

Full report

Grace Kowalski

This report will tell you about Grace's cognitive profile, need level and dyslexia risk. We'll also give you some tips on how best to support them.

Assessment completed on **24/09/26**

Knowledge is power



In this report

This report consists of three key areas:



Results

See how Grace's scores compare to the average in each area measured. This can help you understand their strengths and challenges. You'll also learn about Grace's level of need and if there are signs of dyslexia.



Insights

Insights bring together the key patterns we found across Grace's results. This includes any areas of potential risk, as well as notable strengths and challenges, helping you understand what their results may mean in practice.



How to support

Here we will go through our recommendations for Grace about how best to support them. These are all personalised based on their results across all of the activities. They mostly focus on areas where Grace struggled, but there are also recommendations that are beneficial to all students.

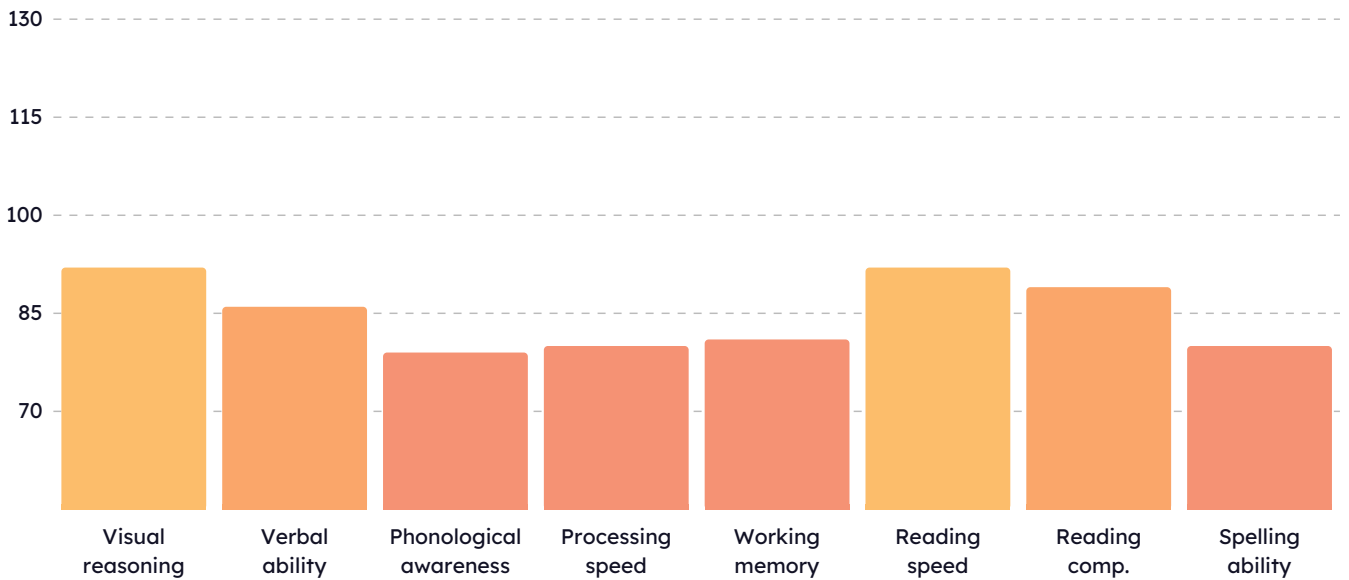
It's worth noting though that this is a dyslexia screener and not a formal assessment. Whilst our research has shown that our screener is highly accurate, if you feel that the results do not match your expectations, we would recommend getting a second opinion.

Additionally, the results will only be accurate if taken correctly. If there were any distractions, or difficulty concentrating, this could affect the results.



Results

Cognitive profile



This chart shows Grace's standardised scores across the cognitive areas measured by Talamo. Standardisation ensures that scores are reliably compared to other individuals across the same age.

Results

Scores

	Standard score	Score rank	Percentile rank	95% conf. int
Visual reasoning	92	Average	30	83 - 101
Verbal reasoning	86	Low Average	18	77 - 95
Phonological awareness	79	Low	8	70 - 88
Processing speed	80	Low	9	71 - 89
Working memory	81	Low	10	72 - 90
Reading speed	92	Average	30	83 - 101
Reading comprehension	89	Low Average	23	80 - 98
Spelling	80	Low	9	73 - 87

This table provides a deeper look at Grace's scores across each cognitive area measured in the Talamo test. It includes:

- **Standard Score:** Grace's score adjusted to a common scale, allowing consistent comparison across all areas.
- **Score Rank:** A descriptive level based on the Standard Score.
- **Percentile Rank:** If 100 students of the same age completed the same activity, the Percentile Rank shows what percentage of students would have scored lower than Grace.
- **95% Confidence Interval:** Given margins of error when any tests are administered, we can be 95% confident that Grace's true score lies within this range



Insights

Level of need

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High

A high level of need indicates difficulties across several areas that may affect everyday learning. Support may include adjustments within the classroom, alongside targeted interventions for particular areas of difficulty. Grace's main areas of need are literacy, working memory and processing speed.

Dyslexia risk



Likely to be dyslexia

Grace's lower phonological awareness and spelling scores, alongside working-memory difficulties, form a pattern associated with dyslexia. Reading speed is average and comprehension is low average, so the impact is uneven across literacy skills. This pattern is why Grace has been given a 'Likely' dyslexia rating. A formal assessment would be needed to confirm whether Grace has dyslexia.

Strengths and challenges



Phonological awareness score low

[Learn more](#)

Grace's phonological awareness score was below age expectations. The support recommendations focus on sound-letter patterns, unfamiliar words and spelling.



Processing speed score low

[Learn more](#)

Grace's processing speed score was below typical expectations. As a result, this report offers tips, resources and accommodations for the classroom and at home to make tasks more manageable.



Spelling score low

[Learn more](#)

Grace's spelling was noticeably under the expected level. The rest of the report details direct support, activities and regular reviews to boost attainment.



Working memory score low

[Learn more](#)

Grace's working memory score was below what is typical for their age. In the rest of the report, we provide support strategies and structured steps to help them cope with working memory challenges.



Reading speed average; comprehension low average

[Learn more](#)

Grace's reading speed was average, while reading comprehension was low average. Support should reflect this difference and check understanding of subject texts.

How to support

In the classroom

For the class teacher. Strategies to use in class, either with the whole class or in small groups.

Based on all of Grace's results, we recommend the following strategies for support. These are suggestions and would not necessarily all be implemented at once.

Literacy

Learn and practise key subject words

Activity

Grace's lower phonological awareness suggests extra word practice may help.

Before a demanding text, choose three to five essential words, such as photosynthesis in science. Say and write each word, split it into syllables or useful parts, and highlight a sound-letter pattern. Practise reading and spelling the whole word, then revisit it in context using the same routine.

Use a subject spelling journal with spaced review

Activity

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

Record subject words Grace repeatedly misspells, with a cue such as a root, word-family link or mnemonic. Choose one recurring pattern and practise it in related words. Revisit entries after a few days and the following week, use the journal during assignments, and remove words once Grace uses them accurately.

Memory & processing speed

Plan extra time for demanding work

Adjustment

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

Build additional thinking time into complex questions, discussions and extended writing. Let Grace make a brief note or return to a question after thinking. Allow more time for selected classwork and homework with higher processing demands.

Memory & processing speed

Set essential work before additional practice

Adjustment

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

Mark the classwork and homework that Grace must complete first. Retain the full subject content and challenge, but reduce repeated examples of the same skill. Treat any remaining questions as additional practice rather than an automatic requirement. If homework regularly takes much longer than intended, agree with Grace and their parents or carers which tasks are essential and set a reasonable stopping point.

Break complex instructions into a visible sequence

Adjustment

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

Divide longer instructions into clearly written stages, for example research, plan and write for a history essay. Keep the sequence visible on the board or a checklist, and ask Grace to explain the first step. Encourage Grace to mark completed stages and return to the sequence when needed. Gradually reduce the detail as independence develops.

Teach how to take useful notes

Activity

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

Teach Grace how to decide what is worth recording rather than attempting to write down everything. Model this using a short explanation or passage: identify the main idea, select the essential details and organise them using a two-column outline, Cornell-style notes, a mind map or an agreed digital method. If an approved virtual note-taker is used, teach Grace to review, correct and summarise its output. Use the chosen method consistently before reviewing whether it is helping.

How to support

Extra support

For the SENCo or specialist staff. More targeted support, often outside the classroom.

Literacy

Use a structured age-appropriate decoding and spelling programme

Intervention

Grace's lower phonological awareness suggests targeted sound-letter practice may help.

Use a structured, age-appropriate programme that teaches sound-letter patterns through unfamiliar and curriculum words. Link decoding and spelling, include cumulative review and check that Grace can apply each pattern during subject reading and written work.

Suggested programmes

Read Write Inc. Fresh Start

Age-appropriate phonics and reading intervention for older struggling readers.

Lexonic Leap

Short, targeted teaching of phonics and basic decoding for older pupils.

Sounds-Write

A structured approach that can address persistent gaps in decoding and spelling.

Teach spelling through roots and word families

Intervention

Grace's lower spelling score suggests practice with roots and word families may help.

Build regular word-study sessions around vocabulary Grace needs in current subjects. Group words by a shared root, prefix, suffix or spelling pattern, for example, act, action, active and react. Teach the meaning as well as the spelling, use short retrieval practice and dictation, then ask Grace to proofread for the pattern in subject work. Revisit missed patterns rather than moving straight to a new list.

Suggested programmes

Morph Mastery, ages 9 to 13

A structured morphological intervention that teaches prefixes, roots and suffixes through assessment-led individual or small-group sessions.

Lexia PowerUp Literacy, Years 7 to 11

An adaptive programme providing word-study practice alongside teacher-led support. Its spelling-related content includes syllables, spelling patterns and morphology.

Memory & processing speed

Consider future access arrangements for Grace

Further investigation

Grace's lower processing speed suggests reviewing support for timed work.

Ask the SENCo to review whether processing speed consistently affects Grace's timed work, written output or ability to show what they know. Keep the screening result and begin gathering teacher observations, timed work and evidence of the support Grace normally uses.

How to support

At home

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

Literacy

Break down unfamiliar words before looking them up

Activity

Grace's lower phonological awareness suggests unfamiliar words may need practice.

When Grace meets an unfamiliar word, ask them to mark the syllables and identify any prefix, root or suffix they recognise. Say and blend the parts before checking the pronunciation.

Build a word-pattern bank

Activity

A word bank may help Grace recognise unfamiliar sound-letter patterns.

Collect a few words containing sound-spelling patterns that Grace regularly finds difficult. Add one useful example for each pattern and revisit the list briefly when similar words appear in homework.

Practise useful subject spellings across the week

Activity

Short, repeated practice may help Grace remember subject spellings.

Select a few words from current homework or subject vocabulary. Explore their patterns, syllables and meaningful word parts, then practise recalling them over several short sessions.

Use the spelling journal independently

Activity

A journal gives Grace a focus for independent spelling practice.

Ask Grace to keep a short list of words they repeatedly misspell. For each word, mark the difficult part and add one useful strategy. Review the list weekly and remove words once they are being used accurately.

How to support

At home

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

Memory & processing speed

Start with the essential work

Adjustment

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

Before a longer homework task, encourage Grace to mark what must be completed and divide it into clear sections. Put the essential work first and agree when the session will finish. If the same subject repeatedly takes much longer than expected, raise this with the teacher.

Build a one-page plan before starting

Activity

A visible plan may help Grace keep track of a task.

Before a longer task, encourage Grace to create their own mind map showing the main goal, the important sections and what needs to happen next. They should use the map while working and update it if the task changes. The same technique can be used to organise schoolwork or a complicated plan outside school.

Suggested programmes

ivvi Notes

Turns spoken or pasted information into an editable visual mind map. A free 30-day trial is available; continued use may require a paid licence.

Manage repeated routines from one checklist

Activity

A checklist may help Grace remember familiar routines.

Encourage Grace to keep one short checklist for a routine they sometimes forget, using either their phone or a visible list at home. Essential items should stay in the same places and the steps should remain in the same order. Agree one point when the routine will be checked rather than reminding them throughout it.