



### **Diagnostic Assessment Sheet**

When a pupil begins a reading programme it is important to assess where the pupil 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 pupil.

### **How to use this Diagnostic Assessment**

1. Cut out the Reading cards below. The pupil should read them in the sequential order. The teacher's sheet is for the teacher to record the pupil's responses.
2. Ask the pupil 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 pupil using letter names instead of sounds?
3. Explain to the pupil 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 pupil 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 pupil has said (not just a tick or cross). This will inform the teacher about the pupil's reading strategies.
6. Use the 'Recommendations' sheet to see where to start and which books to use with your pupil.

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. \*

	<b>Diagnostic reading sheet</b>	<b>Phonic Code knowledge/skill that needs addressing</b>	<b>Recommendations for Foundation Stage, KS1 and KS2</b>	<b>Recommendation for older readers in KS2 and KS3</b>
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	sound/letter correspondence	Teach missing sounds. Start from Dandelion Launchers, Unit 1 (Reception) or Dandelion Readers, Unit 1 (KS1).	Moon Dog Set 1 books /workbook
2	sof jum rel ked vug ziff	cvc level words and non words	Start with Dandelion Launchers, Unit 1 (Reception) and/or Dandelion Readers, Unit 1 ( Key Stage 1 ).	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 ccvc level	Start with Unit 7 Dandelion Launchers and/or Unit 7 Dandelion Readers.	Moon Dog Series Set 2 or start at Magic Belt 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	Start with Dandelion Launchers, Unit 8 and/or Dandelion Readers, Unit 8.	Moon Dog Series 2/ workbook or start at Magic Belt 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 ccvc level	Start with Dandelion Launchers, Unit 10 and/or Dandelion Readers, Unit 10.	Moon Dog Series 2 or start at Magic Belt Book 5 and Totem/ Alba Book 3 and workbook activities
6	chip shed thin quest that rock wing	ch sh th ck ng spellings	Start from Dandelion Launchers, Unit 11 and/or Dandelion Readers, Unit 11.	Moon Dog Series 2, Book 5 or start at Magic Belt Books 6-10 and Totem/Alba Book 4 and workbook activities.
7	brittle which crackle thanking glinted swinging when rested	wh spelling and 2 syllable words ending in ed, ing, and le	Start with Dandelion Readers, Unit 16.	Start at Magic Belt 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, l<oo>k, or, oi, ar, air, ear	Start with Dandelion Readers, Level 1 Extended code	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).	Start with Dandelion Readers, Level 2 Extended code	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).	Start with Dandelion Readers, Level 3 Extended code. If the reader has difficulty with split vowel spellings – use Split Vowel Spelling Set.	Start at Talisman 1/Rescue, Books 1-10 and workbook activities

\* It is recommended to begin reading the quest series (Magic Belt, Totem, Alba, Talisman 1 and Rescue) from the beginning in order to follow the plot.