

ALTR Assessment Manual



Year 3



What to
screen?

When to
screen?

How to
screen?

How to report
on data?



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What is Included in the Year 3 ALTR Assessment Manual?

The Year 3 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 overview below.

Scan here for PLD
Phonics Overviews



Year 1 Teaching Sequence										
PLD										
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 screen. 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	Revision
CCVC	ay	ai	ar	al	er	er	ng	oy, oi		
Words: so, no, go, put, pull	Words: what, said, more, have	Words: they, one, two								
Term 2										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
ir	ur	er	ea	ea	ow	oa	ow	ou	ow	
Words: there, their, where, even	Words: come, some, something, someone, sometimes	Words: want, watch, water, people								
Term 3										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
ou	oe	oe	ie	ee	oe	ue	ll, ss	triple consonant blends		
Words: after, ask, father, last	Words: fast, class, afternoon, basketball	Words: done, gone, here, were								
Term 4										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
revis	ew, ue	revis	homo-phones	multi-syllabic	y	HFV	HFV	revis		
Words: won, above, other	Words: front, love, another, mother	Words: month, brother								

Year 2 Teaching Sequence										
PLD										
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 screen. 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	Revision
in	ve	ow	or	revis	revis	revis	revis	Bi & Tri Consonant Clusters	i	ie
Words: only, open, over	Words: world, work, world	Words: Monday, Wednesday, animal, buy								
Term 2										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
ce	se	ge	se	ge	de	igh	on	are	ear	oul
Words: because, earth, heard, team	Words: city, excited, princess	Words: caught, dinosaur, aunt, laughed								
Term 3										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
ear	eer	ou	ui	mb	bf	al	o	wh	ph	one
Words: bought, brought, thought	Words: ghost, hour, autumn, castle	Words: often, guys, answer, write								
Term 4										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
he	he	double letters in 2 syllable words	o	wh	ph	one	are	ear	oul	oul
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, through								

Year 3 Teaching Sequence										
PLD										
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 screen. 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	Revision
he	ph	tion	ion	ion	ion	ion	ion	ion	ion	ion
Words: giant, magic, colour, favourite	Words: field, movie	Words: eight, minute								
Term 2										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
ion	ion	ion	ion	ion	ion	ion	ion	ion	ion	ion
Words: eye, music	Words: picture, police, lion	Words: trampoline, mountain, restaurant								
Term 3										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
y	age	ion	ion	ion	ion	ion	ion	ion	ion	ion
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, through								
Term 4										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Revision
ion	ion	ion	ion	ion	ion	ion	ion	ion	ion	ion
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, through								

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 3 classrooms.

Test Materials

The materials required include:

- The Year 3 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 3 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

Student Spelling Templates

Test Pages

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.



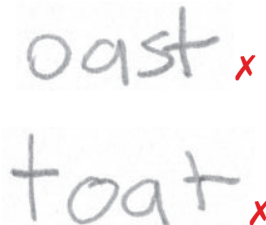

Step 3: Restate the test word. "Spell the word [insert the test word]."

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? What happens when the student reverses a 'b' or 'd'?	No. Letter reversals are a common occurrence in the first few years of learning to spell and write. Repeated practice forming letters (and particularly the letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues. Reversing b & d in middle and upper primary will result in a word being marked incorrect.	 X Test word: 'sudden'
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: 'plunge'
Do I mark the word correct when the student writes the phonic pattern correct 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 has not been mastered and is not ready for transference into writing.	 X Test word: 'toast'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who had 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. Remember words are only marked as correct when test words are spelled in full correctly.	 X Test word: 'crumb'

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 3	Test Word	Test Word in a Sentence
Target 1 CVC	1 run	Run as fast as you can.	dge	1 edge	Don't get too close to the edge!
	2 mop	Please mop the floor.	igh	2 midnight	They went to sleep at midnight.
	3 lip	She bit her lip.	tch	3 rematch	She demanded a rematch after losing the game.
	4 bag	I collected my school bag.	ph	4 alphabet	Children like to sing the alphabet.
	5 yes	Yes, you can play with me.	ea	5 instead	Can I have chocolate instead of cake?
Target 2	sh 6 shut	Please shut the door.	mb	6 plumber	Dad called the plumber to fix the toilet.
	ch 7 chin	The baby had food on his chin.	bb	7 rabbit	A rabbit likes to hop around.
	th 8 that	That is my pencil.	-ey	8 chimney	The smoke rose out of the chimney.
	ck 9 pick	You can pick what game to play.	ce	9 disgrace	He left the army in disgrace.
	ee 10 weed	Mum pulled the weed from the garden.	air	10 repair	Mum will repair the broken table.
	oo 11 moon	At night the moon is in the sky.	ore	11 before	Monday comes before Tuesday.
	qu 12 quiz	We had a quiz at school.	-le	12 grumble	Nan says I must not grumble.
Target 3 CCVC & CVCC	13 snip	Snip the paper with the scissors.	-ge	13 orange	My favourite colour is orange.
	14 trip	We took a trip to the beach.	-or	14 doctor	The doctor gave me medicine.
	15 send	Can you send me a letter?	qu	15 liquid	Water is a liquid.
	16 lump	There was a lump of ice in my juice.	tion	16 action	I like action movies.
	17 gold	The chain was made from gold.	Stage 4 Test Word Test Word in a Sentence		
Target 4	ay 18 clay	I made a bowl from clay.	a as /o/	1 squabble	The twins will squabble over the toys.
	ing 19 bring	Bring your lunch to school.	ch as /k/	2 mechanic	The mechanic fixed the car.
	or 20 sport	Football is my favourite sport.	g as /j/	3 generate	Our machine will generate power.
	ar 21 start	The race will soon start.	ear as /er/	4 research	We need to do research for our assignment.
	all 22 small	My sister is small.	age as /ij/	5 damage	Please do not damage school property.
	ai 23 chain	The chain fell off my bike.	augh	6 naughty	Our cat is very naughty.
	er 24 under	The dog hid under the table.	si as /zh/	7 excursion	We went on an excursion to the museum.
	oi 25 point	Point to birds in the tree.	ti as /sh/	8 reception	I delivered the note to reception.
	oy 26 joy	To be happy is to be full of joy.	schwa+n	9 mountain	I want to go mountain climbing.
Stage 2	Test Word	Test Word in a Sentence	c as /s/	10 celery	Celery is yummy in soups.
CCC/CC	1 strict	The rules at school are strict.	ous	11 tremendous	Our team did a tremendous job.
CCC/CC	2 squelch	Walking in mud can make a squelch sound.	y as /i/	12 syllable	What is the first syllable?
-ss	3 press	Press the doorbell.	rr	13 hurricane	The hurricane destroyed the town.
a-e	4 shape	A triangle is a shape with three sides.	silent u	14 guiding	My parent was guiding me through the bush land.
i-e	5 line	Draw a line between the dots.	our as /schwa er/	15 flavour	What is your favourite flavour?
ir	6 skirt	I wear a skirt to work.	tu as /ch/	16 furniture	Our dog jumped on the furniture.
ow	7 window	Look out the window.	Present all of Stages 1, 2 and 3		
ew	8 drew	He drew a picture of a house.			
oa	9 toast	I have toast for breakfast.			
ou	10 count	Can you count the apples?			
aw	11 yawn	When I am tired I yawn.			
ea	12 steam	The kettle has steam coming out.			
ue	13 clue	The clue helped me solve the riddle.			
ur	14 hurt	He fell off his bike and hurt his leg.			
-y	15 windy	It was a windy day at the beach.			
kn	16 knife	Use a knife to cut the pie.			

For students operating above this level, refer to the Year 4 or 5 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

Name:

Term:

Stage 1		Stage 2
Target 1 Score ___/5= ___%	1	
	2	
	3	
	4	
	5	
Target 2 Score ___/7= ___%	6	
	7	
	8	
	9	
	10	
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Target 3 Score ___/5= ___%	13	
	14	
	15	
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	17	
Target 4 Score ___/9= ___%	18	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Additional observations</p>
	19	
	20	
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	26	
When marking note the concepts requiring further instruction	Notes:	<p>Stage 1 Score ___/26= ___%</p> <p>Stage 2 Score ___/16= ___%</p>

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Name:

Term:

	Stage 3	Stage 4
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16		
When marking, note the concepts requiring further instruction	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>
	Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%

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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 3	Test Word	Test Word in a Sentence
Target 1 CVC	1 dog	The dog likes bones.	dge	1 badge	He got the honour badge.
	2 pen	Write your name in pen.	igh	2 delight	She squealed with delight.
	3 pit	I fell in the pit.	tch	3 itchy	The bites are itchy.
	4 dam	The dam was full of water.	ph	4 trophy	I won a trophy.
	5 mop	Mop the floor.	ea	5 thread	Thread the needle.
Target 2	sh 6 dish	Put food on the dish.	mb	6 crumb	The mouse ate the crumb.
	ch 7 rich	The man is rich.	gg	7 stagger	He walked with a stagger.
	th 8 them	I want to go with them.	-ey	8 hockey	We play hockey.
	ck 9 sock	I have lost one sock.	ce	9 replace	Replace the batteries.
	ee 10 feed	Feed your dog.	air	10 dairy	I am allergic to dairy.
	oo 11 shoot	Don't shoot the birds.	ore	11 restore	Can you restore the program?
Target 3 CCVC & CVCC	qu 12 quit	He quit ballet.	-le	12 snuffle	I have a snuffle.
	13 clap	The baby can clap.	-ge	13 plunge	Plunge into the pool.
	14 twin	I have a twin sister.	-or	14 inspector	The inspector found termites.
	15 sold	Dad sold our house.	qu	15 quaint	It is a quaint cottage.
	16 lift	Lift me up.	tion	16 fiction	I love to read fiction.
Target 4	17 went	I went to the shop.	Stage 4		
	ay 18 sway	The tree will sway in the wind.	a as /o/	1 quality	We eat high quality meat.
	ing 19 thing	What is that thing?	ch as /k/	2 chemist	Get the pills from the chemist.
	or 20 north	Go north.	g as /j/	3 generation	Our family has lived here for a generation.
	ar 21 chart	Put your name on the chart.	ear as /er/	4 rehearse	Can you rehearse with me?
	all 22 fall	The glass will fall.	age as /ij/	5 advantage	He had an advantage.
	ai 23 paint	Mum will paint my room.	augh	6 caught	She caught the ball.
	er 24 never	Never be rude.	si as /zh/	7 conclusion	The conclusion was surprising.
	oi 25 spoil	Mud will spoil your dress.	ti as /sh/	8 consideration	Show consideration for others.
	oy 26 enjoy	Enjoy your holidays.	schwa+n	9 bargain	I got a bargain at the shops.
Stage 2	Test Word	Test Word in a Sentence	c as /s/	10 parcel	The parcel is for mum.
CCC/CC	1 strong	I am strong.	ous	11 miraculous	It was a miraculous escape.
CCC/CC	2 thrust	She thrust her hands in her pockets.	y as /i/	12 symbol	The dollar sign is a symbol.
-ll	3 spill	Don't spill your milk.	rr	13 embarrassed	She was so embarrassed.
a-e	4 plate	Put your food on the plate.	silent u	14 disguise	It is a clever disguise.
i-e	5 spine	Your spine is your back.	our as /schwa er/	15 demeanour	He has a happy demeanour.
ir	6 twirl	She loves to twirl and dance.	tu as /ch/	16 agriculture	The science of farming is agriculture.
ow	7 elbow	He hurt his elbow.			
ew	8 chew	Chew your food!			
oa	9 roast	Dad made roast for dinner.			
ou	10 ground	Put it on the ground.			
aw	11 lawn	I mowed the lawn.			
ea	12 cream	I love strawberries and cream.			
ue	13 blue	My favourite colour is blue.			
ur	14 purse	Put your money in the purse.			
-y	15 sticky	Honey is sticky.			
kn	16 knee	I scratched my knee.			

Present all of Stages 1, 2 and 3

For students operating above this level, refer to the Year 4 or 5 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

Name: _____

Term: _____

Stage 1		Stage 2
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	
Target 4 Score ___/9= ___%	18	
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
When marking note the concepts requiring further instruction	Notes:	
	<p>Stage 1 Score ___/26= ___%</p> <p>Stage 2 Score ___/16= ___%</p>	

Note the phonic concepts requiring further instruction

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Additional observations

Name:

Term:

	Stage 3	Stage 4
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12		
13		
14		
15		
16		
When marking, note the concepts requiring further instruction	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>
	Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%

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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 3	Test Word	Test Word in a Sentence
Target 1 CVC	1 fog	It is a thick fog.	dge	1 pledge	A pledge is a promise.
	2 get	Get your hat.	igh	2 bright	The sun is very bright.
	3 pad	Write on the pad.	tch	3 stretch	Stretch before you exercise.
	4 sun	The sun is hot.	ph	4 dolphin	The dolphin eats fish.
	5 fit	He is fit due to exercises.	ea	5 breakfast	I have toast for breakfast.
Target 2	sh 6 shop	Go to the shop.	mb	6 thumb	He hit his thumb.
	ch 7 much	Do you have much money?	nn	7 channel	Dad will change the channel.
	th 8 with	Can I come with you?	-ey	8 jockey	The jockey rode the horse.
	ck 9 luck	I wish you good luck.	ce	9 embrace	I saw mum and dad embrace.
	ee 10 keep	You can keep it.	are	10 aware	I was not aware you were coming too.
	oo 11 hook	Put a worm on the hook.	ore	11 ignore	Ignore the silly children.
Target 3 CCVC & CVCC	qu 12 queen	The queen has a crown.	-le	12 scribble	My brother likes to scribble.
	13 flag	The flag is flapping.	-ge	13 hinge	The door hinge squeaks.
	14 glad	I am glad you are here.	-or	14 spectator	Mum enjoys being a spectator on sports day.
	15 soft	Feathers are soft.	qu	15 quarter	Come at a quarter past three.
	16 pond	The ducks swim in the pond.	tion	16 option	You have the option to stay.
Target 4	17 bank	Put your money in the bank.	Stage 4		
	ay 18 today	Today is a school day.	a as /o/	1 quantity	It is a large quantity.
	ing 19 cling	She will cling to her mum.	ch as /k/	2 character	Pop is a real character.
	or 20 port	The ship sailed into port.	g as /j/	3 engineer	My sister is an engineer.
	ar 21 march	The soldiers march.	ear as /er/	4 earthworm	The bird eats the earthworm.
	all 22 stall	I have a stall at the fair.	age as /ij/	5 stoppage	There is a power stoppage today.
	ai 23 brain	Your brain is amazing.	augh	6 daughter	My daughter is five years old.
	er 24 winter	In winter it rains a lot.	si as /zh/	7 procession	There was a procession through town.
	oi 25 joint	Grandad gets joint pain.	ti as /sh/	8 conversation	I had a conversation with him.
Stage 2	oy 26 boy	The boy can run.	schwa+n	9 certain	Are you certain that is correct?
	Test Word	Test Word in a Sentence	c as /s/	10 fancy	It was a fancy dress up party.
	CCC/CC 1 strand	One strand of the rope is red.	ous	11 prosperous	We wish you a prosperous new year.
	CCC/CC 2 squint	I squint on a sunny day.	y as /i/	12 mystery	I love to read a good mystery.
	-zz 3 frizz	I prefer hair without frizz.	rr	13 barricade	They were stopped by the police barricade.
	a-e 4 skate	He likes to skate.	silent u	14 guarantee	There is no guarantee you will win.
	i-e 5 slime	There is slime in the pond.	our as /schwa er	15 humour	She has a great sense of humour.
	ir 6 squirm	Spiders make me squirm.	tu as /ch/	16 sculpture	Did you see the marble sculpture?
	ow 7 shallow	The pool is very shallow.			
	ew 8 grew	The seeds grew into big trees.			
	oa 9 coach	Our coach encourages us.			
	ou 10 around	There is a fence around the yard.			
	aw 11 straw	The little pig made a house of straw.			
	ea 12 reach	Can you reach the top?			
	ue 13 true	Only say what is true.			
	ur 14 nurse	The nurse looks after the sick people.			
	-y 15 frosty	It is a frosty winter day.			
	kn 16 know	I know where you live.			

Present all of Stages 1, 2, 3 and 4

For students operating above this level, refer to the Year 4 or 5 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

Name: _____

Term: _____

Stage 1		Stage 2
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	
Target 4 Score ___/9= ___%	18	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Additional observations</p>
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
When marking note the concepts requiring further instruction	Notes:	
	Stage 1 Score ___/26= ___%	Stage 2 Score ___/16= ___%

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Name:

Term:

	Stage 3	Stage 4
1		
2		
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When marking, note the concepts requiring further instruction	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>
	Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%

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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 3	Test Word	Test Word in a Sentence
Target 1 CVC	1 log	Sit on the log.	dge	1 smudge	Don't smudge your work.
	2 yet	Have you done it yet?	igh	2 mighty	It is a mighty river.
	3 pan	Put eggs in the pan.	tch	3 switch	Can I switch with you?
	4 nut	Crack the nut.	ph	4 emphasis	We use emphasis to show importance.
	5 win	I hope I win the race.	ea	5 pleasant	It was a pleasant smell.
Target 2	sh 6 wish	Make a wish.	bt	6 doubt	I doubt you are incorrect.
	ch 7 chat	Chat with your friend.	tt	7 kettle	Boil the kettle.
	th 8 then	Do this then that.	-ey	8 turkey	We had turkey for dinner.
	ck 9 rock	The rock is heavy.	ce	9 necklace	I have a new necklace.
	ee 10 seem	You seem surprised.	are	10 compare	Don't compare yourself to others.
	oo 11 book	Read the book.	ore	11 explore	He liked to explore the bush.
Target 3 CCVC & CVCC	qu 12 quiz	Do your best on the quiz.	-le	12 sparkle	The gem stone began to sparkle.
	13 step	I can see a step over there.	-ge	13 charge	They charge for entry to the show.
	14 grin	See him grin.	-or	14 elevator	Take the elevator to the next floor.
	15 mint	Make peas with mint.	qu	15 require	You will require a ticket.
	16 hold	Hold on tight.	tion	16 mention	She didn't mention your name.
Target 4	crash 17	I had a crash.	Stage 4		
	ay 18 stay	Can you stay?	a as /o/	1 wander	Watch him or he will wander.
	ing 19 sting	The bee can sting.	ch as /k/	2 stomach	My stomach rumbled with hunger.
	or 20 torch	You will need a torch.	g as /j/	3 danger	Beware of danger.
	ar 21 smart	You are very smart.	ear as /er/	4 heard	I heard a bird.
	all 22 ball	Throw the ball.	age as /ij/	5 voyage	It was a long ocean voyage.
	ai 23 snail	Slow as a snail.	augh	6 taught	My teacher taught me to read.
	er 24 number	We live at number four.	si as /zh/	7 concussion	He got a concussion when he fell.
	oi 25 join	You can join our group.	ti as /sh/	8 exclamation	I heard an exclamation of surprise.
Stage 2	oy 26 toy	This is my toy.	schwa+n	9 fountain	There is a fountain in the pond.
	Test Word	Test Word in a Sentence	c as /s/	10 pencil	Use pencil not pen.
	CCC/CC 1 sprint	It was a fast sprint.	ous	11 momentous	It was a time of momentous change.
	CCC/CC 2 drench	The rain will drench you.	y as /i/	12 typical	Today is just a typical day.
	-ff 3 scuff	You will scuff your shoes.	rr	13 correspond	Would you correspond with me?
	a-e 4 brave	He was very brave.	silent u	14 vague	His answers were very vague.
	i-e 5 drive	Can you drive a car?	our as /schwa er/	15 favourite	Chocolate is my favourite.
	ir 6 thirty	My mum is thirty years old.	tu as /ch/	16 structure	It is a huge structure.
	ow 7 throw	Throw the ball.			
	ew 8 blew	He blew his nose.			
	oa 9 soap	Wash your hands with soap.			
	ou 10 amount	It is a large amount.			
	aw 11 prawn	I love prawn salad.			
	ea 12 dream	I had a good dream.			
	ue 13 glue	Stick it on with glue.			
	ur 14 burst	The balloon will burst.			
	-y 15 handy	A piece of string is very handy.			
	kn 16 knew	I knew the answer.			

Present all of Stages 1, 2, 3 and 4

For students operating above this level, refer to the Year 4 or 5 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

Name: _____

Term: _____

Stage 1		Stage 2
Target 1 Score ___/5= ___%	1	
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Target 2 Score ___/7= ___%	6	
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Target 3 Score ___/5= ___%	13	
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Target 4 Score ___/9= ___%	18	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Additional observations</p>
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When marking note the concepts requiring further instruction	Notes:	<p>Stage 1 Score ___/26= ___%</p> <p>Stage 2 Score ___/16= ___%</p>

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Name:

Term:

	Stage 3	Stage 4
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When marking, note the concepts requiring further instruction	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>	<p>Note the phonic concepts requiring further instruction</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Additional observations</p>
	Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%

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First Edition 2020

ALTR - Year 3 Assessment Manual

Editor: Diana Rigg

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