Homework: The Phonics and Word Reading Survey*

Phonics and Word Reading Survey

Administration and Scoring Record

General Directions

This survey should be individually administered. It is untimed, but it should take about 5–10 minutes to administer. Do not belabor administration of elements the student clearly does not know.

The survey is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught. When patterns are “learned,” they can be read automatically, without guesswork. This survey can be used with students from the last half of kindergarten onward. The series of tasks is organized according to a progression of phonic elements and syllable types that increase in difficulty. The number of subtests given will depend on how far the student can go with at least some success. Closed syllables (with short vowels) are by far the most common in English and are assessed before long vowel syllable patterns. Open syllables and VC are the long vowel patterns tested first because they are typically taught before other long vowel patterns. The more complex, unusual, but regular vowel, consonant, syllable, and morpheme patterns follow.

First ask the student to read the single-syllable words and nonsense syllables in each section. If a student knows at least some of the one-syllable patterns, ask the student to try the two- and three-syllable words. Discontinue if the student is having no success.

If the student makes a mistake but immediately self-corrects, count the item as correct. If the student makes an error, keep going without giving corrective feedback. Give neutral encouragement (e.g., “Nice job; you did just what I asked.”). Write down the student’s response on the record sheet so that types of decoding errors can be analyzed later. Encourage the student to move on (e.g., “Try the next one.”) if he/she cannot respond to an item within about 3 seconds. Discontinue the survey when the word lists become too difficult for the student to read.
Administration and Scoring Record

Student________________________ Grade/Class_________ Date_________

Letter Naming
Say, I’m going to show you some letters in mixed-up order. Tell me the name of each letter as you point to it.
Remember, tell me the name, not the sound.

Uppercase Letters

M S R A L E H
B Q T G F J N
Z Y W C K D U
X P V I O _____/26

Lowercase Letters

o f e d j n k h l
r c i t w a v g u s b x m p q y z _____/26

Letter-Sound Correspondences: Single Consonants and Digraphs
Say, I’m going to show you some letters in mixed-up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names. For example, if you see “m,” you would say /m/. Point to the letter as you say the sound.

m f t s b w
k d r v n j
l g p h z y qu th sh ch wh ng _____/24
High-Frequency Words

Say, Here are some words for you to read. Point to them as you read them. (Encourage the student to try the next one if he or she doesn’t know a word within 3 seconds.)

- see
- my
- have
- to
- she
- all
- some
- was
- of
- any
- where
- put
- for
- are
- they
- over
- what
- would
- these
- which
- your
- every
- once
- things
- does
- right
- because
- answer
- done
- always
- much
- pull
- heart
- whole
- although

Letter-Sound Correspondences: Short and Long Vowels

(Students recall the sound.) Say, I’m going to show you some more letters. Tell me the short vowel sound each one stands for.

- i
- u
- a
- o
- e

Now, tell me the long sound for each vowel. (If the student doesn’t know how to respond, explain that the long vowel is found in the letter’s name.)

- i
- u
- a
- o
- e

(Students recognize the letter.) If the student has trouble, say, Now I’m going to say a vowel sound. You point to the letter that spells that sound. (Exaggerate the vowel sound as you say the following words.)

/ĕ/, e-cho
/ă/, a-pple
/й/, up
/ĭ/, i-tch
/ŏ/, o-ctopus

- e
- a
- u
- i
- o
Closed-Syllable Words With Short Vowels and Single Consonants

Say, I’m going to show you some real words and some made-up words. Read them as well as you can. 
(Tell the student that the second set is nonsense or made-up words.)

<table>
<thead>
<tr>
<th>Real</th>
<th>rot</th>
<th>wed</th>
<th>bun</th>
<th>lap</th>
<th>kit</th>
<th>sum</th>
<th>_____/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsense</td>
<td>lom</td>
<td>mis</td>
<td>pez</td>
<td>gom</td>
<td>rad</td>
<td>jun</td>
<td>_____/6</td>
</tr>
<tr>
<td>Combined</td>
<td>rabbit</td>
<td>unfed</td>
<td>picnic</td>
<td>napkin</td>
<td>sudden</td>
<td>cotton</td>
<td>_____/6  _____/18</td>
</tr>
</tbody>
</table>

Closed Syllables With Digraphs, Doubles, and Blends

<table>
<thead>
<tr>
<th>Real</th>
<th>twin</th>
<th>prep</th>
<th>stiff</th>
<th>grunt</th>
<th>drop</th>
<th>trust</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>glint</td>
<td>clamp</td>
<td>smell</td>
<td>flunk</td>
<td>shred</td>
<td>chick</td>
<td>_____/12</td>
</tr>
<tr>
<td>Nonsense</td>
<td>chonk</td>
<td>thremp</td>
<td>spaz</td>
<td>bling</td>
<td>steck</td>
<td>culf</td>
<td>_____/6</td>
</tr>
<tr>
<td>Combined</td>
<td>skimming</td>
<td>backdrop</td>
<td>upswing</td>
<td>complex</td>
<td>maddest</td>
<td>subject</td>
<td>_____/6  _____/24</td>
</tr>
</tbody>
</table>

Long Vowel VCe Words and Syllables

<table>
<thead>
<tr>
<th>Real</th>
<th>dome</th>
<th>plate</th>
<th>tune</th>
<th>vote</th>
<th>chime</th>
<th>whale</th>
<th>_____/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsense</td>
<td>lete</td>
<td>pruse</td>
<td>wabe</td>
<td>pire</td>
<td>throle</td>
<td>bline</td>
<td>_____/6</td>
</tr>
<tr>
<td>Combined</td>
<td>suppose</td>
<td>compete</td>
<td>implose</td>
<td>unmade</td>
<td>insane</td>
<td>commune</td>
<td>_____/6  _____/18</td>
</tr>
</tbody>
</table>

Vowel-r Syllables

<table>
<thead>
<tr>
<th>Real</th>
<th>fur</th>
<th>or</th>
<th>yurt</th>
<th>girl</th>
<th>chard</th>
<th>jerk</th>
<th>_____/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsense</td>
<td>jer</td>
<td>thir</td>
<td>zor</td>
<td>gurt</td>
<td>sarm</td>
<td>glers</td>
<td>_____/6</td>
</tr>
<tr>
<td>Combined</td>
<td>setter</td>
<td>doctor</td>
<td>artwork</td>
<td>platform</td>
<td>surfer</td>
<td>starburst</td>
<td>_____/6  _____/18</td>
</tr>
</tbody>
</table>

Vowel Team Syllables

<table>
<thead>
<tr>
<th>Real</th>
<th>ray</th>
<th>keel</th>
<th>mail</th>
<th>spout</th>
<th>foal</th>
<th>flight</th>
<th>_____/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsense</td>
<td>voy</td>
<td>wain</td>
<td>loob</td>
<td>cruit</td>
<td>plaud</td>
<td>wright</td>
<td>_____/6</td>
</tr>
<tr>
<td>Combined</td>
<td>sustain</td>
<td>turmoil</td>
<td>cheater</td>
<td>coleslaw</td>
<td>soupspoon</td>
<td>snowboard</td>
<td>_____/6  _____/18</td>
</tr>
</tbody>
</table>
Complex Consonant Patterns (Hard/soft c and g; –dge, –tch)

Real
price guard sledge clutch gem cyst _____/6

Nonsense
gyr trece woge datch zudge cim _____/6 _____/12

Mixed Syllables With Consonant–le
bugle stable battle juggle steeple

boggle scrabble maple noodle shortle _____/10

Base Words With Inflections and Common Suffixes
mittens crushes puffed unknowing evenly

dodged poorly frighten breezes guppies _____/10

Compound Words: Varied Syllable Types
daytime blueprint cornfield deadbeat earthworm grapevine

butterfly matchbook playground roadway skylight whiplash _____/12

Common Derivational Prefixes, Roots, and Suffixes
informative disagreement enjoyable retract prediction express _____/6

Extension: Encoding

Use separate sheet of lined paper.

1. Write the alphabet in order. Use lowercase manuscript or cursive.
   a b c d e f g h i j k l m n o p q r s t u v w x y z _____/26

2. Write the letter or letters that represent each sound.
   
   /sh/ /l/ /yl/ /h/ /l/ /d/ 
   
   /ch/ /n/ /v/ /z/ /ks/ (x) /kw/ (qu) _____/12

Administer Spelling Inventory Tool: Primary Skills (Tool 2.1).
## Summary Chart

**Student**  
**Grade/Class**  
**Date**

<table>
<thead>
<tr>
<th>Foundation Skill</th>
<th>Target for Instruction</th>
<th><strong>TOTALS</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre</td>
</tr>
<tr>
<td>Letter Naming: Uppercase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Naming: Lowercase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter-Sound Correspondences:</td>
<td></td>
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<tr>
<td>Single Consonants and Digraphs</td>
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<tr>
<td>High-Frequency Words</td>
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<td>Letter-Sound Correspondences:</td>
<td></td>
<td></td>
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<tr>
<td>Short and Long Vowels</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Decoding Skill</th>
<th><strong>REAL WORDS</strong></th>
<th><strong>NONSENSE WORDS</strong></th>
<th><strong>MULTISYLLABLE WORDS</strong></th>
<th><strong>TOTALS</strong></th>
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</thead>
<tbody>
<tr>
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<td>____/6</td>
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<td>____/6</td>
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<td>____/18</td>
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<td>____/6</td>
<td>____/6</td>
<td>____/18</td>
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<td>Complex Consonant Patterns</td>
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<td></td>
<td>____/12</td>
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<td>Compound Words: Varied Syllables</td>
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<td>Derivational Prefixes, Suffixes, and Roots</td>
<td>____/6</td>
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<td>____/6</td>
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<tr>
<td>Extension: Encoding</td>
<td>____/26</td>
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<td>____/12</td>
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Phonics and Word Reading Survey

Student Pages

Letter Naming

Uppercase Letters

M S R A L E H
B Q T G F J N
Z Y W C K D U
X P V I O

Lowercase Letters

o f e d j n k h l
c i t w a r v g u
s b x m p q y z

Letter-Sound Correspondences: Single Consonants and Digraphs

m f t s b w
k d r v n j
l g p h z y
qu th sh ch wh ng

(cont)
### High-Frequency Words

- see  
- my  
- have  
- to   
- she  
- all  
- some  
- was  
- of  
- any  
- where  
- put  
- for  
- are  
- they  
- over  
- what  
- would  
- these  
- which  
- your  
- every  
- once  
- things  
- does  
- right  
- because  
- answer  
- done  
- always  
- much  
- pull  
- heart  
- whole  
- although

### Letter-Sound Correspondences: Short and Long Vowels

- i  
- u  
- a  
- o  
- e

### Closed-Syllable Words With Short Vowels and Single Consonants

- **Real**  
  - rot  
  - wed  
  - bun  
  - lap  
  - kit  
  - sum

- **Nonsense**  
  - lom  
  - mis  
  - pez  
  - gom  
  - rad  
  - jun

- **Combined**  
  - rabbit  
  - unfed  
  - picnic  
  - napkin  
  - sudden  
  - cotton
### Closed Syllables With Digraphs, Doubles, and Blends

**Real**
- twin
- prep
- stiff
- grunt
- drop
- trust
- glint
- clamp
- smell
- flunk
- shred
- chick

**Nonsense**
- chonk
- threm
- spaz
- bling
- steck
- culf

**Combined**
- skimming
- backdrop
- upswing
- complex
- maddest
- subject

### Long Vowel VCe Words and Syllables

**Real**
- dome
- plate
- tune
- vote
- chime
- whale

**Nonsense**
- lete
- pruse
- wabe
- pire
- throme
- bline

**Combined**
- suppose
- compete
- implode
- unmade
- insane
- commune

### Vowel-\(r\) Syllables

**Real**
- fur
- or
- yurt
- girl
- chard
- jerk

**Nonsense**
- jer
- thir
- zor
- gurt
- sarm
- glers

**Combined**
- setter
- doctor
- artwork
- platform
- surfer
- starburst

### Vowel-Team Syllables

**Real**
- ray
- keel
- mail
- spout
- foal
- flight

**Nonsense**
- voy
- wain
- loob
- cruit
- plaud
- wright

**Combined**
- sustain
- turmoil
- cheater
- coleslaw
- soupspoon
- snowboard

(cont)
Complex Consonant Patterns (Hard/soft c and g; –dge, –tch)

- Real: price, guard, sledge, clutch, gem, cyst
- Nonsense: gyr, trece, woje, datch, zudge, cim

Mixed Syllables With Consonant–le

- Real: bugle, stable, battle, juggle, steeple
- Nonsense: boggle, scrabble, maple, noodle, chortle

Base Words With Inflections and Common Suffixes

- Real: mittens, crushes, puffed, unknowing, evenly
- Nonsense: dodged, poorly, frighten, breezes, guppies

Compound Words: Varied Syllable Types

- Real: daytime, blueprint, cornfield, deadbeat, earthworm, grapevine
- Nonsense: butterfly, matchbook, playground, roadway, skylight, whiplash

Common Derivational Prefixes, Roots, and Suffixes

- Real: informative, disagreement, enjoyable, retract, prediction, express

Extension: Encoding

Use separate sheet of lined paper.

1. Write the alphabet in order. Use lowercase manuscript or cursive.
2. Write the letter or letters that represent each sound.