

Criterion-referenced assessments for reading

- **Oral blending**
- **Oral segmentation**
- **Non-word reading**
- **Grapheme- Phoneme correspondences**

Oral Blending Task**Purpose: to assess oral blending****Resources**

Sheet displaying all the pictures of the words to be blended (optional, see 7 below)
 Assessment response sheet for each child.

Procedure

1. Use the practice items (see below) to explain the task to the child as follows:
We're going to play a listening game. I'm going to speak like a robot. I want you to listen carefully and tell me the word I'm trying to say. Let's practise. The word is c - a - t. What is the robot trying to say?
2. If the child needs more prompting, say: *It's a word you know. Listen again.*
3. Proceed with the assessment items.
4. Offer each word in turn, leaving just less than a one-second interval between phonemes and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job, sitting still and listening, taking time to think – and comment that good learners do those things.
7. Rather than ask the child to say the word, you could ask the child to point to the correct picture.

Practice items: c - a - t; m - u - m**NAME**

Word to be spoken by the adult	Record the child's response. Tick if correct. If incorrect, record exactly what the child said or did.		
	Date:	Date:	Date:
1. m - a - n			
2. s - o - ck			
3. c - u - p			
4. p - e - g			
5. f - i - sh			
6. h - a - n - d			
7. t - e - n - t			
8. f - l - a - g			
9. s - p - oo - n			
10. s - t - a - m - p			

3 phonemes**Total: /5****Total: /5****Total: /5****4 phonemes****Total: /4****Total: /4****Total: /4****5 phonemes****Total: /1****Total: /1****Total: /1**

Oral segmentation task: Oral segmentation of words into three phonemes and four phonemes.

Purpose: To assess oral segmentation

Resources

Assessment response sheet

Procedure

1. Use the practice items (see below) to explain the task to the child:
2. *Now it's your turn to speak like a robot. I'm going to say a word and I want you to say all the sounds in the word, just like I did in the last game. Let's practise. The word is 'cat'. This is how the robot says cat, c-a-t. You do it. Instead of saying zip, the robot says z-i-p. How does the robot say mum?*
3. Provide the correct response if the child responds incorrectly.
4. Proceed with the assessment items.
5. Offer each word in turn and record the child's first response.
6. Discontinue after three consecutive errors.
7. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job, sitting still and listening, taking time to think – and comment that good learners do those things.

Practice items: cat, zip, mum

NAME

Word to be spoken by the adult	Record the child's response. Tick if correct. If incorrect, record exactly what the child said or did.		
	Date:	Date:	Date:
1. jam			
2. zip			
3. net			
4. dog			
5. mint			
6. sand			
7. gran			
8. snack			
9. crash			
10.dress			
3 phoneme words	Total /4	Total /4	Total /4
4 phoneme words	Total /6	Total /6	Total /6

Non-word reading task

Purpose

To assess grapheme recognition

To assess blending

Resources

Non-words on a shopping list

Assessment response sheet for each child

Procedure

1. Use a scenario to put this task in a context for the child, for example a friendly alien came to earth in a space ship. The alien had lists of things to take back to his own planet. This is what was written on the alien's first list, second list, etc.
2. Say: *Can you to read the words. Do you think you would be able to help the alien find the things on the list?*
3. Ask the child to say the sound for each grapheme and then to blend them to make a 'word'.
4. Record the sound for each grapheme and the blended word
5. Stop after three consecutive errors.

NON – WORD READING TASK – RESPONSE RECORD (not for use with children)

NAME:

Non-word	Sounds e.g. o-g	Word e.g. og	Sounds	Word	Sounds	Word
	Date		Date		Date	
og						
ab						
liss						
pim						
ket						
hin						
reb						
nud						
cag						
meck						
Totals			/10		/10	

Phase 3	Date		Date		Date	
dar						
zort						
sair						
kear						
veng						
jigh						
quoam						
doit						
gax						
hish						
koob						
fowd						
chee						
yurk						
waiber						
thorden						
Totals			/16		/16	

Phase 4	Date		Date		Date	
plood						
grint						
theest						
dreet						
bamp						
fowsping						
skarb						
shreb						
spunch						
kelf						
pronk						
glorpid						
Totals			/12		/12	

Alien non-word shopping lists for children to read.

These can be cut up and presented one at a time as needed.



og

ab

liss

pim

ket

hin

reb

nud

cag

meck

Phase 2



dar

zort

sair

kear

veng

jigh

quoam

doit

Phase 3/1



gax

hish

koob

fowd

chee

yurk

waiber

thorden

Ph3/2



plood

grint

theest

dreet

bamp

fowsping

skarb

shreb

spunch

kelf

pronk

glorpid

Ph4

Assessment for grapheme-phoneme correspondences (GPCs)

RESPONSE RECORD (not for use with children)

NAME

Phase 2				Phase 3			
Grapheme	Date 1	Date 2	Date 3	Grapheme	Date 1	Date 2	Date 3
s				j			
a				v			
t				w			
p				x			
i				y			
n				z			
m				zz			
d				qu			
				ch			
g				sh			
o				th, th			
c				ng			
k				ai			
ck				ee			
e				igh			
u				oa			
r				oo, oo			
				ar			
h				or			
b				ur			
f				ow			
ff				oi			
l				ear			
ll				air			
ss				ure			
				er			

Letters and Sounds - Phase 2 GPCs

Children's reading material

Alternatively, single graphemes printed on card could be presented.

s

a

t

p

i

n

m

d

Ph2/1

g

o

c

k

ck

e

u

r

Ph2/2

h

b

f

ff

l

ll

ss

Ph2/3

Letters and Sounds - Phase 3 GPCs

j

v

w

x

y

z

zz

qu

ch

Ph 3/1

ch

sh

th

ng

ai

ee

igh

oa

oo

Ph 3/2

ar

or

ur

ow

oi

ear

air

ure

er

Ph 3/3