



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 VCe 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
c i t w a r 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 ____/35

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 ____/5

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 ____/5

(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.)

/ē/, e-cho /ā/, a-pple /ū/, up /ī/, i-tch /ō/, o-ctopus
 e a u i o ____/5

(cont)

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.)

Real rot wed bun lap kit sum ____/6

Nonsense lom mis pez gom rad jun ____/6

Combined rabbit unfed picnic napkin sudden cotton ____/6 ____/18

Closed Syllables With Digraphs, Doubles, and Blends

Real twin prep stiff grunt drop trust
glint clamp smell flunk shred chick ____/12

Nonsense chonk thremp spaz bling steck culf ____/6

Combined skimming backdrop upswing complex maddest subject ____/6 ____/24

Long Vowel VCe Words and Syllables

Real dome plate tune vote chime whale ____/6

Nonsense lete pruse wabe pire throme bline ____/6

Combined suppose compete implode unmade insane commune ____/6 ____/18

Vowel-r Syllables

Real fur or yurt girl chard jerk ____/6

Nonsense jer thir zor gurt sarm glers ____/6

Combined setter doctor artwork platform surfer starburst ____/6 ____/18

Vowel Team Syllables

Real ray keel mail spout foal flight ____/6

Nonsense voy wain loob cruit plaud wright ____/6

Combined sustain turmoil cheater coleslaw soup spoon snowboard ____/6 ____/18

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 chortle ____/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/ /j/ /y/ /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 _____

Foundation Skill	Target for Instruction			TOTALS	
				Pre	Post
Letter Naming: Uppercase				____/26	____/26
Letter Naming: Lowercase				____/26	____/26
Letter-Sound Correspondences: Single Consonants and Digraphs				____/24	____/24
High-Frequency Words				____/35	____/35
Letter-Sound Correspondences: Short and Long Vowels				____/5	____/5
				____/5	____/5
				____/5	____/5
Decoding Skill	Real Words	Nonsense Words	Multisyllable Words	TOTALS	
				Pre	Post
Closed-Syllable Words With Short Vowels and Single Consonants	____/6	____/6	____/6	____/18	____/18
Closed Syllables With Digraphs, Doubles, and Blends	____/12	____/6	____/6	____/24	____/24
Long Vowel VCe Words and Syllables	____/6	____/6	____/6	____/18	____/18
Vowel-r Syllables	____/6	____/6	____/6	____/18	____/18
Vowel Team Syllables	____/6	____/6	____/6	____/18	____/18
Complex Consonant Patterns	____/6	____/6		____/12	____/12
Mixed Syllables With Consonant-le	____/10			____/10	____/10
Base Words With Inflections and Suffixes	____/10			____/10	____/10
Compound Words: Varied Syllables	____/12			____/12	____/12
Derivational Prefixes, Suffixes, and Roots	____/6			____/6	____/6
Extension: Encoding				____/26	____/26
				____/12	____/12

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Student Pages

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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

i u a o e

e a u i o

Closed-Syllable Words With Short Vowels and Single Consonants

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