
LETTER-SOUND RELATIONSHIPS (PHONICS)

ASSESSMENTS

- 1 Decoding Checklist
- 2 The Nonword Reading Test / The Regularity Test
- 3 Alphacheck

DECODING CHECKLIST Name Date.....

Level 1 Letters of the Alphabet

letter	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
sound																										
write																										

Level 2 Blending to the following

	cab	had	rag	ham	can	lap	rat	fed	leg	men	jet	rib	lid	wig	him	tin
R																
W																
	tip	hit	fix	mob	rod	log	hop	got	rub	mud	hug	sum	run	cup	bus	nut
R																
W																

Level 3 Two letter initial consonant blends Stage 1

	blot	brag	clam	crab	drum	flag	from	glad	grin	plug	pram	scan	skip
R													
W													
	slam	smog	snip	spit	stop	swim	tram	twin					
R													
W													

Two letter final consonant blends Stage 2

	left	held	milk	help	felt	jump	send	sing	wink	lent	spy	very
R												
W												
	risk	lisp	lost	sty								
R												
W												

Three letter initial consonant blends Stage 3

	scrap	split	spring	strip	squid	three	shrug
R							
W							

Level 4 Digraphs

Stage 1	farm	fern	torn	see	thin	fish	much	queen
R								
W								

Stage 2	soon	tray	tall	coat	saw	make	round	kite
R								
W								
	toy	whip	fly	funny	tick			
R								
W								

Stage 3	cow	seat	train	use	sir	face	nice	foil	coke
R									
W									

Stage 4	pie	toe	turn	new	sigh	fight	rage	should	pair	pure	eight	walk
R												
W												
	tough	sought	taught	suit	laugh	elephant	donkey	door	wedge			
R												
W												

Level 4

silent	wrong	knife	sign	comb	scissors	plague	calm	honest	quest
R									
W									

Level 1
 sound / 26 / 26
 write / 26 / 26

Level 2
 read / 32 / 32
 write / 32 / 32

Level 3
 read / 44 / 44
 write / 44 / 44

Level 4
 read / 51 / 51
 write / 51 / 51

silent / 9 / 9

The Nonword Reading Test

Directions:

Print these words individually on cards and present them in random order for the child to read aloud. Record all reading responses.

Either a regular or an irregular pronunciation is acceptable, i.e. if "jint" is read as rhyming with "lint" it is regular whereas if "jint" is read as rhyming with "pint" it is irregular; "soser" read as "soaser" is regular, rhyming with "loser" is irregular.

Test Items:

One Syllable

plood
aund
wolt
jint
hign
pove
wamp
cread
slove
fongue
nowl
swad
chove
duede
sworf
jase
freath
warg
choiy

Two Syllable

louble
hausage
soser
pettuce
kolice
skeady
dever
biter
islank
polonel
narine
kiscuit

For 7 year olds, a score below 3 falls significantly below the norm.

For 10 year olds, a score below 26 on one-syllable words and 7 on two-syllable words falls significantly below the norm.

Source:

Snowling, M. J., Stackhouse, J. and Rack, J. P. (1986). Phonological dyslexia and dysgraphia: A developmental analysis. *Cognitive Neuropsychology*, 3, 309-339.

The Regularity Test

Directions:

Print these words individually on cards and present them in random order for the child to read aloud. Record all reading responses.

Test Items:

<i>Regular</i>		<i>Irregular</i>	
<u>One Syllable</u>	<u>Two Syllable</u>	<u>One Syllable</u>	<u>Two Syllable</u>
seige	bitter	choir	double
grill	thimble	flood	sausage
drug	tutor	aunt	loser
slot	lobster	wolf	lettuce
lime	market	pint	police
film	divine	sign	steady
task	organ	dove	lever
shin	lemon	wand	liter
hatch	trumpet	bread	island
spade	mixture	glove	colonel
prince	rubber	tongue	marine
plug	tumble	bowl	biscuit
blade		swan	
bleat		shove	
snail		suede	
globe		sword	
cask		vase	
match		breath	
sand		ward	

For 7 year olds, a score below 7 on regular words and 3 on irregular words falls below the norm.

For 10 year olds, a score below 26 on regular words and 21 on irregular words falls below the norm.

Source:

Snowling, M. J., Stackhouse, J. and Rack, J. P. (1986). Phonological dyslexia and dysgraphia: A developmental analysis. *Cognitive Neuropsychology*, 3, 309-339.