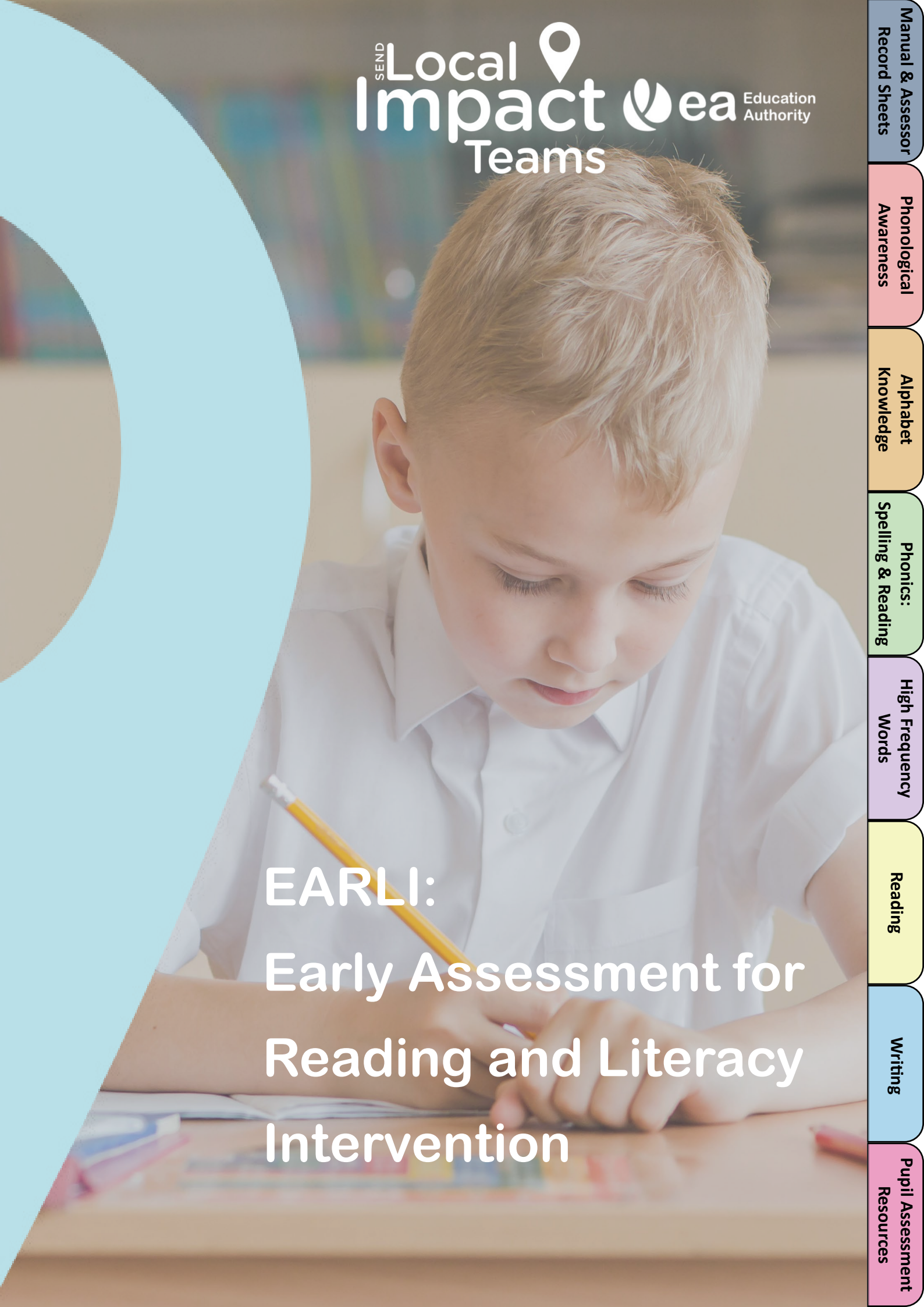


EARLI:  
Early Assessment for  
Reading and Literacy  
Intervention



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# Section 1: Assessment Manual

# EARLI: Early Assessment for Reading and Literacy Intervention

## Purpose and Rationale

Literacy development is a complex, interconnected process. Research consistently shows that reading, writing, speaking, and listening skills are interdependent and should be developed simultaneously and interactively. This resource has been developed to assist educational settings in Northern Ireland (NI) and is based on the requirement of the Northern Ireland Curriculum as published in 2025. The current resource will grow and develop further in response to user feedback and NI curricular developments. Using this resource early to inform in-school support will assist settings in preventing literacy difficulties from developing or, where they arise, support the setting in identifying them early and effectively managing those difficulties. The Early Assessment for Reading and Literacy Intervention (EARLI) draws on established, up-to-date and evidence-based research in supporting best practice in literacy difficulties, early identification and intervention. At the heart of this is an aim to support settings in maximising opportunities for literacy inclusion for all in the school environment. The resource is complementary to a range of other EA literacy support resources for schools, for example the [EA Literacy Inclusion Toolkit](#) and EA Teacher Professional Learning Programme (available at [EA Teacher Professional Learning](#)).

## Who is the EARLI for?

It can be administered/used by class teachers, learning support assistants under the guidance of a teacher, Learning Support Coordinators, or any member of the school team supporting pupils who may experience literacy difficulties. The EARLI can be used with any pupil for whom it may be educationally supportive. Generally, this would be from term 2 or 3 of Primary Two upwards within a mainstream school setting, including, as deemed appropriate by the setting, in Post-Primary settings.

## Early identification and intervention to support reading and spelling development

Early identification and intervention are critical. As Lyon et al. (2001) emphasise, ‘catching children before they fall’ can significantly reduce long-term literacy challenges. The EARLI supports teachers in making targeted, timely, and effective instructional decisions. Children learn to read and spell at different rates because foundational skills develop gradually and vary among individuals. Some pupils may need significantly more instruction to encode and decode written language effectively, compared to their peers.

## Using the EARLI

The EARLI is flexible and assessor-friendly, designed to be used discretionarily based on the needs of individuals and groups of pupils. The EARLI does not replace formal assessments (i.e. standardised assessments your school may use) but complements them by providing quick, actionable insights early and appropriately in a pupil’s educational journey.

## Key Principles:

- **Early Intervention:** The earlier difficulties are identified, the more effective the intervention
- **Professional Judgement:** Teachers should use their knowledge of the pupil to guide which sections to use
- **Efficiency:** Discontinue assessments once enough data has been gathered to inform next steps
- **Integration:** Use the EARLI alongside classwork, observations and other assessments to inform and review IEP/PLP SMARTe (Specific, Measurable, Achievable, Relevant, Time-bound, Evidence informed) expected outcomes

## Instructions for Assessors - Parent and Child Perception Assessments

### Check hearing and vision first:

- Please ensure both hearing and vision are assessed as appropriate / necessary prior to perception testing. These are crucial for accurate interpretation of results

### Assess both parent and child perceptions:

- Gather insights from both perspectives to identify potential discrepancies or areas of concern

### Consider timing of assessments:

- Be mindful of timing when assessments are conducted. Timing can influence responses and outcomes (e.g., fatigue, stress, recent events)

## Assessment Areas and Expected Outcomes

Each section includes example outcomes (skills) that can be adapted to suit your context. These are not prescriptive but serve as a guide for setting SMARTe expected outcomes.

## Areas of focus in the Informal Assessment

### Language & Communication:

- Talking & Listening: Engaging in conversations, following instructions
- Phonological Awareness: Identifying and manipulating sounds (e.g., syllables, rhyming)
- Alphabet Knowledge: Recognising letters and linking them to sounds

### Reading:

- Concepts of Print: Understanding how books and print work (e.g., left to right, spaces between words)
- Early Reading Fluency: Recognising High Frequency Words (HFWs), reading with expression
- Phonics: Decoding words using sound-letter relationships
- Comprehension & Vocabulary: Understanding stories and word meanings

### Writing:

- Spelling HFWs: Writing common words correctly
- Independent Writing: Writing sentences or short texts without support
- Handwriting: Forming letters clearly and consistently

## Spelling before reading, why It matters

Research supports administering spelling assessments before reading to ensure:

- No Prior Exposure: Prevents pupils from seeing words in context first
- Isolated Skill Measurement: Gives a clearer picture of spelling ability

## Why Spelling Supports Reading:

- Phonemic Awareness: Spelling strengthens the ability to hear and manipulate sounds
- Vocabulary Development: Spelling helps pupils retain and understand new words
- Explicit Instruction: Spelling requires direct teaching, which reading alone may not provide

## Assessment Administration Information and Guidance:

- Assessors can focus on one, or multiple sections as required
- Subtests within sections may be administered separately
- Written tests i.e. Phonics Spelling, HFW Spelling and Independent Writing can be administered to a group/whole class as appropriate
- Discontinue when enough data has been gathered to inform planning and interventions
- While templates have been provided for pupil responses, assessors may wish to use blank/lined pages dependent on the needs of the individual pupil or available school resources
- To save resources or monitor progress at a glance, we recommend that you apply a test/re-test process. If doing so, we suggest, the Assessor Record Sheets be completed in a different coloured ink for each occasion. The Assessment Summary Record is designed to record assessments on three separate occasions
- Consideration may be required regarding the appropriateness of this assessment for pupils for whom English is an additional language - please seek further guidance from [EA Intercultural Education Service](#)

## High Frequency Wordlist

This assessment uses the CPB Sight Words list, a research-based tool developed by Green, Keogh, & Prout (2024), designed to support early reading instruction.

This recent list replaces commonly used wordlists such as the Dolch (compiled in 1936) and the Fry (updated in 1980).

## Conclusion

The EARLI is a practical, research-informed tool to help you plan effective literacy interventions. It empowers you to:

- Identify needs early
- Set meaningful, achievable targets (pupil outcomes)
- Use evidence-based strategies
- Support every pupil to reach their full potential

## Useful Links

[Local Impact Teams - Literacy Resource Portal](#): A portal to the primary and post-primary resource sites, literacy newsletters, literacy homepage, professional learning modules, etc.

Staff who do not already have access can request using the [Local Impact Teams - Literacy Resource Portal: Access Request Form](#).



Access Request Form



Resource Portal  
(for those registered)

[LIT - Literacy Inclusion Toolkit](#): A comprehensive toolkit of strategies and procedures for educators to support their pupils with literacy difficulties for foundation, primary and post-primary pupils.



[Primary Advice Booklet](#): A booklet of ideas, resources and links for teachers to support their pupils with literacy difficulties.



[Literacy Professional Learning Modules](#): A range of videos are available for teachers and classroom assistants on various literacy topics including phonics and spelling difficulties.



The booking code for all courses is E@Tra1nin9.

[EA Language & Communication Resources](#): EA Language and Communication provides resources that can be downloaded.



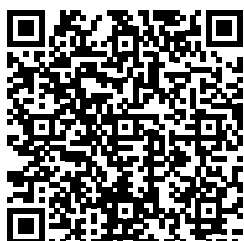
[EA Intercultural Education Service \(IES\)](#): The IES provides advice, guidance and support for schools, families and other educational support services to meet the additional educational needs of Asylum-Seeking, Refugee, Traveller, Roma and other Newcomer pupils.



[European Framework of Reference \(CEFR\) | Education Authority Northern Ireland](#): IES Common European Framework of Reference (CEFR) resources for schools. Includes a range of materials such as Benchmarks and Teaching Strategies, examples of CEFR with spoken and written descriptors, Benchmarking Kits for assessing levels of English proficiency and guidance videos on completing CEFR on SIMS to track and monitor each newcomer pupil's progress.



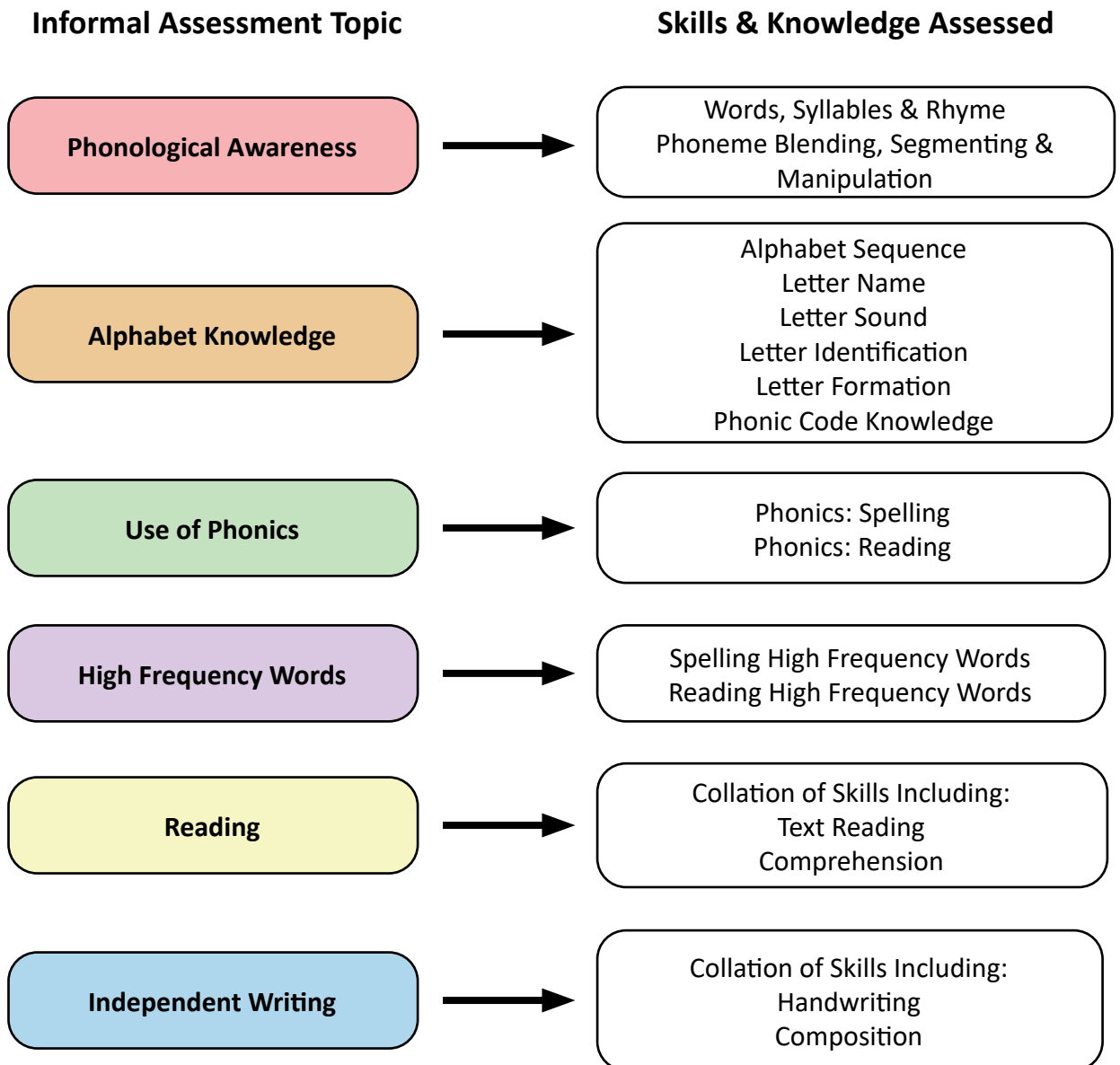
[Glossary of Terms | Literacy Inclusion Toolkit](#): The Literacy Inclusion Toolkit contains a comprehensive glossary of terms.



## Quick Assessment Overview

### How to Use the EARLI

- After using school assessment data to identify pupils with literacy difficulties, use this informal assessment to help determine those pupils' areas of strength and areas for development
- Use the informal assessment to guide future PLP expected outcomes and tailor instruction to help effectively address learning gaps
- Refer to the appropriate sections of the EARLI for comprehensive guidance, suggested outcomes and resources/ signposting
- If a pupil takes a longer than expected time to complete section(s) of this informal assessment, this may be indicative of an executive function difficulty which may require further investigation



# Phonological Awareness

This assessment can be used to inform intervention. It assesses the pupil's ability to identify words in sentences, syllables, rhyme and to blend, segment and delete/substitute the sounds they hear in words.

**Administration:** Record pupil responses as correct or incorrect. Note incorrect responses.

**Discontinue:** Assessor to use their professional judgement as to when to discontinue the test, e.g. when sufficient data has been gathered to inform intervention. For further information on phonological awareness please refer to [EA Language & Communication](#). The booking code for all courses is:

**E@Tra1nin9**

Please print and use **Appendix 1 (Section 2)**, example page below:

Local Impact Teams

**Appendix 1 - Phonological Awareness: Assessor Record Sheet**

**Word Awareness**  
Assessor's Script: "Listen to this sentence 'the black cat'. It has 3 words: 'the - black - cat'. Listen to this sentence: 'It is sunny'. Can you say it back to me? (wait for response). How many words are in the sentence? (Repeat example if necessary.) Now try these:" (Assessor should read at normal pace.)

Question	Correct Response	✓ or record incorrect response
Happy dog.	2	
The car is red.	4	
The big house.	3	
The dog has four legs.	5	
The house has a big garden.	6	

**Syllable Explanation (if necessary)**  
"Syllables are the beats in a word. The word 'table' has two beats. Listen: 'table' (tap the syllables as you say the word). Some words have one syllable. Listen: 'cat.' Other words have lots of syllables." (Use further examples if required.)

**Syllable Segmenting**  
Assessor's Script: "Listen to this word: 'carpet'. It has two syllables: 'car-pet' (tap each syllable as you say it, in the first example only). Listen to this word: 'rainbow'. You say 'rainbow' (wait for response). How many syllables are in 'rainbow'? (Repeat example if necessary). Now try these:" (Assessor should say the word at normal pace and not tap out the syllables).

Question	Correct Response	✓ or record incorrect response
cowboy	2	
moon	1	
hospital	3	
afternoon	3	

## Next Steps:

### Target Skill/Expected Outcome Examples

These examples are provided to support teachers when creating appropriate SMART targets with a focus on skills and knowledge outcomes.

They are not prescriptive or exhaustive and should be amended to address the individual pupil's literacy needs.

The pupil will be able to:

- Identify the number of words in a spoken sentence
- Segment 2, 3 or 4 (select appropriate number) syllables in orally presented words
- Blend 2, 3 or 4 (select appropriate number) orally presented syllables to say a whole word
- Delete the initial or final syllable from an orally presented word of 2 syllables
- Identify rhyme in a pair of spoken words
- Identify rhyme in onset and rime
- Blend 2, 3 or 4 (select appropriate number) orally presented phonemes to say a whole word
- Segment 2, 3 or 4 (select appropriate number) phonemes in orally presented words
- Delete an initial, medial or final (select as appropriate) phoneme from orally presented words
- Substitute an initial, medial or final (select as appropriate) phoneme in orally presented words

# Alphabet Knowledge

This assessment can be used to inform intervention. It assesses the pupil's knowledge of alphabet sequence and letter names and sounds. It may also be used to assess the pupil's letter formation.

**Administration:** Record pupil responses as correct or incorrect. Note incorrect responses.

**Discontinue:** Assessor to use their professional judgement as to when to discontinue the test, e.g. when sufficient data has been gathered to inform intervention.

Please print and use Appendix 2 (Section 2) and Appendix 2a, 2b, 2c and 2d (Section 3), example pages below:

**Appendix 2 - Alphabet Knowledge: Assessor Record Sheet**

Assessor's Script: "Can you say the alphabet?" (Record response below.)

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

Assessor's Script: "Can you write the alphabet?" (Use Appendix 2a for Pupil Record Sheet)

Assessor's Script: "Say the name of the letter I point to." (Use Appendix 2b for Pupil Sheet (lowercase) and Appendix 2c for Pupil Sheet (uppercase)).

Guidance - Assessor may wish to laminate Appendix 2b and 2c for repeated use.

Complete the table below: ✓ or record incorrect response.

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

Notes/Observations:  
Unknown letter names:

**Appendix 2a - Alphabet Knowledge: Pupil Record Sheet**

Write the alphabet

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**Appendix 2b - Alphabet Knowledge: Pupil Sheet (lowercase)**

Please consider laminating this page for repeated use.

Work left to right across each row, starting from top to bottom.

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

Please adjust the q, l and t if required

**Appendix 2c - Alphabet Knowledge: Pupil Sheet (uppercase)**

Please consider laminating this page for repeated use.

Work left to right across each row, starting from top to bottom.

L	A	Y	M	B
Z	R	O	C	X
D	G	W	F	Q
E	V	H	U	J
T	K	N	S	I
P				

**Appendix 2d - Other Alphabetic Code Knowledge: Pupil Sheet**

Please consider laminating this page for repeated use.

Work left to right across each row, starting from top to bottom.

sh	ch	th	wh	ck
ar	or	er	ir	ur
oa	ow	ee	ea	ou
ay	ai	aw	oo	ue
ew	oe	oy	oi	igh
ie	ey	ei		

## Next Steps:

### Target Skill/Expected Outcome Examples

These examples are provided to support teachers when creating appropriate SMARTER targets with a focus on skills and knowledge outcomes.

They are not prescriptive or exhaustive and should be amended to address the individual pupil's literacy needs.

The pupil will be able to:

- Orally sequence the alphabet e.g. a-z, a-m, m-z (select as appropriate)
- Write the alphabet in lower or upper case e.g. a-z, A-Z, a-m, A-M, m-z, M-Z (select as appropriate)
- Name the lower case letters \_\_\_\_\_ (select as appropriate)
- Name the upper case letters \_\_\_\_\_ (select as appropriate)
- Name both the lower case and upper case letters \_\_\_\_\_ (select as appropriate)
- Say the sounds represented by the letters \_\_\_\_\_ (select as appropriate)
- Identify, name and say the five short vowel sounds
- Establish letter-sound knowledge for the following short vowels \_\_\_\_\_ (select as appropriate)

# Phonics Assessment for Spelling and Reading

This assessment of phonics knowledge and skills for spelling and reading phonically regular words, can inform phonics-based intervention.

**Administration:** Administer spelling test first, then reading so the pupil will not have seen the words they will be asked to spell.

The words in bold are nonsense words, they are not real words. **Do not administer the nonsense words (in bold) for spelling.** When administering the reading assessment, you may remind the pupil that the nonsense word is not a real word. A pupil record sheet is provided or you may prefer to use an alternative of your choice.

**Discontinue:** Stop after 10 non-consecutive errors in the spelling and reading assessments, or when sufficient data has been gathered to inform intervention.

Please print and use Appendix 3 (Section 2) and Appendix 3a (\*optional) and 3b (Section 3), example pages below:

**Appendix 3: Phonics: Spelling and Reading - Assessor Record Sheet**  
 (Use Appendix 3a for Pupil Record Sheet (Spelling))

**Assessor's Spelling Script:** "Write these words. If you are not sure, try to write the letters for the sounds you hear."  
 Spelling test administration - example word 'am':  
 • Assessor says "Spell am" (pause)  
 • Assessor includes the target word within a sentence - "I am in school" (pause)  
 • Assessor repeats the target word - "am" before the pupil is expected to spell the word  
 Follow the above guidance throughout the spelling test.

**FOA Assessor - do not administer the nonsense words (in bold) for spelling.**

Discontinue the spelling assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

(Use Appendix 3b for Pupil Sheet (Reading))  
 You may wish to laminate Appendix 3b for repeated use.

**Assessor's Reading Script:** "Read these words. Use the sounds you know to help you. The words in bold are nonsense words, they are not real words." (When the pupil comes to each nonsense word, you may remind them that it is not a real word.)

Discontinue the reading assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

**VC/CVC**

Word	Supporting Sentences	Spelling ✓ or ✗	Reading ✓ if correct or record the incorrect response	Phonics Skill
am	I am in school - am			VC
on	Get on the bus - on			VC
up	Run up the hill - up			VC
kid	You are a nice kid - kid			CVC
bun	Eat the bun - bun			CVC
pen	A red pen - pen			CVC
fox	I see a fox - fox			CVC
wet	Rain is wet - wet			CVC
hugs	He hugs his mum - hugs			CVC and suffixes
yim				CVC

**Appendix 3a - Phonics: Spelling - Pupil Record Sheet**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix 3b - Phonics: Reading - Pupil Sheet**  
 Please consider laminating this page for repeated use.

am	on	up	kid	bun
pen	fox	wet	hugs	yim
glad	swim	flop	drum	step
left	mask	fact	sulk	zelp
chin	bath	when	shut	this
lock	thing	cliff	bless	shrell
fine	hope	cute	blade	these
strive	spice	huge	page	zibe
brushes	filled	helped	rested	camping
goblin	dentist	comic	silent	bopkin

## Next Steps:

### Target Skill/Expected Outcome Examples

These examples are provided to support teachers when creating appropriate SMARTER targets with a focus on skills and knowledge outcomes.

They are not prescriptive or exhaustive and should be amended to address the individual pupil's literacy needs.

### Spelling

The pupil will be able to:

- Spell vc/cvc words \_\_\_\_\_ (list as appropriate)
- Spell cvc words with medial vowel(s): a, e, i, o, u (select as appropriate)
- Discriminate between the medial vowels 'e' and 'i' when spelling cvc words
- Discriminate between the medial vowels 'o' and 'u' when spelling cvc words
- Spell cvc words containing the rime \_\_\_\_\_ (e.g. \_at, \_en, \_ox, etc.)
- Spell initial consonant blend words, final blend words, consonant digraph words, etc. (select one or two phonic structures based on the spelling assessment)

### Reading

The pupil will be able to:

- Read vc and cvc words \_\_\_\_\_ (list as appropriate)
- Read cvc words with medial vowel(s): a, e, i, o, u (select as appropriate)
- Discriminate between the medial vowels 'e' and 'i' when reading cvc words
- Discriminate between the medial vowels 'o' and 'u' when reading cvc words
- Read unfamiliar cvc words
- Read cvc words containing the rime \_\_\_\_\_ (e.g. \_at, \_en, \_ox, etc.)
- Read initial consonant blend words, final blend words, consonant digraph words, etc. (select one or two phonic structures based on the reading assessment)

### Reading and Spelling

(For most pupils it is appropriate to combine the phonics reading and spelling outcomes.)

The pupil will be able to:

- Read and spell vc and cvc words \_\_\_\_\_ (list as appropriate)
- Read and spell cvc words with medial vowel(s): a, e, i, o, u (select as appropriate)
- Discriminate between the medial vowels 'e' and 'i' when reading and spelling cvc words
- Discriminate between the medial vowels 'o' and 'u' when reading and spelling cvc words
- Read and spell cvc words containing the rime \_\_\_\_\_ (e.g. \_at, \_en, \_ox, etc.)
- Read and spell initial consonant blend words, final blend words, consonant digraph words, etc. (select one or two phonic structures based on the reading and spelling assessment)

# High Frequency Words (HFWs)

It is important to establish if the pupil can read the most frequently occurring words they have been exposed to. Having a bank of High Frequency Words (HFWs) that the pupil can read quickly and easily will support their reading fluency and therefore comprehension. A variety of strategies can be used to read and spell HFWs. The word list provided is based on 'The CPB Sight Words: A New Research-based High-Frequency Wordlist for Early Reading Instruction (2024).'

**Administration:** Before reading these words, it is important to see how many the pupil can spell. If they can spell the words, they can usually read them. You may wish to assess 10-20 words at a time (when assessing reading, the words can be revealed line-by-line if necessary). Words in bold are phonetically irregular and may be difficult for the pupil to spell and read. A pupil record sheet is provided or you may prefer to use an alternative of your choice.

**Discontinue:** Stop assessment after 10 non-consecutive spelling errors, and 10 non-consecutive errors in the reading test.

Please print and use Appendix 4 (Section 2) and Appendix 4a (\*optional) and 4b (Section 3), example pages below:

**Appendix 4 - HFW: Assessor Record Sheets**  
 (Use Appendix 4a for Pupil Record Sheet (Spelling))

**Assessor's Spelling Script:** "Write these words. If you are not sure, try to write the letters for the sounds you hear."  
 Spelling test administration - example word 'the':  
 • Assessor says "Spell the" (pause)  
 • Assessor includes the target word within a sentence - "The red chair." (pause)  
 • Assessor repeats the target word - "the" before the pupil is expected to spell the word  
 Follow the above guidance throughout the spelling test.

Discontinue the spelling assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

(Use Appendix 4b for Pupil Sheet (Reading))

You may wish to laminate Appendix 4b for repeated use.

**Assessor's Reading Script:** "Read these words. Use the sounds you know to help you."  
 You may wish to assess 10-20 words at a time (when assessing reading, the words can be revealed line-by-line if necessary). Work left to right across each row, starting from top to bottom.

Discontinue the reading assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

**Appendix 4 - HFW: 1-20**

Frequency Rank	Word	Example Phrase	Spelling ✓ or -	Reading ✓ if correct or record the incorrect response
1	the	The red chair - the		
2	and	Bat and ball - and		
3	a	A big box - a		
4	to	I go to the park - to		
5	i	I am happy - i		
6	you	You are good - you		
7	in	I am in class - in		
8	of	A cup of tea - of		
9	it	It is raining - it		
10	he	He is playing - he		
11	is	Jack is happy - is		
12	was	She was glad - was		
13	for	Look for the pencil - pencil		
14	on	It is on the table - on		
15	that	That was lovely - that		
16	with	I had fun with my friend - with		
17	but	I like oranges but not apples - but		
18	his	His dog is big - his		
19	all	All my friends are here - all		
20	they	They are playing - they		

Observations (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

**Appendix 4a - HFW (Spelling): Pupil Record Sheets**  
 HFW 1-20 (Spelling)

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**Appendix 4b - HFW (Reading): Pupil Sheets**  
 HFW 1-50 (Reading) Please consider laminating this page for repeated use.

the	and	a	to	I
you	in	of	it	he
is	was	for	on	that
with	but	his	all	they
my	so	be	she	up
at	are	one	said	what
this	when	we	me	have
as	do	like	out	can
her	not	then	your	no
there	day	just	it's	see

\* Green, C., Keogh, K., Sun, H., & O'Brien, B. (2024). The Children's Picture Books Lexicon (CPB-LEX): A large-scale lexical database from children's picture books. *Behavior Research Methods*, 56(5), 4504-4521.

## Next Steps:

### Target Skill/Expected Outcome Examples

These examples are provided to support teachers when creating appropriate SMARTER targets with a focus on skills and knowledge outcomes.

They are not prescriptive or exhaustive and should be amended to address the individual pupil's literacy needs.

### Spelling

The pupil will be able to (list as appropriate):

- Spell the following HFWs \_\_\_\_\_
- Spell \_\_\_\_\_ and use in a dictated sentence
- Spell \_\_\_\_\_ in guided and independent writing

### Reading

The pupil will be able to (list as appropriate):

- Read the following HFWs \_\_\_\_\_
- Read \_\_\_\_\_ in guided and independent reading

### Reading and spelling

(For most pupils it is appropriate to combine the phonics reading and spelling outcomes.)

The pupil will be able to (list as appropriate):

- Read and spell the following HFWs \_\_\_\_\_
- Read and spell the following HFWs \_\_\_\_\_ in independent and guided work

# Reading

## Text Reading Observation Checklist

A beginning reading programme should ensure all sources of knowledge are developed simultaneously and interactively. This will help establish connections which can be stored effectively in memory. The phonological, orthographic, morphemic, fluency skills (accuracy, tracking, automaticity, prosody) and vocabulary knowledge involved in the reading process are interdependent.

Please print and use **Appendix 5 (Section 2)**, example page below:

**Appendix 5 - Reading: Assessor Record Sheet & Checklist**

Instruction: Use an **unseen text** at the pupil's current reading level and/or your knowledge of the pupil's daily reading behaviours to consider the following:

**Reading Behaviours**

Pupil displays evidence of:	Yes	No	Comment
Inventive text reading (pupil makes up the story because they cannot read the words)			
Difficulty identifying familiar words when reading			
Difficulty tracking accurately as they read (e.g. word by word, line by line)			
Mispronunciations (e.g. "clud" for 'cloud'; non-word for a real word)			
Substitutions (e.g. "place" for 'palace'; real word for a real word)			
Refusals (pupil makes no attempt to read the word)			
Additions (pupil inserts a word or part of a word)			
Omissions (pupil leaves out part of a word, a word, a line or section of text)			
Word Reversals (e.g. "saw" for 'was', "no" for 'on')			
Confusion of similar letters (e.g. b/d, f/t, p/q, s/z etc.)			
Repetitions (e.g. repeats a word, line or section of text)			
Hesitation and/or disregard of punctuation which impacts reading for meaning			
Difficulty self-correcting and reading independently			

## Next Steps:

### Target Skill/Expected Outcome Examples

These examples are provided to support teachers when creating appropriate SMART targets with a focus on skills and knowledge outcomes.

They are not prescriptive or exhaustive and should be amended to address the individual pupil's literacy needs.

### Reading Behaviours and Reading/Decoding Skills

The pupil will be able to:

- Accurately track text as they read
- Elicit meaning from a sentence to self-check accuracy (semantic processing)
- Use syntax (sentence structure and word order) to self-check accuracy
- Recognise affixes (e.g. plurals - morphemic knowledge)
- Sound and blend graphemes (letters) as they read to decode unfamiliar words
- Apply knowledge of syllables to decode multisyllabic words
- Identify common prefixes and suffixes (e.g. dis\_, un\_, \_s, \_ing, \_ed, \_ful) to support decoding and word recognition
- Read and explain contractions (e.g. it's, I've, don't)
- Read words that have been modified by spelling rules (e.g. cries, leaves, hugged, hurried)

## Comprehension of Text

The pupil will be able to

### Prediction:

- Make reasonable predictions before reading based on front cover/walkthrough
- Make reasonable predictions when listening to a story
- Make reasonable predictions before and during reading
- Make reasonable predictions and justify them using evidence from the text

### Sequencing:

- Orally sequence the Beginning-Middle-End (B-M-E) of a known story
- Orally sequence the B-M-E of a story including some key details

### Questions:

- Orally answer questions about what has been read (e.g. who, what, where, when, why, how?)
- Recall facts stated in the text (e.g. characters' names)
- Locate evidence from the text to justify answers
- Give opinions and justify them using evidence from the text
- Identify cause and effect i.e. understanding the relationships between events in the text

### Summarising:

- Summarise the main events/facts contained in a text they have read
- Identify the main idea of a paragraph
- Identify and highlight key vocabulary and key points in the text

### Vocabulary Development:

- Name everyday items using basic vocabulary
- Use syntactical and contextual knowledge to answer oral questions about texts
- Begin to use extended vocabulary when discussing text and/or retelling stories (e.g. adjectives, adverbs, synonyms)
- Understand more complex words and apply this knowledge when reading for meaning
- Apply knowledge of more complex words acquired through reading in independent writing (e.g. instead of 'nice dinner' uses 'beautiful', 'delicious', 'gorgeous')

# Writing

The assessor's judgement of the pupil's writing abilities can be gathered using the Assessor Record Sheet. To assess a pupil's writing abilities the following tasks are included: writing their name; copying (letter formation); dictation; and independent writing (select option 1 or option 2 as appropriate). Timing activities discretely can be informative.

Please print and use Appendix 6 (Section 2) and Appendix 6a (Section 3), example pages below:

**Appendix 6 - Writing: Assessor Reference Sheet**

(See Appendix 6a for Pupil Record Sheet)

**Task 1: Name writing**  
Assessor's Script: "Write your name on the line."

**Task 2: Copying a written sentence**  
Assessor's Script: (Point to the sentence in bold on the Pupil Record Sheet) "This sentence says, 'The quick brown fox jumps over the lazy dog.' Now, read it with me 'The quick brown fox jumps over the lazy dog.' Copy the sentence underneath."

**Task 3: Dictation**  
Assessor's Script: "Listen to this sentence: 'I pet Sam the dog.' You say the sentence (wait for response). I am going to say the sentence again: 'I pet Sam the dog.' Now write the sentence as best as you can."  
(Give the sentence in parts if required. Offer no other support.)

**Task 4: Independent writing**  
Consider your pupil: select an appropriate option below. In both options, assessor to use observation and professional judgement to decide when the most appropriate stop time should be applied.

**Option 1: For younger pupils**  
Write about a topic such as a day out or playing at the park.  
Assessor's Script: "I'd like you to write about... Let's talk about it first."  
"Now read what you have written to me." (Assessor transcribes if required.)

**Option 2: For older pupils (2.5 minutes) Use a timer for this task**  
Assessor's Script: "Now you are going to do some writing for 2,3,4 or 5 minutes. What would you like to write about? Don't worry about spelling. Write the words you want to use, I will know what you are trying to tell me." (Prompt topics if required and briefly discuss selected topic with the pupil.)  
"Now read what you have written to me." (Assessor transcribes if required.)

**Appendix 6 - Writing: Assessor Record Sheet**

Pupil displays evidence of:	Yes	No
Difficulty using correct letter formation		
Difficulty using correct letter size and position		
Difficulty using appropriate spacing within and between words		
Difficulty writing their name correctly		
Difficulty copying a modelled sentence correctly		
Writing an unreadable jumble of letters		
Difficulty writing one sentence using a capital letter and a full stop		
Difficulty writing more than one sentence		
Difficulty spelling previously learned HFWs correctly		
Phonetic spelling of irregular words (e.g. 'sea' for 'said')		
Confusing the short vowel sound when spelling decodable words (e.g. 'bot' for 'but')		
Incorrect spelling choices, 'mi' for 'my' or 'ni' for 'night'		
Unusual spelling unrelated to how the word sounds or should look		
No knowledge of patterns in words		
Omitting capital letters and full-stops in extended writing		
Forgetting to write the pronoun 'I' with a capital letter		
Difficulty using capital letters at the start of proper nouns		
Omitting words		
Using incorrect pronouns		
Difficulty showing awareness of tenses (past and present) - 'Yesterday I jumped. Today I jump.'		

**Appendix 6a - Writing: Pupil Record Sheet**

Task 1: Write your name.

\_\_\_\_\_

Task 2: Copy this sentence.  
The quick brown fox jumps over the lazy dog.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task 3: Write the sentence.

\_\_\_\_\_

\_\_\_\_\_

**Appendix 6a - Writing (Option 1): Pupil Record Sheet**

Task 4: Write below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transcription if needed:

\_\_\_\_\_

**Appendix 6a - Writing (Option 2): Pupil Record Sheet**

Task 4: Write below.  
Record time used to complete task (2,3,4,5 minutes): \_\_\_\_\_ Words per minute: \_\_\_\_\_  
minutes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transcription if needed:

\_\_\_\_\_

## Next Steps:

### Target Skill/Expected Outcome Examples

These examples are provided to support teachers when creating appropriate SMART targets with a focus on skills and knowledge outcomes.

They are not prescriptive or exhaustive and should be amended to address the individual pupil's literacy needs.

### Handwriting and Letter Formation

The pupil will be able to (list as appropriate):

- Form the letter(s) \_\_\_\_\_ correctly using cursive/print script
- Form the letters made from 'c' correctly (a, c, d, g, o, q, s)
- Position the letter(s) \_\_\_\_\_ correctly on the line
- Position the ascender(s) \_\_\_\_\_ correctly on the line (b, d, f, h, k, l, t)
- Position the descender(s) \_\_\_\_\_ correctly on the line (g, j, p, q, y)
- Position small letter(s) \_\_\_\_\_ correctly on the line (a, c, e, i, m, n, o, r, s, u, v, w, x, z)
- Write the ascender(s) \_\_\_\_\_ the appropriate size (reaching up to the top line)
- Write the descender(s) \_\_\_\_\_ the correct size (hanging down from the line)
- Write the small letter(s) \_\_\_\_\_ the correct size (e.g. the letter 'm' reaches half way between the two lines)
- Hold the pencil correctly with a tripod grip
- Use appropriate spacing within a word
- Use appropriate spacing between words

### Compositional Skills

Pupil will be able to (list as appropriate):

- Recognise and talk about the features of a sentence
- Talk about their ideas before writing (picture/topic)
- Write their name
- Say each sentence before they write it
- Write a sentence about a picture/topic and then read it back
- Write 1/2/3 sentence(s) about a given picture/topic
- Include descriptive language (e.g. adjectives, adverbs, comparatives)
- Use a capital letter at the start of a sentence and full stop at the end
- Use a capital letter for pronoun 'I'
- Use a capital letter for names/proper nouns
- Spell previously learned HFWs correctly when writing sentences
- Apply learned phonic knowledge on \_\_\_\_\_ in dictation/independent writing (e.g. consonant digraphs, magic-e, w-rules, vowel digraphs, etc.)
- Write a sentence without omitting words
- Use a conjunction to join two sentences (e.g. 'and')
- Show awareness of tenses (past and present) e.g. Yesterday I jumped. Today I jump.
- Plan and organise ideas before \_\_\_\_\_ writing (e.g. recount, narrative, report, procedural, persuasive, etc.)
- Apply the C.O.P.S. proofreading routine or similar, to check for and amend Capitals, Omissions, Punctuation, Spelling

# Condensed Literacy Glossary

## **Alphabet Knowledge**

The ability to recognise, name, and produce the sounds represented by letters in both uppercase and lowercase forms, and to understand their sequence.

## **Blending**

The process of combining individual sounds or sound units to form a word. N.B. There are several research-backed methods for teaching blending, each one with its own merits e.g. Connected phonation (sounding right through the word) or onset & rime.

## **Comprehension**

Understanding and interpreting written text.

## **Decoding**

Translating written symbols into spoken words using letter-sound knowledge.

## **Grapheme**

A letter or a group of letters which represent a single sound.

## **High Frequency Words (HFWs)**

Commonly occurring words in texts, often irregular in spelling.

## **Instructional Reading**

A structured approach to reading that integrates decoding, fluency, vocabulary, and comprehension skills using texts matched to a pupil's current reading level.

## **Morpheme**

The smallest meaningful part of a word e.g. book. A bound morpheme attaches to other morphemes e.g. the -s in books or -ed in walked.

## **Morphemic Knowledge**

The understanding of how words are built from morphemes, which are the smallest unit of meaning in a language.

## **Orthographic Knowledge**

The understanding of how written language works, specifically how letters, spelling patterns, and rules represent spoken words.

## **Phoneme**

The smallest unit of sound in spoken language.

## **Phoneme Deletion**

Removing a phoneme from a word.

## **Phoneme Segmentation**

Breaking a word into its individual phonemes.

## **Phoneme Substitution**

Replacing one phoneme with another to create a new word.

## **Phonics**

Instruction that teaches the relationship between letters and sounds.

### **Phonological Awareness**

The ability to recognise and manipulate the sound structures of spoken language. It includes a range of auditory skills such as identifying words in sentences, syllables, rhymes, and individual phonemes (sounds).

### **Reading Fluency**

Reading with speed, accuracy, and expression.

### **Segmenting**

Breaking words into syllables or phonemes.

### **Syllable**

A unit in spoken language containing a vowel, with or without surrounding consonants.

### **Word Awareness**

Awareness that sentences are separated into words

### **Writing (Independent Writing)**

Composing text using appropriate spelling, grammar, planning and structure.

## **Feedback**

We welcome your suggestions as we work in partnership to further develop this resource. Please scan the QR code to provide your feedback.



[EARLI: Early Assessment for Reading and Literacy Intervention - User Feedback Form](#)

# Section 2: Assessment Record Sheets

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# Assessment Summary Record

Pupil name: \_\_\_\_\_

D.O.B. \_\_\_\_\_

School Name: \_\_\_\_\_

Please print out and complete the required assessor and pupil record sheets. These record sheets may be scanned and submitted as supporting evidence when making a Request for Involvement.

Appendix 1 - Phonological Awareness	Score	Score	Score
Date			
Word Awareness	.../5	.../5	.../5
Syllable Segmenting	.../4	.../4	.../4
Recognising Rhyme	.../4	.../4	.../4
Phoneme Blending	.../4	.../4	.../4
Phoneme Segmenting	.../5	.../5	.../5
Phoneme Deletion	.../5	.../5	.../5
Phoneme Substitution	.../4	.../4	.../4
Comments:			

Appendix 2 - Alphabet Knowledge	Score	Score	Score
Date			
Saying the alphabet	.../26	.../26	.../26
Writing the alphabet	.../26	.../26	.../26
Letter names - lowercase	.../26	.../26	.../26
Letter names - uppercase	.../26	.../26	.../26
Letter sounds	.../26	.../26	.../26
Other phonic code knowledge	.../28	.../28	.../28
Comments:			

Appendix 3 - Phonics: Spelling & Reading	Score *	Score *	Score *
Date			
Spelling	.../...	.../...	.../...
Reading	.../...	.../...	.../...
* Record number of correct responses against number of words administered e.g. 23/33.			
Comments:			

Appendix 4 - High Frequency Words	Score *	Score *	Score *
Date			
HFW Spelling	.../...	.../...	.../...
HFW Reading	.../...	.../...	.../...
* Record number of correct responses against number of words administered e.g. 23/33.			
Comments:			

Appendix 5 - Reading Behaviours, Engagement, Decoding & Comprehension	Date Completed	Date Completed	Date Completed
Focus:			
Comments:			

Appendix 6 - Writing Handwriting & Composition	Date Completed	Date Completed	Date Completed
Focus:			
Comments:			

# Appendix 1 - Phonological Awareness: Assessor Record Sheet

## Word Awareness

**Assessor's Script:** "Listen to this sentence 'the black cat'. It has 3 words: 'the - black - cat'. Listen to this sentence: 'It is sunny.' Can you say it back to me? (wait for response). How many words are in the sentence? (Repeat example if necessary.) Now try these:" (Assessor should read at normal pace.)

Question	Correct Response	✓ or record incorrect response
Happy dog.	2	
The car is red.	4	
The big house.	3	
The dog has four legs.	5	
The house has a big garden.	6	

## Syllable Explanation (if necessary)

"Syllables are the beats in a word. The word 'table' has two beats. Listen: 'table' (tap the syllables as you say the word). Some words have one syllable. Listen: 'cat.' Other words have lots of syllables." (Use further examples if required.)

## Syllable Segmenting

**Assessor's Script:** "Listen to this word: 'carpet.' It has two syllables: 'car-pet' (tap each syllable as you say it, in the first example only). Listen to this word: 'rainbow.' You say 'rainbow' (wait for response). How many syllables are in 'rainbow?' (Repeat example if necessary). Now try these:" (Assessor should say the word at normal pace and not tap out the syllables).

Question	Correct Response	✓ or record incorrect response
cowboy	2	
moon	1	
hospital	3	
afternoon	3	

## Appendix 1 - Phonological Awareness: Assessor Record Sheet

### Recognising Rhyme

**Assessor's Script:** "These words rhyme: cat, bat. They both end with 'at'. Listen again: cat, bat. Do these words rhyme: men, ten? (Repeat example if necessary). Now try these:"

Question	✓ or • for incorrect response
Do these words rhyme - pin, tin?	
Do these words rhyme - car, dog?	
Do these words rhyme - sun, fun?	
Do these words rhyme - red, bag?	

### Phoneme Blending

**Assessor's Script:** "Listen to these sounds: /d/o/g/. When blended together they make the word 'dog'. What word do these sounds make: /b/e/g/? (Repeat example if necessary). Now try these:"

Question	Correct Response	✓ or record incorrect response
When blended, what word do these sounds make - /a/t/	at	
When blended, what word do these sounds make - /r/i/b/	rib	
When blended, what word do these sounds make - /m/u/ch/	much	
When blended, what word do these sounds make - /s/t/o/p/	stop	

### Phoneme Segmenting

**Assessor's Script:** "Listen to this word: 'pot'. It has three sounds: /p/o/t/ (use your fingers or tap the table to illustrate each sound). Listen to this word: 'hat'. You say 'hat' (wait for response). Can you say the sounds in 'hat'? (Repeat example if necessary). Now try these:"

Question	Correct Response	✓ or record incorrect response
it - can you say the sounds in 'it'?	/i/t/	
he - can you say the sounds in 'he'?	/h/ē/	
mug - can you say the sounds in 'mug'?	/m/u/g/	
ship - can you say the sounds in 'ship'?	/sh/i/p/	
glad - can you say the sounds in 'glad'?	/g/l/a/d/	

## Appendix 1 - Phonological Awareness: Assessor Record Sheet

### Phoneme Deletion

**Assessor's Script:** "Now we are going to say what is left of a word when we take one of its sounds away. Listen to this word: 'sat'. You say 'sat' (wait for response). What is 'sat' without the /s/ (assessor says the 's' sound)? (Repeat example if necessary). Now try these:"

Question	Correct Response	✓ or record incorrect response
'Pin': You say 'pin' (wait for response). What is 'pin' without the /p/?	in	
'Mad': You say 'mad' (wait for response). What is 'mad' without the /d/?	ma	
'Rust': You say 'rust' (wait for response). What is 'rust' without the /s/?	rut	
'Frog': You say 'frog' (wait for response). What is 'frog' without the /r/?	fog	
'Strand': You say 'strand' (wait for response). What is 'strand' without the /r/?	stand	

### Phoneme Substitution

**Assessor's Script:** "Now we are going to swap one sound in a word to make a new word. Listen to this word: 'feet'. You say 'feet' (wait for response). Swap the /f/ to /m/. What is the new word? (Repeat example if necessary). Now try these:"

Question	Correct Response	✓ or record incorrect response
Say 'goat'. (wait for response) Swap the /g/ in goat to /b/. What is the new word?	boat	
Say 'mat'. (wait for response) Swap the /t/ in mat to /sh/. What is the new word?	mash	
Say 'beg'. (wait for response) Swap the /ě/ in beg to /ů/. What is the new word?	bug	
Say 'clash'. (wait for response) Swap /l/ in clash to /r/. What is the new word?	crash	

## Appendix 2 - Alphabet Knowledge: Assessor Record Sheet

**Assessor's Script:** "Can you say the alphabet?" (Record response below.)

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

**Assessor's Script:** "Can you write the alphabet?" (Use **Appendix 2a (Section 3)** for Pupil Record Sheet)

**Assessor's Script:** "Say the **name** of the letter I point to." (Use **Appendix 2b (Section 3)** for Pupil Sheet (lowercase) and **Appendix 2c (Section 3)** for Pupil Sheet (uppercase)).

**Guidance - Assessor may wish to laminate Appendix 2b and 2c (Section 3) for repeated use.**

Complete the table below: ✓ or record incorrect response.

Letter	Letter Name Lowercase	Letter Name Uppercase
l		
a		
y		
m		
b		
z		
r		
o		
c		
x		
d		
g		
w		

Letter	Letter Name Lowercase	Letter Name Uppercase
f		
q		
e		
v		
h		
u		
j		
t		
k		
n		
s		
i		
p		

### Notes/Observations:

Unknown letter names:

## Appendix 2 - Alphabet Knowledge: Assessor Record Sheet

**Assessor's Script:** "Say the **sound** for the letter I point to." (Use **Appendix 2b (Section 3)** for Pupil Sheet (lowercase))

Complete the table below: ✓ or record incorrect response.

Letter Sound	✓ or record incorrect response
l	
a	
y	
m	
b	
z	
r	
o	
c	
x	
d	
g	
w	

Letter Sound	✓ or record incorrect response
f	
q	
e	
v	
h	
u	
j	
t	
k	
n	
s	
i	
p	

**Notes/Observations:**

## Appendix 2 - Other Alphabetic Code Knowledge: Assessor Record Sheet

These are some of the main phonic sounds available. Others will be included in each school's phonics scope and sequence.

**Assessor's Script:** "What **sound** do you say when you see these letters (point to each variation)." Note: Where a grapheme represents various sounds, accept any **correct** response e.g. for **ou** acceptable variations include sounds as in **out**, **soul** or **soup**. (Use **Appendix 2d (Section 3)** for Pupil Sheet)

You may wish to laminate **Appendix 2d (Section 3)** for repeated use.

Complete the table below: ✓ or record incorrect response.

Letter	✓ or record incorrect response	Examples and Variations
sh		as in <b>shop</b>
ch		as in <b>chin</b>
th		as in <b>bath</b> or <b>that</b>
wh		as in <b>when</b>
ck		as in <b>back</b>
ar		as in <b>star</b>
or		as in <b>for</b>
er		as in <b>her</b>
ir		as in <b>sir</b>
ur		as in <b>fur</b>
oa		as in <b>boat</b>
ow		as in <b>snow</b> or <b>cow</b>
ee		as in <b>bee</b>
ea		as in <b>eat</b>

Letter	✓ or record incorrect response	Examples and Variations
ou		as in <b>out</b> , <b>soul</b> or <b>soup</b>
ay		as in <b>say</b>
ai		as in <b>rain</b>
aw		as in <b>law</b>
oo		as in <b>bamboo</b>
ue		as in <b>blue</b>
ew		as in <b>new</b> or <b>sew</b>
oe		as in <b>toe</b>
oy		as in <b>boy</b>
oi		as in <b>oil</b>
igh		as in <b>high</b>
ie		as in <b>pie</b> or <b>thief</b>
ey		as in <b>money</b> or <b>they</b>
ei		as in <b>ceiling</b>

### Notes/Observations:

Unknown letter sounds:

## Appendix 3: Phonics: Spelling and Reading - Assessor Record Sheet

(Use **Appendix 3a (Section 3)** for Pupil Record Sheet (Spelling)). Alternatively use your own lined/blank pages.

**Assessor's Spelling Script:** "Write these words. If you are not sure, try to write the letters for the sounds you hear."

Spelling test administration - example word 'am':

- Assessor says - "**Spell am**" (pause)
- Assessor includes the target word within a sentence - "**I am in school**" (pause)
- Assessor repeats the target word - "**am**" before the pupil is expected to spell the word

Follow the above guidance throughout the spelling test.

**FAO Assessor - do not administer the nonsense words (in bold) for spelling.**

Discontinue the spelling assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

(Use **Appendix 3b (Section 3)** for Pupil Sheet (Reading))

**You may wish to laminate Appendix 3b for repeated use.**

**Assessor's Reading Script:** "Read these words. Use the sounds you know to help you. The words in bold are nonsense words, they are not real words." (When the pupil comes to each nonsense word, you may remind them that it is not a real word.)

Discontinue the reading assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

### VC/CVC

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
am	I am in school - am			VC
on	Get on the bus - on			VC
up	Run up the hill - up			VC
kid	You are a nice kid - kid			CVC
bun	Eat the bun - bun			CVC
pen	A red pen - pen			CVC
fox	I see a fox - fox			CVC
wet	Rain is wet - wet			CVC
hugs	He hugs his mum - hugs			CVC and suffix-s
<b>yim</b>				CVC

## Appendix 3 - Phonics: Spelling and Reading - Assessor Record Sheet

### Initial and Final Blends

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
glad	I am glad - glad			Initial Blend
swim	She can swim - swim			Initial Blend
flop	I flop down onto the bed - flop			Initial Blend
drum	The drum is loud - drum			Initial Blend
step	Watch the step - step			Initial Blend
left	Turn left at the corner - left			Final Blend
mask	A scary mask - mask			Final Blend
fact	A fact is true - fact			Final Blend
sulk	Don't sulk - sulk			Final Blend
zelp		N/A		Final Blend

### Consonant Digraphs

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
chin	I hurt my chin - chin			Consonant Digraph
bath	A hot bath - bath			Consonant Digraph
when	When is lunch - when			Consonant Digraph
shut	Shut the door - shut			Consonant Digraph
this	This is an apple - this			Consonant Digraph
lock	Open the lock - lock			Consonant Digraph
thing	What is that thing - thing			Consonant Digraph
cliff	Be careful on the cliff - cliff			Flossy Word
bless	Bless you - bless			Flossy Word
shrell		N/A		Consonant Digraph and Flossy Word

## Appendix 3 - Phonics: Spelling and Reading - Assessor Record Sheet

### VCe and Soft c/g

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
fine	A fine day - fine			VCe and silent e
hope	I hope you feel better - hope			VCe and silent e
cute	The pup is cute - cute			VCe and silent e
blade	The blade is sharp - blade			VCe and silent e
these	These sweets are nice - these			VCe and silent e
strive	I strive to do better - strive			VCe and silent e
spice	Put spice in the curry - spice			Soft c
huge	A huge elephant - huge			Soft g
page	Turn the page - page			Soft g
<b>zibe</b>		N/A		VCe and silent e

### Suffixes and Two Syllables

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
brushes	Wash the brushes - brushes			Suffix -es
filled	I filled my cup - filled			Suffix -ed /d/
helped	I helped my friend - helped			Suffix -ed /t/
rested	She sat and rested - rested			Suffix -ed /id/
camping	We go camping - camping			Suffix -ing
goblin	The goblin is green - goblin			Closed/closed syllable
dentist	My mum is a dentist - dentist			Closed/closed syllable
comic	Read the comic - comic			Closed/closed syllable
silent	Stay silent - silent			Open/closed syllable
<b>bopkin</b>		N/A		Closed/closed syllable

## Appendix 3 - Phonics: Spelling and Reading - Assessor Record Sheet

### Ending Patterns

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
fetch	A dog can fetch - fetch			-tch /ch/
bridge	Cross the bridge - bridge			-dge /j/
kind	They are kind - kind			Long vcc -ind
lucky	You lucky duck - lucky			y /e/
crample		N/A		-ple

### r-Controlled Vowels & W Rules

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
burn	Don't burn yourself - burn			r-controlled - ur /er/
corn	I love corn on the cob - corn			r-controlled - or /or/
dirt	Worms like dirt - dirt			r-controlled - ir /er/
verb	A verb is a 'doing' word - verb			r-controlled - er /er/
sharp	A knife is sharp - sharp			r-controlled - ar /ar/
wash	Wash your hands - wash			W rules wa_
swap	Do you want to swap - swap			W rules wa_
warm	A warm day - warm			W rules war_
worth	What is it worth - worth			W rules wor_
warsk		N/A		W rules war_

## Appendix 3 - Phonics: Spelling and Reading - Assessor Record Sheet

### Long Vowel Digraphs

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
trail	Follow the trail - trail			Long vowel digraphs -ai
zeal	He plays football with zeal - zeal			Long vowel digraphs -ea
groan	Don't moan and groan - groan			Long vowel digraphs -oa
bright	A bright light - bright			Long vowel trigraphs -igh
plue		N/A		Long vowel digraphs -ue

### Other Vowel Digraphs

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
hook	Hang your coat on the hook - hook			Vowel teams -oo /oo/
choose	Choose a book - choose			Vowel teams -oo /u/
fruit	Fruit is sweet - fruit			Vowel teams -ui /u/
taunt	Do not taunt the dog - taunt			Vowel teams -au /aw/
prawl		N/A		Vowel teams -aw /aw/

### Diphthongs

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
point	Point to the picture - point			Diphthongs -oi /oi/
soy	Soy sauce is salty - soy			Diphthongs -oy /oi/
frown	Turn that frown upside down - frown			Diphthongs -ow /ow/
cloud	A cloud in the sky - cloud			Diphthongs -ou /ow/
stoil		N/A		Diphthongs -oi /oi/

## Appendix 3 - Phonics: Spelling and Reading - Assessor Record Sheet

### Silent Letters

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
knife	A knife and fork - knife			Silent letters -kn /n/
wrong	Right and wrong - wrong			Silent letters -wr /r/
thumb	She hurt her thumb - thumb			Silent letters -mb /m/
listen	Listen carefully - listen			Silent letters -st /s/
knisp		N/A		Silent letters -kn /n/

### Suffixes

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
helpless	A kitten is helpless - helpless			Suffix _less
newest	Which is the newest one - newest			Suffix _est
faster	His car is faster - faster			Suffix _er
slightly	It is slightly too big - slightly			Suffix _ly
glissful		N/A		Suffix _ful

### Prefixes

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
unreal	His skills are unreal - unreal			Prefix un_
disagree	We will have to disagree - disagree			Prefix dis_
return	Please return after lunch - return			Prefix re_
predict	I can predict the future - predict			Prefix pre_
dismog		N/A		Prefix dis_

## Appendix 3 - Phonics: Spelling and Reading - Assessor Record Sheet

### Suffix Spelling Changes

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
stopping	The traffic is stopping - stopping			Suffix Spelling Changes
hotter	It is hotter than yesterday - hotter			Suffix Spelling Changes
fried	Dad fried an egg - fried			Suffix Spelling Changes
hoping	I am hoping to go on holiday - hoping			Suffix Spelling Changes
<b>mellied</b>		N/A		Suffix Spelling Changes

### Multisyllabic

Word	Supporting Sentences	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response	Phonics Skill
adventure	Lets have an adventure - adventure			Multisyllabic words
favourite	Blue is my favourite colour - favourite			Multisyllabic words
disagreement	They had a disagreement - disagreement			Multisyllabic words
introduction	The introduction to the story was exciting - introduction			Multisyllabic words
unfampable		N/A		Multisyllabic words

Spelling observations:

Reading observations:

## Appendix 4 - HFW: Assessor Record Sheets

(Use **Appendix 4a (Section 3)** for Pupil Record Sheet (Spelling)). Alternatively use your own lined/blank pages.

**Assessor's Spelling Script:** "Write these words. If you are not sure, try to write the letters for the sounds you hear."

Spelling test administration - example word 'the':

- Assessor says - "**Spell the**" (pause)
- Assessor includes the target word within a sentence - "**The red chair.**" (pause)
- Assessor repeats the target word - "**the**" before the pupil is expected to spell the word

Follow the above guidance throughout the spelling test.

Discontinue the spelling assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

(Use **Appendix 4b (Section 3)** for Pupil Sheet (Reading))

**You may wish to laminate Appendix 4b for repeated use.**

**Assessor's Reading Script:** "Read these words. Use the sounds you know to help you."

You may wish to assess 10-20 words at a time (when assessing reading, the words can be revealed line-by-line if necessary). Work left to right across each row, starting from top to bottom.

Discontinue the reading assessment after 10 non-consecutive errors, or when you have sufficient data to inform intervention.

## Appendix 4 - HFW: 1-20

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
1	<b>the</b>	The red chair - the		
2	and	Bat and ball - and		
3	a	A big box - a		
4	<b>to</b>	I go to the park - to		
5	I	I am happy - I		
6	you	You are good - you		
7	in	I am in class - in		
8	<b>of</b>	A cup of tea - of		
9	it	It is raining - it		
10	he	He is playing - he		
11	is	Jack is happy - is		
12	<b>was</b>	She was glad - was		
13	for	Look for the pencil - for		
14	on	It is on the table - on		
15	that	That was lovely - that		
16	with	I had fun with my friend - with		
17	but	I like oranges but not apples - but		
18	his	His dog is big - his		
19	all	All my friends are here - all		
20	they	They are playing - they		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 21-40

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
21	my	That is my book - my		
22	so	It is raining so bring a coat - so		
23	be	Will you be at the park - be		
24	she	She is my friend - she		
25	up	Look up at the sky - up		
26	at	He is good at football - at		
27	<b>are</b>	They are my friends - are		
28	<b>one</b>	I have one sister - one		
29	<b>said</b>	I said my name - said		
30	<b>what</b>	What is your favourite colour - what		
31	this	This is your book - this		
32	when	When is it break time - when		
33	we	We are late - we		
34	me	Can you help me - me		
35	have	I have two cats - have		
36	as	As quiet as a mouse - as		
37	<b>do</b>	Do you like sweets - do		
38	like	I like to play games - like		
39	out	They went out to the shops - out		
40	can	Can I watch a cartoon - can		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 41-60

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
41	her	Her bag is blue - her		
42	not	It is not snowing - not		
43	then	Work first, then play - then		
44	<b>your</b>	Is this your pencil - your		
45	no	No thank you - no		
46	<b>there</b>	There are so many sweets - there		
47	day	It rained all day - day		
48	just	I just want one slice of cake - just		
49	it's	It's almost time to go home - it's		
50	see	Did you see the bird - see		
51	little	The little dog barked - little		
52	time	Is it time for dinner - time		
53	<b>from</b>	The gift is from my friend - from		
54	had	I had an apple - had		
55	now	Now we will tidy up - now		
56	will	I will finish reading the book - will		
57	I'm	I'm very good at drawing - I'm		
58	go	I have to go home - go		
59	<b>were</b>	They were happy - were		
60	too	It's too hot - too		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 61-80

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
61	them	I saw them yesterday - them		
62	him	She sat beside him - him		
63	some	She would like some cake - some		
64	big	I have a big sister - big		
65	get	Get your coat - get		
66	if	If you are finished, you can go - if		
67	good	They are good at football - good		
68	don't	Don't make a mess - don't		
69	down	Run down the hill - down		
70	by	I did that by myself - by		
71	how	How do you do this - how		
72	know	I know how to play that game - know		
73	an	I would like an orange - an		
74	oh	Oh! That is a lovely picture - oh		
75	more	Can I have more potatoes - more		
76	<b>their</b>	Their bags are on the floor - their		
77	<b>could</b>	I could read all the words - could		
78	<b>about</b>	We talked about our pets - about		
79	back	I hurt my back - back		
80	<b>who</b>	Who owns this bag - who		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 81-100

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
81	or	Is the water hot or cold - or		
82	make	I can make buns - make		
83	<b>into</b>	Go into the classroom - into		
84	look	Look at the birds - look		
85	<b>very</b>	I am very tired - very		
86	<b>would</b>	Would you like some juice - would		
87	right	It was the right answer - right		
88	here	Here is my homework - here		
89	love	I love reading - love		
90	way	Do you know the way - way		
91	night	It is dark at night - night		
92	did	Did you finish your work - did		
93	new	Her new shoes are red - new		
94	come	Come over here - come		
95	our	Our classroom is big - our		
96	<b>two</b>	We have two dogs - two		
97	want	I want to play outside - want		
98	made	She made chocolate cake - made		
99	over	He lives over there - over		
100	around	Look around for the lost pen - around		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 101-120

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
101	even	I go outside even when it's cold - even		
102	away	Put the book away - away		
103	help	Help your friends - help		
104	has	Has he got his bag - has		
105	home	It is home time - home		
106	that's	That's a nice hat - that's		
107	off	Take your shoes off - off		
108	got	I got a present - got		
109	us	Take us to the park, please - us		
110	<b>where</b>	Where is the pencil - where		
111	think	I think I know - think		
112	first	I came first in the race - first		
113	<b>through</b>	The train went through a tunnel - through		
114	went	I went to the park - went		
115	<b>friends</b>	It is fun to play with friends - friends		
116	things	Put your things away - things		
117	play	I can play football - play		
118	take	Take a break - take		
119	never	Never cross the road without looking - never		
120	<b>other</b>	Let's take the other train - other		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:121-140

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
121	didn't	I didn't know that - didn't		
122	after	The dog ran after the cat - after		
123	well	Get water from the well - well		
124	next	You go next - next		
125	say	Say your name - say		
126	<b>something</b>	Eat something when you're hungry - something		
127	why	Why did you do that - why		
128	<b>because</b>	It was wet because it rained - because		
129	find	Find your coat - find		
130	before	Wash your hands before you eat - before		
131	you're	You're a good friend - you're		
132	<b>again</b>	Try the sum again - again		
133	fun	I had fun at the park - fun		
134	<b>always</b>	Always say thank you - always		
135	long	She had long hair - long		
136	came	I came back early - came		
137	let's	Let's be friends - let's		
138	going	We are going home - going		
139	I'll	I'll get it for you - I'll		
140	much	How much is it - much		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 141-160

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
141	still	Stand still - still		
142	thought	I thought about it - thought		
143	three	I saw three birds - three		
144	<b>people</b>	There were a lot of people - people		
145	old	The tree was old - old		
146	every	Brush your teeth every day - every		
147	happy	They were happy - happy		
148	really	I really like chocolate - really		
149	<b>everyone</b>	Come inside, everyone - everyone		
150	house	The house was big - house		
151	can't	I can't drive a car - can't		
152	<b>looked</b>	The puppy looked cute - looked		
153	best	Try your best - best		
154	<b>eyes</b>	She has blue eyes - eyes		
155	head	Nod your head - head		
156	need	I need a rest - need		
157	only	There is only one sweet - only		
158	put	Put your hand up - put		
159	saw	I saw the dog - saw		
160	<b>together</b>	Join the pieces together - together		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:161-180

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
161	each	Give each person a pencil - each		
162	great	Their costumes looked great - great		
163	<b>says</b>	The sign says no running - says		
164	red	The apple is red - red		
165	give	Give it to me - give		
166	<b>many</b>	I have many books - many		
167	found	I found a coin in the street - found		
168	eat	I eat breakfast every morning - eat		
169	asked	He asked a question - asked		
170	than	I am taller than you - than		
171	while	This could take a while - while		
172	feel	I feel happy - feel		
173	<b>school</b>	I go to school every day - school		
174	soon	I'll be home soon - soon		
175	called	She called my name - called		
176	am	I am sad - am		
177	mum	Mum was working - mum		
178	morning	It is a cold morning - morning		
179	tree	The tree is tall - tree		
180	last	He was last in the race - last		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:181-200

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
181	dad	My dad plays tennis - dad		
182	took	I took the box downstairs - took		
183	bed	I sleep in my bed - bed		
184	friend	She is a good friend - friend		
185	inside	He went inside - inside		
186	ever	Have you ever played football - ever		
187	<b>been</b>	I have been to the shop - been		
188	<b>sure</b>	Yes, I am sure - sure		
189	<b>there's</b>	There's been a mistake - there's		
190	<b>today</b>	Today is Friday - today		
191	<b>does</b>	She does not like it - does		
192	started	It started to rain - started		
193	let	Let the dog out - let		
194	green	The grass is green - green		
195	tell	Tell me a story - tell		
196	<b>door</b>	Open the door - door		
197	maybe	Maybe it will rain - maybe		
198	he's	He's funny - he's		
199	small	A baby is small - small		
200	<b>told</b>	I told my friend the news - told		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:201-220

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
201	please	Saying please is polite - please		
202	yes	The answer is yes - yes		
203	<b>wanted</b>	She wanted to leave - wanted		
204	world	I'd like to travel the world - world		
205	wait	I will wait for you - wait		
206	thing	Take one thing from the box - thing		
207	work	I do my school work - work		
208	hard	Concrete is hard - hard		
209	blue	The sky is blue - blue		
210	<b>should</b>	That should fix it - should		
211	until	She waited until he left - until		
212	ready	I got ready for school - ready		
213	water	Water the plants - water		
214	left	He left home early - left		
215	gave	He gave me a sweet - gave		
216	family	There are five people in my family - family		
217	stop	Stop talking, everyone - stop		
218	must	You must brush your teeth - must		
219	better	The other team was better - better		
220	knew	I knew the answer - knew		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW: 221-240

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
221	thank	Thank you for the flowers - thank		
222	<b>once</b>	I broke my arm once - once		
223	room	I share my room with my sister - room		
224	place	Is this the right place - place		
225	bear	I thought I saw a bear - bear		
226	<b>another</b>	Can I have another crisp - another		
227	hear	I can hear the bells - hear		
228	these	Use these crayons - these		
229	sleep	Go to sleep - sleep		
230	ran	She ran in the race - ran		
231	high	The mountain was high - high		
232	try	Try your best - try		
233	keep	Keep milk in the fridge - keep		
234	most	Most people like chocolate - most		
235	those	Those are my gloves - those		
236	wasn't	It wasn't raining - wasn't		
237	<b>any</b>	Have you any tissues - any		
238	sky	The sky is blue - sky		
239	boy	The boy played with the dog - boy		
240	face	A clown has a funny face - face		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:241-260

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
241	heard	I heard the birds singing - heard		
242	<b>book</b>	I read my book - book		
243	snow	Snow is white - snow		
244	<b>heart</b>	Draw a heart on the card - heart		
245	being	The clown was being silly - being		
246	white	Put on your white shirt - white		
247	sun	The sun was shining - sun		
248	nice	It was a nice day - nice		
249	okay	The movie was okay - okay		
250	cried	The baby cried - cried		
251	<b>sometimes</b>	Sometimes it is sunny - sometimes		
252	<b>four</b>	Four is less than six - four		
253	own	I own a red hat - own		
254	<b>couldn't</b>	He couldn't find the coin - couldn't		
255	name	What is your name - name		
256	<b>favourite</b>	My favourite colour is blue - favourite		
257	fly	A bird can fly - fly		
258	dog	The dog barked - dog		
259	year	Every year has four seasons - year		
260	might	I might be able to help - might		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:261-280

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
261	feet	Wear shoes on your feet - feet		
262	baby	A baby dog is a pup - baby		
263	outside	It is cold outside - outside		
264	<b>mother</b>	Her mother was tall - mother		
265	run	I can run fast - run		
266	turn	Turn the TV on - turn		
267	everything	Put everything in the box - everything		
268	<b>also</b>	I also like cats - also		
269	I've	I've to go to school - I've		
270	<b>looks</b>	He looks like his dad - looks		
271	makes	Glitter makes things sparkle - makes		
272	bad	The weather was bad - bad		
273	under	It is under the table - under		
274	tried	I tried my best - tried		
275	light	The light is on - light		
276	<b>special</b>	Birthdays are special days - special		
277	stay	I will stay in the hotel - stay		
278	end	The end of the book was exciting - end		
279	story	Tell me a story - story		
280	man	The man was in the car - man		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 4 - HFW:281-300

Frequency Rank	Word	Example Phrase	Spelling ✓ or •	Reading ✓ if correct or record the incorrect response
281	began	I began to run - began		
282	along	Walk along the pavement - along		
283	<b>looking</b>	Stop looking out the window - looking		
284	job	My job is fun - job		
285	days	There are seven days in a week - days		
286	ask	Ask a question - ask		
287	top	Climb to the top - top		
288	you'll	You'll learn new things - you'll		
289	<b>beautiful</b>	The picture was beautiful - beautiful		
290	life	Life is busy - life		
291	<b>what's</b>	What's wrong with the car - what's		
292	which	Which one do you prefer - which		
293	children	The children are playing - children		
294	<b>Mr.</b>	Mr. Brown went home - Mr.		
295	kind	Be kind to everyone - kind		
296	full	The cup was full up - full		
297	felt	She felt happy - felt		
298	read	I read a book - read		
299	<b>done</b>	They have done the work - done		
300	fast	The car went fast - fast		

**Observations** (spells automatically, spells phonetically, letter transpositions, vowel mix-up, read on sight, uses sounds to read, reads a word that looks similar etc.)

## Appendix 5 - Reading: Assessor Record Sheet & Checklist

Instruction: Use an **unseen text** at the pupil's current reading level and/or your knowledge of the pupil's daily reading behaviours to consider the following:

### Reading Behaviours

Pupil displays evidence of:	Yes	No	Comment
Inventive text reading (pupil makes up the story because they cannot read the words)			
Difficulty identifying familiar words when reading			
Difficulty tracking accurately as they read (e.g. word by word, line by line)			
Mispronunciations (e.g. "clud" for 'cloud': non-word for a real word)			
Substitutions (e.g. "place" for 'palace': real word for a real word)			
Refusals (pupil makes no attempt to read the word)			
Additions (pupil inserts a word or part of a word)			
Omissions (pupil leaves out part of a word, a word, a line or section of text)			
Word Reversals (e.g. "saw" for 'was', "no" for 'on')			
Confusion of similar letters (e.g. b/d, f/t, p/q, s/z etc.)			
Repetitions (e.g. repeats a word, line or section of text)			
Hesitation and/or disregard of punctuation which impacts reading for meaning			
Difficulty self-correcting and reading independently			

## Appendix 5 - Reading: Assessor Record Sheet & Checklist

### Engagement

Pupil displays evidence of:	Yes	No	Comment
Difficulty taking an active interest and pleasure in stories and books (e.g. independently selecting texts from the reading corner/class library to explore, or keen to share books)			
Talking about what has been read and saying what they discovered and enjoyed			
Difficulty connecting what they have read with previous reading and events in their own life			

### Reading/Decoding Skills

Pupil displays evidence of:	Yes	No	Comment
Difficulties sounding and blending 'known' graphemes (letters) as they read to decode unfamiliar words			
Difficulty using different strategies/phonological units to decode (e.g. onset-rime*, body-coda*, successive blending* & connected phonation*)			
Difficulty using syntax (e.g. word order) to support self-checking when reading			
Difficulty using the story setting and context (semantic knowledge) to support self-checking when reading			
Difficulty reading previously learned HFWs when they appear in context			
Difficulty applying knowledge of syllables to decode multisyllabic words			
Difficulty identifying common prefixes and suffixes (e.g. dis_, un_, _s, _ing, _ed, _ful) to support decoding and word recognition			
Difficulty reading and explaining contractions (e.g. it's, I've, don't)			
Difficulty reading words that have been modified by spelling rules (e.g. cries, leaves, hugged, hurried)			

## Appendix 5 - Reading: Assessor Record Sheet & Checklist

### \*Decoding/Blending Strategies:

**Onset-rime blending** - /c/ (onset), /at/ (rime) /c/ /at/

**Body-coda blending** - /ca/ (body), /t/ (coda) /ca/ /t/

**Successive blending** - decoding as one moves through a word rather than after saying all the sounds e.g. /f/.../fr/.../fro/...frog/

**Connected phonation** - a method of decoding that starts with a continuous sound (/s/, /m/, /n/, /l/, /v/, /z/, /f/, /y/, /r/, /w/) e.g. sssssssuuuuuuuuunnnnnnnn (sun)

### Comprehension of Text:

Pupil displays evidence of:	Yes	No	Comment
Better aural comprehension than reading comprehension			

### Prediction

Pupil displays evidence of:	Yes	No	Comment
Difficulty making reasonable predictions before reading based on front cover/walkthrough (e.g. what do you think this story/book is about?)			
Difficulty making reasonable predictions when listening to a story (e.g. what might happen next?)			
Difficulty making predictions and justifying them using evidence from the text			

### Sequencing

Pupil displays evidence of:	Yes	No	Comment
Difficulty orally sequencing the Beginning - Middle - End of a story/poem using pictures and/or sentences as appropriate			
Difficulty orally retelling and sequencing stories, including some key details, for example, "First; Next; Finally..."			

## Appendix 5 - Reading: Assessor Record Sheet & Checklist

### Question Response

Pupil displays evidence of:	Yes	No	Comment
Difficulty orally answering questions about what has been read (e.g. who, what, where, when, why, how) using pictures and/or sentences as appropriate			
Difficulty asking questions about what has been read during and after reading			
Difficulty recalling facts stated in the text (e.g. characters' names)			
Difficulty locating evidence from the text to justify answers			
Difficulty giving opinions and justifying them using evidence from the text			
Difficulty identifying cause and effect i.e. understanding the relationships between events in the text			

### Summarising

Pupil displays evidence of:	Yes	No	Comment
Difficulty summarising the main events/facts contained in a text they have read			
Difficulty identifying the main idea of a paragraph			
Difficulty identifying and highlighting key vocabulary and key points in the text			

## Appendix 5 - Reading: Assessor Record Sheet & Checklist

### Vocabulary Development

Pupil displays evidence of:	Yes	No	Comment
Difficulty using basic vocabulary to accurately name everyday items			
Difficulty using words and phrases in conversation acquired through reading, being read to and life experiences (e.g. vocabulary from topic work, field trip, etc.)			
Difficulty using context and syntax to infer the meaning of unknown words in the text (e.g. the meaning of 'enormous' in a sentence)			
Difficulty using extended vocabulary when discussing text and retelling stories (e.g. adjectives, adverbs, synonyms)			
Difficulty understanding more complex words and applying this knowledge when reading for meaning			
Difficulty applying knowledge of more complex words acquired through reading in independent writing (e.g. instead of 'delicious dinner' uses 'nice')			

If there are concerns about a pupil's language development which may require investigation, please see [EA Language & Communication: Guidance and Resources](#).

## Appendix 6 - Writing: Assessor Reference Sheet

(Use **Appendix 6a (Section 3)** for Pupil Record Sheet)

### Task 1: Name writing

**Assessor's Script:** "Write your name on the line."

### Task 2: Copying a written sentence

**Assessor's Script:** (Point to the sentence in bold on the Pupil Record Sheet.) "This sentence says, 'The quick brown fox jumps over the lazy dog.' Now, read it with me 'The quick brown fox jumps over the lazy dog.' Copy the sentence underneath."

### Task 3: Dictation

**Assessor's Script:** "Listen to this sentence: 'I pet Sam the dog.' You say the sentence (wait for response). I am going to say the sentence again: 'I pet Sam the dog.' Now write the sentence as best as you can."

(Give the sentence in parts if required. Offer no other support.)

### Task 4: Independent writing

Consider your pupil: select an appropriate option below. In both options, assessor to use observation and professional judgement to decide when the most appropriate stop time should be applied.

#### Option 1: For younger pupils

Write about a topic such as a day out or playing at the park.

**Assessor's Script:** "I'd like you to write about... Let's talk about it first."

"Now read what you have written to me." (Assessor transcribes if required.)

#### Option 2: For older pupils (2-5 minutes) Use a timer for this task

**Assessor's Script:** "Now you are going to do some writing for 2,3,4 or 5 minutes. What would you like to write about? Don't worry about spelling, write the words you want to use, I will know what you are trying to tell me." (Prompt topics if required and briefly discuss selected topic with the pupil.)

"Now read what you have written to me." (Assessor transcribes if required.)

## Appendix 6 - Writing: Assessor Record Sheet

Pupil displays evidence of:	Yes	No
Difficulty using correct letter formation		
Difficulty using correct letter size and position		
Difficulty using appropriate spacing within and between words		
Difficulty writing their name correctly		
Difficulty copying a modelled sentence correctly		
Writing an unreadable jumble of letters		
Difficulty writing one sentence using a capital letter and a full stop		
Difficulty writing more than one sentence		
Difficulty spelling previously learned HFWs correctly		
Phonetic spelling of irregular words (e.g. 'sed' for 'said')		
Confusing the short vowel sound when spelling decodable words (e.g. 'bot' for 'but')		
Incorrect spelling choices, 'mi' for 'my' or 'nit' for 'night'		
Unusual spelling unrelated to how the word sounds or should look		
No knowledge of patterns in words		
Omitting capital letters and full-stops in extended writing		
Forgetting to write the pronoun 'I' with a capital letter		
Difficulty using capital letters at the start of proper nouns		
Omitting words		
Using incorrect pronouns		
Difficulty showing awareness of tenses (past and present) - Yesterday I jumped. Today I jump.		

## Appendix 6 - Writing: Assessor Record Sheet

Pupil displays evidence of:	Yes	No
No/limited use of expressive language		
Difficulty organising their ideas on the page		
Difficulty writing at an appropriate speed and completing written activities		

Blank page

# **Section 3: Assessment Resources and Pupil Record Sheets**

## Appendix 2a - Alphabet Knowledge: Pupil Record Sheet

Write the alphabet

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# Appendix 2b - Alphabet Knowledge: Pupil Sheet (lowercase)

Please consider laminating this page for repeated use.

Work left to right across each row, starting from top to bottom.

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

Please adjust the q, l and t if required

# Appendix 2c - Alphabet Knowledge: Pupil Sheet (uppercase)

Please consider laminating this page for repeated use.

Work left to right across each row, starting from top to bottom.

L	A	Y	M	B
---	---	---	---	---

Z	R	O	C	X
---	---	---	---	---

D	G	W	F	Q
---	---	---	---	---

E	V	H	U	J
---	---	---	---	---

T	K	N	S	I
---	---	---	---	---

P
---

## Appendix 2d - Other Alphabetic Code Knowledge: Pupil Sheet

Please consider laminating this page for repeated use.

Work left to right across each row, starting from top to bottom.

sh	ch	th	wh	ck
ar	or	er	ir	ur
oa	ow	ee	ea	ou
ay	ai	aw	oo	ue
ew	oe	oy	oi	igh
ie	ey	ei		

# Appendix 3a - Phonics: Spelling - Pupil Record Sheet


# Appendix 3a - Phonics: Spelling - Pupil Record Sheet


# Appendix 3a - Phonics: Spelling - Pupil Record Sheet


# Appendix 3a - Phonics: Spelling - Pupil Record Sheet


## Appendix 3a - Phonics: Spelling - Pupil Record Sheet


## Appendix 3b - Phonics: Reading - Pupil Sheet

Please consider laminating this page for repeated use.

am

on

up

kid

bun

pen

fox

wet

hugs

**yim**

glad

swim

flop

drum

step

left

mask

fact

sulk

**zelp**

chin

bath

when

shut

this

lock

thing

cliff

bless

**shrell**

fine

hope

cute

blade

these

strive

spice

huge

page

**zibe**

brushes

filled

helped

rested

camping

goblin

dentist

comic

silent

**bopkin**

## Appendix 3b - Phonics: Reading - Pupil Sheet

Please consider laminating this page for repeated use.

fetch

bridge

kind

lucky

**crample**

burn

corn

dirt

verb

sharp

wash

swap

warm

worth

**warsk**

trail

zeal

groan

bright

**plue**

hook

choose

fruit

taunt

**prawl**

point

soy

frown

cloud

**stoil**

knife

wrong

thumb

listen

**knisp**

## Appendix 3b - Phonics: Reading - Pupil Sheet

Please consider laminating this page for repeated use.

helpless

newest

faster

slightly

**glissful**

unreal

disagree

return

predict

**dismog**

stopping

hotter

fried

hoping

**mellied**

adventure

favourite

disagreement

introduction

**unfampable**

## Appendix 4a - HFW (Spelling): Pupil Record Sheets

### HFW 1-20 (Spelling)


## Appendix 4a -HFW 21-40 (Spelling)


## Appendix 4a - HFW 41-60 (Spelling)


## Appendix 4a - HFW 61-80 (Spelling)


## Appendix 4a - HFW 81-100 (Spelling)


## Appendix 4a - HFW 101-120 (Spelling)


## Appendix 4a - HFW 121-140 (Spelling)


## Appendix 4a - HFW 141-160 (Spelling)


## Appendix 4a - HFW 161-180 (Spelling)


## Appendix 4a - HFW 181-200 (Spelling)


## Appendix 4a - HFW 201-220 (Spelling)


## Appendix 4a - HFW 221-240 (Spelling)


## Appendix 4a - HFW 241-260 (Spelling)

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## Appendix 4a - HFW 261-280 (Spelling)


## Appendix 4a - HFW 281-300 (Spelling)


## Appendix 4b - HFW (Reading): Pupil Sheets

### HFW 1-50 (Reading)

Please consider laminating this page for repeated use.

the	and	a	to	I
you	in	of	it	he

is	was	for	on	that
with	but	his	all	they

my	so	be	she	up
at	are	one	said	what

this	when	we	me	have
as	do	like	out	can

her	not	then	your	no
there	day	just	it's	see

## Appendix 4b - HFW 51-100 (Reading)

Please consider laminating this page for repeated use.

little      time      from      had      now

will      I'm      go      were      too

them      him      some      big      get

if      good      don't      down      by

how      know      an      oh      more

their      could      about      back      who

or      make      into      look      very

would      right      here      love      way

night      did      new      come      our

two      want      made      over      around

## Appendix 4b - HFW 101-150 (Reading)

Please consider laminating this page for repeated use.

even      away      help      has      home

that's      off      got      us      where

think      first      through      went      friends

things      play      take      never      other

didn't      after      well      next      say

something      why      because      find      before

you're      again      fun      always      long

came      let's      going      I'll      much

still      thought      three      people      old

every      happy      really      everyone      house

## Appendix 4b - HFW 151-200 (Reading)

Please consider laminating this page for repeated use.

can't

looked

best

eyes

head

need

only

put

saw

together

each

great

says

red

give

many

found

eat

asked

than

while

feel

school

soon

called

am

mum

morning

tree

last

dad

took

bed

friend

inside

ever

been

sure

there's

today

does

started

let

green

tell

door

maybe

he's

small

told

## Appendix 4b - HFW 201-250 (Reading)

Please consider laminating this page for repeated use.

please

yes

wanted

world

wait

thing

work

hard

blue

should

until

ready

water

left

gave

family

stop

must

better

knew

thank

once

room

place

bear

another

hear

these

sleep

ran

high

try

keep

most

those

wasn't

any

sky

boy

face

heard

book

snow

heart

being

white

sun

nice

okay

cried

## Appendix 4b - HFW 251-300 (Reading)

Please consider laminating this page for repeated use.

sometimes      four      own      couldn't      name

favourite      fly      dog      year      might

feet      baby      outside      mother      run

turn      everything      also      I've      looks

makes      bad      under      tried      light

special      stay      end      story      man

began      along      looking      job      days

ask      top      you'll      beautiful      life

what's      which      children      Mr.      kind

full      felt      read      done      fast

## Appendix 6a - Writing: Pupil Record Sheet

Task 1: Write your name.

---

Task 2: Copy this sentence.

The quick brown fox jumps over the lazy dog.

---

---

---

Task 3: Write the sentence.

---

---

## Appendix 6a - Writing (Option 1): Pupil Record Sheet

Task 4: Write below.

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Transcription if needed:

