

# Difficulty Acquiring Stage 1 Target 1 (CVC Words)

## Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

pin	tap	sit	hat	kit	Accuracy _____/10  = _____%	Reading Strategies Observed <input type="checkbox"/> blending each letter (E.g. "p/i/n") <input type="checkbox"/> onset & rime reading (E.g. "p/in") <input type="checkbox"/> whole word reading (E.g. "pin")
net	run	lot	gum	win		

### Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

## Exercise 2: Spelling Single Words Instructions: "Spell the following words."

1. pat	2. red	3. fin	4. jet	5. top	Score _____/5 = ____%
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### Negative Observations

- i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No
- ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No

**Present the following only if students experience difficulty with the above tasks**

The following subtests aim to identify the basis of the difficulties.

## Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word \_\_\_\_\_."

m (1 sec pause) u (1 sec pause) g = <input type="checkbox"/>	f (1 sec pause) a (1 sec pause) t = <input type="checkbox"/>	b (1 sec pause) e (1 sec pause) d = <input type="checkbox"/>
t (1 sec pause) a (1 sec pause) p = <input type="checkbox"/>	f (1 sec pause) i (1 sec pause) t = <input type="checkbox"/>	Score _____/5 = ____%

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

- i.) Was the task presented with short pauses between sounds? ☐ Yes ☐ No
- ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
- iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- iv.) Did the task appear difficult? ☐ Yes ☐ No
- v.) Other

## Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"

top <input type="checkbox"/> Sounded t-o-p <input type="checkbox"/> Other	lid <input type="checkbox"/> Sounded l-i-d <input type="checkbox"/> Other	web <input type="checkbox"/> Sounded w-e-b <input type="checkbox"/> Other
bug <input type="checkbox"/> Sounded b-u-g <input type="checkbox"/> Other	rag <input type="checkbox"/> Sounded r-a-g <input type="checkbox"/> Other	Score _____/5 = ____%

### Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No
- ii.) Did the task appear difficult? ☐ Yes ☐ No
- iii.) Other

Notes

## Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

s <input type="checkbox"/>	d <input type="checkbox"/>	g <input type="checkbox"/>	j <input type="checkbox"/>
p <input type="checkbox"/>	c <input type="checkbox"/>	b <input type="checkbox"/>	q <input type="checkbox"/>
a <input type="checkbox"/>	h <input type="checkbox"/>	o <input type="checkbox"/>	z <input type="checkbox"/>
i <input type="checkbox"/>	e <input type="checkbox"/>	f <input type="checkbox"/>	w <input type="checkbox"/>
t <input type="checkbox"/>	m <input type="checkbox"/>	u <input type="checkbox"/>	x <input type="checkbox"/>
n <input type="checkbox"/>	r <input type="checkbox"/>	l <input type="checkbox"/>	v <input type="checkbox"/>
Group 1 Score _____/6	Group 2 Score _____/6	Group 3 Score _____/6	y <input type="checkbox"/>
			k <input type="checkbox"/>
Negative Observations (suggesting further skill development is required)			Group 4 Score _____/8
i.) Slow speed of recall with pausing and/ or hesitation. <input type="checkbox"/> Yes <input type="checkbox"/> No			Overall Score _____/26
ii.) Did the student possess any letter/ sound confusion? <input type="checkbox"/> Yes <input type="checkbox"/> No			
iii.) Other			

## Designing a Plan - select from the following

- A ☐ The student requires additional CVC reading material, worksheets and CVC spelling and writing tasks to provide increased repeated practice.
- B ☐ The student requires Pre-CVC skill development and specifically a program targeting:
- ☐ 3 Sound / Phoneme Blending (to support decoding/reading)
  - ☐ Segmentation of CVC Words (to support spelling and writing)
  - ☐ Alphabet Sound Recall
- C ☐ The student would benefit from a combination of A and B.
- D ☐ Daily scheduling of PLD apps: Reading Race 1a Spell Star 1a E ☐ Other: \_\_\_\_\_

## CVC Single Word Reading and Spelling Stimulus Sheet

### Exercise 1: Reading Single Words - "Read the following words."

pin

tap

sit

hat

kit

net

run

lot

gum

win

### Subtest 1: Alphabetic Sound Recall -

"What are the following sounds and say them as quickly as you can?"

s

p

a

i

t

n

d

c

h

e

m

r

g

b

o

f

u

l

j

q

z

w

x

v

y

k

# Difficulty Acquiring Stage 1 Target 2 (CVC Words with Early Stage 1 Phonics)

## Exercise 1: Reading Single Words (Refer to following Test Sheet)

Instructions: "Read the following words."

shop	chin	that	took	keep
thin	rash	rich	need	duck

Accuracy

\_\_\_\_\_/10

=

\_\_\_\_\_%

Reading Strategies Observed

- ☐ blending each letter  
(E.g. "sh/o/p")
- ☐ onset & rime reading  
(E.g. "sh/op")
- ☐ whole word reading  
(E.g. "shop")

### Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Notes

## Exercise 2: Spelling Single Words Instructions: "Spell the following words."

1. wood 2. feet 3. wish 4. then 5. much
1. fish 2. book 3. jeep 4. this 5. luck

Score:

/10 = \_\_\_\_%

### Negative Observations

- i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No
- ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No

Notes

Present the following only if students experience difficulty with the above tasks

The following subtests aim to identify the basis of the difficulties.

## Subtest 1: Alphabetic Sound Recall (Refer to following Stimulus Sheet)

Instructions: "What are the following sounds and say them as quickly as you can?"

s	<input type="checkbox"/>	d	<input type="checkbox"/>	g	<input type="checkbox"/>	j	<input type="checkbox"/>
p	<input type="checkbox"/>	c	<input type="checkbox"/>	b	<input type="checkbox"/>	q	<input type="checkbox"/>
a	<input type="checkbox"/>	h	<input type="checkbox"/>	o	<input type="checkbox"/>	z	<input type="checkbox"/>
i	<input type="checkbox"/>	e	<input type="checkbox"/>	f	<input type="checkbox"/>	w	<input type="checkbox"/>
t	<input type="checkbox"/>	m	<input type="checkbox"/>	u	<input type="checkbox"/>	x	<input type="checkbox"/>
n	<input type="checkbox"/>	r	<input type="checkbox"/>	l	<input type="checkbox"/>	v	<input type="checkbox"/>
Group 1 Score ____/6		Group 2 Score ____/6		Group 3 Score ____/6		y	<input type="checkbox"/>
						k	<input type="checkbox"/>

Negative Observations (suggesting further skill development is required)

- i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No
- ii.) Did the student possess any letter/ sound confusion? ☐ Yes ☐ No
- iii.) Other:

Group 4 Score \_\_\_\_/8

Overall Score \_\_\_\_/26

## Subtest 2: Digraph Recall (Refer to following Stimulus Sheet) Instructions: "What is this sound \_\_\_\_."

sh	<input type="checkbox"/>	ch	<input type="checkbox"/>	oo	<input type="checkbox"/>	ee	<input type="checkbox"/>	ck	<input type="checkbox"/>	th	<input type="checkbox"/>
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Negative Observations (suggesting further skill development is required):

- i.) What is the student's speed of recall? ☐ Recall in the presence of pausing and hesitation

Group 4 Score \_\_\_\_/6

## Subtest 3: Blending 3 Phonemes (A prerequisite skill of decoding) (Refer to following Test Sheet)

Instructions: "What are the following sounds and say them as quickly as you can?"

m (1 sec pause) u (1 sec pause) g =	f (1 sec pause) a (1 sec pause) t =	b (1 sec pause) e (1 sec pause) d =
t (1 sec pause) a (1 sec pause) p =	f (1 sec pause) i (1 sec pause) t =	Score ____/5 = ____%

Negative Observations (suggesting further skill development is required)

- i.) How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds
- ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
- iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- iv.) Did the task appear difficult? ☐ Yes ☐ No

## Subtest 4: Phonemic Segmentation (A prerequisite skill of spelling) Instructions: "Sound out the word \_\_\_\_."

top	<input type="checkbox"/> Sounded t-o-p <input type="checkbox"/> Other:	lid	<input type="checkbox"/> Sounded l-i-d <input type="checkbox"/> Other:	web	<input type="checkbox"/> Sounded w-e-b <input type="checkbox"/> Other:
bug	<input type="checkbox"/> Sounded b-u-g <input type="checkbox"/> Other:	rag	<input type="checkbox"/> Sounded r-a-g <input type="checkbox"/> Other:	Score ____/5 = ____%	

Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No
- ii.) Did the task appear difficult? ☐ Yes ☐ No

Notes

## Plan - select from the following

- A ☐ The student requires additional CVC with sh, ch, th, oo, ee, ck reading material, worksheets, spelling and writing tasks to provide increased repeated practice.
- B ☐ The student requires Pre-Literacy skill development and specifically a program targeting:
- ☐ 3 Sound / Phoneme Blending (to support decoding/reading)
- ☐ Segmentation of CVC Words (to support spelling and writing)
- C ☐ The student would benefit from a combination of A and B.
- D ☐ The scheduling of PLD apps: Reading Race 1b Spell Star 1b
- E ☐ Other: \_\_\_\_\_
- ☐ Alphabet Sound Recall
- ☐ Digraph Sound Recall

## CVC Words with Early Stage 1 Phonics Stimulus Sheet

### Exercise 1: Reading Single Words - "Read the following words."

shop

chin

that

took

keep

thin

rash

rich

need

duck

### Subtest 1: Alphabetic Sound Recall -

"What are the following sounds and say them as quickly as you can?"

s

p

a

i

t

n

d

c

h

e

m

r

g

b

o

f

u

l

j

q

z

w

x

v

y

k

### Subtest 2: Digraph Recall - "What is this sound\_\_\_\_\_?"

sh

ch

oo

ee

ck

th

# Difficulty Acquiring Stage 1 Target 3 (CCVC Words)

## Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

skip	trim	slug	blot	glad
clap	crop	twin	bran	sled

Accuracy

\_\_\_\_\_/10

=

\_\_\_\_\_%

Reading Strategies Observed

- ☐ blending each letter (E.g. "s/k/i/p")
- ☐ onset & rime reading (E.g. "sk/ip")
- ☐ whole word reading (E.g. "skip")

### Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Notes

## Exercise 2: Spelling Single Words - Instructions: "Spell the following words."

1. frog	2. spot	3. snap	4. drip	5. swim
6. blob	7. slam	8. club	9. slip	10. grip

Score:

/10 = \_\_\_\_%

### Negative Observations

- i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No
- ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No  
(Indicating poor phonological awareness i.e. segmentation skills)

Notes

**Present the following only if students experience difficulty with the above tasks.**

The following subtests aim to identify the basis of the difficulties.

## Subtest 1: Blending 4 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word \_\_\_\_\_."

s (1 sec pause) n (1 sec pause) a (1 sec pause) p =	t (1 sec pause) r (1 sec pause) a (1 sec pause) ck =	d (1 sec pause) r (1 sec pause) i (1 sec pause) p =
p (1 sec pause) r (1 sec pause) a (1 sec pause) m =	s (1 sec pause) p (1 sec pause) o (1 sec pause) t =	Score: /5 = ____%

### Negative Observations (suggesting further skill development is required)

- i.) How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds
- ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
- iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- iv.) Did the task appear difficult? ☐ Yes ☐ No

Notes

## Subtest 2: Phonemic Segmentation (a prerequisite skill of spelling) Instructions: "Sound out the word \_\_\_\_\_."

swum <input type="checkbox"/> Sounded s-w-u-m <input type="checkbox"/> Other:	flag <input type="checkbox"/> Sounded f-l-a-g <input type="checkbox"/> Other:	skip <input type="checkbox"/> Sounded s-k-i-p <input type="checkbox"/> Other:
stop <input type="checkbox"/> Sounded s-t-o-p <input type="checkbox"/> Other:	slid <input type="checkbox"/> Sounded s-l-i-d <input type="checkbox"/> Other:	Score: /5 = ____%

### Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide letter names rather than the sound in words? ☐ Yes ☐ No

## Subtest 3: Alphabetic Sound Recall (Refer to following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

s <input type="checkbox"/>	<input type="checkbox"/>	d <input type="checkbox"/>	<input type="checkbox"/>	g <input type="checkbox"/>	<input type="checkbox"/>	j <input type="checkbox"/>	<input type="checkbox"/>
p <input type="checkbox"/>	<input type="checkbox"/>	c <input type="checkbox"/>	<input type="checkbox"/>	b <input type="checkbox"/>	<input type="checkbox"/>	q <input type="checkbox"/>	<input type="checkbox"/>
a <input type="checkbox"/>	<input type="checkbox"/>	h <input type="checkbox"/>	<input type="checkbox"/>	o <input type="checkbox"/>	<input type="checkbox"/>	z <input type="checkbox"/>	<input type="checkbox"/>
i <input type="checkbox"/>	<input type="checkbox"/>	e <input type="checkbox"/>	<input type="checkbox"/>	f <input type="checkbox"/>	<input type="checkbox"/>	w <input type="checkbox"/>	<input type="checkbox"/>
t <input type="checkbox"/>	<input type="checkbox"/>	m <input type="checkbox"/>	<input type="checkbox"/>	u <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
n <input type="checkbox"/>	<input type="checkbox"/>	r <input type="checkbox"/>	<input type="checkbox"/>	l <input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Group 1 Score ____/6	Group 2 Score ____/6	Group 3 Score ____/6	y <input type="checkbox"/>	<input type="checkbox"/>	k <input type="checkbox"/>	<input type="checkbox"/>	

### Negative Observations (suggesting further skill development is required)

- i.) Slow speed of recall with pausing and hesitation. ☐ Yes ☐ No
- ii.) Did the student possess any letter/sound confusion? ☐ Yes ☐ No
- iii.) Other .....

Group 4 Score \_\_\_\_/8

Overall Score \_\_\_\_/26

### Plan - select from the following

- A ☐ The student requires specific CCVC reading material, worksheets and CCVC spelling and writing tasks.
- B ☐ The student requires Pre-CCVC skill development and specifically a program targeting:
- ☐ 4 Sound / Phoneme Blending (to support CCVC decoding/reading)
  - ☐ Segmentation of CCVC Words (to support CCVC spelling and writing)
  - ☐ Alphabet Sound Recall
- C ☐ The student would benefit from a combination of A and B.
- D ☐ Daily scheduling of PLD apps. E ☐ Other: \_\_\_\_\_

## CCVC Single Word Reading and Spelling Stimulus Sheet

### Exercise 1: Reading Single Words - "Read the following words."

skip

trim

slug

blot

glad

clap

crop

twin

bran

sled

### Subtest 3: Alphabetic Sound Recall -

"What are the following sounds and say them as quickly as you can?"

s

p

a

i

t

n

d

c

h

e

m

r

g

b

o

f

u

l

j

q

z

w

x

v

y

k

# Difficulty Acquiring Stage 1 Target 3 (CVCC Words)

## Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

gift	lisp	sank	limp	lamp
sent	tusk	send	list	pulp

Accuracy

\_\_\_\_\_/10

=

\_\_\_\_\_%

Reading Strategies Observed

- ☐ blending each letter (E.g. "g/i/f/t")
- ☐ onset & rime reading (E.g. "gi/ft")
- ☐ whole word reading (E.g. "gift")

### Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No
- iii.) Is hesitant/pausing when applying alphabetic knowledge? ☐ Yes ☐ No

Notes

## Exercise 2: Spelling Single Words - Instructions: "Spell the following words."

1. gold 2. cost 3. nest 4. help 5. bent
6. melt 7. silk 8. sent 9. tent 10. gulp

Score:

/10 = \_\_\_\_%

### Negative Observations

- i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No
- ii.) Did the student produce bizarre spellings? (Indicating poor phonological awareness i.e. segmentation skills) ☐ Yes ☐ No

Present the following only if students experience difficulty with the above tasks.

The following subtests aim to identify the basis of the difficulties.

## Subtest 1: Blending 4 Phonemes (a prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word \_\_\_\_\_."

w (1 sec pause) i (1 sec pause) n (1 sec pause) d =	l (1 sec pause) a (1 sec pause) m (1 sec pause) p =	m (1 sec pause) e (1 sec pause) l (1 sec pause) t =
m (1 sec pause) i (1 sec pause) l (1 sec pause) k =	h (1 sec pause) e (1 sec pause) l (1 sec pause) d =	Score: /5 = ____%

### Negative Observations (suggesting further skill development is required)

- i.) How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds
- ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
- iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- iv.) Did the task appear difficult? ☐ Yes ☐ No

Notes

## Subtest 2: Phonemic Segmentation (A prerequisite skill of spelling) Instructions: "Sound out the word \_\_\_\_\_."

lamp <input type="checkbox"/> Sounded l-a-m-p <input type="checkbox"/> Other:	wasp <input type="checkbox"/> Sounded w-a-s-p <input type="checkbox"/> Other:	belt <input type="checkbox"/> Sounded b-e-l-t <input type="checkbox"/> Other:
send <input type="checkbox"/> Sounded s-e-n-d <input type="checkbox"/> Other:	sank <input type="checkbox"/> Sounded s-a-n-k <input type="checkbox"/> Other:	Score: /5 = ____%

### Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide letter names rather than the sound in words? ☐ Yes ☐ No

## Subtest 3: Alphabetic Sound Recall (Refer to following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

s <input type="checkbox"/>	d <input type="checkbox"/>	g <input type="checkbox"/>	j <input type="checkbox"/>
p <input type="checkbox"/>	c <input type="checkbox"/>	b <input type="checkbox"/>	q <input type="checkbox"/>
a <input type="checkbox"/>	h <input type="checkbox"/>	o <input type="checkbox"/>	z <input type="checkbox"/>
i <input type="checkbox"/>	e <input type="checkbox"/>	f <input type="checkbox"/>	w <input type="checkbox"/>
t <input type="checkbox"/>	m <input type="checkbox"/>	u <input type="checkbox"/>	x <input type="checkbox"/>
n <input type="checkbox"/>	r <input type="checkbox"/>	l <input type="checkbox"/>	v <input type="checkbox"/>
Group 1 Score ____/6	Group 2 Score ____/6	Group 3 Score ____/6	y <input type="checkbox"/>
			k <input type="checkbox"/>

### Negative Observations (suggesting further skill development is required)

- i.) Slow speed of recall with pausing and hesitation. ☐ Yes ☐ No
- ii.) Did the student possess any letter/sound confusion? ☐ Yes ☐ No
- iii.) Other .....

Group 4 Score \_\_\_\_/8

Overall Score \_\_\_\_/26

### Plan - select from the following

- A ☐ The student requires specific CVCC reading material, worksheets and CVCC spelling and writing tasks.
- B ☐ The student requires Pre-CVCC skill development and specifically a program targeting:
- ☐ 4 Sound / Phoneme Blending (to support CVCC decoding/reading) ☐ Alphabet Sound Recall
- ☐ Segmentation of CVC Words (to support CVCC spelling and writing)
- C ☐ The student would benefit from a combination of A and B.
- D ☐ Daily scheduling of PLD apps. E ☐ Other: \_\_\_\_\_

## CVCC Single Word Reading and Spelling Stimulus Sheet

### Exercise 1: Reading Single Words - "Read the following words."

gift

lisp

sank

limp

lamp

sent

tusk

send

list

pulp

### Subtest 3: Alphabetic Sound Recall -

"What are the following sounds and say them as quickly as you can?"

s p a i t n

d c h e m r

g b o f u l

j q z w x v y k