

ALTR Assessment Manual



Year 3



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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.

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 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
CVVC ay tray	ai rain	or horse	ar tall	al tall	er/er her finger	ng oy, oy longer	oi higher, coin	revision	PLD Reading Books Set 7

Stage 2

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ir bird	ur church	revise	ea leaf	aw draw	oa goat	ow bow	ou cloud	ow owl	PLD Reading Books Set 8

Stage 2

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise	o-e, e-e	Q-e	ie e-e	o-e	u-e	ll, ss, triple consonant blends	revision	ff, zz	PLD Reading Books Set 9

Stage 2

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	revise	y with	homophones	multisyllabic words	HF-W revision	revision	month, brother	PLD Reading Books Set 10

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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 know	ve ve	ow straw	or or	ea, oo, ay, oy, oy	ow, ow, er, er	er, er, er, er, er	ow, ou, ou, ou, ou	in, in, in, in, in	Bi & Tri Consonant Clusters

Stage 2

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ea, ee, ea, ea, ea, ea									

Stage 2

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ea, ee, ea, ea, ea, ea									

Stage 2

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ea, ee, ea, ea, ea, ea									

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Year 3 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
-la (school)	ph (f) phone	fion (i) fraction	or (o) doctor	a (a) water	ar (a) warm	multisyllabic words	ey (e) gray	igh (igh) eight	ch (ch) straight

Stage 2

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
a (a) bath	Q (a) swan	C (i) pencil	o (a) magic	ch, cch (a)	o (a) over	or (a) warm	oi (a) oil	ai (a) hospital	U (long a) rainy

Stage 3

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ear (a) ear	ear (a) ear	ui (i) mb	ai (a) (a) wh (a)	ph (a) (a)	ore (a) ear	oor (a) our (a)	qu (a) (a)	ou (a) (a)	ea (a) (a)

Stage 4

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ea (a) ea									

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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 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.

Scan here for PLD Phonics Overviews



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.

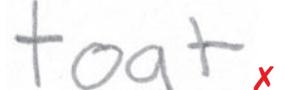
Step 3: Restate the test word. "Spell the word [insert the test word]."

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	Please shut the door.	mb	6 plumber	Dad called the plumber to fix the toilet.
	ch	The baby had food on his chin.	bb	7 rabbit	A rabbit likes to hop around.
	th	That is my pencil.	ey	8 chimney	The smoke rose out of the chimney.
	ck	You can pick what game to play.	ce	9 disgrace	He left the army in disgrace.
	ee	Mum pulled the weed from the garden.	air	10 repair	Mum will repair the broken table.
	oo	At night the moon is in the sky.	ore	11 before	Monday comes before Tuesday.
Target 3 CCVC & CVCC	qu	We had a quiz at school.	le	12 grumble	Nan says I must not grumble.
	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	I made a bowl from clay.	a as /o/	1 squabble	The twins will squabble over the toys.
	ing	Bring your lunch to school.	ch as /k/	2 mechanic	The mechanic fixed the car.
	or	Football is my favourite sport.	g as /j/	3 generate	Our machine will generate power.
	ar	The race will soon start.	ear as /er/	4 research	We need to do research for our assignment.
	all	My sister is small.	age as /ij/	5 damage	Please do not damage school property.
	ai	The chain fell off my bike.	augh	6 naughty	Our cat is very naughty.
	er	The dog hid under the table.	si as /zh/	7 excursion	We went on an excursion to the museum.
	oi	Point to birds in the tree.	ti as /sh/	8 reception	I delivered the note to reception.
	oy	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.			
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.			

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

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Name:

Term:

Stage 3		Stage 4	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction		Note the phonic concepts requiring further instruction
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional observations		Additional observations	
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?
	qu 12 quit	He quit ballet.	-le	12 sniffle	I have a sniffle.
Target 3 CCVC & CVCC	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.
	17 went	I went to the shop.	Stage 4	Test Word	Test Word in a Sentence
Target 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
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		
Target 2	Score ___/7= ___%		
	5		
	6		
	7		
	8		
Target 3	Score ___/5= ___%		
	9		
	10		
	11		
	12		
Target 4	Score ___/9= ___%		
	13		
	14		
	15		
	16		
When marking note the concepts requiring further instruction	Score ___/17= ___%		Note the phonic concepts requiring further instruction
	17		<input type="checkbox"/>
	18		<input type="checkbox"/>
	19		<input type="checkbox"/>
	20		<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score ___/21= ___%		<input type="checkbox"/>
	21		<input type="checkbox"/>
	22		<input type="checkbox"/>
	23		<input type="checkbox"/>
	24		<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score ___/25= ___%		<input type="checkbox"/>
	25		<input type="checkbox"/>
	26		<input type="checkbox"/>
		Notes:	Additional observations
	Stage 1 Score ___/26= ___%	Stage 2 Score ___/16= ___%	

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Name:

Term:

Stage 3		Stage 4	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction		Note the phonic concepts requiring further instruction
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional observations		Additional observations	
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	shop	mb	6 thumb	He hit his thumb.
	ch	much	nn	7 channel	Dad will change the channel.
	th	with	-ey	8 jockey	The jockey rode the horse.
	ck	luck	ce	9 embrace	I saw mum and dad embrace.
	ee	keep	are	10 aware	I was not aware you were coming too.
	oo	hook	ore	11 ignore	Ignore the silly children.
	qu	queen	-le	12 scribble	My brother likes to scribble.
Target 3 CCVC & CVCC	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.
	17 bank	Put your money in the bank.	Stage 4	Test Word	Test Word in a Sentence
Target 4	ay	today	a as /o/	1 quantity	It is a large quantity.
	ing	cling	ch as /k/	2 character	Pop is a real character.
	or	port	g as /j/	3 engineer	My sister is an engineer.
	ar	march	ear as /er/	4 earthworm	The bird eats the earthworm.
	all	stall	age as /i/	5 stoppage	There is a power stoppage today.
	ai	brain	augh	6 daughter	My daughter is five years old.
	er	winter	si as /zh/	7 procession	There was a procession through town.
	oi	joint	ti as /sh/	8 conversation	I had a conversation with him.
	oy	boy	schwa+n	9 certain	Are you certain that is correct?
	Stage 2	Test Word	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		
Target 2	Score ___/7= ___%		
	5		
	6		
	7		
	8		
Target 3	Score ___/5= ___%		
	9		
	10		
	11		
	12		
Target 4	Score ___/9= ___%		
	13		
	14		
	15		
	16		
When marking note the concepts requiring further instruction	Score ___/17= ___%		Note the phonic concepts requiring further instruction
	17		<input type="checkbox"/>
	18		<input type="checkbox"/>
	19		<input type="checkbox"/>
	20		<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score ___/21= ___%		<input type="checkbox"/>
	21		<input type="checkbox"/>
	22		<input type="checkbox"/>
	23		<input type="checkbox"/>
	24		<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score ___/25= ___%		<input type="checkbox"/>
	25		<input type="checkbox"/>
	26		<input type="checkbox"/>
	Notes:		Additional observations
	Stage 1 Score ___/26= ___%	Stage 2 Score ___/16= ___%	

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Name:

Term:

Stage 3		Stage 4	
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When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction		Note the phonic concepts requiring further instruction
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional observations		Additional observations	
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.
	qu 12 quiz	Do your best on the quiz.	-le	12 sparkle	The gem stone began to sparkle.
Target 3 CCVC & CVCC	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.
	17 crash	I had a crash.	Stage 4	Test Word	Test Word in a Sentence
Target 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 /i/	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.
	oy 26 toy	This is my toy.	schwa+n	9 fountain	There is a fountain in the pond.
	Stage 2	Test Word	Test Word in a Sentence	c as /s/	10 pencil
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= ___%		
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Target 2	Score ___/7= ___%		
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Target 3	Score ___/5= ___%		
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Target 4	Score ___/9= ___%		
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When marking note the concepts requiring further instruction	Score ___/17= ___%		Note the phonic concepts requiring further instruction
	17		<input type="checkbox"/>
	18		<input type="checkbox"/>
	19		<input type="checkbox"/>
	20		<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score ___/21= ___%		<input type="checkbox"/>
	21		<input type="checkbox"/>
	22		<input type="checkbox"/>
	23		<input type="checkbox"/>
	24		<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score ___/25= ___%		<input type="checkbox"/>
	25		<input type="checkbox"/>
	26		<input type="checkbox"/>
	Notes:		Additional observations
	Stage 1 Score ___/26= ___%	Stage 2 Score ___/16= ___%	

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

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ALTR - Year 3 Assessment Manual

Editor: Diana Rigg

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