

Full report

Emily Hargreaves

Primary | Cognitive & dyslexia

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

Assessment completed on **18/09/26**

Knowledge is power



In this report

This report consists of three key areas:



Results

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



Insights

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



How to support

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

This is a screening report, not a diagnosis. It identifies patterns that may indicate dyslexia; a formal assessment is needed to confirm whether Emily has dyslexia. Results should be considered alongside classroom work and observations.

Distractions, difficulty concentrating or misunderstanding instructions can affect performance. If the results differ from Emily's usual work, discuss the testing conditions with the school.



Results

Cognitive profile



This chart shows Emily's standardised scores in each area assessed. These scores compare Emily's performance with that of children of the same age.



Results

Scores

	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

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

- **Standard Score:** Emily'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 Emily.
- **95% Confidence Interval:** Given margins of error when any tests are administered, we can be 95% confident that Emily's true score lies within this range.

Insights

Level of need

[Learn more](#)



Very high

A very high level of need describes significant difficulties across several areas of learning. Support may include consistent classroom adjustments alongside intensive, targeted teaching and specialist input. In this report, Emily's main needs relate to spelling, reading fluency, phonological awareness, working memory and processing speed.

Dyslexia risk



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 pattern is why Emily has been given a 'Very likely' dyslexia rating. A formal assessment would be needed to confirm whether Emily has dyslexia.

Strengths and challenges



Spelling score low

[Learn more](#)

Emily's spelling score was low. Short practice with taught patterns and words from Emily's writing may help.



Reading speed low; comprehension average

[Learn more](#)

Emily's reading speed was low, while comprehension was average. Fluent reading practice can build on Emily's understanding.



Phonological awareness score low

[Learn more](#)

Emily's score suggests difficulty working with spoken sounds. Phonics knowledge and decoding need checking separately.



Processing speed score low

[Learn more](#)

Emily's processing speed score was low. More thinking time may help Emily show what she knows.



Working memory score low

[Learn more](#)

Emily's working memory score was low. Visible steps and simple reminders may help keep track of lessons.



Visual reasoning score high

[Learn more](#)

Emily's visual reasoning score was high. Diagrams, picture sequences and sketches may help Emily organise ideas.

How to support

In the classroom

For the class teacher. Strategies to use in class, with the whole class or in a small group.

These suggestions reflect Emily's results. Choose priorities that fit classroom observations and current teaching; they do not all need to be introduced at once.

Literacy

[Use a spelling journal with spaced review](#)

Activity

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

Choose three to five useful words from Emily's writing. Model how to mark the tricky part and add a picture, word-family link or memory cue. Practise the words after a few days and again the following week. Keep the journal beside Emily during writing and prompt her to check it when needed.

[Preview, blend and segment unfamiliar words](#)

Activity

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

Before a new text, choose two or three unfamiliar sound-letter patterns that match Emily's current teaching. Model blending the sounds to read a word, then segmenting it to spell. Use letter tiles or a mini whiteboard, revisit the words in the text, and gradually reduce prompts as the routine becomes familiar.

[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.

Memory & processing speed

Allow thinking time and mark the essential work

Adjustment

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

Pause after harder questions and keep the question visible while Emily thinks. Mark the work that covers the learning objective first, adding repeated practice only if useful and manageable. Apply the same approach to homework. If it regularly takes too long, agree a reasonable finishing point with Emily and her parents or carers.

Break tasks into a short visible sequence

Adjustment

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

Show two or three steps on the board or Emily's mini whiteboard, using simple words and pictures. For story writing, try 'say it, write it, check it'. Ask Emily to explain the first step and tick off each part. Keep the sequence available and gradually reduce prompts as the routine becomes familiar.

Record key ideas with pictures and short notes

Activity

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

Model how to record two or three important ideas using a quick sketch and a few key words. Try a simple story map or picture sequence, then ask Emily to explain it aloud before writing. Keep the model visible, offer a ready-made frame if needed, and check which prompts Emily finds useful.

How to support

Extra support

For the SENCo or specialist staff. Targeted support matched to assessed gaps and reviewed regularly.

Further assessment

Consider a specialist assessment

Further investigation

Further assessment may help clarify Emily's literacy needs.

Ask the SENCo to review Emily's classwork, intervention history, views and information from home. Agree what remains unclear and whether a specialist teacher or educational psychologist could help. A formal dyslexia assessment can clarify the screening result; classroom support can continue while further assessment is considered.

Literacy

Teach phonics, word reading and spelling systematically

Intervention

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

Check which sound-letter patterns, blending and segmenting skills are secure. Use a structured programme matched to the gaps, with cumulative review and books matched to taught phonics. Practise accurate reading before building fluency. Review progress regularly and check that new skills transfer into class reading and writing.

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.

Build spelling through patterns and word families

Intervention

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

Use errors from Emily's writing to choose a small set of related words, such as help, helpful and helpless. Teach the sound-letter pattern or word part, practise recalling the words and use them in short dictated sentences. Revisit them over several weeks and check for use in class writing. Coordinate this work with any phonics programme.

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.

How to support

At home

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

Literacy

Practise a few useful words in a spelling journal

Activity

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

Use three to five words agreed with school. Help Emily mark the tricky part and add a picture or memory cue to the journal. Look at a word, cover it, write it and check it together. Revisit the same words briefly across the week and encourage Emily to use the journal during writing.

Play robot talk

Activity

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

Say a familiar word in separate sounds, such as 'c-oa-t', and ask Emily to blend it into 'coat'. Take turns so Emily also separates whole words into sounds. Use words and sound patterns already taught at school, offer a model when needed, and stop after a few enjoyable minutes.

Use the same phonics routine as school

Activity

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

Ask the teacher which sounds and words Emily is practising and how they model them. Use the same prompts during a short practice session. Keep to the current learning and share any recurring difficulty with school so the next session can focus on the right step.

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.

How to support

At home

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

Memory & processing speed

Plan homework in manageable sections

Adjustment

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

Before homework begins, agree the essential work and divide it into two or three short sections. Complete one section at a time, allow thinking time and make the finishing point clear. Include a brief break if needed. Tell the teacher if homework regularly takes much longer than intended.

Follow a familiar routine from a checklist

Activity

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

Make a short picture-and-word checklist together for packing a school bag or getting ready. Keep the items in consistent places and model how to tick off each step. Check the list together at the end, then gradually reduce reminders as Emily becomes more confident.

Make a simple picture plan before starting

Activity

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

Put the task or story idea in the middle of a page and help Emily add two or three branches with pictures and key words. For a story, try beginning, middle and end. Let Emily explain the plan aloud and refer back to it while working. Keep it simple and gradually let Emily add the details herself.