



Diagnostic Assessment Sheet

When a student begins a reading program it is important to assess where the student is at, what knowledge and skills he/she has acquired and what he/she needs to learn. It is also useful to observe his/her reading strategies. This will inform the teacher where to start and what to focus on. This is particularly important for children who are struggling with reading. This assessment will help to determine from which point the teacher should start teaching. The 'Recommendations' sheet will match suitable decodable books (from the Phonic Books range) to the reading level of the student.

How to use this Diagnostic Assessment

1. Cut out the reading cards below. The student should read them in sequential order. The teacher's sheet is for the teacher to record the student's responses.
2. Ask the student to start with sounding out the letters at the beginning of the assessment. Note if the pronunciation of the sounds is 'precise' (no 'uh' after the consonants). Is the student using letter names instead of sounds?
3. Explain to the student that the words in lists 2-5 are nonsense words which help to assess decoding skills. There is a symbol of an alien to demonstrate this.
4. If the student starts to struggle, complete that section for diagnostic purposes. The teacher will need to use his/her judgement as to whether to start at this point or to start from the previous section in order to build up the confidence of the learner.
5. Record what the student has said (not just a check or cross). This will inform the teacher about the student's reading strategies.
6. Use the 'Recommendations' sheet to see where to start and which books to use with your student.

Name:

Date:

Diagnostic Reading Assessment - teacher's sheet

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

2 sof jum rel ked vug ziff

3 kand seft ump roft benk lant

4 trop frem prab glim druff snop

5 stend plimp slupt pronk flant stroft

6 chip shed thin quest that rock wing

7 brittle which crackle thanking glinted swinging when rested

8 plain tweet stoat burst instead frown stool might hood stork
coil chart clear

9 stay belong so person tread sound grew wild could bald
annoy grass stare steer table cream slow shirt again glue
cry push claw half there here

10 tape toe Pete messy world flute tie fault laugh pear
break stone learn dine talk heart their

Student's reading cards

Card 1

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

Card 2

sof

jum

rel



ked

vug

ziff

Card 3

kand

seft

ump



roft

benk

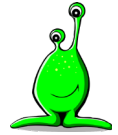
lant

Card 4

trop

frem

prab



glim

druff

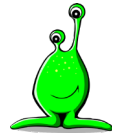
snop

Card 5

stend

plimp

slupt



pronk

flant

stroft

Card 6

chip

shed

thin

quest

that

rock

wing

Card 7

brittle which crackle thanking

glinted swinging when rested

Card 8

plain tweet stoat burst

instead frown stool might

hood stork coil chart clear

Card 9

stay belong so person tread sound grew

wild could bald annoy grass stare steer

table cream slow shirt again glue cry

push claw half there here

Card 10

tape toe Pete messy world flute

tie fault laugh pear break stone

learn dine talk heart their

Recommendations: Use this sheet following a diagnostic assessment. *

	Diagnostic reading sheet	Phonic Code knowledge/skill that needs addressing	Recommendations for young readers	Recommendation for older readers
1	s a t i m n o p b c g h d e f v k l r u j w z x y ff ll ss zz	Sounds/letter correspondences	Dandelion Launchers Stages 1-7	Moon Dog Set 1 books /workbook
2	sof jum rel ked vug ziff	CVC level words and non-words	Dandelion Launchers Stages 8-15	Moon Dog Set 2 books/workbook cvc reading activities in Totem 1 and Alba workbooks.
3	kand seft ump roft benk lant	Blending real and non-words at VCC and CVCC level	Dandelion Launchers Stages 8-15	Moon Dog Series Set 2 or Magic Belt/ That Dog! Book 1, or Totem / Alba Book 1 and workbook activities.
4	trop frem prab glim druff snop	Blending real and non-words at CCVC level	Dandelion Launchers Stages 8-15	Moon Dog Series 2/ workbook or start at Magic Belt/ That Dog, Book 4 and Totem and Alba, Book 2 and workbook activities
5	stend plimp slupt pronk flant stroft	Blending real and non-words at CCVCC and CCCVC level	Dandelion Launchers Stages 8-15	Moon Dog Series 2 or start at Magic Belt/ That Dog! Book 5 and Totem/ Alba Book 3 and workbook activities
6	chip shed thin quest that rock wing	ch sh th ck ng spellings	Dandelion Launchers Stages 8-15	Moon Dog Series 2, Book 5 or start at Magic Belt Books/ That Dog! Books 6-10 and Totem/Alba Book 4 and workbook activities.
7	brittle which crackle thanking glinted swinging when rested	Spellings tch and ve, 2-syllable words ending in -ed, -ing, and le	Dandelion Launchers Stages 16-20	Start at Magic Belt/That Dog! Books 11-12 and Totem/Alba, Book 5 and workbook activities.
8	plain tweet stoat burst instead frown stool might hood stork coil chart clear	Spellings: ai, ee, oa, ur, ea, ow, oo, igh, <oo>k, or, oi, ar, air, ear	Dandelion Readers, Vowel Spellings Level 1	Start at Moon Dogs Vowel Spellings, then Totem/Alba Book 6 and workbook activities
9	stay belong so person tread sound grew wild could bald annoy grass stare steer table cream slow shirt again glue cry push claw half there here	Alternative spellings of target vowel sounds (see above).	Dandelion Readers, Vowel Spellings, Level 2	Start at Moon Dogs Vowel Spellings, then Totem/Alba Books 6-12 and workbook activities
10	tape toe Pete messy world flute tie fault laugh pear break stone learn dine talk heart their	More alternative spellings of target vowel sounds (see above list 8).	Dandelion Readers, Vowel Spellings, Level 3 and VCe set Dragon Eggs series	Start at Talisman 1/Rescue/ Island Adventure, Books 1-10 and workbook activities

* It is recommended to begin reading the Dragon Eggs, Magic Belt, That Dog! Totem, Alba, Island Adventure, Talisman 1 and Rescue series from the beginning in order to follow the plot.