

Sheets for Teachers

Spelling, Dictation and Writing – whole class testing – students will need a sheet of lined paper and a pencil. And **Fluency** - individual testing

Spelling

Instructions:

We're going to do a spelling activity.

*If you want to change a spelling, draw a line through the word and write the word again, like this. **Demonstrate on the board.***

I'll give each word in the following way: I'll say the word, then I'll give it in a sentence, then I'll say the word again.

G6. Spelling Regular words /5

1	flower	The girl held a red flower in her hand.	flower
2	walk	Sometimes we walk to school.	walk
3	donkey	He had a ride on a donkey.	donkey
4	puppy	Our new puppy sleeps on my bed.	puppy
5	wear	Soldiers wear a uniform.	wear

G7. Spelling Special words /10

1	seventy	My grandpa is seventy.	seventy
2	ninety	It's ninety kilometres to my grandma's.	ninety
3	million	There are more than a million stars in the sky.	million
4	zero	Water freezes at zero degrees Celsius.	zero
5	metre	There are 100 centimetres in a metre.	metre
6	scissors	She cut the ribbon with scissors.	scissors
7	litre	My drink bottle holds one litre.	litre
8	weight	My dad is trying to lose weight.	weight
9	minute	I can read ten words in a minute.	minute
10	thousand	A thousand dollars is a lot of money.	thousand

Dictation

G8. Dictation – words /18, capitals /3, full stops /2 – no need to split the first sentence into 2 parts.

Teacher note: please deliver the **second sentence** of the dictation in the following fashion – identify the sentence number, have the children listen to the whole sentence (while their pencil is on the desk), tell them to get ready, and then read the first part of the sentence, wait for them, and then deliver the second part of the sentence. (Remind them to deal with their errors in a similar fashion to the spelling test above). For the **first sentence**, let them know that it is short and will be said twice: Once while they are listening and then once when they are ready to write.

Instructions:

I am going to dictate some sentences for you to write down. You'll listen while I say a sentence, then I'll say the part that I want you to write.

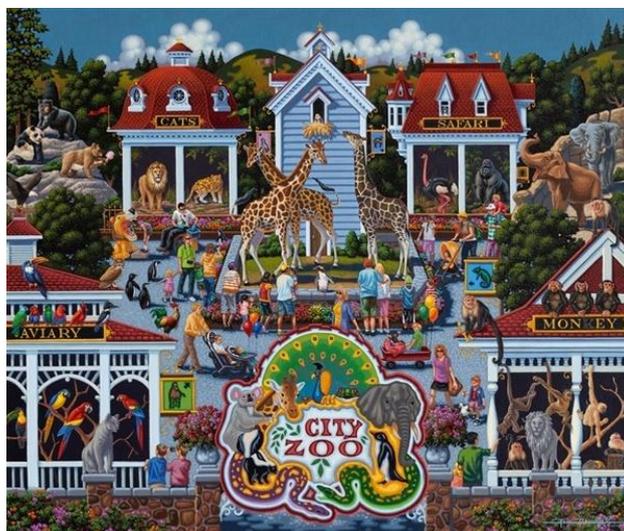
e.g. **Sentence 2 – Listening?**.... It took us an hour to put the Christmas decorations on the tree. ready?.... It took us an hour ...[pause while children complete that bit]... to put the Christmas decorations on the tree.

1	There was a huge explosion.	There was a huge explosion.
2	It took us an hour to put the Christmas decorations on the tree.	It took us an hour to put the Christmas decorations on the tree.

G9 Writing /40

Writes a story with structured sentences and with correct spelling:

- Using the following picture prompt (which the students are not to be shown before the activity), have students write as much as they can (in 40min) about the picture.
- **This picture has been provided electronically for use with IWB or a data projector and in hard copies.**
- Teachers are to conduct an **oral discussion** of the picture with their students before the students write. Then, ask the students “Please write as much as you can about this picture.”
- Scoring notes:
 - G9a Count total number of words
 - G9b Mark the first 40 words: score 1 for each word spelled correctly
 - G9c Count correctly placed capital letters (in the first 40 words)
 - G9d Count correctly placed full stops (in the first 40 words)
 - G9e and f Bonus marks for correct use of commas and speech marks



One-to-one testing

Activity 10

Test of Reading fluency

You will need a stop watch, a recording sheet and the laminated word list sheet.

*Note – this is a **list** and is to be read in columns.*

Say, “I am going to ask you to read some words. When I say *start now*, I want you to read the words in the list in front of you. You will have one minute.”

Place the list of words provided in front of the student, say, “Start now.” At the end of one minute, say, “Stop.”

Record the number of words read correctly in one minute.

Self corrections are considered correct. Teacher behaviour during testing: no prompting, poker faces, lack of eye contact, industrious marking of score sheet, which is best kept from student view to avoid distracting – these are all helpful teacher strategies for use with students who are seeking feedback. If a student pauses and is not moving forward, wait for a few seconds then mark the word incorrect and ask them to move to the next word. Say, “Go on to the next word.” The idea is not for them to scan the list and read only the words they do know, it is also not a teaching opportunity, so please let them sweat for a little while (count slowly to 5) before asking them to move on to the next word.

Marking guide

G3. Write interesting words - Ignore spelling

G4. Punctuation

G4.a Put in the necessary punctuation

“Will you play with me?” I asked my friends. /4 (2 speech marks, 1 question mark, 1 full stop)

“Help!” I cried as I fell from the tree. /4 (2 speech marks, 1 exclamation mark, 1 full stop)

G4.b Put in the apostrophes – two apostrophes required /2

G5. Prepositions - Accept any appropriate preposition. Ignore spelling errors.