

Assessment 2: Sound-letter(s) knowledge

STUDENT SHEET

Name: _____ Date: _____ Room: _____

1. _____
2. _____
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40. _____
41. _____
42. _____

Assessment 3: Pseudoword spelling

ADMINISTRATION GUIDE

In order to spell pseudowords, students must be able to use *phonological recoding skills*. These skills allow students to spell unfamiliar words.

In order to spell unfamiliar words, students must be able to:

- break words into individual sounds
- correctly analyse each sound in the words
- translate them into appropriate letters and letter clusters.

By analysing the nature of errors students make in a pseudoword spelling test, it is possible to understand where they might have difficulties with sound analysis and translation of sounds into letters and letter patterns. It will also highlight which sounds students are unable to write when they meet them in unfamiliar words. Sometimes students can spell a sound like 'ow' correctly in a word they know by sight (like *how*) but when they meet a word like *growl* they cannot transfer their knowledge because they haven't worked out which bit of *how* writes the 'ow' sound. These pseudowords will allow you to see if your students can write each sound of English with at least one acceptable spelling pattern when they meet unfamiliar words.

Tell students that they will not know these words because they are made-up words so they will sound strange. They need to listen to the word and write it the way they think it sounds.

Read each word twice or three times for very young students.

DO NOT give students the 'sounds like' words. They are there just to ensure you pronounce the vowel sound in the word correctly.

Many sounds have more than one way of being written. The marking master lists will give you some alternatives for correct spellings. If your students use other patterns that are appropriate, mark them correct.

Pseudoword spelling, Part 1:

Single sounds and short vowel sounds

		Sounds like	Marking master
1.	hin	pin	hin, hyn, hynn, hinn
2.	lon	gone	lon
3.	wus	bus	wus, wuss
4.	rab	stab	rab
5.	zet	pet	zet
6.	frot	hot	frot
7.	drup	cup	drup
8.	blim	him	blim
9.	glex	necks	glex, glecks
10.	taf	gaff	taf, taff, taph

See **Marking and scoring guides** on following pages.

Pseudoword spelling, Part 2: Long vowel sounds, blends and digraphs

Students should spell long vowel sounds by using one of the long vowel spelling patterns — a ‘magic’ e, two vowels together or one of many other spelling patterns. Stage 1 students, however, will not have had enough exposure to text to know these patterns. For Stage 1 students, you are just trying to see if they can represent each sound in each word with an appropriate letter. For this reason a single vowel is acceptable for Stage 1 students. By the end of their second year at school, students should know some long vowel spelling conventions.

Some spelling patterns are acceptable for a sound but unacceptable to use with other letters. For example the long i can be written **igh** but only before a **t** or when it is the last sound in a word. If beginning students use appropriate spelling patterns in unconventional ways, you may still decide to mark them correct, marking each sound written correctly. From Year 3 on, students should have some knowledge of the appropriate use of the spelling patterns in words.

	Sounds like	Marking master
11. fize	wise	*fis, *fiz, fize, fise, fighs, fies
12. treeb	grebe	*treb, treeb, trebe, treab
13. mobe	robe	*mob, mobe, moab
14. pute	cute	*put, pute, pewt, puit, peaut
15. peem	seem	*pem, peem, peme, peam
16. jate	bait	*jat, jate, jait, jaet
17. glone	bone	*glon, glone, gloan, glown
18. brike	trike	*brik, brike
19. spoab	lobe	*spob, spoab, spobe, spowb
20. chave	wave	*chav, chave

* These spellings are acceptable for Stage 1 spellers.

See **Marking and scoring guides** that follows.

Pseudoword spelling, Part 3: Sounds written with digraphs

	Sounds like	Marking master
21. lang	sang	lang
22. dars	car	dars, darz, darze, dase (like vase)
23. vor	for	vor, voor, vour, voar, vaw, vore
24. ter	her	ter, tur, tir, tere
25. shick	sick	shick
26. chag	bag	chag
27. thoot	th as in think	thoot, thute, thewt, thuit theaut
28. thap	th as in that	thap
29. noy	joy	noy (not noi)
30. yown	cow	yown, youn
31. soosh	bush	soosh, sush

See **Marking and scoring guides** on following pages.

Assessment 3: Pseudoword spelling

STUDENT SHEET

Name: _____ Date: _____ Room: _____

Word	Consonant sounds	Short vowels	Long vowels	Initial blends	Sounds written with digraph patterns
1.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>			
2.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>			
3.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>			
4.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>			
5.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>			
6.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
7.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
8.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
10.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>			
11.	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>		
12.	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>		
14.	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>		
15.	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>		

16.	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>		
17.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
22.	<input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/>
23.	<input type="checkbox"/>				<input type="checkbox"/>
24.	<input type="checkbox"/>				<input type="checkbox"/>
25.		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
27.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
29.	<input type="checkbox"/>				<input type="checkbox"/>
30.	<input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/>
31.	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
Whole words					
Total /31	Consonant sounds	Short vowels	Long vowels	Initial blends	Digraph patterns
All sounds	/43	/14	/11	/8	/14
Total /90					

Assessment 3: Pseudoword spelling

Marking and scoring guides

Pseudoword spelling, Part 1:

Single sounds and short vowel sounds

Word	Consonant sounds	Short vowels	Long vowels	Initial blends	Digraph patterns
hin	h n	i			
lon	l n	o			
wus	w s	u			
rab	r b	a			
zet	z t	e			
frot	t	o		fr	
drup	p	u		dr	
blim	m	i		bl	
glex	x	e		gl	
taf	t f	a			
Total					
/30	/16	/10		/4	

Pseudoword spelling, Part 2:

Long vowel sounds, blends and digraphs

Word	Consonant sounds	Short vowels	Long vowels	Initial blends	Digraph patterns
fize	f z		i		
treeb	b		e	tr	
mobe	m b		o		
pute	p t		u		
peem	p m		e		
jate	j t		a		
glone	n		o	gl	
brike	k		i	br	
spoab	b		o	sp	
chave	v		a		ch
Total					
/30	/15		/10	/4	/1

**Pseudoword spelling, Part 3:
Sounds written with digraphs**

Word	Consonant sounds	Short vowels	Long vowels	Initial blends	Digraph patterns
lang	l	a			ng
dars	d z				ar
vor	v				or
ter	t				er
shick		i			sh ck
chag	g	a			ch
thoot	t		u		th
thap	p	a			th
noy	n				oy
yown	y n				ow
soosh	s				oo sh
Total					
/30	/12	/4	/1		/13

Pseudoword spelling, Parts 1, 2 and 3

MARKING AND SCORING GUIDE

Photocopy this marking guide to use as you mark student samples.

Word	Consonant sounds	Short vowels	Long vowels	Initial blends	Digraph patterns
hin hyn hynn hinn	h n	i			
lon	l n	o			
wus wuss	w s	u			
rab	r b	a			
zet	z t	e			
frot	t	o		fr	
drup	p	u		dr	
blim	m	i		bl	
glex glecks	x	e		gl	
taf taff taph	t f	a			
fize fise fighs fies	f z		i		
treeb trebe treab	b		e	tr	
mobe moab	m b		o		
pute pewt puit peaut	p t		u		
peem peme peam	p m		e		
jate jait jaet	j t		a		
glone gloan glown	n		o	gl	
brike	k		i	br	
spoab spobe	b		o	sp	
chave	v		a		ch
lang	l	a			ng
dars darz darze dase	d z				ar
vor voor vour voar vaw vore	v				or
ter tur tir tere	t				er
shick		i			sh ck
chag	g	a			ch
thoot thute thewt thuit theaut	t		u		th
thap	p	a			th
noy	n				oy
yown youn	y n				ow
soosh sush	s				oo sh

Total	/31					
Total	/90	/43	/14	/11	/8	/14

Student sample, Pseudoword Spelling Parts 1, 2 and 3

Word	Consonant sounds	Short vowels	Long vowels	Initial blends	Digraph patterns
hen (hin)	✓ ✓	x			
long (lon)	✓ x	✓			
was (wus)	✓ ✓	x			
rabe (rab)	✓ ✓	x			
zeet (zet)	✓ ✓	x			
frot (frot) ✓	✓	✓		✓	
drap (drup)	✓	x		✓	
blim (blim) ✓	✓	✓		✓	
glest (glex)	x	✓		✓	
taf (taf) ✓	✓ ✓	✓			
fiz (fize)	✓ ✓		x		
treb (treeb)	✓		x	✓	
mob (mobe)	✓ ✓		x		
put (pute)	✓ ✓		x		
pem (peem)	✓ ✓		x		
jat (jate)	✓ ✓		x		
clon (glone)	✓		x	x	
brick (brike)	✓		x	✓	
sbob (spoab)	✓		x	x	
jav (chave)	✓		x		x
lan (lang)	✓	✓			x
dars (dars) ✓	✓ ✓				✓
vor (vor) ✓	✓				✓
tr (ter)	✓				x
shik (shick)		✓			✓ x
jag (chag)	✓	✓			x
shot (thoot)	✓		x		x
that (thap)	x	✓			✓
ny (noy)	✓				x
yn (yown)	✓ ✓				x
sish (soosh)	✓				x ✓
Total 60/90	40/43	9/14	0/11	6/8	5/14
Whole words 5/31					