Spelling Screener
Sound to Print Series

Years 2-3

7-8 Year Old Children

Basic Code – 1 Syllable Words

Advanced Code – 1 Syllable Words

Basic Code – Compound Words

Advanced Code – Compound Words

Basic Code – 2 Syllable Words

Advanced Code – 2 Syllable Words

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Advanced Code – 3 Syllable Words

Dictation – Basic Code

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Spelling Screener – Introduction

This screener is an informal, evidence-informed test that has been designed to help teaching staff detect potential literacy difficulties in early years children.

The screening system provides a quick overview of a students' alphabetic code knowledge and potential spelling weaknesses.

What Does the Screener Assess?

This screener assesses a child's spelling and alphabetic code knowledge to see how well this key knowledge base is developing after several years of schooling.

Is the Screener Normed?

No. This screener is an informal test of a child's spelling and written expression skills only. It allows educators to quickly determine if a child is at risk of future spelling difficulty.

If a student at risk is identified, more formal standardized measures of reading skills are recommended.

Spelling Screener – Alphabetic Code Knowledge

The spelling screener has been divided into *basic* alphabetic code knowledge and *advanced* alphabetic code knowledge.

Basic code knowledge is centred on words that feature short vowels that are the same spelling for the same vowel sound. For instance, the vowel sound /a/ is the same *sound* and *spelling* in words *mat, brat, splat, trash, splash,* etc.

In contrast, *advanced* code spellings place a greater cognitive load on children, particularly when attempting to spell more complex words. For instance, the *sound* /ae/ as in *lane* may have many possible spelling choices – *plane, may, they, great, pain,* etc. Note that the *sound* for /ae/ remains constant, yet the amount of *spelling choices* is much greater.

This screener targets students' basic and advanced code knowledge so that identification of error patterns can be targeted accurately. This knowledge is key when planning reading/spelling intervention.

if we have a better sense of where spelling difficulty begins for a student, we are better placed to accurately plan the appropriate level of literacy intervention.

How to Administer the Screener

Spelling Screener Instructions

In order to use this screener, you will need...

- Screening Score sheet

- Administration Sheet

- Pens/pencils

Administering the Screener

Print the response sheet for each student. The screening response sheet can be printed out for as many students as necessary.

Read the script for each section you which your student/s to complete. The entire screener can be completed in 10-15 minutes in total.

Completing the Spelling Screener

The screener is useful for assessing the spelling skills of students that asks them to spell basic code words and advanced code words.

How to Score the Spelling Screener

Tally correct responses and record them in the shaded boxes on the screener results page.

Analysing the Responses

It is anticipated that a child in this age range would be able to get at least 3/5 for each area of the spelling screener.

5/5 – Child's spelling skills are progressing well for this section

4/5 – Child's spelling progress is average for this section

3/5 – Child's spelling progress may need to be monitored for this section

2/5 –Child's spelling progress may be at risk for this section **(Formal Testing Recommended)**

1/5 – Child's spelling is below expectation for this section **(Formal testing Recommended)**

Spelling Screener - Script

Section 1   <u>Basic Code: 1 Syllable Words</u>   (BC-1)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.*' The student is to complete spelling attempts for all words.

1.	fact	It is a fact that the sky is blue.	fact
2.	rent	I have to pay the rent.	rent
3.	which	I can't decide which shirt to wear.	which
4.	split	The apple was split in half.	split
5.	scrunch	My boots went scrunch in the mud.	scrunch

Section 2   <u>Advanced Code: 1 Syllable Words</u>   (AC-1)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.*' The student is to complete spelling attempts for all words.

1.	snake	The snake was very long.	snake
2.	worst	That was the worst day.	worst
3.	should	That should be ok.	should
4.	huge	The horse is huge.	huge
5.	build	We can build a wall.	build

Spelling Screener – Script

Section 3   <u>Basic Code: Compound Words</u   (BC–CW)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.*' The student is to complete spelling attempts for all words.

1.	lipstick	The lipstick was dark red.	lipstick
2.	nutshell	In a nutshell, that's right.	nutshell
3.	anthill	The anthill is full of ants	anthill
4.	kidnap	Kidnap is a crime.	kidnap
5.	backhand	His backhand is great.	backhand

Section 4   <u>Advanced Code: Compound Words</u   (AC–CW)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.*' The student is to complete spelling attempts for all words.

1.	foolproof	This recipe is foolproof	foolproof
2.	airport	We landed at the airport.	airport
3.	nightgown	The nightgown is warm.	nightgown
4.	spacecraft	The spacecraft took off.	spacecraft
5.	freeway	We drove down the freeway.	freeway

Spelling Screener – Script

Section 5   <u>Basic Code: 2 Syllable Words</u>   (BC–2 Syll)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.'* The student is to complete spelling attempts for all words.

1.	rocket	The rocket took off.	rocket
2.	publish	I will publish my book.	publish
3.	helmet	The soldier wore a helmet.	helmet
4.	victim	He is a victim of a crime.	victim
5.	picnic	She went on a picnic.	.picnic

Section 6   <u>Advanced Code: 2 Syllable Words</u>   (AC–2 Syll)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.'* The student is to complete spelling attempts for all words.

1.	around	She will be around shortly.	around
2.	apple	The apple is red and green.	apple
3.	appear	The cat will appear at night.	appear
4.	confront	She will confront him.	confront
5.	further	The town is further away.	further

Spelling Screener – Script

Section 7　　　　Basic Code: 3 Syllable Words　　(BC–3 Syll)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.*' The student is to complete spelling attempts for all words.

1.	cabinet	The keys are in the side cabinet.	cabinet
2.	banana	I will eat the banana	banana
3.	defective	The toy is defective.	defective
4.	deficit	We overcame a deficit to win.	deficit
5.	element	Exercise is an element of fitness.	element

Section 8　　Advanced Code: 3 Syllable Words　　(AC–3 Syll)

Instructions: '*I will say a word and then say the word in a sentence. I want you to write the word on the line provided. If you're not sure of the spelling just give it your best try.*' The student is to complete spelling attempts for all words.

1.	envelope	He took an envelope from his bag.	envelope
2.	disposal	Put that in the waste disposal.	disposal
3.	fantasy	She read the fantasy novel.	fantasy
4.	hurricane	The hurricane wrecked the city.	hurricane
5.	wilderness	He was lost in the wilderness.	wilderness

Dictation Screener

Section 9   <u>Dictation: Basic Code</u>   (D-BC)

Read the sentence out loud to your students several times at a reasonably slow pace to ensure that each student has an opportunity to hear each word clearly. <u>Students are to write the dictated sentences on the response sheet.</u>

Contains two 3 syllable words (contest, select, children) and one 3 syllable word (athletic). *12 words*

I am in a contest with a select band of athletic children.

Section 10   <u>Dictation: Advanced Code</u>   (D-AC)

Read the sentence out loud to your students several times at a reasonably slow pace to ensure that each student has an opportunity to hear each word clearly.

The advanced code dictation sentence contains two 3 syllable words (computer, underneath) and two 2 syllable words (departs, airport). *12 words*

Keep your computer underneath the seat while the flight departs the airport.

Spelling Screener – Response Sheet

Student Name: _____ Date: _____ Year Level: _____

Part 1	(BC–1)	Part 4	(AC–CW)

Part 1   **(BC–1)**

1. _____

2. _____

3. _____

4. _____

5. _____

Part 2   **(AC–1)**

1. _____

2. _____

3. _____

4. _____

5. _____

Part 3   **(BC–CW)**

1. _____

2. _____

3. _____

4. _____

5. _____

Part 4   **(AC–CW)**

1. _____

2. _____

3. _____

4. _____

5. _____

Part 5   **(BC–2 Syll)**

1. _____

2. _____

3. _____

4. _____

5. _____

Part 6   **(BC–2 Syll)**

1. _____

2. _____

3. _____

4. _____

5. _____

Part 7   (BC-3 Syll)   Part 9: Dictation   (BC)

1.   _____

2.   _____   _____

3.   _____   _____

4.   _____   _____

5.   _____   _____

Part 8   (AC-3 Syll)   Part 10: Dictation   (AC)

1.   _____

2.   _____   _____

3.   _____   _____

4.   _____   _____

5.   _____   _____

Student Name: _____ Date: _____ Year Level: _____

Spelling Screener Results

Basic Code:	1 Syllable Words	___/5
Advanced Code:	1 Syllable Words	___/5
Basic Code:	Compound Words	___/5
Advanced Code	Compound Words	___/5
Basic Code:	2 Syllable Words	___/5
Advanced Code	2 Syllable Words	___/5
Basic Code:	3 Syllable Words	___/5
Advanced Code	3 Syllable Words	___/5
Total		___/40

Dictation – Basic Code	___/12
Dictation – Advanced Code	___/12