Difficulty Acquiring Stage 1 Target 1 (CVC Words)

pin tap sit hat kit net run lot gum win Negative Observations i.) Is the student experiencing difficulties blending sounds while decoding? ii.) Is poor phonic or alphabetic knowledge limiting reading performance? Exercise 2: Spelling Single Words Instructions: "Spell the following words." 1. pat 2. red 3. fin 4. jet Negative Observations i.) Does the student require a handwriting program to develop letter formation? ii.) Did the student produce bizarre spellings? Present the following only if students experience difficulty of the following subtests aim to identify the basis of the prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding) Instructions: "Put the sounds together and guess the word for sec pause) a (1	b (1 sec paus Score d 100%)	☐ Yes☐ Yes☐ Yes☐ Yes☐ See) e (1 sec pause) d =☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	No
Negative Observations i.) Is the student experiencing difficulties blending sounds while decoding? ii.) Is poor phonic or alphabetic knowledge limiting reading performance? Exercise 2: Spelling Single Words Instructions: "Spell the following words." 1. pat 2. red 3. fin 4. jet Negative Observations i.) Does the student require a handwriting program to develop letter formation? ii.) Did the student produce bizarre spellings? Present the following only if students experience difficulty of the following subtests aim to identify the basis of the students: "Put the sounds together and guess the word " m (1 sec pause) u (1 sec pause) g = f (1 sec pause) a (1 sec pause) t = f (1 sec pause) a (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1	b (1 sec paus Score 100%)	(E.g. "p/in") whole word (E.g. "pin") Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	reading No
Negative Observations i.) Is the student experiencing difficulties blending sounds while decoding? ii.) Is poor phonic or alphabetic knowledge limiting reading performance? Exercise 2: Spelling Single Words Instructions: "Spell the following words." 1. pat 2. red 3. fin 4. jet Negative Observations i.) Does the student require a handwriting program to develop letter formation? ii.) Did the student produce bizarre spellings? Present the following only if students experience difficulty of the following subtests aim to identify the basis of the students: "Put the sounds together and guess the word " m (1 sec pause) u (1 sec pause) g = f (1 sec pause) a (1 sec pause) t = f (1 sec pause) a (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1	5. top with the above difficulties b (1 sec paus Score d 100%)	(E.g. "pin")	□ No □ No Score /5 =% □ No
i.) Is the student experiencing difficulties blending sounds while decoding? ii.) Is poor phonic or alphabetic knowledge limiting reading performance? Exercise 2: Spelling Single Words Instructions: "Spell the following words." 1. pat	with the about the second of t	☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	□ No Score /5 =% □ No □ N
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Negative Observations i.) Does the student require a handwriting program to develop letter formation? ii.) Did the student produce bizarre spellings? Present the following only if students experience difficulty of the following subtests aim to identify the basis of the 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 =	with the about the second of t	☐ Yes☐ Yes☐ Yes☐ Yes☐ See) e (1 sec pause) d =☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	□ No
i.) Does the student require a handwriting program to develop letter formation? ii.) Did the student produce bizarre spellings? Present the following only if students experience difficulty to the following subtests aim to identify the basis of the 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 = f (1 sec pause) a (1 sec pause) t = T	b (1 sec paus Score d 100%)	☐ Yes ve tasks i. se) e (1 sec pause) d = /5 = ☐ Yes ☐ Yes ☐ Yes ☐ Yes ☐ Yes ☐ Yes	□ No = □ * = □ * □ * □ * □ * □ * □ * □ * □ *
The following subtests aim to identify the basis of the 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 =	b (1 sec paus Score d 100%)	se) e (1 sec pause) d =/5 =	=
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 = f (1 sec pause) a (1 sec pause) t = t (1 sec pause) a (1 sec pause) p = f (1 sec pause) i (1 sec pause) t = Negative Observations (suggesting further skill development is required, even if the student scored i.) Was the task presented with short pauses between sounds? ii.) Did the student request the sounds to be repeated? iii.) Did the student repeat the sounds in order to process the task? iv.) Did the task appear difficult? 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 Sounded t-o-p Other Gounded I-i-d Other Negative Observations (suggesting further skill development is required)	b (1 sec paus Score d 100%)	se) e (1 sec pause) d = /5 = YesYesYesYes	=
Instructions: "Put the sounds together and guess the word" m (1 sec pause) u (1 sec pause) g = f (1 sec pause) a (1 sec pause) t = f (1 sec pause) a (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) i (1 sec pause) t = f (1 sec pause) t =	Score	/5 =	=
m (1 sec pause) u (1 sec pause) g =	Score	/5 =	=
t (1 sec pause) a (1 sec pause) p =	Score	/5 =	%
Negative Observations (suggesting further skill development is required, even if the student scored i.) Was the task presented with short pauses between sounds? ii.) Did the student request the sounds to be repeated? iii.) Did the student repeat the sounds in order to process the task? iv.) Did the task appear difficult? 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	d 100%)	☐ Yes ☐ Yes ☐ Yes ☐ Yes	□ No □ No □ No
i.) Was the task presented with short pauses between sounds? ii.) Did the student request the sounds to be repeated? iii.) Did the student repeat the sounds in order to process the task? iv.) Did the task appear difficult? 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	s"	□ Yes □ Yes □ Yes	□ No □ No
top Sounded t-o-p Other Iid Sounded I-i-d Other bug Sounded b-u-g Other rag Sounded r-a-g Other			
bug Sounded b-u-g Other rag Sounded r-a-g Other	WED	☐ Sounded w-e-b	□ Other
Nagative Observations (suggesting further skill development is required)	Score	/5 =	_%
i.) Did the student confuse the task and provide letter names? \Box No iii.) Did the task appear difficult? \Box No iii.) Other			
Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Shinstructions: "What are these sounds. Say them as quickly as you can."	eet)		
s	j		
p	q		
a	z		
i	w		
t	Х	_	
	V	_	
Group 1 Score	/6 y		
Negative Observations (suggesting further skill development is required) i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No	k		
ii.) Did the student possess any letter/ sound confusion?		Group 4 Score	
iii.) Other		Overall Score	/26
Designing a Plan - select from the following A □ The student requires additional CVC reading material, worksheets and CVC spelling and writing 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.	g tasks to provic	de increased repea	ated practice.

CVC Single Word Reading and Spelling Stimulus Sheet

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

tap sit pin hat kit net lot run gum

win

Subtest 1: Alphabetic Sound Recall - "What are the following sounds and say them as quickly as you can?"

m

X

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

	eading Single Wo		ollowing Tes	t Sheet)		Accuracy	Reading Stra	ategies Observed each letter	
shop	chin	that	took	k	еер	/10	(E.g. "sh/d	o/p")	
						=	onset & rime reading (E.g. "sh/op")		
thin	rash	rich	need	d	uck			word reading	
Negative Observation	ns					%	(E.g. "sho	snop")	
i.) Is the student	experiencing difficulties or alphabetic knowled <u>c</u>			Yes No	Notes				
Exercise 2: Sp	pelling Single W	ords Instructio	ns: "Spell the	following w	ords."			Score:	
1. wood	2. feet	3. W		4. ther		5. muc	h		
1. fish	2. book	3. je	ер	4. this		5. luck		/10 =%	
	ns nt require a handwriting p t produce bizarre spellii			Yes No	Notes				
	Present the fo	ollowing only if	students ex	kperience	difficulty	with the al	ove tasks		
	The fo	llowing subtes	ts aim to ide	entify the l	oasis of t	he difficulti	es.		
	habetic Sound I What are the follow								
s \square			say them as q	g \Box	u can?		j 🗆		
р 🗆		c \square		b □			q 🗆		
a \square		h 🗆		o 🗆			z \square		
i 🗆		e 🗆		f 🗆			w		
t 🗆		m 🗆		u 🗆			x 🗆		
n 🗆		r 🗆		I \square			v 🗆		
Group 1 Sco		Group 2 Score		Group	3 Score _	/6	у 🗆		
	ns (suggesting further ecall with pausing and/		required)	Π,	Yes	□No	k 🗆		
ii.) Did the student	possess any letter/ so				Yes	□No	Group 4 S	core/8	
iii.) Other.							Overall Sc	ore /26	
Subtest 2: Die	graph Recall (Re	efer to following	ı Stimulus Sh	neet) Instru	ctions: "V	Vhat is this sc	ound"		
sh □	ch □			ee 🗆		ck 🗆	th		
	ns (suggesting further			sing and has	itation		Grou	p 4 Score /6	
Subtest 3: Ble	lent's speed of recall? ending 3 Phonen	nes (A prerequi		decoding)	(Refer to	o following T	est Sheet)		
	Vhat are the follow				u can?"				
m (1 sec pause) U (1 sec	3	- ` .	ause) a (1 sec pause) t				(1 sec pause) d =	0.	
t (1 sec pause) a (1 sec p	pause) p = ns (suggesting further s		ause) i (1 sec pause) t =			Score	/5 =	%	
i.) How was the ta	ask presented? S t request the sounds to t repeat the sounds in c	Short pauses between be repeated?	sounds \(\sum_{\text{Lo}} \)	onger pauses b	etween soun	ds	☐ Yes ☐ Yes ☐ Yes	□ No □ No □ No	
Subtest 4: Ph	onemic Segme	ntation (A prere	equisite skill	of spelling	g) Instru	ctions: "Sour	nd out the wo	rd"	
top	☐ Sounded t-o-p☐ Other.	li	id ☐ So ☐ Otl	unded l-i-d her:		web	☐ Sounde ☐ Other:	d w-e-b	
bug	☐ Sounded b-u-g ☐ Other.	ra	ag □ So □ Otl	unded r-a-g her:		Score	/5 =	%	
	ns (suggesting further standard to confuse the task and opear difficult?		· 🔟	Yes No	Notes				
A	rom the following ent requires addition repeated practice. ent requires Pre-Liter ound / Phoneme Blogmentation of CVC Vent would benefit froduling of PLD apps:	al CVC with sh, ch, racy skill developm ending (to support Words (to support m a combination o	nent and specifi decoding/read spelling and wri	cally a progr ing) iting)		ng:	nd writing tas habet Sound F raph Sound Re	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?"

spaitn dchemr gboful jqzwxvyk

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) Accuracy Reading Strategies Observed ☐ blending each letter _/10 blot glad (E.g. "s/k/i/p") skip trim slug onset & rime reading (E.g. "sk/ip") clap twin bran sled crop ☐ whole word reading (E.g. "skip") **Negative Observations** Notes Is the student experiencing difficulties blending sounds while decoding? \square Yes □No Is poor phonic or alphabetic knowledge limiting reading performance? Пио Exercise 2: Spelling Single Words - Instructions: "Spell the following words Score: 4. drip frog 2. spot swim 3. snap /10 = ____% 6. blob 7. slam 8. club slip 10. **grip Negative Observations** Notes Does the student require a handwriting program to develop letter formation? □No □Yes □No Did the student produce bizarre spellings? ☐ Yes (Indicating poor phonological awareness i.e. segmentation skills) 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) d (1 sec pause) r (1 sec pause) i (1 sec pause) p = 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 = Score: /5 = ___ S (1 sec pause) D (1 sec pause) O (1 sec pause) t = p (1 sec pause) r (1 sec pause) a (1 sec pause) m =Negative Observations (suggesting further skill development is required) Notes How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds □ No Did the student request the sounds to be repeated? ∟ Yes Did the student repeat the sounds in order to process the task? ☐ Yes ☐Yes □No Did the task appear difficult? Subtest 2: Phonemic Segmentation (a prerequisite skill of spelling) ☐ Sounded s-w-u-m ☐ Sounded f-l-a-g ☐ Sounded s-k-i-p skip swum flag Other. Other. Other. ☐ Sounded s-t-o-p ☐ Sounded s-l-i-d slid Score: /5 = stop Other. Other. **Negative Observations** (suggesting further skill development is required) ☐ Yes □ No Did the student confuse the task and provide letter names rather than the sound in words? **Subtest 3: Alphabetic Sound Recall** (Refer to following Stimulus Sheet) d i s g b c q h 7 n t m 11 ¥ ı Group 3 Score ___ у Group 1 Score_ _/6 Group 2 Score ___ Negative Observations (suggesting further skill development is required) ☐ Yes □No Slow speed of recall with pausing and hesitation. Group 4 Score _____/8 i.) ☐ Yes ii.) Did the student possess any letter/sound confusion? □No Overall Score _____ _/26 Other Plan - select from the following A The student requires specific CCVC reading material, worksheets and CCVC spelling and writing tasks. The student requires Pre-CCVC skill development and specifically a program targeting: ☐ 4 Sound / Phoneme Blending (to support CCVC decoding/reading) ☐ Alphabet Sound Recall ☐ Segmentation of CCVC Words (to support CCVC spelling and writing) The student would benefit from a combination of A and B. СП

Daily scheduling of PLD apps.

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 pait 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)

	"Read the following lisp	saı	nk	limp	lan	np	/10	(E.g. "	ing each letter g/i/f/t")
						•	=	☐ onset (E.g. "	: & rime reading ai/ft")
sent	tusk	sei	nd	list	pu	lp	%		word reading
ative Observ	vations								
Is poor pho	lent experiencing difficencing or alphabetic known pausing when applying the contractions are sufficient to the contractions of the contractions are sufficient to the contraction are suffic	owledge lim	iting reading per		☐ Yes ☐ Yes ☐ Yes	□ No □ No □ No	Notes		
ercise 2: \$	Spelling Single W	ords - Ins	structions: "Sp	oell the follo	wing wor	ds."			Score:
gold	2. cost		3. nest	4	help		5. ber	nt	
melt	7. silk		8. sent	9	tent		^{10.} gul	p	/10 =
	tudent require a handwident produce bizarre s	spellings? (I	ndicating poor p	honological a	wareness			,	□ No □ No
			subtests ain	•		•			KS.
	lending 4 Phonem "Put the sounds too	nes (a pre	requisite ski	II of decod					
_	sec pause) \mathbf{n} (1 sec pause) \mathbf{d} =	getilei alic	(1 sec pause) a (1 sec		se) D =		m (1 sec pause) €	(1 sec pause) (1 se	ec pause) t =
	sec pause) I (1 sec pause) K =		h (1 sec pause) e (1 s	_				/5 =	
btest 2: P lamp	Phonemic Segme Sounded I-a-m-p Other:	ntation (A	A prerequisit wasp	Sounder		Instru	ctions: "Sou belt	Пса	unded b-e-l-t
send	Sounded s-e-n-d Other.		sank	Sounder Other:	d s-a-n-k		Score:		=%
	vations (suggesting foundations (suggesting foundations)				ne sound ir	n words?		□Yes	□No
210 tile 310	Unhabetia Counc	Recall (Refer to follo			eet)			
ıbtest 3: A	"What are these soเ		inem as quick	, ,			_	i 🗆	
ibtest 3: A	"What are these sou	unds. Say t		g			_	, –	
btest 3: A	What are these sou	d C		g b				q 🗆	
ubtest 3: A	"What are these sou	d C C D		g b o				q	
btest 3: A	What are these sou	d C C h C C C C C C C C C C C C C C C C		g b o f]]]		q	
btest 3: A	"What are these sou	d C C C M C M C M C M C M C M C M C M C		g b o]]]		q	
btest 3: A tructions:	"What are these sou	d		g b o f u		[] []	1 1 1 1	q	
shtest 3: A structions:	What are these sou	d	2 Score	g b o f u I		[] []	1 1 1 1	q	
chtest 3: A structions: 1	"What are these sou	d	2 Score	g b o f u I		[] []	1 1 1 1	q	
Group 1 S gative Obser Slow spee Did the stu	What are these sou	d	2 Scoredevelopment is tation.	g b o f u I/6	Group 3	Score _	/6 No No No	q	

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

jązwxyk