



Sam's Learning Summary

Year 7 · Based on a psychoeducational assessment by a **registered psychologist**, March 2026



The big picture

Sam is a **curious, creative learner** who thinks in pictures and loves building and designing. Sam's main support need is **holding several pieces of information in mind at once**, which shows up in multi-step instructions, longer reading and planning written work. Starting high school has added more teachers, subjects and instructions to keep track of.

The assessment recommended **classroom adjustments and regular monitoring**, with a focus on reducing load on working memory rather than lowering expectations.

Strengths and learning needs

About percentiles: a percentile shows how a result compares with same-aged children. The 9th percentile does not mean 9% correct.



Seeing and building

Visual-spatial reasoning: **84th percentile — High Average**

Sam understands ideas quickly when they are **shown as diagrams, models or pictures**. Visual organisers are a strong entry point for new learning.



Holding information in mind

Working memory: **9th percentile — Low Average**

Long or multi-step instructions can slip away before Sam finishes. **This is not a sign of not listening**. Written steps and checklists take the load off.



Talking and understanding

Verbal comprehension: **average range**
Processing speed: **average range**

Sam follows class discussion well. **Allow additional time for new or unfamiliar tasks**, rather than automatically for every task.



Reading

- + Word reading accuracy is in the average range. **Sam understands what is read aloud.**
- Reading is **accurate but slow**, and longer texts are tiring by the end.



Writing

- + Sam has **original, imaginative ideas** and strong vocabulary for describing them.
- **Planning and ordering** longer pieces is harder. Ideas can get lost mid-sentence.



Maths

Number fact recall: **12th percentile — Low Average**
Problem solving: **63rd percentile — Average**

Sam can **reason through problems well**, but slow fact recall uses up thinking space. **Keep reasoning separate from recall.**



What helps at home and school

Same language, same cues, both places.

1 Shrink the instructions

Give one or two steps at a time, not the whole list at once.

Write the steps down as a short numbered checklist Sam can tick off, including homework from each subject.

Ask Sam to say the next step back before starting.

2 Make thinking visible

Start new topics with a picture: a diagram, model or mind map.

Use graphic organisers so Sam can see how ideas connect.

Let Sam sketch or build to show understanding.

3 Plan before writing

STEP 1 · PLAN

Quick dot points or a paragraph plan.

☐ Main point?

☐ Evidence?

☐ Explain it

☐ Link back

STEP 2 · WRITE

One paragraph at a time, using the plan.

4 Build reading stamina

Break long texts and textbook chapters into short chunks with a quick check-in after each.

Offer audio support for long texts so comprehension isn't limited by speed.

Re-read familiar texts to build fluency and confidence.

5 Separate facts from reasoning

Short, regular fact practice: five minutes a day beats one long session.

Allow a number fact chart during problem solving, so recall doesn't block thinking.

Keep giving Sam challenging problems to reason through.

6 Protect energy and confidence

Build in short movement breaks during long tasks.

Keep homework sessions short and finish on a success.

Praise specific strategies and effort, and recognise Sam's creative strengths.

A simple shared review plan

Practical checks to agree on together:

- ☐ **Track independence:** how many prompts does Sam need to start and finish a multi-step task?
- ☐ **Keep writing samples** each term to see whether planning is carrying through.
- ☐ **Watch for** fatigue, frustration or avoidance, especially late in the day.
- ☐ **Agree on a few shared goals** and review them each term.

These are planning suggestions to agree on together.

RECOMMENDED ACADEMIC REVIEW

March 2027 – September 2027

As recommended in the report, typically 12 to 18 months after assessment.

Review sooner if difficulties increase despite support or new concerns emerge.

Source: Prepared by Steady Minds Learning from a psychoeducational assessment completed by a registered psychologist in March 2026. This summary supports home-school planning and should be read alongside the original report.