

**SOUND DISCOVERY<sup>®</sup>**

**Manual - Addendum 1**

# **Assessment**

## A Simple Guide to Assessment

Assessing each child's literacy skills is essential to demonstrate progress and identify strugglers. You need to know:-

### For Reading

- Do they know the sounds? This is **Code Knowledge**. Can they tell you the sound from a flash card?
- Can they blend sounds? Use the **Oral Blending tests**.
- Can they read words? Use the appropriate **Placement Test** for reading.

### For Spelling

- Can they write the sounds from dictation? This is the spelling side of **Code Knowledge**.
- Can they segment words into their constituent sounds? Use the **Oral Segmentation Tests**.
- Can they spell words? Use an appropriate **Placement Test** for spelling.

You will notice that all these skills are practised in every Snappy Lesson®, so in the course of teaching you should notice who is struggling to keep up and any particular areas of weakness. However, formal assessment will enable you to target extra teaching more precisely and ensure that no one is left behind.

The **Placement Tests** have 5 words in a row, each row usually corresponding to one Step of the programme. Suffixes are included in the tests intended for Year 1 and above. Highlighting words read or spelt incorrectly on a child's sheet yields useful information about gaps in knowledge to be addressed. On our website you can access colour coded Excel Spreadsheets where class results of these Placement Tests can be entered, strugglers identified and progress measured. See page 22.

### How to use a Placement Test

These tests can be used for both reading and spelling. If using for both, test spelling first. Dictate the words across a row to the child or group for them to write down. Put each word in a sentence to clarify its meaning. Read off the Step at the end of the line where the first error is made.

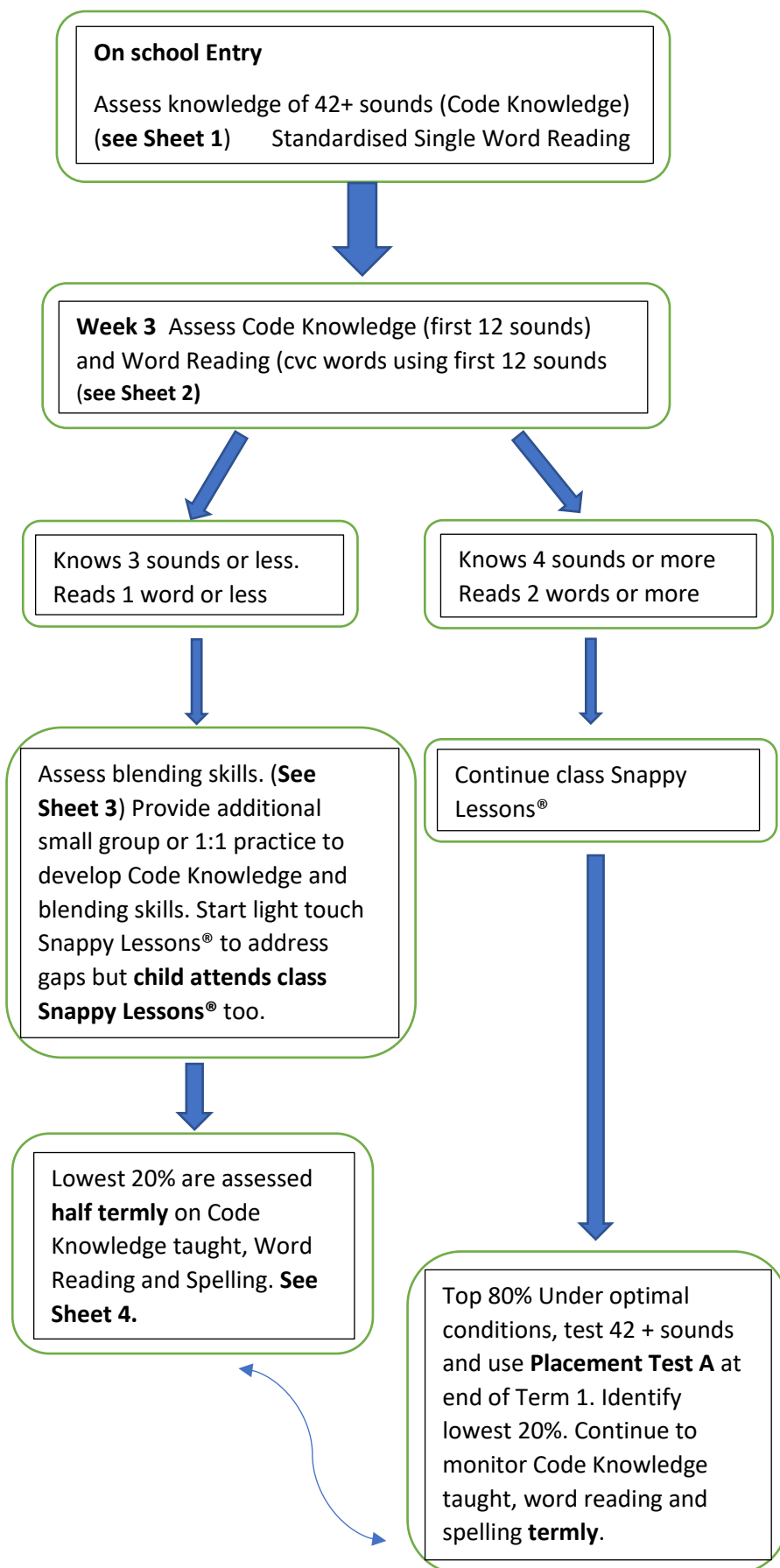
For reading, provide the child with a separate sheet to read from so that you can note their reading behaviour. Do they read words 'at a glance'? Can they say the sounds but not blend? Can they read vowel digraphs? Again, read off the Step at the end of the line where the first error is made.

For intervention, start teaching from the Step where the first error has been made, whether for reading or spelling. There are **Extra Lessons** in the Big Book of Snappy Lessons® at Step 1 to use.

It is also helpful to track children's progress using **Standardised Single Word Reading and Spelling Tests**.

The chart on the next page tells you how to get started. It is based on our recommended pace of teaching as described in detail in '**Starting Strong in Reception**'. For optimal progress, you should aim to cover the Initial Code (42+ sounds) in the first term. Obviously, the sounds and words you assess will be dictated by your pace of teaching, but the principle remains that children who are falling behind should be identified early (after about three weeks) and assessed more regularly than the rest of the cohort (half termly rather than termly). For more guidance on assessment, see **Module 5 of our e-training**.

## Getting Started with Assessment



## OPTIMAL TEACHING PACE

Week 1 Reception  
Baseline Assessments  
Teach s a t p i n

Week 2 c e h r m d

**Week 3** g o u l f b

After 3 weeks identify  
children falling behind

**Assess all children**

Week 4 j v w z y

Week 5 k ck qu x

Weeks 6 and 7 all  
alphabet letters, cvcc, ccvc

**Assess strugglers**

Week 8 sh ch th th ng

Weeks 9 and 10 ai ee ie  
oa ue

Week 11 ar er or

Weeks 12 and 13 oi ou  
oo oo air

Week 14 Review 42 +  
sounds

**Assess all**

# Sheet 1 Record of Code Knowledge

**For reading** - Use flash cards photocopied from the Manual. Show the child each flashcard in turn and ask them to say the sound.

Record their responses on the chart below in the first column. Highlight any sounds that have been taught which are not known.

**For spelling** – Dictate the sounds that have been taught and ask the children to write them down on lined paper. Record which sounds they can write and highlight gaps in knowledge.

Name \_\_\_\_\_

Date \_\_\_\_\_

Alphabet Graphemes						Digraph/Trigraph Graphemes							
Sound/ Grapheme	Reads the sound from flash card			Writes the sound from dictation			Sound/ Grapheme	Reads the sound from flash card			Writes the sound from dictation		
s							ck						
a							sh						
t							ch						
p							th (as in this)						
i							th (as in thin)						
n							ng						
c							ai						
e							ee						
h							ie (as in tie)						
r							oa						
m							ue						
d							ar						
g							er						
o							or						
u							oi						
l							ou (as in mouse)						
f							oo (as in book)						
b							oo (as in zoo)						
j							air						
v													
w													
z													
y													
k													
qu													
x													

Number of alphabet sounds read = \_\_\_\_

Number of digraphs read = \_\_\_\_

Number of alphabet sounds written = \_\_\_\_

Number of digraphs written = \_\_\_\_

**Sheet 2 for Week 3** (all Reception children ) Name \_\_\_\_\_

Say the sounds

<b>c</b>	<b>m</b>	<b>s</b>	<b>p</b>
<b>d</b>	<b>h</b>	<b>t</b>	<b>a</b>
<b>r</b>	<b>i</b>	<b>e</b>	<b>n</b>

Number of sounds read correctly \_\_\_\_\_/12

Highlight sounds not known for intervention. See advice on page 8

Read the words

**sat**

**tin**

**can**

**red**

**him**

Number of words read correctly \_\_\_\_\_/5

For children scoring 0 or 1 on word reading (lowest 20%), try the Oral Blending test on page 6. If blending is a problem, see advice on intervention on page 8.

## Sheet 3 Oral Blending and Segmenting Tests

### Oral Blending Test for reading

Say to the child:- If I say the sounds **c – a – t** , what word can you hear? Give them time to answer.

Then say **c – a – t** says cat, doesn't it?

Now try these. I say the sounds, you say the words.

<b>p-o-t</b>	<b>h-e-n</b>	<b>s-a-d</b>	<b>f-u-n</b>	<b>b-i-t</b>
--------------	--------------	--------------	--------------	--------------

Score /5

Can the child blend 3 sounds? A score of less than 5 indicates a weakness in blending skills.

### Oral Segmenting Test for spelling

This time I will say the word, and you tell me the sounds. So if I said **dog**, what would you say?

You would say **d- o- g** wouldn't you, because those are the sounds in dog.

Now try these. I say the word, you say the sounds.

<b>pig</b>	<b>bus</b>	<b>got</b>	<b>red</b>	<b>man</b>
------------	------------	------------	------------	------------

Score /5

Can the child segment a word with 3 sounds? A score of less than 5 indicates a weakness in segmenting skills.

There are longer tests for oral blending and segmenting in the Manual, covering 3, 4 and 5 phoneme words and digraphs.

## Sheet 4

### Autumn half term Assessment 3– (lowest 20% Reception children)

Say the sounds

Name \_\_\_\_\_

n	d	f	y	qu	i
p	m	b	z	k	r
x	t	h	l	w	a
v	j	s	e	u	g
		c	o		

Number of alphabet sounds read correctly \_\_\_\_\_/26

Highlight sounds not known for intervention (see page 8).

Read the words

pat

fed

tip

run

fox

Number of alphabet cvc words read correctly \_\_\_\_\_/5

For children scoring 0 or 1 on word reading (lowest 20%), try the Oral Blending tests on page 6. If blending is still a problem, see advice on Interventions on page 8.

## End of Autumn Term Assessment – (all Reception children)

### 1) Assess Code Knowledge taught – all children

Use flash cards and **Sheet 1, Record of Code Knowledge**. It's a good idea to mix up the flash cards so that the sounds are presented in a different order.

2) Use **Placement Test A or B at Steps 1 and 2** for Word Reading. Test up to the last Step that has been taught, which could be Step 2.4 if you have managed to teach the 42 + sounds.

3) Use the **Oral Blending Test (Sheet 3)** for children who are still having difficulty with reading words.

4) You may wish to assess the children with a **Placement Test at Steps 1 and 2** for spelling.

5) Use the **Oral Segmenting Test (Sheet 3)** for children who have not got off the ground with spelling words.

### Interventions for Lowest 20%

The most effective form of intervention is a light touch Snappy Lesson®, as children who are having difficulties with one skill for literacy may well be having difficulties with another skill too. There are **Extra Lessons** clearly labelled in the **Big Book of Snappy Lessons® at Step 1** for slower learners.

Look at the table below for more ideas for **Reading Intervention**.

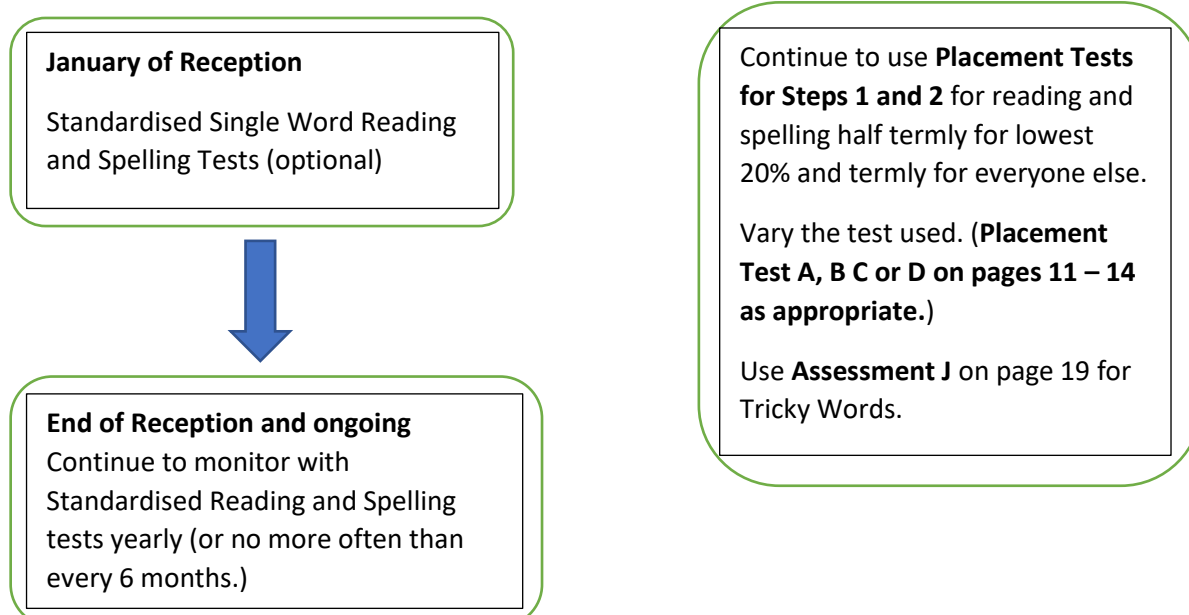
<b>Difficulty with learning the sounds</b>	<p>These are learnt by paired association, which is a difficult skill.</p> <ul style="list-style-type: none"> <li>Identify the sounds that need practice</li> <li>Play the <b>Grab Game</b>. Spread cards on table, group of children with hands in laps, teacher says, "find me the /s/ sound", first person with two fingers on the card wins it. Children are asked for sounds back in the order in which teacher wishes to store them.</li> <li>Play <b>Speedy Cards</b>. Play with an individual child. Place flash cards face down on table. Child picks a card and says the sound. If correct, keep the card. If incorrect, turn face down again. How fast can they pick up all the cards?</li> <li>Practise with <b>flash cards</b> as often as possible. Encourage support from home with a Sound Book. Refer to the <b>Rapid Phonics Wall Charts</b> in class.</li> </ul>
<b>Difficulty blending sounds</b>	<ul style="list-style-type: none"> <li>Practise blending in a small group or one to one situation. Use pure sounds and say the sounds close together.</li> <li>Give instructions using blending e.g. Can you put the p-e-n in the p-o-t? Can you put the b-a-g on the p-e-g? It's time to go out to p-l-ay.</li> <li>Have some pictures in front of the child. Can you point to the c-a-t? Can you find the h-e-n? Can you see the p-i-g?</li> </ul>
<b>Difficulty reading words</b>	<ul style="list-style-type: none"> <li>Make and change words as in the 'Manipulation of Sounds' part of the Snappy Lesson®.</li> <li>Practise reading of word cards from the Resource Materials sheets for Snappy Lessons® recently taught at another time in the day and send home. For older children use a Precision Monitoring sheet.</li> <li>Use the Snappy Lesson® Videos to reinforce class teaching, and read the decodable booklets.</li> </ul>



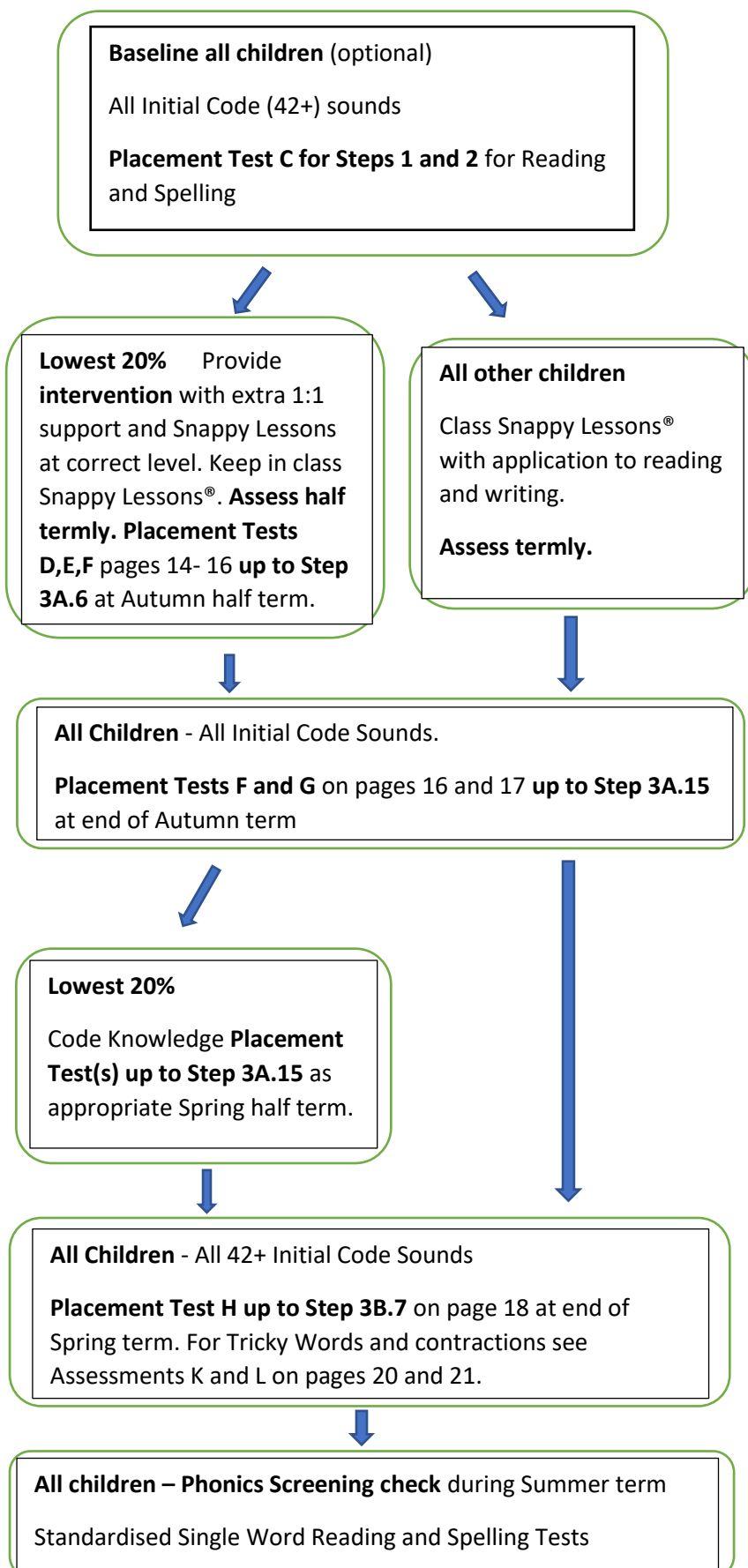
## Ideas for **Writing Intervention.**

<p><b>Difficulty with forming letters</b></p>	<ul style="list-style-type: none"> <li>• Teach and check pencil grip. See the video demonstration in Module 2 of our e-training.</li> <li>• Letter formation is taught and modelled in every Snappy Lesson®.</li> <li>• Sky write letters first.</li> <li>• Encourage child to form each letter using the Tracker Font letters at child height on the wall of the classroom.</li> <li>• Teach 3 groups of letters, as described in Module 4 of our e-training.</li> <li>• Use lined paper with a sun at top right. Talk about the direction of movement as towards or away from the sun.</li> <li>• Provide extra practice using the Developmental Handwriting series of books.</li> <li>• Letter formation is demonstrated on the Snappy Lesson® Videos.</li> <li>• For children who have extreme difficulty, enable them to keep up with reading and spelling by using magnetic letters or flash cards.</li> </ul>
<p><b>Difficulty with segmenting words into sounds and spelling words</b></p>	<ul style="list-style-type: none"> <li>• Segmenting should be practised in every Snappy Lesson®. Make sure you don't miss it out!</li> <li>• Teach parents what is meant by segmentation. They can then encourage children to spell regular words at home using this method rather than using letter names.</li> <li>• Teachers should model out loud segmenting words into sounds when they model writing a sentence, and encourage children to do the same.</li> <li>• Provide children with <b>Rapid Phonics desk mats</b> to refer to in class for spelling.</li> </ul>
<p><b>Difficulty with writing</b></p>	<ul style="list-style-type: none"> <li>• Words and sentences are written from dictation in every Snappy Lesson®. Early in Reception, children might only manage to write one phrase or sentence, but soon you should be aiming for 2 or 3 sentences in each lesson.</li> <li>• Teach the writing of short simple texts explicitly using Modelled Writing. This is explained in the Manual and in Module 6 of our e-training.</li> </ul>

## Carrying on with Assessment in Reception



## Assessment in Y1



## ALTERNATIVE SPELLINGS

### TERM 1 – for vowels

Weeks 1 - 5

Teach alt. sp. for i, and ai, ee, ie, oa and ue

Week 6 Review

**Assess** strugglers

Weeks 7 – 11 alt.sp. for

ar, er, or, oi, ou, oo, oo, e and u

Week 14 Review and **Assess all children**

### TERM 2 for consonants

Weeks 14 – 18

Teach alt.sp. for c, j, ch, s,

Week 19 Review

**Assess** strugglers

Weeks 20 – 21

Teach alt.sp. for w, sh, f

Week 22 Review

Weeks 23 – 25

**Assess all children**

Weeks 26 – 32 Review and apply phonics to reading and writing.

**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Reception Placement Test A** for Initial Code, Steps 1 and 2 at cvc level

This is a short Placement test **at cvc level**, suitable for Reception children at the end of the Autumn term, or as soon as the Initial Code has been taught.

Make two copies of the test. Ask the child to read the words across each row on their copy so that you can highlight difficulties and reading behaviour on your copy. Read off the Step where the first error is made from the end of the line.

If using to test spelling, say the word, put the word in a sentence to clarify meaning and repeat the word to be spelt. Work across each row, and read off the Step where the first spelling error occurs. If testing for both reading and spelling, give the spelling test first. Intervention starts at the earliest Step where an error has been made, for reading or spelling.

peg	bin	dot	mud	wax	Step 1.1
shop	such	thin	bang	peck	Step 2.1
need	toad	rain	die	due	Step 2.2
term	port	farm	her	barn	Step 2.3
moon	soil	loud	book	hair	Step 2.4

First Reading error at Step \_\_\_\_\_

First Spelling error at Step \_\_\_\_\_

**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Reception Placement Test B** for Initial Code, Steps 1 and 2 at cvc level

This is a short Placement test **at cvc level**, suitable for Reception children as an alternative to Test A, for use at Spring half term for the lowest 20% or at the end of the Spring term for all children. Make two copies of the test. Ask the child to read the words across each row on their copy so that you can highlight difficulties and reading behaviour on your copy. Read off the Step where the first error is made from the end of the line.

If using to test spelling, say the word, put the word in a sentence to clarify meaning and repeat the word to be spelt. Work across each row, and read off the Step where the first spelling error occurs. If testing for both reading and spelling, give the spelling test first. Intervention starts at the earliest Step where an error has been made, for reading or spelling.

leg	tin	got	lap	rub	Step 1.1
dash	chip	with	long	peck	Step 2.1
feed	road	pain	pie	cue	Step 2.2
kerb	for	harm	sort	car	Step 2.3
soon	coin	bout	look	pair	Step 2.4

First Reading error at Step \_\_\_\_\_

First Spelling error at Step \_\_\_\_\_

## **SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

### **Placement Test C** for Initial Code, Steps 1 and 2 including adjacent consonants

This test is suitable for quick to learn children in Reception and for identifying gaps in knowledge in Y1 or whenever needed. If using for both spelling and reading, we advise dictating the words across the rows for spelling first. Put each word in a sentence to make the meaning clear before the child writes it down. Record the errors and read off the *Sound Discovery*® Step for the first spelling mistake from the end of the line. The test can be done with an individual, a group or a whole class.

Test children individually for reading. Ask the child to read the words from left to right across each row. Note where the first reading error is made and read off the *Sound Discovery*® Step from the end of the line. Start teaching the programme from the earliest Step where an error has been made, whether for reading or spelling.

sat	bed	lip	dog	gun	Step 1.1
tent	limp	must	hand	soft	Step 1.3
step	flag	plum	grin	spot	Step 1.4
stamp	grand	spent	twist	crisp	Step 1.5
wish	much	ship	moth	ring	Step 2.1
sweep	train	rescue	untie	float	Step 2.2
park	term	sport	chart	number	Step 2.3
loud	took	join	moon	hair	Step 2.4

First error for reading at Step \_\_\_\_\_

First error for spelling at Step \_\_\_\_\_

**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Placement Test D** for Initial Code at Steps 1 and 2

including Step 1.2 and adjacent consonants

This test is an alternative to Test C and is suitable for quick to learn children in Reception and for identifying gaps in knowledge in Y1 or whenever needed. It includes **2 syllable words** at Step 1.2. If using for both spelling and reading, we advise dictating the words across the rows for spelling first. Put each word in a sentence to make the meaning clear before the child writes it down. Record the errors and read off the *Sound Discovery*® Step for the first spelling mistake from the end of the line. The test can be done with an individual, a group or a whole class.

Test children individually for reading. Ask the child to read the words from left to right across each row. Note where the first reading error is made and read off the *Sound Discovery*® Step from the end of the line. Start teaching the programme from the earliest Step where an error has been made, whether for reading or spelling.

sad	mop	hug	jet	zip	Step 1.1
sunset	laptop	tablet	rabbit	happen	Step 1.2
nest	land	jump	loft	quilt	Step 1.3
glad	swim	plug	from	twin	Step 1.4
trust	crept	tramp	print	blond	Step 1.5
shut	chop	thin	bang	rich	Step 2.1
tie	statue	paint	tree	coat	Step 2.2
park	winter	verb	storm	march	Step 2.3
point	boot	good	shout	chair	Step 2.4

First error for reading at Step \_\_\_\_\_

First error for spelling at Step \_\_\_\_\_

**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Placement Test E** for Initial Code

with Step 1.2, adjacent consonants and Suffixes

This test can be used for both reading and spelling and is suitable for Y1 children as it includes the **suffix -ed** (with one example of each of the 3 sounds, ed, d and t), as well as **suffixes -ing, -s, -es, -er, and -est** where no change has been made to the root word. See the instructions for previous Placement Tests.

nip	red	luck	fox	jab	Step 1.1
jampot	cobweb	magnet	sudden	muffin	Step 1.2
melt	bump	pond	gift	fact	Step 1.3
grab	dress	plot	brick	slug	Step 1.4
frost	stump	stand	swift	slept	Step 1.5
rash	chip	long	then	rich	Step 2.1
wait	queen	tried	boat	due	Step 2.2
smart	short	sister	torch	her	Step 2.3
spoon	found	book	coin	stair	Step 2.4

shouted	jumped	rained	landing	waiting	Suffixes -ed -ing 4.2
bags	foxes	sings	shorter	shortest	Suffixes -s -es -er -est 4.2

First error for reading at Step \_\_\_\_\_ First error for spelling at Step \_\_\_\_\_

Which suffixes are causing difficulty? \_\_\_\_\_

**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Placement Test F** for Step 3A.1 – 3A.6 including suffixes

This test can be used for both reading and spelling and could be used from the Autumn Half Term of Y1 or after Steps **3A.1 to 3A.6** have been taught.

It includes the **suffix -ed** (with one example of each of the 3 sounds, ed, d and t), as well as **suffixes -ing, -s, -es, -er, and -est** where no change has been made to the root word. See the instructions for previous Placement Tests.

wind	windy	myth	body	funny	Step 3A.1
same	rain	clay	they	baby	Step 3A.2
sheep	team	we	these	field	Step 3A.3
ride	cried	light	sky	kind	Step 3A.4
nose	goat	open	grow	mould	Step 3A.5
tune	music	few	argue	cube	Step 3A.6

floated	helped	played	fighting	raining	Suffixes -ed -ing 4.2
days	riches	snows	lighter	lightest	Suffixes -s -es -er -est 4.2

First error for reading at Step \_\_\_\_\_

First error for spelling at Step \_\_\_\_\_

Which suffixes are causing difficulty? \_\_\_\_\_



**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Placement Test G** for Step 3A.7 – 3A.15 including suffixes

This test can be used for both reading and spelling and could be used from the end of the Autumn Term of Y1 or after Step 3A up to Step 3A.15 has been taught.

It includes the **suffix -ed** (with one example of each of the 3 sounds, ed, d and t), as well as **suffixes -ing, -s, -es, -er, and -est** where no change has been made to the root word. See the instructions for previous Placement Tests.

Note:- There are actually 6 spelling choices at Step 3A.13. For ease of entering data on the spreadsheet there are 5 words in each row on a Placement Test. The missing grapheme is oo, which has been tested in previous Placement Tests.

grass	start	term	hurt	bird	Step 3A.7/8
launch	saw	talk	born	tall	Step 3A.9
toy	joint	clown	proud	out	Step 3A.10/11
cook	could	push	would	full	Step 3A.12
glue	flew	rude	group	do	Step 3A.13
spend	bread	ready	said	friend	Step 3A.14
cup	touch	some	front	love	Step 3A.15

started	looked	joined	pushing	walking	Suffixes -ed -ing 4.2
toys	churches	hurts	taller	tallest	Suffixes -s -es -er -est 4.2

First error for reading at Step \_\_\_\_\_

First error for spelling at Step \_\_\_\_\_

Which suffixes are causing difficulty? \_\_\_\_\_

**SOUND DISCOVERY® ASSESSMENT** FOR READING AND SPELLING

**Placement Test H** for Step 3B including suffixes

This test can be used for both reading and spelling and could be used from the end of the Spring Term of Y1 or after Step 3B has been taught.

It includes the **suffix -ed** (with one example of each of the 3 sounds, ed, d and t), as well as **suffixes -ing, -s, -es, -er, and -est** where no change has been made to the root word. **See the instructions for previous Placement Tests.**

**Note:** There are actually 6 spelling choices at Steps 3B.2 and 3B.5. For ease of entering data on the spreadsheet there are 5 words in each row. The missing sounds are assessed in the suffix rows: j in enjoyed (Step 4.2) and c (e) in cells (Step 3B.5).

crust	keep	stick	school	chemist	Step 3B.1
gem	magic	gym	page	badge	Step 3B.2
chin	such	catch	sink	thank	Step 3B.3/4
less	pencil	cycle	prince	mouse	Step 3B.5
with	swim	when	wheel	chef	Step 3B.6
fish	stuff	dolphin	tough	rough	Step 3B.7

insisted	thanked	enjoyed	sinking	catching	Suffixes -ed -ing 4.2
wheels	wishes	cells	quicker	quickest	Suffixes -s -es -er -est 4.2

First error for reading at Step \_\_\_\_\_

First error for spelling at Step \_\_\_\_\_

Which suffixes are causing difficulty? \_\_\_\_\_

## SOUND DISCOVERY® ASSESSMENT J

for Tricky Words at Steps 1 and 2 (Reception)

Flash cards available from Snappy Lesson® Resource Materials

Name \_\_\_\_\_

Tricky word	Read		Spell		Tricky Word	Read		Spell	
Date									
the					do				
I					some				
he					my				
to					they				
go					were				
of					give				
we					are				
was					by				
you					said				
be					come				
there					she				
have					your				
me					school				
what									

# SOUND DISCOVERY® ASSESSMENT K

for Tricky Words at Steps 3A and 3B (Year 1)

Flash cards available from Snappy Lesson® Resource Materials

Name \_\_\_\_\_

<b>Big Book of Snappy Lessons®</b> at 3A and 3B				<b>Column Sort Snappy Lessons®</b> at 3A and 3B			
Tricky word	Read	Spell		Tricky Word	Read	Spell	
Date							
today				one			
into				little			
together				who			
tonight				want			
onto				two			
o'clock				their			
straight				many			
when				gone			
where				goes			
noise				called			
<b>Column Sort Snappy Lessons®</b> at 3A and 3B				once			
put				laugh			
house				people			
please				circle			
autumn				Thursday			
Monday				Friday			
Tuesday				Saturday			
Wednesday				Sunday			

**SOUND DISCOVERY® ASSESSMENT L**

for **Contractions (Year 1)**

for Reading

Name \_\_\_\_\_

<b>don't</b>	<b>hasn't</b>
<b>won't</b>	<b>I'm</b>
<b>can't</b>	<b>I'll</b>
<b>it's</b>	<b>couldn't</b>
<b>he's</b>	<b>we've</b>
<b>didn't</b>	<b>they're</b>

Number of contractions read \_\_\_\_\_

Able to explain apostrophe?      Yes    No

# Using the Sound Discovery® Progress Tracker Spreadsheets

Go to the website ([www.syntheticphonics.net](http://www.syntheticphonics.net))

Download the Progress Tracker Spreadsheet for the Steps you have taught. There are three: one for Step 1 and 2, one for Step 3A and one for Step 3B.

In the first assessment worksheet, enter the children's names in column 1. (These will be automatically entered into subsequent worksheets.)

For each row on a child's Placement Test, calculate the score out of 5. Enter this score in the child's row and relevant column on the worksheet. For a score of 4 or 5 the cell turns green. For a score of 2 or 3 the cell turns yellow and for a score of 0 or 1 the cell turns red. (Lowest 20%).

Use the columns for Single Word Reading and Spelling tests if desired.

Use the second assessment worksheet for a subsequent test. Progress is automatically shown on the third (progress) worksheet, where green indicates positive progress, white no progress and red is negative progress. Each spreadsheet contains a third assessment worksheet and progress worksheet to allow for further monitoring. The spreadsheets can be modified to suit your requirements.

Illustrated below are extracts from sample worksheets.

	1.1 3 phoneme CVC	1.2 2 syllable CVC	1.3 4 phoneme end cluster CVCC	1.4 4 phoneme initial cluster CCVC	1.5 5 phoneme end and initial cluster CCVCC	2.1 consonant digraphs: sh, th, ng	2.2 vowel digraphs: ai, ee, ie, oa, ue	2.3 vowel controlled digraphs: ar, er, or	2.4 other digraphs: oi, ou, oo, oo, air	Suffixes: -ed, -ing	Suffixes: -s, -es, -er, -est	Single Word Reading Age	Single Word Spelling Age	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14
Child 1	4	4	3	4	4	3	3	3	3	3	3	4	7.02	6.11
Child 2	4	3	4	4	3	4	4	4	4	4	4	4	7.01	6.09
Child 3	4	3	3	3	3	4	3	3	4	4	1	2	6.03	6.00
Child 4	3	4	4	4	4	3	3	3	3	4	2	2	6.05	6.01
Child 5	4	3	3	3	3	4	4	4	4	4	3	1	6.06	6.03
Child 6	1	0	1	0	0	1	0	0	0	0	0	0	5.09	5.08
Child 7	5	4	5	5	4	4	3	4	3	4	4	4	8.05	7.05

1st Assessment

	1.1 3 phoneme CVC	1.2 2 syllable CVC	1.3 4 phoneme end cluster CVCC	1.4 4 phoneme initial cluster CCVC	1.5 5 phoneme end and initial cluster CCVCC	2.1 consonant digraphs: sh, ch, th, ng	2.2 vowel digraphs: ai, ee, ie, oa, ue	2.3 vowel controlled digraphs: ar, er, or	2.4 other digraphs: oi, ou, oo, air	Suffixes: -ed, -ing	Suffixes: -s, -es, -er, -est	Single Word Reading Age	Single Word Spelling Age	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14
Child 1	5	5	5	4	4	4	4	4	4	4	3	4	7.00	6.08
Child 2	5	5	4	4	3	4	4	5	4	4	4	4	7.08	6.09
Child 3	4	4	4	4	4	5	3	4	4	4	3	3	6.01	6.01
Child 4	4	5	4	4	4	3	4	3	3	4	2	2	6.08	6.02
Child 5	4	4	3	4	3	4	4	4	4	4	3	1	6.06	6.04
Child 6	1	1	1	0	0	1	0	0	0	0	0	0	5.10	5.06
Child 7	5	5	5	5	5	4	4	4	4	4	4	4	8.10	7.09

2nd Assessment

	1.1 3 phoneme CVC	1.2 2 syllable CVC	1.3 4 phoneme end cluster CVCC	1.4 4 phoneme initial cluster CCVC	1.5 5 phoneme end and initial cluster CCVCC	2.1 consonant digraphs: sh, ch, th, ng	2.2 vowel digraphs: ai, ee, ie, oa, ue	2.3 vowel controlled digraphs: ar, er, or	2.4 other digraphs: oi, ou, oo, air	Suffixes: -ed, -ing	Suffixes: -s, -es, -er, -est	Single Word Reading Age	Single Word Spelling Age	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14
Child 1	1	2	1	0	1	0	0	1	0	-1	1	-0.02	-0.03	
Child 2	1	2	0	0	0	0	0	1	1	-1	1	0.07	0.00	
Child 3	0	1	1	1	0	0	-2	1	0	-1	2	-0.02	0.01	
Child 4	1	1	0	0	0	1	0	0	1	-2	0	0.03	0.01	
Child 5	0	1	0	1	0	0	0	0	1	-2	-2	0.00	0.01	
Child 6	0	1	0	0	0	0	-1	0	0	0	0	0.01	-0.02	
Child 7	0	1	0	0	1	0	0	1	0	1	0	0.05	0.04	

Progress