

# ALTR Assessment Manual



**Year 2**



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## What is Included in the Year 2 ALTR Assessment Manual?

The Year 2 ALTR Manual provides instructions on what to screen and how to screen.

The ALTR testing process is aligned with the PLD structured phonic sequences. Refer to the sequence overviews below.

**Foundation Teaching Sequence**

PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum in Australia, closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

**Term 1**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
s a t	m r h	f l g	w j v k						
p i n e d c o	u b z y q x								
Stage 1: Target 1 (Simple words)	Stage 1: Target 2 (HFW words and CVC single words)	Stage 1: Target 3 (HFW words and CVC single words)	Stage 1: Target 4 (HFW words and CVC single words)						

**Term 2**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
s a t	m r h	f l g	w j v k						
p i n e d c o	u b z y q x								
Stage 2: Target 1 (Sentences)	Stage 2: Target 2 (Multiple Sentences)	Stage 2: Target 3 (Multiple Sentences)	Stage 2: Target 4 (Multiple Sentences)						

**Term 3**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sh ch th	sh ch th	oo oo	ee ee ck	ee ck	qu wh x				
Stage 3: Target 1 (Multiple Sentences)	Stage 3: Target 2 (Multiple Sentences)	Stage 3: Target 3 (Multiple Sentences)	Stage 3: Target 4 (Multiple Sentences)						

**Term 4**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sh oo oo qu	CVCC CVCC CVCC CVCC CVCC	CVCC	CVCC	CVCC	CVCC	CVCC	CVCC	CVCC	
ch ee x	a i b a	i	ee ck	ee ck	qu wh x				
th ck wh	u e d u	u	ck	ck					
Stage 4: Target 1 (Multiple Sentences)	Stage 4: Target 2 (Multiple Sentences)	Stage 4: Target 3 (Multiple Sentences)	Stage 4: Target 4 (Multiple Sentences)						

PLD Decodable Reading Books

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**Year 1 Teaching Sequence**

PLD recognises that there will be a range of abilities within every classroom and advocates for three Targeted Teaching Groups, determined through the spelling placement screens. This teaching sequence overview is designed for Group 1 students who are operating at or above the year level and Group 2 students slightly behind the year level and Group 3 significantly behind the year level students will require personalised teaching plans using the planning tables located in the Teaching Sequence Manual.

**Term 1**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CVCC	ay ai or ar al er/er ng oy oi								
Stage 1: Target 4	Stage 1: Target 3	Stage 1: Target 2	Stage 1: Target 1						

**Term 2**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ir ur ur	revise er ee ea	ea ee ea	aw oa oo	ow ou	ow				
Stage 2: Target 4	Stage 2: Target 3	Stage 2: Target 2	Stage 2: Target 1						

**Term 3**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise e-e, e-e, e-e, e-e	o-e, o-e, o-e, o-e	i-e, i-e, i-e, i-e	u-e, u-e, u-e, u-e	revise ll, ss, ff, zz	triple consonant blends				
Stage 2: Target 4	Stage 2: Target 3	Stage 2: Target 2	Stage 2: Target 1						

**Term 4**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise ew, ue, e-w, e-u	revise y, y, y, y	homophones with ee, ea	multi-syllabic words	revise y, y, y, y	revise words words				
Stage 2: Target 4	Stage 2: Target 3	Stage 2: Target 2	Stage 2: Target 1						

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**Year 2 Teaching Sequence**

PLD recognises that there will be a range of abilities within every classroom and advocates for three Targeted Teaching Groups, determined through the spelling placement screens. This teaching sequence overview is designed for Group 1 students who are operating at an appropriate level. Group 2 (marginally behind the year level) and Group 3 (significantly behind the year level) students will require personalised teaching plans using the planning tables located in the Teaching Sequence Manual.

**Term 1**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
kn ve	aw or	revise ee, ay, ea, ue, ew							
Stage 2: Target 4	Stage 2: Target 3	Stage 2: Target 2	Stage 2: Target 1						

**Term 2**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
-ce -se	-ze -se	-ge -se	-dg dg	-igh igh	-tch tch	-or -or	-air -air	-ear -ear	-oul -oul
Stage 3: Target 4	Stage 3: Target 3	Stage 3: Target 2	Stage 3: Target 1						

**Term 3**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ear ear	ou ui	ul bl	ol o	ai ai	ea e	or or	ear ear	car car	qu qu
Stage 3: Target 4	Stage 3: Target 3	Stage 3: Target 2	Stage 3: Target 1						

**Term 4**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
-le -le	& double medial letters	double letters in 2 syllable words	prefix-be	tr (tr)	ey (ey)	Double Letters & Triple Letters			
Stage 3: Target 4	Stage 3: Target 3	Stage 3: Target 2	Stage 3: Target 1						

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The outlines define the Tier 1 (age-appropriate) teaching progression. However inevitably in classrooms, there will also be Tier 2 and Tier 3 students operating at delayed levels. The ALTR screening will also accommodate the range in ability evident within Year 2 classrooms.

## Test Materials

The materials required include:

- The Year 2 ALTR Assessment Manual
- Access to the ALTR platform to record student responses.

## Testing Procedures

To ensure a reliable administration of the screen, the examiner should:

- Establish rapport with the students prior to the assessment.
- Administer the assessment ideally to the whole class, in a quiet, well lit and undisturbed space.
- Follow the guidelines for administration.
- Record responses on the ALTR platform accurately.

## Test Administration Instructions

The test administration instructions are outlined on the following pages.

**The Year 2 Spelling Placement Screens** are designed to track the development of single word spelling ability based upon PLD's Structured Synthetic Phonics sequence. The information gained will highlight the areas requiring further targeted teaching and will also assist in the allocation of spelling lists. Please note that the test words will change every term.

## Materials Required



Writing Pencil

This form is for tracking student progress across three stages. It includes a grid for each stage with columns for 'Name', 'Stage 1', 'Stage 2', and 'Stage 3'. There are also sections for 'Additional observations' and 'Stage 1 Score: \_\_\_\_\_'.

Student Spelling Templates

This template contains a list of 25 words for Stage 1, each with a sentence illustrating its meaning. The words are: 1. mat, 2. pen, 3. book, 4. chair, 5. spoon, 6. pen, 7. mat, 8. book, 9. spoon, 10. mat, 11. pen, 12. book, 13. spoon, 14. mat, 15. pen, 16. book, 17. spoon, 18. mat, 19. pen, 20. book, 21. spoon, 22. mat, 23. pen, 24. book, 25. spoon.

Test Pages

This template contains three sets of test items for Stages 1, 2, and 3. Each stage has a list of words and their meanings. Stage 1 words include mat, pen, book, chair, spoon, etc. Stage 2 words include pencil, paper, crayon, etc. Stage 3 words include pencil, paper, crayon, etc. The template also includes a note for students operating above Stage 3.

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:

## Preparation

- Duplicate the relevant student spelling template for each student. They may need to be enlarged to A3. Be sure to select the appropriate template according to which stages you are testing.
- It is recommended that the spelling screen is presented to the whole class in one sitting.
- Have each student put a book on their desks so they can read if asked to discontinue.
- Explanation to each group: "We are going to complete a spelling review. The words will gradually become more difficult. Let's get started. Listen carefully to the words I am asking you to spell and do your best. Please do not use an eraser."

## Instructions

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

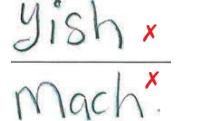
Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

It is preferable to continue testing according to the year level recommendations below. Some students will require testing beyond the recommended stages so be sure to have additional copies of the subsequent templates so testing can continue.

Spelling Placement Screens are conducted at the beginning of the school year (ideally Term 1, Week 1) and at the end of Terms 1, 2 and 3.

### Marking the Placement Screens

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Yes. Letter reversals are a common occurrence in the first years of learning to spell and write. Repeated practice forming letters (and particularly letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues.	 ✓ Test word: 'snip'
What happens when the student reverses a 'b' or 'd'?	When the word 'rod' is spelled 'rob' (with a reversal of a d) technically this is an error. However, within the first years of learning to spell, such errors are common and a degree of flexibility can be shown in this initial period of screening.	Suggestion: Focus on these letters reinforcing starting points and verbal cues.
Do I mark the word correct when the student uses capital letters?	Yes. When students write their spelling words with some (or all) upper-case letters, this reflects a handwriting weakness and not a spelling issue. This observation signals the need for intensive lower-case letter formation skill development.	 ✓ Test word: 'shut'
Do I mark the word correct when the student writes the correct phonic pattern but other letters in the test word are incorrect?	No! Spelling test words are only marked correct if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it definitely has not been mastered and is not ready for transference into writing.	 ✗ Test words: 'dish' and 'much'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who experienced multiple ear infections, who present with language delays, or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area.  Keep in mind, within Stage 1 Target 2 and 3, additional medial vowel practice will occur.	 ✗ Test word: 'luck'

## Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 run	Run as fast as you can.	CCC/CC	1 strict	The rules at school are strict.
	2 mop	Please mop the floor.	CCC/CC	2 squelch	Walking in mud can make a squelch sound.
	3 lip	She bit her lip.	-ss	3 press	Press the doorbell.
	4 bag	I collected my school bag.	a-e	4 shape	A triangle is a shape with three sides.
	5 yes	Yes, you can play with me.	i-e	5 line	Draw a line between the dots.
Target 2	sh 6 shut	Please shut the door.	ir	6 skirt	I wear a skirt to work.
	ch 7 chin	The baby had food on his chin.	ow	7 window	Look out the window.
	th 8 that	That is my pencil.	oa	8 toast	I have toast for breakfast.
	ck 9 pick	You can pick what game to play.	ew	9 drew	He drew a picture of a house.
	ee 10 weed	Mum pulled the weed from the garden.	ou	10 count	Can you count the apples?
	oo 11 moon	At night the moon is in the sky.	aw	11 yawn	When I am tired I yawn.
	qu 12 quiz	We had a quiz at school.	ea	12 steam	The kettle has steam coming out.
Target 3 CCVC & CVCC	13 snip	Snip the paper with the scissors.	ue	13 clue	The clue helped me solve the riddle.
	14 trip	We took a trip to the beach.	ur	14 hurt	He fell off his bike and hurt his leg.
	15 send	Can you send me a letter?	-y	15 windy	It was a windy day at the beach.
	16 lump	There was a lump of ice in my juice.	kn	16 knife	Use a knife to cut the pie.
	17 gold	The chain was made from gold.	Stage 3	Test Word	Test Word in a Sentence
Target 4	ay 18 clay	I made a bowl from clay.	dge	1 edge	Don't get too close to the edge!
	ing 19 bring	Bring your lunch to school.	igh	2 midnight	They went to sleep at midnight.
	or 20 sport	Football is my favourite sport.	tch	3 rematch	She demanded a rematch after losing the game.
	ar 21 start	The race will soon start.	ph	4 orphan	He was left an orphan.
	all 22 small	My sister is small.	ea	5 instead	Can I have chocolate instead of cake?
	ai 23 chain	The chain fell off my bike.	mb	6 plumber	Dad called the plumber to fix the toilet.
	er 24 under	The dog hid under the table.	dd	7 rabbit	A rabbit likes to hop around.
	oi 25 point	Point to birds in the tree.	-ey	8 chimney	The smoke rose out of the chimney.
	oy 26 joy	To be happy is to be full of joy.	ce	9 disgrace	He left the army in disgrace.
			air	10 repair	Mum will repair the broken table.
			ore	11 before	Monday comes before Tuesday.
			-le	12 grumble	Nan says I must not grumble.
			-ge	13 orange	My favourite colour is orange.
			-or	14 doctor	The doctor gave me medicine.
			qu	15 liquid	Water is a liquid.
			tion	16 action	I like action movies.

## Present all of Stages 1 and 2

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:  
<https://pld-literacy.org/pld-catalogue-request/>

Name: \_\_\_\_\_

Term:

Stage 1		Stage 2	Stage 3
Target 1	Score $_5=$ %		
1			
2			
3			
4			
5			
Target 2	Score $_7=$ %		
6			
7			
8			
9			
10			
11			
12			
Target 3	Score $_5=$ %		
13			
14			
15			
16			
17		Note the phonic concepts requiring further instruction  <input type="checkbox"/> .....	Note the phonic concepts requiring further instruction  <input type="checkbox"/> .....
Target 4	Score $_9=$ %		
18		<input type="checkbox"/> .....	<input type="checkbox"/> .....
19		<input type="checkbox"/> .....	<input type="checkbox"/> .....
20		<input type="checkbox"/> .....	<input type="checkbox"/> .....
21		<input type="checkbox"/> .....	<input type="checkbox"/> .....
22		<input type="checkbox"/> .....	<input type="checkbox"/> .....
23		<input type="checkbox"/> .....	<input type="checkbox"/> .....
24		<input type="checkbox"/> .....	<input type="checkbox"/> .....
25		<input type="checkbox"/> .....	<input type="checkbox"/> .....
26		Additional observations	Additional observations
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score $_26=$ %	Stage 2 Score $_16=$ %	Stage 3 Score $_16=$ %

## Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 dog	The dog likes bones.	CCC/CC	1 strong	I am strong.
	2 pen	Write your name in pen.	CCC/CC	2 thrust	She thrust her hands in her pockets.
	3 pit	I fell in the pit.	-ll	3 spill	Don't spill your milk.
	4 dam	The dam was full of water.	a-e	4 plate	Put your food on the plate.
	5 mop	Mop the floor.	i-e	5 spine	Your spine is your back.
Target 2	sh 6 dish	Put food on the dish.	ir	6 twirl	She loves to twirl and dance.
	ch 7 rich	The man is rich.	ow	7 elbow	He hurt his elbow.
	th 8 them	I want to go with them.	ew	8 chew	Chew your food!
	ck 9 sock	I have lost one sock.	oa	9 roast	Dad made roast for dinner.
	ee 10 feed	Feed your dog.	ou	10 ground	Put it on the ground.
	oo 11 shoot	Don't shoot the birds.	aw	11 lawn	I mowed the lawn.
	qu 12 quit	He quit ballet.	ea	12 cream	I love strawberries and cream.
Target 3 CCVCC & CVCC	13 clap	The baby can clap.	ue	13 blue	My favourite colour is blue.
	14 twin	I have a twin sister.	ur	14 purse	Put your money in the purse.
	15 sold	Dad sold our house.	-y	15 sticky	Honey is sticky.
	16 lift	Lift me up.	kn	16 knee	I scratched my knee.
	17 went	I went to the shop.	Stage 3	Test Word	Test Word in a Sentence
Target 4	ay 18 sway	The tree will sway in the wind.	dge	1 badge	He got the honour badge.
	ing 19 thing	What is that thing?	igh	2 delight	She squealed with delight.
	or 20 north	Go north.	tch	3 itchy	The bites are itchy.
	ar 21 chart	Put your name on the chart.	ph	4 trophy	I won a trophy.
	all 22 fall	The glass will fall.	ea	5 thread	Thread the needle.
	ai 23 paint	Mum will paint my room.	mb	6 crumb	The mouse ate the crumb.
	er 24 never	Never be rude.	gg	7 stagger	He walked with a stagger.
	oi 25 spoil	Mud will spoil your dress.	-ey	8 hockey	We play hockey.
	oy 26 enjoy	Enjoy your holidays.	ce	9 replace	Replace the batteries.
			air	10 dairy	I am allergic to dairy.
Present all of Stages 1, 2 and 3			ore	11 restore	Can you restore the program?
			-le	12 sniffle	I have a sniffle.
			-ge	13 plunge	Plunge into the pool.
			-or	14 inspector	The inspector found termites.
			qu	15 quaint	It is a quaint cottage.
			tion	16 fiction	I love to read fiction.

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:  
<https://pld-literacy.org/pld-catalogue-request/>

Name:

Term:

		Stage 1	Stage 2	Stage 3
Target 1	Score $_5/5 = \underline{\hspace{2cm}}\%$			
	1			
	2			
	3			
	4			
	5			
Target 2	Score $_7/7 = \underline{\hspace{2cm}}\%$			
	6			
	7			
	8			
	9			
	10			
Target 3	Score $_5/5 = \underline{\hspace{2cm}}\%$			
	11			
	12			
	13			
	14			
	15			
Target 4	Score $_9/9 = \underline{\hspace{2cm}}\%$			
	16			
	17	Note the phonic concepts requiring further instruction		Note the phonic concepts requiring further instruction
	18	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	19	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	20	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
When marking note the concepts requiring further instruction	21	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	22	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	23	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	24	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	25	<input type="checkbox"/> .....	<input type="checkbox"/> .....	
	26	Additional observations	Additional observations	
Notes:				
		Stage 1 Score $_26/26 = \underline{\hspace{2cm}}\%$	Stage 2 Score $_16/16 = \underline{\hspace{2cm}}\%$	Stage 3 Score $_16/16 = \underline{\hspace{2cm}}\%$

## Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 fog	It is a thick fog.	CCC/CC	1 strand	One strand of the rope is red.
	2 get	Get your hat.	CCC/CC	2 squint	I squint on a sunny day.
	3 pad	Write on the pad.	-zz	3 frizz	I prefer hair without frizz.
	4 sun	The sun is hot.	a-e	4 skate	He likes to skate.
	5 fit	He is fit due to exercises.	i-e	5 slime	There is slime in the pond.
Target 2	sh 6 shop	Go to the shop.	ir	6 squirm	Spiders make me squirm.
	ch 7 much	Do you have much money?	ow	7 shallow	The pool is very shallow.
	th 8 with	Can I come with you?	ew	8 grew	The seeds grew into big trees.
	ck 9 luck	I wish you good luck.	oa	9 coach	Our coach encourages us.
	ee 10 keep	You can keep it.	ou	10 around	There is a fence around the yard.
	oo 11 hook	Put a worm on the hook.	aw	11 straw	The little pig made a house of straw.
	qu 12 queen	The queen has a crown.	ea	12 reach	Can you reach the top?
Target 3 CCVC & CVCC	13 flag	The flag is flapping.	ue	13 true	Only say what is true.
	14 glad	I am glad you are here.	ur	14 nurse	The nurse looks after the sick people.
	15 soft	Feathers are soft.	-y	15 frosty	It is a frosty winter day.
	16 pond	The ducks swim in the pond.	kn	16 know	I know where you live.
	17 bank	Put your money in the bank.	Stage 3	Test Word	Test Word in a Sentence
Target 4	ay 18 today	Today is a school day.	dge	1 pledge	A pledge is a promise.
	ing 19 cling	She will cling to her mum.	igh	2 bright	The sun is very bright.
	or 20 port	The ship sailed into port.	tch	3 stretch	Stretch before you exercise.
	ar 21 march	The soldiers march.	ph	4 dolphin	The dolphin eats fish.
	all 22 stall	I have a stall at the fair.	ea	5 breakfast	I have toast for breakfast.
	ai 23 brain	Your brain is amazing.	mb	6 thumb	He hit his thumb.
	er 24 winter	In winter it rains a lot.	nn	7 channel	Dad will change the channel.
	oi 25 joint	Grandad gets joint pain.	-ey	8 jockey	The jockey rode the horse.
	oy 26 boy	The boy can run.	ce	9 embrace	I saw mum and dad embrace.
			are	10 aware	I was not aware you were coming too.
Present all of Stages 1, 2 and 3			ore	11 ignore	Ignore the silly children.
			-le	12 scribble	My brother likes to scribble.
			-ge	13 hinge	The door hinge squeaks.
			-or	14 spectator	Mum enjoys being a spectator on sports day.
			qu	15 quarter	Come at a quarter past three.
			tion	16 option	You have the option to stay.

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:  
<https://pld-literacy.org/pld-catalogue-request/>

Name:

Term:

## Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word		Test Word in a Sentence		Stage 2	Test Word		Test Word in a Sentence	
Target 1 CVC	1	log	Sit on the log.		CCC/CC	1	sprint	It was a fast sprint.	
	2	yet	Have you done it yet?		CCC/CC	2	drench	The rain will drench you.	
	3	pan	Put eggs in the pan.		-ff	3	scuff	You will scuff your shoes.	
	4	nut	Crack the nut.		a-e	4	brave	He was very brave.	
	5	win	I hope I win the race.		i-e	5	drive	Can you drive a car?	
Target 2	sh	wish	Make a wish.		ir	6	thirty	My mum is thirty years old.	
	ch	chat	Chat with your friend.		ow	7	throw	Throw the ball.	
	th	then	Do this then that.		ew	8	blew	He blew his nose.	
	ck	rock	The rock is heavy.		oa	9	soap	Wash your hands with soap.	
	ee	seem	You seem sad.		ou	10	amount	It is a large amount.	
	oo	book	Read the book.		aw	11	prawn	I love prawn salad.	
	qu	quiz	Do your best on the quiz.		ea	12	dream	I had a bad dream.	
Target 3 CCVC & CVCC	13	step	I can see a step.		ue	13	glue	Stick it on with glue.	
	14	grin	See him grin.		ur	14	burst	The balloon will burst.	
	15	mint	Make peas with mint.		-y	15	handy	A piece of string is very handy.	
	16	hold	Hold on tight.		kn	16	knew	I knew the answer.	
	17	crash	I had a crash.		Stage 3	Test Word		Test Word in a Sentence	
Target 4	ay	stay	Can you stay?		dge	1	smudge	Don't smudge your work.	
	ing	sting	The bee can sting.		igh	2	mighty	It is a mighty river.	
	or	torch	You will need a torch.		tch	3	switch	Can I switch with you?	
	ar	smart	You are very smart.		ph	4	emphasis	Use emphasis to show importance.	
	all	ball	Throw the ball.		ea	5	pleasant	It was a pleasant smell.	
	ai	snail	Slow as a snail.		bt	6	doubt	I doubt you are correct.	
	er	number	We live at number four.		tt	7	kettle	Boil the kettle.	
	oi	join	You can join our group.		-ey	8	turkey	We had turkey for dinner.	
	oy	toy	This is my toy.		ce	9	necklace	I have a new necklace.	
					are	10	compare	Don't compare yourself to others.	
Present all of Stages 1, 2 and 3					ore	11	explore	He liked to explore the bush.	
					-le	12	sparkle	The gem stone began to sparkle.	
					-ge	13	charge	They charge for entry to the show.	
					-or	14	elevator	Take the elevator to the next floor.	
					qu	15	require	You will require a ticket.	
					tion	16	mention	She didn't mention your name.	

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:  
<https://pld-literacy.org/pld-catalogue-request/>

Name:

Term:

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