

Teach a quick way to record key information

Activity

Emily's lower working-memory score suggests notes may help keep track of lessons.

Teach Emily a simple routine for capturing information Emily will need again: listen, select two or three important words or details, and record them using keywords, a quick sketch or a short note. Model the routine on a mini whiteboard or recording frame before asking Emily to try it. Use the same approach regularly and reduce support as Emily begins identifying the important information independently.

How to support

Extra support

For the SENCo or specialist staff. Match teaching and programme choices to Emily's assessed gaps, coordinate support and review progress.

Further assessment

Consider a specialist assessment

Further investigation

Further assessment may help clarify Emily's learning needs.

Ask the SENCo to bring together Emily's assessment results, classroom evidence, intervention history, views and information from home. Agree what remains unclear and which professional could help, such as a specialist teacher, educational psychologist or speech and language therapist. Use any further findings to refine support; targeted teaching can continue while assessment is considered.

Literacy

Build spelling through patterns and word structure

Intervention

Emily's lower spelling score suggests practice with related words may help.

Use errors from Emily's current writing to choose a small group of related words rather than an unrelated weekly list. Teach the relevant sound-letter pattern, spelling convention or word part; for example, help, helpful and helpless. Practise the words from memory and in dictated sentences, revisit them over several weeks and check that Emily uses the pattern in class writing. Align the words with any decoding intervention already in place.

Suggested programmes

Read Write Inc. Spelling, Years 2 to 6

A structured spelling programme. Select the starting point to match Emily's age and current phonics knowledge.

Use a structured phonological, decoding and spelling programme

Intervention

Emily's lower literacy scores suggest targeted teaching may help.

Check Emily's current phonics knowledge, then use a structured programme linking spoken sounds, letters, word reading and spelling. Teach one sound-letter pattern at a time, include cumulative review and check that Emily can use the pattern when reading and spelling words before moving on. Match practice books to the phonics already taught.

Suggested programmes

Read Write Inc. Phonics

Systematic phonics teaching with matched reading books and options for one-to-one support.

Sounds-Write

A structured phonics programme linking sounds, word reading and spelling through cumulative teaching.

Maths

Link numerals to quantity

Intervention

Emily's very low number-understanding score suggests targeted teaching may help.

Focus intervention on helping Emily understand written numbers. Ask Emily to build a number using counters or place-value equipment, say it, write it and place it on a number line. Teach place value explicitly and compare numbers that look or sound similar. Keep the quantity model visible at first, then remove it as understanding becomes secure.

Suggested programmes

Every Child Counts: 1stClass@Number 2

Small-group teaching for learners needing further support with Year 2 number expectations. Check that this level matches Emily's assessed gaps.

Strengthen problem-solving choices

Intervention

Emily's lower applying-maths score suggests targeted problem-solving practice.

Use targeted small-group teaching to help Emily recognise the mathematical relationship in mixed problems rather than rely on keywords. Ask Emily to represent the problem, choose and explain the operation, and use a known fact to work out a nearby one. Review errors to identify whether language, representation or strategy choice caused the difficulty, then practise that stage before returning to mixed classwork.

Secure the missing facts and methods

Intervention

Emily's lower arithmetic fluency suggests focused fact and method practice.

Use a structured small-group intervention for the number facts or calculation methods Emily uses slowly or inconsistently. Model an efficient approach, practise it in short sessions across the week and revisit it through spaced review. Once accuracy is secure, vary the examples and check that Emily uses the method during ordinary class maths.

Suggested programmes

Number Sense Maths

Use Number Facts Fluency for addition and subtraction gaps, or Times Tables Fluency for multiplication and division. Choose the strand from assessment.

How to support

At home

For parents or carers. Simple ways to support Emily at home.

Literacy

Keep a spelling journal for recurring errors

Activity

A spelling journal may help Emily remember and use taught patterns.

Add words that appear repeatedly in Emily's work. Mark the difficult part and record a pattern, word family or memory cue. Encourage Emily to check the journal before asking for the spelling.

Practise a few useful spellings across the week

Activity

Emily's lower spelling score suggests short, repeated practice may help.

Choose three to five words that Emily currently needs. Look for a shared pattern or word family, practise recalling each word and use it in a sentence. Return to the words briefly across the week instead of completing one long spelling session.

Play robot talk

Activity

Emily's lower phonological awareness suggests sound games may help.

Say a familiar word in separate sounds and ask Emily to blend it - for example, "c-oa-t". Take turns so Emily also practises separating a whole word into sounds. Use five or six words and finish while the game is still enjoyable.

Use the same phonics routine at home

Activity

Consistent prompts may help Emily practise taught sound-letter patterns.

Check which sound patterns Emily is learning at school and use the same prompts during one or two short sessions each week. Keep practice focused on the current pattern rather than introducing something different.

Literacy

Reread a book matched to taught phonics

Activity

Emily's lower reading speed suggests familiar reading practice may help.

Use a short book supplied or recommended by school that matches the phonics Emily has learned. Listen as Emily reads, help with a difficult word using the school routine, and reread the book over a few days. Talk briefly about the story and praise accurate, smoother reading without making it a race.

Maths

Use the same number supports as school

Activity

Familiar number models may help Emily connect numerals with quantities.

Ask school which numbers Emily is working on and request a copy of any number line or visual guide they use. During homework, use the same guide alongside coins or small objects to show what each written number represents.

Mark what matters and make a plan

Activity

Emily's lower applying-maths score suggests planning before calculating may help.

During maths homework, ask Emily to say what the question wants, mark the useful information and explain what Emily will do first. Let Emily begin calculating once she has a clear plan. Prompt only if she misses one of these steps.

Say what the calculation means

Activity

Explaining the numbers may help Emily connect a calculation to the problem.

When Emily chooses a calculation during homework, ask what each number represents. For example, in a problem about sharing 24 sweets between six children, 24 is the total, six is the number of groups and the answer is how many each child receives. This helps connect the calculation to the problem.

Keep a worked example beside the homework

Activity

A worked example may help Emily follow a familiar calculation method.

Place one completed example beside a similar homework calculation. Ask Emily to follow the same steps, offering help only when Emily becomes stuck. Gradually reduce the help as the method becomes more familiar.

Maths

Practise a few calculation facts regularly

Activity

Emily's lower arithmetic fluency suggests short, repeated practice may help.

Choose a small set of addition, subtraction or multiplication facts already taught at school. Practise them for three to five minutes using cards, dice or a simple game, two or three times during the week. Focus on accurate answers before introducing any timing.

Compare groups, then count to check

Activity

Emily's lower quantity-understanding score suggests comparing groups may help.

When sharing snacks, sorting toys or setting the table, ask which of two groups has more or less. Let Emily decide first, then count together.

Executive function

Ask what else could work

Activity

Emily's low-average cognitive flexibility suggests prompts to try alternatives.

When a small plan or approach is not working, ask Emily, "What else could you try?" Give Emily time to choose an alternative and offer two options only if Emily cannot think of one. Avoid immediately solving the problem for them.

Memory & processing speed

Plan homework in manageable sections

Adjustment

Emily's lower processing speed may make longer tasks more demanding.

Before homework begins, help Emily divide the required work into two or three clear sections. Complete one section at a time and make the finishing point clear. This makes the workload easier to pace without reducing the level of challenge.

Follow the routine from a checklist

Activity

A checklist may help Emily remember the steps in familiar routines.

Create a short checklist for a routine Emily sometimes forgets. Keep the items she needs in the same places and encourage Emily to work through the list without repeated reminders. Check it together at the end, then gradually leave Emily to manage the routine independently.

Memory & processing speed

Make a mind map before starting

Activity

A picture plan may help Emily organise ideas and keep the steps visible.

Before a task with several parts, help Emily put the main goal in the middle of a page and add two or three branches using pictures and key words. For a story, try beginning, middle and end. Let Emily explain and follow the plan, offering a prompt if a step is missing. The same approach can help plan what to take to an activity.

General

Agree a manageable home-learning routine

Adjustment

A clear routine may help keep Emily's home learning manageable.

Agree when and where home learning will happen, what needs completing and when to stop. Split longer tasks across more than one session where needed. If important work regularly cannot be completed by the agreed time, record how long it took and discuss this with school.