

## Writing Picture Names

**Description** Children say words slowly and write the sounds they hear.

- You Need**
- ▶ Writing Picture Names—Sheets 1 and 2
  - ▶ Writing Picture Names Assessment—Class Record form

**Why Use It** This assessment gives you information about whether children can say words slowly, think about the sounds in the words and record some of them by remembering and writing associated letters. These are complex sets of information. Children are being asked to say and hear a sound, associate it with a letter and the directional movements needed to write the letter and then use these movements to write the letter in a legible form.

- How to Use It**
- ▶ Ask children to attempt to write the letters in a series of words that you say as you hold up a picture card that represents the word. Suggested words:
    1. *cat* (three phonemes), *mug* (three phonemes), *nine* (three phonemes), *bed* (three phonemes), *lock* (three phonemes), *desk* (four phonemes), *pin* (three phonemes) and *doll* (three phonemes).
    2. *truck* (four phonemes), *feet* (three phonemes), *bag* (three phonemes), *five* (three phonemes), *nose* (three phonemes), *gum* (three phonemes), *fan* (three phonemes) and *seal* (three phonemes).
  - ▶ Record the number of different phonemes that each child can represent, for a maximum score of 25 on each list, on the Class Record.

- What to Notice**
- ▶ Ability to identify labels for objects represented by pictures
  - ▶ Ability to say words very slowly, to hear each of the sounds
  - ▶ Ability to say, hear and identify the individual sounds in words
  - ▶ Ability to form letters
  - ▶ The sequence of sounds the child hears and records