

Foundation Early Reading Profile: Tracking the emergence of early decoding and word reading

Name of Student _____

School Year _____

Administered by _____

Date Tested _____

Single Word Reading

Instructions: "Read the following words. They begin easy and gradually get more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed	
at	it	in	is	on	____/5 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading	
Exercise 2: CVC Words (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed	
pin	tap	sit	hat	kit	____/10 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other	
net	run	jog	gum	win			
Exercise 3: CVC Words With Early Stage 1 Phonics (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed	
shop	chin	that	shed	rich	____/20 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other	
rash	thin	thick	much	them			
moon	hook	feed	weed	luck			
took	queen	shoot	when	quit			
Exercise 4: CCVC and CVCC Words (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed	
skip	smell	trip	slip	glad	____/10 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other	
sank	wink	camp	held	gold			
Exercise 5: Words With Late Stage 1 Phonics (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed	
sport	away	never	spark	train	____/10 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other	
faint	under	sharp	noise	enjoy			
Exercise 6: Stage 2 Words (Refer to Stimulus Sheet 5)						Accuracy	
strap	shrunk	splint	scrap	thirty	scream	tie	____/20 = ____%
nurse	toadstool	scorch	ground	pillow	knife	clue	
slippers	saw	blew	dusty	flower	smoke		
Exercise 7: Stage 3 Words (Refer to Stimulus Sheet 5)						Accuracy	
ignore	frighten	cringe	pledge	struggle	career	emotion	____/20 = ____%
doubt	breakfast	actor	photograph	scratch	quench	cupboard	
tasty	kidney	replace	beneath	anyone	parent		

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

- i.) Is the letter naming (rather than alphabet sounds) complicating decoding efforts? Yes No
- ii.) Is phonic knowledge limiting decoding/reading performance? Yes No
- iii.) Is the student experiencing difficulties blending while decoding? Yes No

Note: the exercise at which the student's speed of processing increases (i.e they slow down when reading) as this can be a point of difficulty.

Notes

“Read the following words. They begin easy and gradually become more difficult. I will tell you when to stop.”

Exercise 1: VC Words

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Exercise 4: CCVC and CVCC Words

skip smell trip slip glad

sank wink camp held gold

Exercise 5: Words With Late Stage 1 Phonics

sport away never spark train

faint under sharp noise enjoy

Early Reading Profile - Stimulus Sheet 5

Exercise 6: Stage 2 Words

strap shrunk splint scrap thirty

scream tie nurse toadstool scorch

ground pillow knife clue slippers

saw blew dusty flower smoke

Exercise 7: Stage 3 Words

ignore frighten cringe pledge

struggle career emotion doubt

breakfast actor photograph scratch

quench cupboard tasty kidney

replace beneath anyone parent