

Sheets for Teachers

Spelling, Dictation and Writing – whole class testing – students will need a sheet of lined paper and a pencil. And **Fluency** - individual testing

Spelling

Instructions:

We're going to do a spelling activity.

*If you want to change a spelling, draw a line through the word and write the word again, like this. **Demonstrate on the board.***

I'll give each word in the following way: I'll say the word, then I'll give it in a sentence, then I'll say the word again.

G6 Spelling Regular words /5

1	hair	I have just had my hair cut.	hair
2	choir	My sister is in a choir.	choir
3	back	I took the book back to the library.	back
4	hurt	I fell and hurt my knee.	hurt
5	toilet	My cat fell in the toilet.	toilet

G7 Spelling Special words /10

1	October	There are 31 days in October.	October
2	December	Christmas Day is on December 25 th .	December
3	half	I cut the cake in half.	half
4	eleven	My sister is eleven years old.	eleven
5	fifteen	Ten add five makes fifteen.	fifteen
6	eighteen	I have eighteen chickens.	eighteen
7	twenty	Ten and ten makes twenty.	twenty
8	thirty	My mum is thirty.	thirty
9	forty	My dad is forty.	forty
10	fifty	Grandma is fifty.	fifty

G8 Dictation sentences /19

(Teacher note: please deliver the dictation in the following fashion – identify the sentence number, have the children listen to the whole sentence (while their pencil is on the desk), tell them to pick up their pencil, and then read the first part of the sentence, wait for them, and then deliver the second part of the sentence. Errors should be dealt with in a similar fashion to the spelling test above)

Instructions:

I am going to dictate some sentences for you to write down. You'll listen while I say a sentence, then I'll say part of the sentence for you to write, then I'll say the next part for you to write.

e.g. **Sentence 1** – Listening?... The girl spoke nicely to her grandma.... ready?.... The girl spoke nicely...[pause while children complete that bit]... to her grandma.

Sentence 1

The girl spoke nicely to her grandma. The girl spoke nicely to her grandma

Sentence 2

He came third in the running race. He came third in the running race.

Sentence 3

The weather was boiling hot. The weather was boiling hot.

G9 Writing /40

Writes a story with structured sentences and with correct spelling:

- Using the following picture prompt (which the students are not to be shown before the activity), ask the students to write as much as they can (in 40min) about the picture.
- **This picture has been provided electronically for use with IWB or a data projector and in hard copies.**
- Teachers are to conduct an **oral discussion** of the picture with their students before the students write. Then, ask the students, "Please write as much as you can about this picture. You will have 40 minutes."
- Scoring notes:
 - G9a Count total number of words
 - G9b Mark the first 40 words: score 1 for each word spelled correctly
 - G9c Count correctly placed capital letters (in the first 40 words)
 - G9d Count correctly placed full stops (in the first 40 words)
 - G9e and f Mark Y/N for correct use of commas and speech marks



One-to-one testing

Activity 10

Test of Reading fluency

You will need a stop watch, a recording sheet and the laminated word list sheet.

*Note – this is a **list** and is to be read in columns.*

Say, “I am going to ask you to read some words. When I say *start now*, I want you to read the words in the list in front of you. You will have one minute.”

Place the list of words provided in front of the student, say, “Start now.” At the end of one minute, say, “Stop.”

Record the number of words read correctly in one minute.

Self corrections are considered correct. Teacher behaviour during testing: no prompting, poker faces, lack of eye contact, industrious marking of score sheet, which is best kept from student view to avoid distracting – these are all helpful teacher strategies for use with students who are seeking feedback. If a student pauses and is not moving forward, wait for a few seconds then mark the word incorrect and ask them to move to the next word. Say, “Go on to the next word.” The idea is not for them to scan the list and read only the words they do know, it is also not a teaching opportunity, so please let them sweat for a little while (count slowly to 5) before asking them to move on to the next word.