



Promoting the expertise of schools to meet the needs of learners with specific learning difficulties through advisory work, training and exemplar teaching.

Word Reading and Spelling Assessment

ck igh o-e said people

September 2020

This assessment is intended to support Hertfordshire schools with the assess-plan-do-review cycle for pupils with word reading and spelling issues. It provides a baseline summary and tracking of pupils' strengths and difficulties in phonics, common words and early spelling rules to help schools identify teaching targets and monitor progress.

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ASSESSMENT GUIDELINES




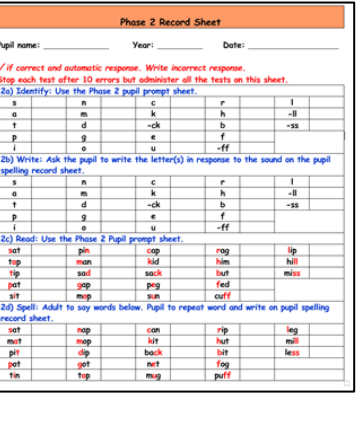
General Guidelines: Print this assessment single-sided in colour.

1. Assess one pupil at a time in a quiet area. Make sure the pupil is seated comfortably. The pupil should write in pencil or pen as they would normally do in class.
2. Assessment tasks can be completed in one sitting, with a rest break or over several days depending on the pupil.
3. **Do not help** the pupil during an assessment task. However, support them by being positive and encouraging them to have a go. Use non-specific praise for effort e.g. *Thanks for that* or *You are working hard*.
4. Be discreet when recording the pupil's response on record sheets so that the pupil cannot see what you are writing e.g. put the record sheet inside a ring binder.

Phonics for Reading and Spelling Assessment

This is a comprehensive assessment. **Only complete relevant sections of the assessment.** Start at the phonics phase you think the pupil is working within and move forwards or backwards from that point as appropriate from the results.

To assess a phonics phase, you will need:

			
Pupil Spelling Record Sheet p.6	The Identify Pupil Prompt Sheet depending on the Phase	The Read Pupil Prompt Sheet	The Adult Phase Record Sheet

Scoring:

1. Follow the instructions on the adult record sheet for the phase.
2. If the pupil makes an error, always write down what the pupil says when they are reading and what they write when they are spelling on the record sheet.
3. **If the pupil makes 10 errors in a section on the phase record sheet, stop testing that section but continue to test the other sections within that phase** so that a baseline score can be established. For example, in Phase 2, if the pupil makes 10 errors on 'Identify' stop testing that section but move on to 'Write'.
4. **In general, if the pupil has made 10 errors or more within a section of a phase, do not test the next phase.**
5. However, consider testing Phase 4 even if a pupil has struggled with Phase 3 as they may be able to read and spell Phase 4 words featuring adjacent consonants e.g. '-mp' but not words featuring Phase 3 vowel digraphs e.g. 'ai'.

Transfer results to the Phonics for Reading and Spelling Summary Sheet and Progress Tracker

1. Look at the adult record sheet for each phonic phase that you have tested. Highlight sounds that are NOT known for ANY section i.e. identify, write, read or spell. Use this information to identify target sounds to teach.
2. Next, record the pupil's scores for each phase that you have tested on the Progress Tracker. This can be used to track steps of progress.
3. Re-assess the pupil's progress at least once a term on relevant phases.

PHONICS FOR READING AND SPELLING SUMMARY SHEET									
Pupil Name: _____					Date: _____				
Look at the silent record card for each phoneme pair that you have tested. Highlight words that are RIGHT from the LEFT section i.e. digraph, ortho, onset or spell.									
PHASE 2 DECEPTION: Digraphs, phonemes correspondence (DPC) = 23									
e	a	n	c	r	f	i	j	k	l
s	m	b	h	b	h	j			
t	d	ch	z						ss
p	g			v					
				u					
PHASE 3 DECEPTION: Digraphs, phonemes correspondence (DPC) = 28									
j	xx	ng	gg	look	ear				
v	qu	ai	ge	oil	air				
w	xh	ee	en	ure					
x	sh				ac				
y	th thin	oo	ow now						
z	th thick	oo moon	oi						
PHASE 4 DECEPTION: Read and spell adjacent consonants in words = 24									
chip	mail	clung	april	apricot					
beast	peace	thrill	whirl	windmill					
shift	crab	spelt	elaborate						
flip	trend	atrop	twisting						
frog	blink	dreach	startling						
PHASE 5 YEAR 1: Alternative grapheme-phoneme correspondences (GPC) = 26									
ay	ie	ou	ah	are seen					
ea	ey	oa	oe	eat sea					
ig air	gh	e-e	og ue	-y happy					
ae dream	gh	i-e	ao head	see pear					
yr	gh	e-e	ow show						
ir	ed fad	e-e	ie thier						
YEAR 2 Further alternative spelling patterns = 20									
oy	ay	oo	oo	i o u, j o	other words				
ay	ay	il plain	al trained						
le	de	yr cry	ole words	& other					

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PROGRESS TRACKER

Pupil Name: _____ Year: _____ Start Date: _____

Phonics for Reading and Spelling Tracker

PHASE 2: RECEPTION

Task	Baseline	Review 1	Review 2	Review 3
Identify	/23	/23	/23	/23
Write	/23	/23	/23	/23
Read in words	/23	/23	/23	/23
Spell in words	/23	/23	/23	/23

PHASE 3: RECEPTION

Task	Baseline	Review 1	Review 2	Review 3
Identify	/23	/23	/23	/23
Write <u>str 1 only</u>	/7	/7	/7	/7
Read in words	/28	/28	/28	/28
Spell in words	/28	/28	/28	/28

PHASE 4: RECEPTION

Task	Baseline	Review 1	Review 2	Review 3
Read in words	/24	/24	/24	/24
Spell in words	/24	/24	/24	/24

PHASE 5: YEAR 1

Task	Baseline	Review 1	Review 2	Review 3
Identify	/28	/28	/28	/28
Write	/28	/28	/28	/28
Read in words	/28	/28	/28	/28
Spell in words	/28	/28	/28	/28

YEARS 2-6: Further alternative spelling patterns

Task	Baseline	Review 1	Review 2	Review 3
Read	/20	/20	/20	/20
Spell in words	/20	/20	/20	/20

First Hundred Words for Reading and Spelling

Task	Baseline	Review 1	Review 2	Review 3
Read	/64	/64	/64	/64
Spell	/64	/64	/64	/64

Additional Common Exception Words for Years 1 & 2

Task	Baseline	Review 1	Review 2	Review 3
Read	/64	/64	/64	/64
Spell	/64	/64	/64	/64

Phonics for reading & spelling Summary sheet

Progress Tracker

First Hundred Words for Reading and Spelling assessment

For this assessment, you will need:

First Hundred Words for Reading and Spelling Adult Record 1

Words 1-50: [Common Exception Words and](#)

Spell Name	Year		Date	
<p>Read Ask the pupil to read the words from Words 1-50 (pupil prompt sheet 01)</p> <p>If the word is read automatically as a whole word, Record incorrect response.</p> <p>Spell Ask the pupil to write the <u>only</u> on the pupil spelling record sheet (02). Say the word, then write the phonetic transcription and repeat the word. If the word is spelled correctly, Record incorrect response. <u>Use tracing practice after 10 errors</u>, <u>use tracing practice after 15 errors</u></p>				
Word	For words requiring further support	For words requiring no further support	Words	For words requiring no further support
1. the	on the bag	26. one	like one girl	
2. and	cat's and dog	27. up	up the girl	
3. at	at night	28. hand	hand a girl	
4. to	to hand	29. in	in a girl	
5. in	in cat's eye	30. her	her a girl	
6. with	in the bag	31. what	what a girl	
7. is	in the bag	32. the	the girl a	
8. 1	1 in (pencil)	33. eat	eat the girl	
9. of	in a glass of milk	34. while	1 the girl	
10. in	1 girl in	35. here	here a girl	
11. us	1 in us	36. and	and a girl	
12. to	1 in us	37. in	in a girl	
13. they	the they girls	38. are	are a girl	
14. in	in the bag	39. me	me a girl	
15. it	in a girl	40. at	at a girl	
16. is	in a girl	41. not	not a girl	
17. at	in the bag of	42. me	me a girl	
18. in	in the bag	43. more	more a girl	
19. and	in the bag	44. in	in a girl	
20. the	in the bag	45. to	to a girl	
21. but	that is a girl	46. as	as a girl	
22. with	1 in with	47. no	1 not a girl	
23. at	1 in at	48. more	more a girl	
24. in	in the bag	49. the	the a girl	
25. can	1 in can	50. them	1 the girl	
26. can	1 in can			
27. can	1 in can			
28. can	1 in can			
29. can	1 in can			
30. can	1 in can			
31. can	1 in can			
32. can	1 in can			
33. can	1 in can			
34. can	1 in can			
35. can	1 in can			
36. can	1 in can			
37. can	1 in can			
38. can	1 in can			
39. can	1 in can			
40. can	1 in can			
41. can	1 in can			
42. can	1 in can			
43. can	1 in can			
44. can	1 in can			
45. can	1 in can			
46. can	1 in can			
47. can	1 in can			
48. can	1 in can			
49. can	1 in can			
50. can	1 in can			

First hundred high frequency and common exception words for reading

1-50

Pupil prompt Sheet

Ask the pupil to read the words. Record responses on Words 1-50 record sheet.

the	and	a	to	said
in	he	I	of	it
was	you	they	on	she
is	for	at	his	but
that	with	all	we	can
are	up	had	my	her
what	there	out	this	have
went	be	like	some	so
not	then	were	go	little
as	no	mum	one	them

Pupil Spelling Record Sheet					
Pupil Name: _____				Date: _____	
Phonics and use this sheet for all writing and spelling assessments					
Spelling 2	Phonics 3	Phonics 4	Phonics 5	Phonics 6	Phonics 7
Spelling 8	Spelling 9	Spelling 10	Spelling 11	Spelling 12	Spelling 13
Spelling 14	Spelling 15	Spelling 16	Spelling 17	Spelling 18	Spelling 19
Spelling 20	Spelling 21	Spelling 22	Spelling 23	Spelling 24	Spelling 25
Spelling 26	Spelling 27	Spelling 28	Spelling 29	Spelling 30	Spelling 31
Spelling 32	Spelling 33	Spelling 34	Spelling 35	Spelling 36	Spelling 37
Spelling 38	Spelling 39	Spelling 40	Spelling 41	Spelling 42	Spelling 43
Spelling 44	Spelling 45	Spelling 46	Spelling 47	Spelling 48	Spelling 49
Spelling 50	Spelling 51	Spelling 52	Spelling 53	Spelling 54	Spelling 55
Spelling 56	Spelling 57	Spelling 58	Spelling 59	Spelling 60	Spelling 61
Spelling 62	Spelling 63	Spelling 64	Spelling 65	Spelling 66	Spelling 67
Spelling 68	Spelling 69	Spelling 70	Spelling 71	Spelling 72	Spelling 73
Spelling 74	Spelling 75	Spelling 76	Spelling 77	Spelling 78	Spelling 79
Spelling 80	Spelling 81	Spelling 82	Spelling 83	Spelling 84	Spelling 85
Spelling 86	Spelling 87	Spelling 88	Spelling 89	Spelling 90	Spelling 91
Spelling 92	Spelling 93	Spelling 94	Spelling 95	Spelling 96	Spelling 97
Spelling 98	Spelling 99	Spelling 100	Spelling 101	Spelling 102	Spelling 103
Spelling 104	Spelling 105	Spelling 106	Spelling 107	Spelling 108	Spelling 109
Spelling 110	Spelling 111	Spelling 112	Spelling 113	Spelling 114	Spelling 115
Spelling 116	Spelling 117	Spelling 118	Spelling 119	Spelling 120	Spelling 121
Spelling 122	Spelling 123	Spelling 124	Spelling 125	Spelling 126	Spelling 127
Spelling 128	Spelling 129	Spelling 130	Spelling 131	Spelling 132	Spelling 133
Spelling 134	Spelling 135	Spelling 136	Spelling 137	Spelling 138	Spelling 139
Spelling 140	Spelling 141	Spelling 142	Spelling 143	Spelling 144	Spelling 145
Spelling 146	Spelling 147	Spelling 148	Spelling 149	Spelling 150	Spelling 151
Spelling 152	Spelling 153	Spelling 154	Spelling 155	Spelling 156	Spelling 157
Spelling 158	Spelling 159	Spelling 160	Spelling 161	Spelling 162	Spelling 163
Spelling 164	Spelling 165	Spelling 166	Spelling 167	Spelling 168	Spelling 169
Spelling 170	Spelling 171	Spelling 172	Spelling 173	Spelling 174	Spelling 175
Spelling 176	Spelling 177	Spelling 178	Spelling 179	Spelling 180	Spelling 181
Spelling 182	Spelling 183	Spelling 184	Spelling 185	Spelling 186	Spelling 187
Spelling 188	Spelling 189	Spelling 190	Spelling 191	Spelling 192	Spelling 193
Spelling 194	Spelling 195	Spelling 196	Spelling 197	Spelling 198	Spelling 199
Spelling 200	Spelling 201	Spelling 202	Spelling 203	Spelling 204	Spelling 205
Spelling 206	Spelling 207	Spelling 208	Spelling 209	Spelling 210	Spelling 211
Spelling 212	Spelling 213	Spelling 214	Spelling 215	Spelling 216	Spelling 217
Spelling 218	Spelling 219	Spelling 220	Spelling 221	Spelling 222	Spelling 223
Spelling 224	Spelling 225	Spelling 226	Spelling 227	Spelling 228	Spelling 229
Spelling 230	Spelling 231	Spelling 232	Spelling 233	Spelling 234	Spelling 235
Spelling 236	Spelling 237	Spelling 238	Spelling 239	Spelling 240	Spelling 241
Spelling 242	Spelling 243	Spelling 244	Spelling 245	Spelling 246	Spelling 247
Spelling 248	Spelling 249	Spelling 250	Spelling 251	Spelling 252	Spelling 253
Spelling 254	Spelling 255	Spelling 256	Spelling 257	Spelling 258	Spelling 259
Spelling 260	Spelling 261	Spelling 262	Spelling 263	Spelling 264	Spelling 265
Spelling 266	Spelling 267	Spelling 268	Spelling 269	Spelling 270	Spelling 271
Spelling 272	Spelling 273	Spelling 274	Spelling 275	Spelling 276	Spelling 277
Spelling 278	Spelling 279	Spelling 280	Spelling 281	Spelling 282	Spelling 283
Spelling 284	Spelling 285	Spelling 286	Spelling 287	Spelling 288	Spelling 289
Spelling 290	Spelling 29				

**First Hundred Words Record
Sheets 1 & 2 (as appropriate)**

**First Hundred Words Pupil
Prompt Sheets 1 & 2 (as
appropriate)**

Pupil Spelling Record Sheet
p.6

Scoring:

1. Follow the instructions on the adult record sheets.
2. Pupils should read the words automatically as whole words.
3. **Stop testing reading after 10 errors. Stop testing spelling after 10 errors.**
4. **Transfer the results on to the Progress tracker and review progress termly.**
5. If the pupil is **secure** at reading or spelling the first hundred words, **assess the additional common exception words for Years 1 & 2.**

PROGRESS TRACKER

Pupil Name: _____ Year: _____ Start Date: _____

Phonics for Reading and Spelling Tracker

PHASE 2: RECEPTION

Task	Baseline:	Review 1:	Review 2:	Review 3:
Identify	/23	/23	/23	/23
Write	/23	/23	/23	/23
Read in words	/23	/23	/23	/23
Spell in words	/23	/23	/23	/23

PHASE 3: RECEPTION

Task	Baseline:	Review 1:	Review 2:	Review 3:
Identify	/28	/28	/28	/28
Write <u>set 1 only</u>	/7	/7	/7	/7
Read in words	/28	/28	/28	/28
Spell in words	/28	/28	/28	/28

PHASE 4: RECEPTION

Task	Baseline:	Review 1:	Review 2:	Review 3:
Read in words	/24	/24	/24	/24
Spell in words	/24	/24	/24	/24

PHASE 5: YEAR 1

Task	Baseline:	Review 1:	Review 2:	Review 3:
Identify	/28	/28	/28	/28
Read in words	/28	/28	/28	/28
Spell in words	/28	/28	/28	/28

YEAR 2 NC: Further alternative spelling patterns

Task	Baseline:	Review 1:	Review 2:	Review 3:
Spell in words	/20	/20	/20	/20

First Hundred Words for Reading and Spelling

Task	Baseline:	Review 1:	Review 2:	Review 3:
Read	/100	/100	/100	/100
Spell	/100	/100	/100	/100

Additional Common Exception Words for Years 1 & 2

Task	Baseline:	Review 1:	Review 2:	Review 3:
Read	/64	/64	/64	/64
Spell	/64	/64	/64	/64

PHONICS FOR READING AND SPELLING SUMMARY SHEET

Pupil Name: _____ Year: _____ Date: _____

Look at the adult record sheet for each phonic phase that you have tested. Highlight sounds that are NOT known for ANY section i.e. identify, write, read or spell.

PHASE 2 RECEPTION: Grapheme-phoneme correspondences (GPCs) - 23

s	n	c	r	l
a	m	k	h	ll
t	d	ck	b	ss
p	g	e	f	
i	o	u	ff	

PHASE 3 RECEPTION: Grapheme-phoneme correspondences (GPCs) - 28

j	zz	ng	oo <u>look</u>	ear
v	qu	ai	ar	air
w	ch	ee	or	ure
x	sh	igh	ur	er
y	th <u>thin</u>	oa	ow <u>now</u>	
z	th <u>that</u>	oo <u>moon</u>	oi	

PHASE 4 RECEPTION: READ AND SPELL adjacent consonants in words - 24

<u>b</u> elt	<u>m</u> elt	<u>t</u> rail	<u>t</u> rack	<u>c</u> lamp	<u>s</u> tamp	<u>s</u> prains	<u>s</u> prings
ch <u>i</u> mp	j <u>u</u> mp	<u>s</u> pot	<u>s</u> poon	<u>s</u> hrug	<u>s</u> hrink	w <u>i</u> ndmill	s <u>a</u> ndpit
<u>b</u> est	<u>r</u> est	<u>s</u> weet	<u>s</u> wim	<u>t</u> hrill	<u>t</u> hrash	sub <u>t</u> ract	rain <u>d</u> rop
<u>s</u> hift	<u>l</u> ift	<u>c</u> rab	<u>c</u> rash	<u>s</u> plat	<u>s</u> plit	<u>h</u> elper	s <u>a</u> ndwich
<u>f</u> lip	<u>f</u> loat	<u>t</u> rend	<u>t</u> rack	<u>s</u> trap	<u>s</u> tring	<u>t</u> wisting	<u>l</u> unchbox
<u>f</u> rog	<u>f</u> rown	<u>b</u> link	<u>d</u> rink	<u>d</u> rench	<u>s</u> crunch	<u>s</u> tarlight	<u>h</u> andstand

PHASE 5 YEAR 1: Alternative grapheme-phoneme correspondences (GPCs) - 28

ay	ue	au	nk	ore <u>score</u>
ou	aw	a-e	tch	are <u>care</u>
ie <u>pie</u>	wh	e-e	ve <u>live</u>	-y <u>happy</u>
ea <u>dream</u>	ph	i-e	ea <u>head</u>	ear <u>pear</u>
oy	ew	o-e	ow <u>show</u>	
ir	oe <u>toe</u>	u-e	ie <u>thief</u>	

YEAR 2: Further alternative spelling patterns - 20

-ge	-ey	k(e, i, y)	c (e, i, y)	(w)or <u>work</u>
wr	gn	-il <u>pencil</u>	-el <u>tunnel</u>	s <u>usual</u>
-le	-dge	-y <u>cry</u>	(w)a <u>watch</u>	o <u>other</u>
kn	-tion	al <u>walk</u>	-al <u>metal</u>	(w)ar <u>warm</u>

--

Pupil Name: _____

Date: _____

Photocopy and use this sheet for all writing and spelling assessments.

Please ✓ the spelling section(s) that are being tested on this sheet.

[illegible]

Phase 2

Identify and Write: Pupil Prompt Sheet

Pupil Name: _____ Year: _____ Date: _____

2a) Ask the pupil to tell you the sound. Write what they say on the Phase 2 record sheet (p.9).

2b) Ask the pupil to write the letter(s) that show the sound on the Pupil Spelling Record (p.6). Record what they write on the Phase 2 record sheet (p.9).

s	a	t	p	i
n	m	d	g	o
c	k	ck	e	u
r	h	b	f	ff
l	ll	ss		

Phase 2

Read: Pupil Prompt Sheet

2c) Ask the pupil to blend the phonemes to read the words. Write what they say on Phase 2 record sheet (p.9).

sat	tap	tip	pat	sit
pin	man	sad	gap	mop
cap	kid	sack	peg	sun
rag	him	but	fed	cuff
lip	hill	miss		

Phase 2 Adult Record Sheet

Pupil Name: _____ Year: _____ Date: _____

✓ if correct and automatic response. Write incorrect response.

Stop testing each section after 10 errors but test all the sections on this sheet.

2a) Identify: Use the Phase 2 Identify pupil prompt sheet.

s		n		c		r		l	
a		m		k		h		-ll	
t		d		-ck		b		-ss	
p		g		e		f		/23	
i		o		u		-ff			

2b) Write: Ask the pupil to write the letter(s) in response to the sound below on the pupil spelling record sheet (p.6).

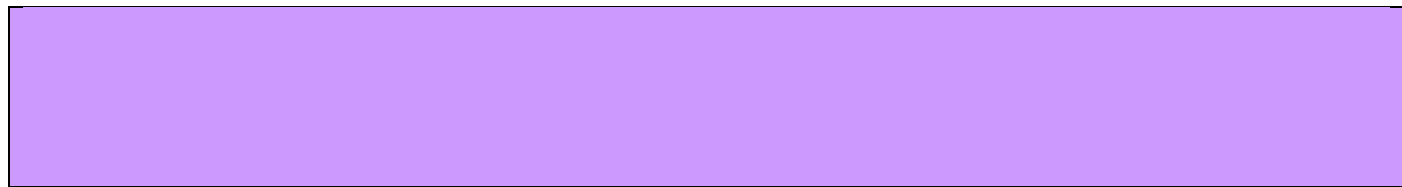
s		n		c		r		l	
a		m		k		h		-ll	
t		d		-ck		b		-ss	
p		g		e		f		/23	
i		o		u		-ff			

2c) Read: Use the Phase 2 Read pupil prompt sheet.

sat		pin		cap		rag		lip	
tap		man		kid		him		hill	
tip		sad		sack		but		miss	
pat		gap		peg		fed		/23	
sit		mop		sun		cuff			

2d) Spell: Adult to say words below. Pupil to repeat word and write on pupil spelling record sheet (p.6).

sat		not		can		rip		leg	
mat		map		kit		hut		mill	
pit		dip		back		bit		less	
pot		got		net		fog		/23	
tin		top		mug		puff			



3a) Ask the pupil to tell you the sound. Write what they say on the Phase 3 record sheet (p.12).

Give example word where appropriate e.g. 'What sound would this make in moon?'

j	v	w	x	y
z	zz	qu	ch	sh
th	th	ng	ai	ee
thin	that			
igh	oa	oo	oo	ar
		moon	book	
or	ur	ow	oi	ear
		now		
air	ure	er		

Phase 3
Read: Pupil Prompt Sheet

3c) Ask the pupil to read the words. Write what they say on the Phase 3 record sheet (p.12).

jug	vet	win	box	yet
zap	fizz	quick	chin	shed
thin	that	song	pain	weep
tight	soap	food	cook	jar
sort	burn	town	boil	fear
pair	cure	person		

Phase 3 Adult Record Sheet

Pupil Name: _____ Year: _____ Date: _____

✓ if correct and automatic response. Write incorrect response.

Stop testing each section after 10 errors but test all the sections on this sheet.

3a) Identify: Use the Phase 3 Identify pupil prompt sheet.

j		zz		ng		oo <u>book</u>		ear	
v		qu		ai		ar		air	
w		ch		ee		or		ure	
x		sh		igh		ur		er	
y		th <u>thin</u>		oa		ow <u>now</u>		/28	
z		th <u>that</u>		oo <u>moon</u>		oi			

3b) Write: (Phase 3 Set 1). Ask the pupil to write the letter(s) that show the sound only on the spelling record sheet (p.6).

j		v		w		x		y		z		zz	
---	--	---	--	---	--	---	--	---	--	---	--	----	--

3c) Read: Use the Phase 3 Read pupil prompt sheet.

<u>jug</u>		<u>fizz</u>		<u>song</u>		<u>cook</u>		<u>fear</u>	
<u>vet</u>		<u>quick</u>		<u>pain</u>		<u>jar</u>		<u>pair</u>	
<u>win</u>		<u>chin</u>		<u>weep</u>		<u>sort</u>		<u>cure</u>	
<u>box</u>		<u>shed</u>		<u>tight</u>		<u>burn</u>		<u>person</u>	
<u>yet</u>		<u>thin</u>		<u>soap</u>		<u>town</u>		/28	
<u>zap</u>		<u>that</u>		<u>food</u>		<u>boil</u>			

3d) Spell: Adult to say word, say it in a sentence if required and repeat the word. Pupil should write the word only on the pupil spelling record sheet (p.6).

Word	Sentence (if required)	✓ or write incorrect response	Word	Sentence (if required)	✓ or write incorrect response
<u>jam</u>	I like jam on my toast.		<u>deep</u>	The hole was very deep.	
<u>van</u>	The van was on the road.		<u>light</u>	Switch on the light!	
<u>wet</u>	I got wet in the rain.		<u>coat</u>	I hung up my coat on the peg.	
<u>fox</u>	The fox hid behind the bush.		<u>moon</u>	The moon lit up the sky.	
<u>yes</u>	Yes please!		<u>took</u>	She took her dog for a walk.	
<u>zip</u>	Zip up your coat!		<u>far</u>	We do not have far to go.	
<u>buzz</u>	'Buzz' went the bee.		<u>born</u>	The puppies were born last night.	
<u>quit</u>	She quit her job.		<u>turn</u>	Turn right!	
<u>chat</u>	The children had a chat.		<u>down</u>	I live down the road.	
<u>shed</u>	There is a shed in our garden.		<u>coin</u>	The coin is in his wallet.	
<u>thud</u>	We heard a thud.		<u>near</u>	The shop is near my house.	
<u>this</u>	This is our classroom.		<u>hair</u>	Please brush your hair!	
<u>ring</u>	I have a diamond ring.		<u>pure</u>	The water is very pure.	
<u>rain</u>	She got wet in the rain.		<u>verb</u>	A verb is an action.	/28

Phase 4

Read: Pupil Prompt Sheet

4a) Ask the pupil to read the words. Write what they say on the Phase 4 record sheet (p.14).

belt	chimp	best	shift
flip	frog	trail	spot
sweet	crab	trend	blink
clamp	shrug	thrill	splat
strap	drench	sprains	windmill
subtract	helper	twisting	starlight

Phase 4 Adult Record Sheet

Pupil Name: _____ Year: _____ Date: _____

✓ if correct and automatic response. Write incorrect response.

Stop testing each section after 10 errors but test all the sections on this sheet.

4a) Read: Use the Phase 4 Read pupil prompt sheet.

belt		frog		trend		splat		subtract	
chimp		trail		blink		strap		helper	
best		spot		clamp		drench		twisting	
shift		sweet		shrug		sprains		starlight	
flip		crab		thrill		windmill		/24	

4b) Spell: Adult to say word, say it in a sentence if required and repeat the word. Pupil should write the word only on the spelling record sheet (p.6).

Word	Sentence (if required)	✓ or write incorrect response	Word	Sentence (if required)	✓ or write incorrect response
melt	The ice will melt.		stamp	Put a stamp on the envelope!	
jump	The cat can jump high.		shrink	Don't shrink my t-shirt in the wash!	
rest	Let's have a rest!		thrash	They will thrash the other team at football.	
lift	Can you lift the bags?		split	My trousers have split.	
float	You float in a rubber ring.		string	Here is a ball of string.	
frown	She has a frown on her face.		scrunch	Can you hear the scrunch of the leaves?	
track	We are going to run on the track.		springs	The water comes from mountain springs.	
spoon	I need a spoon to eat my yoghurt.		sandpit	Let's play in the sandpit!	
swim	Shall we swim in the pool?		raindrop	I can hear a raindrop.	
crash	The car had a crash.		sandwich	I had a cheese sandwich for my lunch.	
stand	Can you stand on one foot?		lunchbox	Don't forget your lunchbox	
drink	He had a drink of water.		handstand	The gymnast did a handstand.	/24

Phase 5 & Year 1 Alternative Graphemes

Identify: Pupil Prompt Sheet

5a) Ask the pupil to tell you the sound. Write what they say on the Phase 5 record sheet (p.17).

Give example word where appropriate e.g. 'What sound would this make in dream?'

ay	ou	ie	ea	oy
		pie	dream	
ir	ue	aw	wh	ph
ew	oe	au	a-e	e-e
	toe			
i-e	o-e	u-e	nk	tch
ve	ea	ow	ie	ore
live	head	show	thief	score
are	-y	ear		
care	happy	pear		

Phase 5 & Year 1 Alternative Graphemes
Read: Pupil Prompt Sheet

5b) Ask the pupil to read the words. Write what they say on the Phase 5 record sheet (p.17).

stay	round	lie	clean	enjoy
shirt	glue	yawn	whizz	phone
flew	tiptoe	haunt	snake	these
shine	hope	tube	blink	catch
give	head	show	field	more
stare	happy	bear		

Phase 5 & Y1 Alternative Graphemes Adult Record Sheet

Pupil Name: _____ Year: _____ Date: _____

✓ if correct and automatic response. Write incorrect response.

Stop testing each section after 10 errors but test all the sections on this sheet.

5a) Identify: Use the Phase 5 Identify pupil prompt sheet.

ay		ue		au		nk		ore <u>score</u>	
ou		aw		a-e		tch		are <u>care</u>	
ie <u>pie</u>		wh		e-e		ve <u>live</u>		-y <u>happy</u>	
ea <u>dream</u>		ph		i-e		ea <u>head</u>		ear <u>pear</u>	
oy		ew		o-e		ow <u>show</u>		/28	
ir		oe <u>toe</u>		u-e		ie <u>thief</u>			

5b) Read: Use the Phase 5 Read pupil prompt sheet.

<u>stay</u>		<u>glue</u>		<u>haunt</u>		<u>blink</u>		<u>more</u>	
<u>round</u>		<u>yawn</u>		<u>snake</u>		<u>catch</u>		<u>stare</u>	
<u>lie</u>		<u>whizz</u>		<u>these</u>		<u>give</u>		<u>happy</u>	
<u>clean</u>		<u>phone</u>		<u>shine</u>		<u>head</u>		<u>bear</u>	
<u>enjoy</u>		<u>flew</u>		<u>hope</u>		<u>show</u>		/28	
<u>shirt</u>		<u>tiptoe</u>		<u>tube</u>		<u>field</u>			

5c) Spell: Adult to say word, say it in a sentence if required and repeat the word. Pupil should write the word only on the spelling record sheet (p.6).

Word	Sentence (if required)	✓ or write incorrect response	Word	Sentence (if required)	✓ or write incorrect response
<u>play</u>	It's time to go out to play.		<u>eve</u>	It was Christmas eve.	
<u>cloud</u>	I can see a dark cloud.		<u>time</u>	It's time to go home.	
<u>tie</u>	Put on your tie!		<u>bone</u>	The dog chewed on its bone.	
<u>dream</u>	I had a bad dream last night.		<u>cube</u>	A cube is a 3D shape.	
<u>toy</u>	Can I play with that toy?		<u>drink</u>	Can I have a drink of milk?	
<u>bird</u>	The bird sits in the tree.		<u>pitch</u>	We play football on the pitch.	
<u>clue</u>	Can you give me a clue?		<u>live</u>	I live in England.	
<u>saw</u>	He saw his friend.		<u>bread</u>	Two slices of bread please!	
<u>when</u>	When is your birthday?		<u>snow</u>	Snow falls in winter.	
<u>dolphin</u>	The dolphin leapt out of the water.		<u>thief</u>	The thief stole some cash.	
<u>grew</u>	The plant grew in the spring.		<u>score</u>	What is the football score?	
<u>goes</u>	Your car goes very fast.		<u>share</u>	You can share my snack.	
<u>launch</u>	They will launch the rocket.		<u>funny</u>	That joke was very funny.	
<u>bake</u>	Let's bake a cake!		<u>pear</u>	She chose a pear for her snack.	/28

Year 2 Further Alternative Spelling Patterns: Adult Record Sheet

Pupil Name: _____ Year: _____ Date: _____

✓ if correct and automatic response. Write incorrect response.

Stop testing after 10 errors.

Spell: Adult to say word, say it in a sentence if required and repeat the word. Pupil should write the <u>word only</u> on the spelling record sheet (p.6).					
Word	Sentence (if required)	✓ or write incorrect response	Word	Sentence (if required)	✓ or write incorrect response
page	Turn to the next page!		cry	Please don't cry!	
wrote	She wrote in pen.		walk	Can we walk to the park?	
table	Let's sit at the table!		city	Do you live in a city?	
knock	We heard a knock at the door.		camel	The camel lives in the desert.	
donkey	Can I have a ride on the donkey?		watch	Do you wear a watch?	
gnome	We have a gnome in our garden.		capital	London is the capital of England.	
bridge	They crossed the bridge.		work	We need to get on with our work.	
action	I like action films.		usual	This is our usual meeting time.	
kitchen	Put your plate in the kitchen!		mother	My mother is collecting me today.	
pencil	I need the red pencil.		warm	This room is very warm!	
Score					/20

First Hundred Words for Reading and Spelling Adult Record 1

Words 1-50: Common Exception Words in red

Pupil Name: _____ Year: _____ Date: _____

Read: Ask the pupil to read the words from the Words 1-50 pupil prompt sheet (p.21).

✓ if the word is read automatically as a whole word. Record incorrect response.

Spell: Ask the pupil to write the word only on the pupil spelling record sheet (p.6). Say the word, say it within the phrase/sentence and repeat the word. ✓ if the word is spelt accurately. Record incorrect response. Stop testing reading after 10 errors. Stop testing spelling after 10 errors.

Word	Read ✓or write incorrect response	Phrase to support meaning	Spell ✓or write incorrect response	Word	Read ✓or write incorrect response	Phrase to support meaning	Spell ✓or write incorrect response
1. the		the dog		26. are		We are sad.	
2. and		cats and dogs		27. up		Up you go!	
3. a		a cat		28. had		I had a pen.	
4. to		Go to bed.		29. my		It is my pet.	
5. said		I said 'yes.'		30. her		It is her cat.	
6. in		in the box		31. what		What is it?	
7. he		He sits.		32. there		The car is there.	
8. I		I am (name)...		33. out		He got out.	
9. of		a glass of milk		34. this		I like this book.	
10. it		I got it.		35. have		I have a pen.	
11. was		It was hot.		36. went		I went out.	
12. you		I like you.		37. be		It can be fun.	
13. they		They are dogs.		38. like		Do you like it?	
14. on		on the mat		39. some		some food	
15. she		She runs.		40. so		It is so cold.	
16. is		It is cold.		41. not		Do not go out!	
17. for		Is it for me?		42. then		Then he ran.	
18. at		at home		43. were		We were sad.	
19. his		It is his bag.		44. go		I go to school.	
20. but		but I am sad		45. little		a little kitten	
21. that		That is a hat.		46. as		She is as tall as me.	
22. with		I am with you.		47. no		I said no!	
23. all		He had all of it.		48. mum		Mum is here.	
24. we		We are hot.		49. one		one rabbit	
25. can		I can jump.		50. them		I like them.	
SCORE	Read:	/50					
	Spell:	/50					

First Hundred Words for Reading and Spelling Adult Record 2

Words 51-100: Common Exception Words in red

Pupil Name: _____ Year: _____ Date: _____

Read: Ask the pupil to read the words from the Words 51-100 pupil prompt sheet (p.22).

✓ if the word is read automatically as a whole word. Record incorrect response.

Spell: Ask the pupil to write the word only on the pupil spelling record sheet (p.6). Say the word, say it within the phrase/sentence and repeat the word. ✓ if the word is spelt accurately. Record incorrect response. Stop testing reading after 10 errors. Stop testing spelling after 10 errors.

Word	Read ✓or write incorrect response	Phrase to support meaning	Spell ✓or write incorrect response	Word	Read ✓or write incorrect response	Phrase to support meaning	Spell ✓or write incorrect response
51. do		I do karate.		76. about		What is it about ?	
52. me		Read to me !		77. got		I got the dog.	
53. down		Get down !		78. their		their house	
54. dad		my dad		79. people		lots of people	
55. big		a big truck		80. your		your friend	
56. when		When will we go out?		81. put		Put it out!	
57. it's		It's wet.		82. could		I could eat it.	
58. see		I can see it.		83. house		our house	
59. looked		He looked at the sky.		84. old		a very old cat	
60. very		very good		85. too		It's too much!	
61. look		Look outside!		86. by		by the door	
62. don't		Don't cry!		87. day		a sunny day	
63. come		In you come !		88. made		I made this.	
64. will		I will do it.		89. time		What time is it?	
65. into		into the pool		90. I'm		I'm thirsty!	
66. back		Get back !		91. if		Come if you can.	
67. from		Who is it from ?		92. help		Help me!	
68. children		ten children		93. Mrs		Mrs Clayton	
69. him		Is that him ?		94. called		I am called ...	
70. Mr		Mr Cook		95. here		Come here !	
71. get		Get the cat!		96. off		Get off !	
72. just		just a second		97. asked		I asked her.	
73. now		Come in now !		98. saw		I saw the car.	
74. came		She came in.		99. make		make a cake	
75. oh		'Oh no!'		100. an		an elephant	
SCORE	Read:	/100					
	Spell:	/100					

First Hundred High Frequency and Common Exception Words for Reading

1-50

Pupil Prompt Sheet

Ask the pupil to read the words. Write what they say on Words 1-50 record sheet (p.19).

the	and	a	to	said
in	he	I	of	it
was	you	they	on	she
is	for	at	his	but
that	with	all	we	can
are	up	had	my	her
what	there	out	this	have
went	be	like	some	so
not	then	were	go	little
as	no	mum	one	them

First Hundred High Frequency and Common Exception Words for Reading

51-100

Pupil Prompt Sheet

Ask the pupil to read the words. Write what they say on Words 51-100 record sheet (p.20).

do	me	down	dad	big
when	it's	see	looked	very
look	don't	come	will	into
back	from	children	him	Mr
get	just	now	came	oh
about	got	their	people	your
put	could	house	old	too
by	day	made	time	I'm
if	help	Mrs	called	here
off	asked	saw	make	an

Additional NC Common Exception Words for Years 1 and 2 Record (1)*Only administer this assessment if the pupil is secure at reading or spelling the first hundred words.*

Pupil Name: _____ Year: _____ Date: _____

Read: Ask the pupil to read the words from the additional NC common exception words prompt sheet (p.25). ✓ if the word is read automatically as a whole word. Record incorrect response.**Spell:** Ask the pupil to write the word only on the pupil spelling record sheet (p.6). Say the word, say it within the sentence and repeat the word. ✓ if the word is spelt accurately. Record incorrect response. Stop testing reading or spelling after 10 errors.

Word	Read ✓ or write incorrect response	Sentence to support meaning	Spell the word ✓ or write incorrect response
1. where		Where are you going?	
2. love		I love my rabbit.	
3. once		Sit down at once!	
4. push		We need to push the car.	
5. pull		Can you pull the rope?	
6. friend		She is a good friend.	
7. our		Come to our house.	
8. door		Shut the door please!	
9. kind		My teacher is very kind.	
10. school		It is time to go to school.	
11. because		I am happy because we are going to the park.	
12. find		Help me to find my lunch box!	
13. floor		The toys are on the floor.	
14. says		Tom says he is not feeling well.	
15. today		It is my birthday today.	
16. child		The child read a story.	
17. great		This film is great!	
18. climb		The cat can climb very high.	
19. most		I love my hamster the most.	
20. only		I only go swimming on a Monday.	
21. both		I like both apples and pears.	
22. cold		It is very cold outside.	
23. every		I brush my teeth every morning.	
24. really		My book is really interesting.	
25. told		I told her not to play with it.	
26. break		We have a break at school.	
27. pretty		The flowers are so pretty.	
28. beautiful		What a beautiful dog!	
29. after		I will line up after you.	
30. everybody		We need everybody to join in.	
31. fast		You can run very fast.	
32. plant		Do not forget to water the plant!	
SCORE	Read: /32	Spell: /32	

Additional NC Common Exception Words for Years 1 and 2 Record (2)*Only administer this assessment if the pupil is secure at reading or spelling the first hundred words.*

Pupil Name: _____ Year: _____ Date: _____

Read: Ask the pupil to read the words from the additional NC common exception words prompt sheet (p.25). ✓ if the word is read automatically as a whole word. Record incorrect response.**Spell:** Ask the pupil to write the word only on the pupil spelling record sheet (p.6). Say the word, say it within the sentence and repeat the word. ✓ if the word is spelt accurately. Record incorrect response. Stop testing reading or spelling after 10 errors.

Word	Read ✓ or write incorrect response	Sentence to support meaning	Spell the word ✓ or write incorrect response
33. even		Eight is an even number.	
34. father		My father is called Ranjit.	
35. class		What class are you in?	
36. last		I caught the last bus.	
37. bath		Please do not splash in the bath !	
38. hour		I will meet you in one hour .	
39. couldn't		She couldn't find her lunchbox.	
40. sure		I am sure this is my pencil.	
41. grass		I love to sit on the green grass .	
42. past		The train went past .	
43. sugar		Do you have sugar in your tea?	
44. eye		My eye is red and itchy.	
45. move		I will move the box out of the way.	
46. pass		Can you pass the ball to me?	
47. improve		Can you improve your sentence?	
48. should		I should finish my homework.	
49. who		Who is coming to the park?	
50. any		I do not have any paper.	
51. clothes		Pack some clothes in your bag.	
52. would		I would love to come to the show.	
53. does		My tablet does not work.	
54. whole		It was sunny the whole day.	
55. won't		I won't come to the party.	
56. many		How many children are in your class?	
57. quiet		Sam is very quiet .	
58. busy		It was very busy at the station.	
59. water		Can I have a drink of water ?	
60. again		Come and play again .	
61. half		I ate half of the pizza.	
62. money		The money is in my rucksack.	
63. parents		Parents have children.	
64. Christmas		I cannot wait until Christmas morning.	
SCORE	Read:	/64	Spell: /64

Additional NC Common Exception Words for Years 1 and 2

Pupil Prompt Sheet

Ask the pupil to read the words. Write what they say on Additional Common Exception Words record sheets (p.23 & p.24).

where	love	once	push	pull
friend	our	door	kind	school
because	find	floor	says	today
child	great	climb	most	only
both	cold	every	really	told
break	pretty	beautiful	after	everybody
fast	plant	even	father	class
last	bath	hour	couldn't	sure
grass	past	sugar	eye	move
pass	improve	should	who	any
clothes	would	does	whole	won't
many	quiet	busy	water	again
half	money	parents	Christmas	

N.B. Some words are exceptions in some accents but not in others. The list also includes a few irregular Y2 contractions.