

ALTR Assessment Manual



Year 4



What to
screen?

When to
screen?

How to
screen?

How to report
on data?



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What is Included in the Year 4 ALTR Assessment Manual?

The Year 4 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 2 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for Three Targeted Teaching Groups, differentiating the spelling placement across. This teaching sequence is designed for Group 1 students who are operating at an appropriate level. Group 2 fluently began the year (and Group 3 began prior to the year level). Students receive personalised teaching plans using the planning tables 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		
Stage 2	kn ve 	qw ba 	or ba 	revise revise ea oa ew	oa oe ea ow ow	oe oe o-e, ou ou ou ou	ow, ou ou ou ou	revise revise ou ir ir	Si & Tri Consonant Clusters	i ie ie 		
	♥ Words: only, open, over				♥ word, word, world				♥ 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		
Stage 3	-ce ce 	-se se 	-ze ze 	-ge ge 	dg dg 	igh igh 	tch tch 	ou ou 	ear ear 	oul oul 		
	♥ Words: because, earth, heart, learn				♥ city, excited, princess				♥ 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		
Stage 3	ear ear 	oir oir 	mb mb 	bt bt 	ai ai 	oi oi 	wh wh 	ph ph 	ore ore 	oor oor 	our our 	
	♥ Words: bought, brought, thought				♥ ghost, hour, autumn, castle				♥ often, girls, answer, write			
Term 4												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Stage 3	-le le 	-le le 	Double le Double letters in 2 syllable words	ai ai 	pr pr 	pr pr 	ti ti 	ey ey 	HW HW 	Double Letters & HW words	revise	
	♥ Words: school, friend, beautiful, once				♥ enough, young, cousin				♥ special, heart, pizza, though			

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Year 3 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for these Targeted Teaching Groups, determined through the spelling placement screeners. The teaching sequence above is designed to Group 1 students who are operating at an appropriate level. **Group 2** (emerged) shared the year level and **Group 3** (significantly below the year level) students completed their spelling 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
Step 3	hi (haidn) table	ph (f) table	tion (sh) table	on (aidn) table	ai (aidn) table	ar (aidn) table	multisyllabic words	ey (aidn) grey sigh (aidn) grey ough (aidn) grey	re (aidn) table	re (aidn) table
	♥ Words: giant, magic, colour, favourite			♥ field, movie			♥ eight, minute			

Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Step 4	ai (aidn) look	ai (aidn) look	e (aidn) penal	g (aidn) game	ch (aidn) chick	o (aidn) look	ai (aidn) look	ai (aidn) look	ai (aidn) look	ai (aidn) look
	♥ Words: eye, music			♥ picture, police, lion			♥ 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
Step 4	y (aidn) parade	age (aidn) orange	-net (aidn) game	eor (aidn) earth	au (aidn) au (aidn)	ough (aidn) au (aidn)	tion (aidn) au (aidn)	ai (aidn) magician	tion (aidn) au (aidn)	re (aidn) au (aidn)

Term 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Step 4	si (aidn) au (aidn)	ain (aidn) au (aidn)	ine (aidn) au (aidn)	our (aidn) au (aidn)	tu (aidn) au (aidn)	our (aidn) au (aidn)	ei (aidn) au (aidn)	ei (aidn) au (aidn)	ou (aidn) au (aidn)	re (aidn) au (aidn)

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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 4 classrooms.

Test Materials

The materials required include:

- The Year 4 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 4 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.



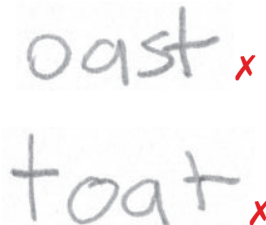

Step 3: Restate the test word. "Spell the word [insert the test word]."

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, 3 and 4		
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 5 and Year 6 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	
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	20	
	21	
	22	
	23	
	24	
	25	
	26	
When marking note the concepts requiring further instruction	Notes:	<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>Additional observations</p>
	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		
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10		
11		
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 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, 3 and 4

For students operating above this level, refer to the Year 5 and Year 6 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		
3		
4		
5		
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9		
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11		
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 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		
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.
			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.

Present all of Stages 1, 2, 3, 4 and 5

For students operating above this level, refer to the Year 5 and Year 6 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

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 4	Test Word	Test Word in a Sentence	Stage 5	Test Word	Test Word in a Sentence
a as /o/	1 quantity	It is a large quantity.	ac-	1 accomplish	What will you accomplish this year?
ch as /k/	2 character	Pop is a real character.	-tial	2 confidential	Confidential means to keep private.
g as /j/	3 engineer	My sister is an engineer.	-ate	3 congregate	To come together as a group is to congregate.
ear as /er/	4 earthworm	The bird eats the earthworm.	-able	4 irritable	She is irritable when she is sick.
age as /ij/	5 stoppage	There is a power stoppage today.	aer as /air/	5 aerial	Drones can take aerial photographs of places.
ough	6 daughter	My daughter is five years old.	-al	6 political	He represents that political party.
si as /zh/	7 procession	There was a procession through town.	u as /w/	7 anguish	I cried out in anguish.
ti as /sh/	8 conversation	I had a conversation with him.	-cious	8 suspicious	She is acting very suspicious.
schwa+n	9 certain	Are you certain that is correct?	ex-	9 extension	We finished the extension on our house.
c as /s/	10 fancy	It was a fancy dress up party.	-ship	10 dealership	I bought a car from the dealership.
ous	11 prosperous	We wish you a prosperous new year.	-ent	11 complacent	Complacent means to be careless and smug.
y as /i/	12 mystery	I love to read a good mystery.	-ary	12 complimentary	My report was very complimentary.
rr	13 barricade	They were stopped by the police barricade.	ou as /u/	13 flourish	The flowers flourish on the bank of the pond.
silent u	14 guarantee	There is no guarantee you will win.	cir-	14 circumnavigate	The captain aimed to circumnavigate the world.
our as /schwa er	15 humour	She has a great sense of humour.	eu as /y+oo/	15 neutral	I chose neutral colours for my outfit.
tu as /ch/	16 sculpture	Did you see the marble sculpture?	-ment	16 embarrassment	I turned red with embarrassment.

Present all of Stages 1, 2, 3, 4 and 5

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stage 2 & 3	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

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	Note the phonic concepts requiring further instruction
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	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26=___%	Stage 2 Score ___/16=___%	Stage 3 Score ___/16=___%

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Name:

Term:

	Stage 4	Stage 5
1		
2		
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4		
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14		
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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 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	6	wish	ir	6	thirty	My mum is thirty years old.
	ch	7	chat	ow	7	throw	Throw the ball.
	th	8	then	ew	8	blew	He blew his nose.
	ck	9	rock	oa	9	soap	Wash your hands with soap.
	ee	10	seem	ou	10	amount	It is a large amount.
	oo	11	book	aw	11	prawn	I love prawn salad.
	qu	12	quiz	ea	12	dream	I had a bad dream.
Target 3 CCVC & CVCC		13	step	ue	13	glue	Stick it on with glue.
		14	grin	ur	14	burst	The balloon will burst.
		15	mint	-y	15	handy	A piece of string is very handy.
		16	hold	kn	16	knew	I knew the answer.
		17	crash				
Target 4	ay	18	stay	Stage 3	Test Word		Test Word in a Sentence
	ing	19	sting	dge	1	smudge	Don't smudge your work.
	or	20	torch	igh	2	mighty	It is a mighty river.
	ar	21	smart	tch	3	switch	Can I switch with you?
	all	22	ball	ph	4	emphasis	Use emphasis to show importance.
	ai	23	snail	ea	5	pleasant	It was a pleasant smell.
	er	24	number	bt	6	doubt	I doubt you are correct.
	oi	25	join	tt	7	kettle	Boil the kettle.
	oy	26	toy	-ey	8	turkey	We had turkey for dinner.
				ce	9	necklace	I have a new necklace.
				are	10	compare	Don't compare yourself to others.
				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.

**Present all of Stages 1, 2, 3,
4 and 5**

For students operating above this level, refer to the Year 5 and Year 6 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

Test Items

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

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

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

Stage 4	Test Word	Test Word in a Sentence	Stage 5	Test Word	Test Word in a Sentence
a as /o/	1 wander	Watch him or he will wander.	ac-	1 according	According to the report, progress improved.
ch as /k/	2 stomach	My stomach rumbled with hunger.	-tial	2 influential	He is an influential community member.
g as /j/	3 danger	Beware of danger.	-ate	3 accentuate	Accentuate means to make it more obvious.
ear as /er/	4 heard	I heard a bird.	aer as /air/	4 aerodynamic	The aerodynamic design made it travel faster.
age as /ij/	5 voyage	It was a long ocean voyage.	-ible	5 possible	Anything is possible if you try.
ough	6 taught	My teacher taught me to read.	-al	6 professional	He is a professional sportsman.
si as /zh/	7 concussion	He got a concussion when he fell.	-ious	7 ambitious	She is extremely ambitious.
ti as /sh/	8 exclamation	I heard an exclamation of surprise.	u as /w/	8 distinguish	The voice was hard to distinguish over the phone.
schwa+n	9 fountain	There is a fountain in the pond.	ex-	9 explode	The dynamite will explode.
c as /s/	10 pencil	Use pencil not pen.	-ship	10 scholarship	They won a scholarship.
ous	11 momentous	It was a time of momentous change.	-ent	11 absorbent	Which paper towel is more absorbent.
y as /i/	12 typical	Today is just a typical day.	-ary	12 preliminary	We lost the preliminary final.
rr	13 correspond	Would you correspond with me?	ou as /u/	13 discourage	I would discourage you from smoking.
silent u	14 vague	His answers were very vague.	cir-	14 circumstantial	It was circumstantial evidence.
our as /schwa er/	15 favourite	Chocolate is my favourite.	u as /y+oo/	15 putrid	There was a putrid smell coming from the river.
tu as /ch/	16 structure	It is a huge structure.	-ment	16 commencement	The commencement of the test will be 2pm.

Present all of Stages 1, 2, 3, 4 and 5

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Name:

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	Stage 4	Stage 5
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First Edition 2020

ALTR - Year 4 Assessment Manual

Editor: Diana Rigg

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