

Full report

Samuel Okafor

Secondary | All three assessments

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

Cognitive & dyslexia: **11/09/26**

Maths & dyscalculia: **13/09/26**

Executive functioning: **14/09/26**

Knowledge is power



In this report

Results, insights and practical support for Samuel.



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 Samuel 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 Samuel, their teachers and parents or carers, then review how well the support is working.

This report brings together Samuel'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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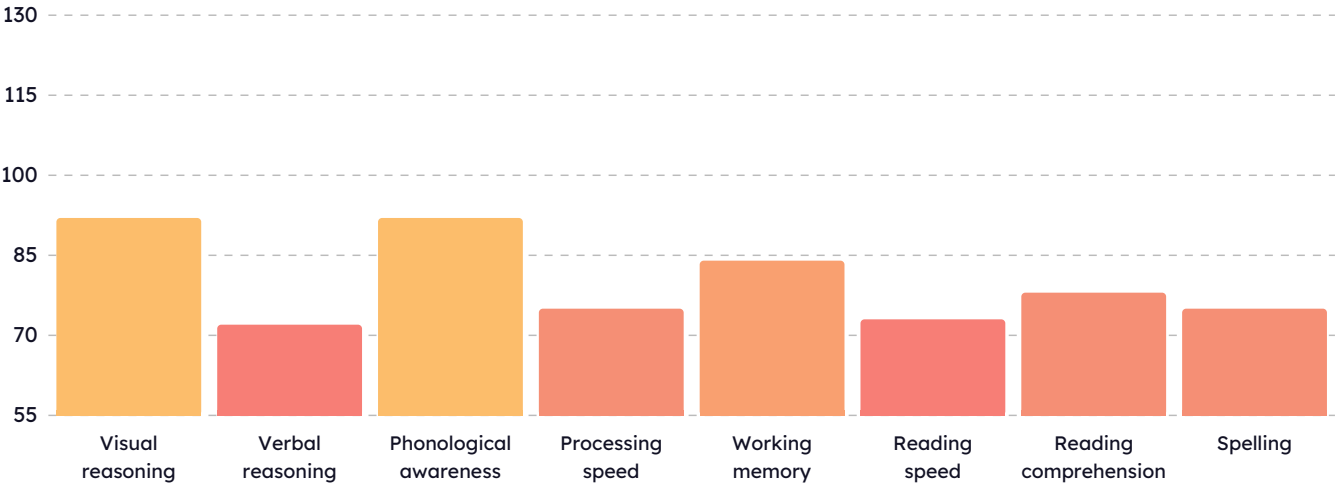


Results

Cognitive & dyslexia

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Assessment completed 11/09/26



	Standard score	Score rank	Percentile rank	95% conf. int
Visual reasoning	92	Average	30	83 - 101
Verbal reasoning	72	Low	3	63 - 81
Phonological awareness	92	Average	30	83 - 101
Processing speed	75	Low	5	66 - 84
Working memory	84	Low	14	75 - 93
Reading speed	73	Low	4	64 - 82
Reading comprehension	78	Low	7	69 - 87
Spelling	75	Low	5	68 - 82

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

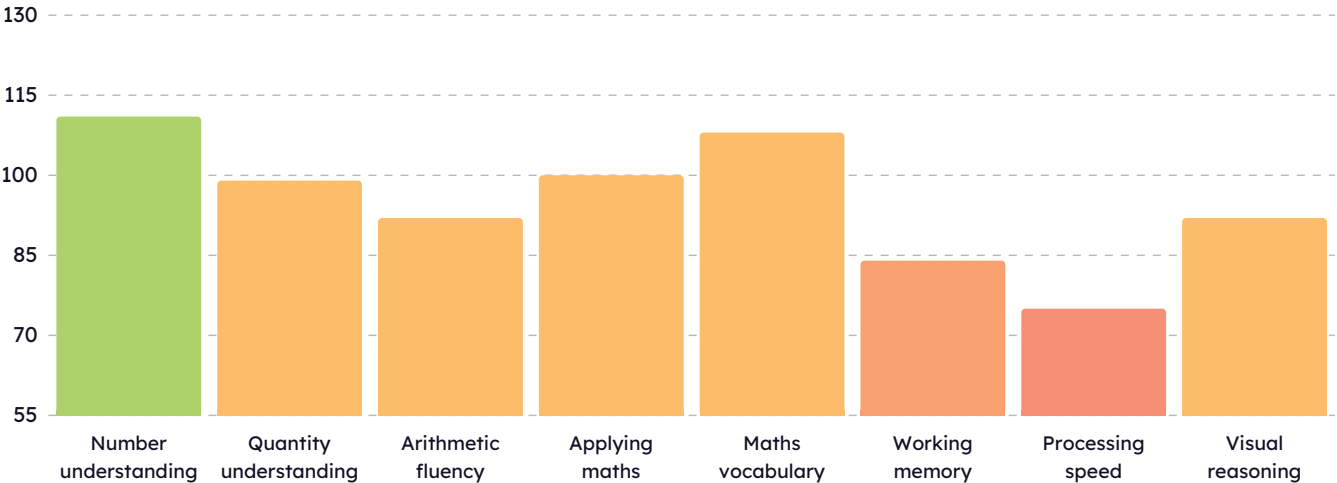


Results

Maths & dyscalculia

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Assessment completed 13/09/26



	Standard score	Score rank	Percentile rank	95% conf. int
Number understanding	111	High Average	77	106 - 116
Quantity understanding	99	Average	47	92 - 106
Arithmetic fluency	92	Average	30	87 - 97
Applying maths	100	Average	50	93 - 107
Maths vocabulary	108	Average	70	99 - 117
Working memory	84	Low	14	75 - 93
Processing speed	75	Low	5	68 - 82
Visual reasoning	92	Average	30	83 - 101

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

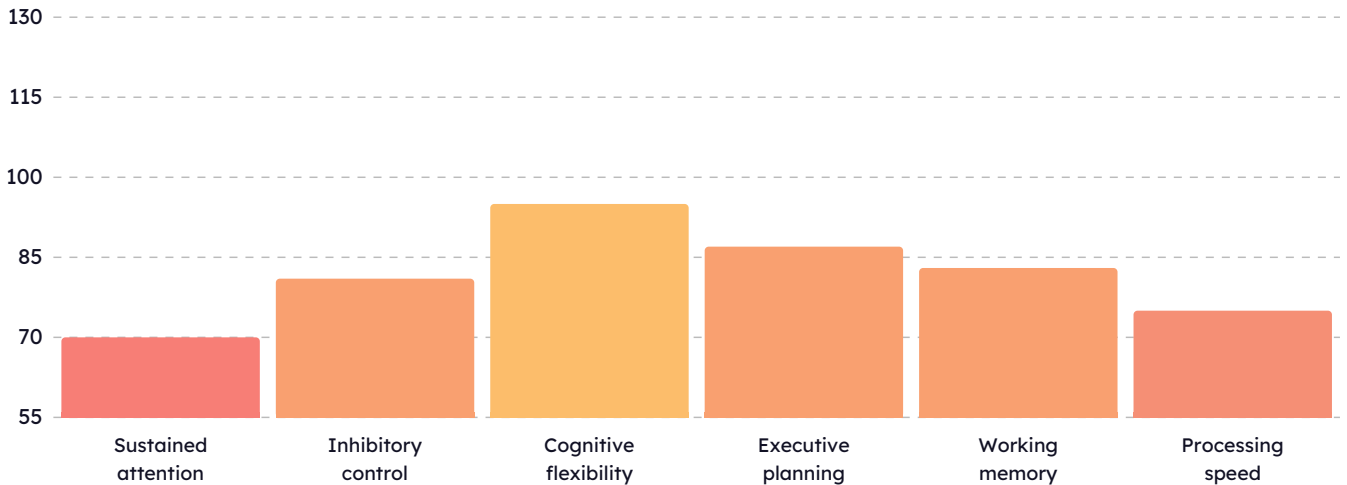


Results

Executive functioning

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Assessment completed 14/09/26



	Standard score	Score rank	Percentile rank	95% conf. int
Sustained attention	70	Low	2	65 - 75
Inhibitory control	81	Low	10	74 - 88
Cognitive flexibility	95	Average	37	88 - 102
Executive planning	87	Low Average	19	80 - 94
Working memory	83	Low	13	76 - 90
Processing speed	75	Low	5	70 - 80

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. Samuel's main areas of need are literacy, verbal reasoning, attention, working memory and processing speed.

Dyslexia risk

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Possibly dyslexia

Samuel's low spelling, reading-speed and comprehension scores, alongside lower working memory and processing speed, suggest literacy difficulties. Phonological awareness is average and verbal reasoning is low, so the pattern is mixed. This explains the 'Possibly dyslexia' rating. A formal assessment would be needed to confirm whether Samuel has dyslexia.

Maths screening

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No signs of dyscalculia

Samuel's number understanding is high average and the other core maths skills are average. This explains the 'No signs of dyscalculia' result. Lower working memory and processing speed may still affect how Samuel manages complex or timed work.

Executive functioning

[Learn more](#)

Executive function challenges

Low sustained attention, inhibitory control and working memory underpin this result. Cognitive flexibility is average and planning is low average. Lower processing speed may add to the demands of extended work. This describes assessed skills; it does not screen for or diagnose ADHD.



Insights

How the results fit together



Maths is a relative strength

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Number understanding is high average (111). Quantity understanding, arithmetic fluency, applying maths and maths vocabulary are average.



Literacy needs support across subjects

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Reading speed (73), spelling (75) and reading comprehension (78) are low. Reading and recording subject content may require more time and support.



Language performance varies by task

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Verbal reasoning is low (72), while maths vocabulary is average (108). Explaining links between ideas may be harder than recognising familiar maths terms.



Phonological awareness and visual reasoning are average

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Both scores are 92. These are relative strengths within the cognitive profile, alongside the lower literacy and verbal-reasoning results.



Attention and response control are areas of need

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Sustained attention (70) and inhibitory control (81) are low. Clear stages and discreet checkpoints may help during extended work.



Flexibility is average; planning is low average

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Cognitive flexibility is 95 and planning is 87. Visible goals may help Samuel organise longer tasks while using different approaches.



Working memory needs support across lessons

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Working-memory scores are 84, 84 and 83 across the three reports. Visible instructions and useful notes may reduce what Samuel must hold in mind.



Processing speed is consistently low

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Processing speed is 75 in all three reports. More thinking time and clear priorities may help Samuel show understanding across subjects.

How to support

In the classroom

For subject teachers. Practical strategies for secondary 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

Mark phrasing in complex sentences

Activity

Samuel's lower reading-speed score suggests supported reading may help.

Help Samuel divide a long curriculum sentence into meaningful phrases. Model how the sentence should sound, ask them to rehearse it and then read the unmarked version. This is particularly useful where punctuation or sentence structure makes the text difficult to navigate.

Model the difficult part, then hand over the reading

Activity

Samuel's lower reading-speed score suggests supported reading may help.

Select a short passage from a current subject and model only the section likely to cause difficulty. Ask Samuel to reread it with a partner before continuing independently. Give focused feedback on one aspect of fluency and reduce the modelling as their reading becomes more secure.

Maintain a spelling journal with spaced review

Activity

Samuel's lower spelling score suggests regular, focused practice may help.

Ask Samuel to add important subject words they repeatedly misspell and record one useful cue for each. Revisit the words after a few days and again the following week. Keep the journal available during assignments and ask Samuel to remove words they now use accurately.

Target recurring errors in subject vocabulary

Activity

Samuel's lower spelling score suggests regular, focused practice may help.

Choose one recurring spelling difficulty from Samuel's recent subject work. Ask them to identify a useful strategy, such as checking the root and affixes, using a word-family link or creating a mnemonic. Apply it to a short set of related words and use them in the next relevant task.

Literacy

Connect answers with evidence from the text

Activity

Samuel's lower comprehension score suggests checking meaning as they read.

After Samuel gives an answer or interpretation, ask which part of the text supports it and why. Encourage them to quote or paraphrase the relevant information. Provide a model when needed, then reduce the prompts as their explanations become more independent.

Pause, paraphrase and connect ideas

Activity

Samuel's lower comprehension score suggests checking meaning as they read.

At one or two planned points, ask Samuel to put the main idea into their own words and explain how it connects with the previous section. If an important connection has been missed, return to the relevant sentences and work it through together. Reduce the pauses as their understanding becomes more secure.

Executive function

Pause for a quick recall check

Activity

Samuel's lower attention score suggests clear checkpoints may help.

Pause at suitable points during longer teaching and ask Samuel to recall, summarise or apply one important idea. Keep these checks brief and relevant to the lesson rather than making them feel like additional tests.

Structure extended work with checkpoints

Adjustment

Samuel's lower attention score suggests clear checkpoints may help.

Divide extended independent work into clear stages, each with an expected outcome. Agree when Samuel will review their progress and encourage them to mark each stage as it is completed. During particularly long work, agree one brief reset point if attention begins to drop and identify where they will restart. For longer digital tasks, use the same checkpoint before they move to another section or activity.

Set one clear distraction rule

Adjustment

Samuel's lower attention score suggests reducing competing distractions may help.

Before longer independent work, agree one boundary that reduces competing distractions. For example, Samuel might keep only the required tab open or put unrelated materials away. Ask them to establish the boundary independently and use a discreet reminder only when it is needed.

Executive function

Use one final-check prompt

Activity

Samuel's lower inhibitory-control score suggests a pause before responding may help.

Before Samuel submits an important piece of work, changes activity or gives a final response, use one specific prompt. For example, ask, "Have you addressed every part of the question?" Encourage them to apply the same check independently over time.

Memory & processing speed

Plan extra time for demanding work

Adjustment

Samuel's lower processing speed may make demanding tasks take longer.

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

Set essential work before additional practice

Adjustment

Samuel's lower processing speed may make demanding tasks take longer.

Mark the classwork and homework that Samuel 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 Samuel and their parents or carers which tasks are essential and set a reasonable stopping point.

Break complex instructions into a visible sequence

Adjustment

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

Divide longer instructions into a short sequence of clearly written stages. Display the sequence on the board or on Samuel's mini whiteboard and ask them to explain what they will do first. Encourage them to mark each stage as it is completed and return to the sequence if they lose their place. Gradually reduce the amount of detail provided as their independence develops.

Memory & processing speed

Teach how to take useful notes

Activity

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

Teach Samuel 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 Samuel to review, correct and summarise its output. Use the chosen method consistently before reviewing whether it is helping.

Visual & verbal reasoning

Plan and rehearse extended responses

Activity

Samuel's lower verbal-reasoning score suggests structured speaking may help.

Before Samuel gives an extended response, let them briefly plan the main point, evidence and explanation with a partner or in a short note. They should then give the complete answer aloud. This supports the structure of the response, rather than simply adding thinking time.

Use short sentence stems for spoken answers

Activity

Samuel's lower verbal-reasoning score suggests structured speaking may help.

For extended verbal answers, give Samuel a concise prompt such as "The evidence suggests... because...". Ask them to complete it in their own words, then reduce the prompt as their responses become clearer and better organised.

General

Agree how to ask for clarification

Activity

An agreed prompt may help Samuel ask for support before becoming stuck.

Agree practical, discreet ways for Samuel to request clarification, an example or a little more thinking time. Rehearse one or two phrases they can use and make sure relevant teachers recognise the agreed signal. Review whether the approach is helping them seek support before becoming stuck.

How to support

Extra support

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

Further assessment

Consider a specialist assessment

Further investigation

Further assessment may help clarify Samuel's learning needs.

Ask the SENCo to bring together Samuel's assessment results, subject-teacher evidence, support history, views and information from home. Agree what remains unclear and which professional could help answer that question. Use further findings to refine support; targeted teaching can continue while assessment is considered.

Literacy

Develop fluent reading through supported practice

Intervention

Samuel's lower reading-speed score suggests supported reading may help.

Use two short fluency sessions each week with age-appropriate curriculum or interest-based extracts. Model a section, use echo or paired reading, then ask Samuel to reread it independently. Give specific feedback on errors and phrasing, and ask them to summarise the section. Reduce support as fluency improves and apply the routine in different subjects.

Suggested programmes

HFL Reading Fluency Project, KS3 or KS4

Modelled, echo and repeated reading with age-appropriate texts. Choose the version and teaching schedule for Samuel's year group.

Teach spelling through roots and word families

Intervention

Samuel's lower spelling score suggests regular, focused practice may help.

Build regular word-study sessions around vocabulary Samuel 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 Samuel 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

Assessment-led work on roots, prefixes and suffixes. Use only where the stated age range and learning needs fit.

Lexia PowerUp Literacy

Secondary literacy support including word study, grammar and comprehension, with teacher-led follow-up.

Executive function

Coach an attention and response-control routine

Intervention

Samuel's lower inhibitory-control score suggests a pause before responding may help.

Use a weekly coaching session to help Samuel anticipate distractions or rushed responses, choose a strategy and apply it to current work. This might be a timed work block, a written task cue or a brief reset. Review what worked and reduce prompts as Samuel becomes more independent.

Memory & processing speed

Consider future access arrangements for Samuel

Further investigation

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

Ask the SENCo to review how Samuel's pace affects timed work and gather subject-teacher observations, work samples and evidence of the support normally used. Use current JCQ guidance when considering exam arrangements; a screening score alone does not establish entitlement. Record whether the support helps Samuel show what they know.

Useful guidance

[Current JCQ access-arrangements guidance](#)

Use alongside the Talamo wiki overview when reviewing examination support.

How to support

At home

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

Literacy

Choose Hi-Lo books that match Samuel's interests

Activity

Samuel's lower reading-speed score suggests accessible, regular reading may help.

Find Hi-Lo novels, graphic novels or accessible non-fiction linked to Samuel's interests. The reading level should be manageable, but the presentation and subject matter must still feel appropriate for their age.

Suggested programmes

Barrington Stoke

Accessible books with manageable text and stories for older readers. Match interest age and reading level.

Use reading in everyday situations

Activity

Samuel's lower reading-speed score suggests accessible, regular reading may help.

Encourage Samuel to read things with an immediate purpose, such as road signs and directions, reviews, travel information, sports reports, recipes or instructions for something they want to do. Offer help without taking over.

Practise useful subject spellings across the week

Activity

Short reviews may help Samuel remember and use useful 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

Short reviews may help Samuel remember and use useful spellings.

Ask Samuel 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.

Literacy

Discuss an idea and find the evidence

Activity

Samuel's lower comprehension score suggests discussing meaning may help.

After Samuel reads a homework text, article or section of a book, choose one interesting idea, decision or argument to discuss. Ask what they think and which sentence, example or quotation helped them form that view.

Review subject vocabulary before it is needed

Activity

Samuel's lower comprehension score suggests discussing meaning may help.

Ask school to share important terms before Samuel begins a new subject topic. Check that they understand each word and can connect it with an example from the subject.

Executive function

Set one goal for each study period

Activity

Samuel's lower attention score suggests short, clear study goals may help.

Before homework or revision, ask Samuel to choose one clear outcome for the session and decide when they will review their progress. Check in once at the agreed point.

Check before sending or submitting

Activity

A brief check may help Samuel pause before finishing or responding.

Before submitting important work or sending a message that may be difficult to undo, encourage Samuel to pause and complete one relevant check. This might be checking that every part of the task is answered or rereading the tone of a message once.

Memory & processing speed

Start with the essential work

Adjustment

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

Before a longer homework task, encourage Samuel 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 Samuel keep track of tasks and routines.

Before a longer task, encourage Samuel 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

An optional digital mind-mapping tool. If used, follow school arrangements and teach Samuel to review and correct the notes. A paper plan can work too.

Manage repeated routines from one checklist

Activity

A visible plan may help Samuel keep track of tasks and routines.

Encourage Samuel 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.

Visual & verbal reasoning

Discuss how ideas connect and why

Activity

Explaining links between ideas may help Samuel practise verbal reasoning.

When discussing news, films, school topics or everyday decisions, ask Samuel to explain how two ideas connect, what supports a view or why one event might lead to another. If they get stuck, offer two possible starting points and let them develop the answer.

General

Discover Samuel's strengths

Activity

Recognising strengths may help Samuel take part in planning support.

Help Samuel identify activities, relationships, responsibilities and subjects where they feel capable or valued. Name the strengths involved and record one or two real examples. Use these when discussing hobbies, responsibilities, subject choices or future goals.

Help Samuel explain what support works

Activity

Samuel's views can help school and home agree what support works.

Help Samuel identify one recurring difficulty and one approach that makes it easier. Encourage them to take part in explaining this to school and agree one adjustment to try before reviewing whether it helped.