Reading and Spelling assessment

Reading assessment: Ask the child to say the sounds for the graphemes down the left column, followed by reading the columns of words – short words first. Some graphemes represent different sounds so you may want to ask the child to look at the words to work out what sound the grapheme represents.

Name, date and annotate a second copy of the assessment for record-keeping. Stop the test as necessary. Repeat at a later date and date and annotate the record-copy with a different coloured pen to note progress.

Note that some obscure words are used in preference to using any non-words. Whilst children may not know what some of the words mean, they can still attempt to read them. Many children may automatically ask you what the unknown words mean.

Spelling assessment: Say the sounds of the graphemes and/or the list of words yourself – short words first. Provide the focus word in the context of a simple spoken sentence if the meaning is ambiguous. The children can write the graphemes and words on dated paper to note both spelling ability and scores for individual and whole-class record-keeping. Spelling is a harder skill and the use of the tests for spelling may fall behind the use for reading assessment.

Stage 1+

Books 1 & 2

- Fold the child’s copy back to reveal the focus column.
- Read down the columns – graphemes first, then short words, medium length words and longer words.
- Name, date and annotate a second record-keeping copy.

Name: Date: Age:

Say the sounds Short words Medium length words Longer words

Score: /8 Score: /6 Score: /6 Score: /6

EYFSP = CLL: Linking sounds and letters 6: Blends sounds in words
EYFSP = CLL: Linking sounds and letters 7: Uses phonic knowledge to read simple regular words

Score: /16 Score: /16 Score: /16 Score: /16

EYFSP = CLL: Linking sounds and letters 6: Blends sounds in words
EYFSP = CLL: Linking sounds and letters 7: Uses phonic knowledge to read simple regular words
a rat in a hat

The hen hops and pecks in the mud.

a big bug

Big bug begs the duck and the hen not to peck.

a fat cat in the fog

A fat frog pops in the pond.

huff and puff

The big man huffs and puffs at the stuff.

The cat licks the milk.

Flick, flack, flop! The plump frogs flick into the pond.

Tom can go up the hill with Bell.

I sit still and the frogs plop into the millpond.

In the middle of the bottle is a little bug.

Nibble nibble, tickle tickle, wiggle wiggle – the insects nip and nibble.

Tess got a big kiss.

No Tess, the dress is a mess!
Stage 2

Jess and Jill get on a jet.

Jack stuffs a jam bun in his jacket.

Val is a vet and she has a lot of pets.

Vic has a big red van and a red vest.

If the wet dog wags, we will get wet.

Will got on a bus and went west.

The fox is in a fix as the ox is on his box.

The fox and the ox trod on the big black box.

Yes, you can go to see the yak.

The big yak’s yells will not stop!

Zap the zig-zag bug!

Chip went to see Zig-zag and Zip, the zebras.

Six bugs zip and zap, and they fuzz and buzz!

It was a big buzz, fizz, fizzle and fuss at the back of the bus.

Quick! The duck can quack and peck!

She was quick but she quit the quiz.
Chip had chips to munch on at lunch.

Chop up all the logs and get the chicks’ lunch, then you can chomp and munch the lunch.

She shuts the shell and she has her wish.

We must get off the ship and collect shells to sell in the fish shop.

They got a cloth that was thick not thin.

I must get that thick cloth to mop up this froth.

The King can sing and the bells go ding-dong.

Bring me a ring and I will sing to the King.

We all jog along the bridge.

Stand on the bridge and judge as the frogs jump into the pond.

He lives in a big red van.

The vets have lost a van. Can you help them to solve the problem?

When will Biff get a wish?

When shall I whisk and whizz up the eggs?

He has six ducks that live in six shacks.

If they spot a fox, the ducks give six quacks, then we dash in and the fox backs off!
The rabbit had lunch in his hutch.

A batch of chicks hatch, then they scratch at a patch of bugs.

I think I have a posh pink ring that fits me.

The King flings his drink and bangs on the gong!

The maid was paid to fix the main sail.

The snail left a trail from the pail to the drain.

The bus had funny wheels and silly kids in the back.

The wonky tree is tall and green.

“Why are we up so high?” I sigh.

Wilma can see a moth in the night sky.

The toad sat in a boat on the moat by the big oak.

If you moan and groan you will frighten the toad in the road.
The cook took a book to look up a good dish to cook.

The crook took the books and then he hid them in his hood.

Let us go soon and zoom to the moon on a balloon.

The foolish baboon took my spoon at the zoo.

The dog barks and the cat darts in alarm to Bart’s garden.

I will fly my car up to a star and then zoom to the moon.

My red top was worn and torn!

The short storm frightens the stork off.

It is my turn to hurl the hoop to Burt.

The turnip is stuck! It might get too big and burst!

The cow and the owl are down by the big oak.

Do not frown at the clown as he showers the crowd with flowers.

Join in and dig the soil with us.

Do not be a spoilsport. Join in. We need you!

Do not fear. I can hear Mum and Dad near.

Chip smears jam on Dad’s silly beard and big ears!
Wilma sits on a chair with a pair of ribbons in her hair.

Will you go up the stairs and get me a pair of boots?

This dinner is better than the silly supper we had.

My mum and sister are clever with numbers and I am a better singer than my dad.

Her herbs are good with dinner.

This advert alerts us to the big shop on the corner.

Rescue the burger that is on the barbeque or it will burn.

I value this statue as I think it is perfect!

Is the story true, Sue?

The glue was a clue that the blue statue had been stuck back together by Sue.

I think we can capture the fun we had with a picture.

My adventure was a mixture of fun and pure fear.