

Sheets for teachers

Spelling, Dictation and Writing – whole class testing – students will need sheets of lined paper and a pencil.

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.

G8a and 8b Spelling special (/5) and regular words (/10)

8a

1	while	<u>While</u> we were watching the football, it began to rain.	while
2	brother	My <u>brother</u> is ten years old.	brother
3	eighteen	Each team has <u>eighteen</u> players.	eighteen
4	Christmas	<u>Christmas</u> is in December.	Christmas
5	thirty	My mum is <u>thirty</u> .	thirty

8b.

1	crowd	There was a big <u>crowd</u> at the festival.	crowd
2	neighbour	Our <u>neighbour</u> takes us to school.	neighbour
3	station	We met our grandparents at the <u>station</u> .	station
4	walk	It is a short <u>walk</u> to school.	walk
5	January	We went on holiday in <u>January</u> .	January
6	money	I put the <u>money</u> in my pocket.	money
7	English	I can speak <u>English</u> .	English
8	hour	It took an <u>hour</u> to fix the car.	hour
9	circle	We sat in a <u>circle</u> .	circle
10	please	<u>Please</u> may I have a drink?	please

G9. Dictation sentences – score: Words /33; Capital letters /3; Full stops /2; question marks /1

1. Last year, when I was at home with a sore knee, I wrote a story about a young girl with a magic watch.
2. I know how to spell woman and women. Do you?

G10. Writing activity

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 with their students, using the picture as a prompt, before the students write. Discussion might include description of the picture as well as the development of imaginative ideas that might extend into a story.
- Scoring notes:
 - 10a total number of words
 - 10b used correct sentence punctuation **throughout** (capital letters, full stops): /3
 - 10c - bonus - Used speech marks and speech punctuation correctly before and after spoken text **throughout**: /3
 - 10d - bonus - Used commas correctly **throughout**: /3
 - 10e used correct spelling in **first 40 words**: /40

Note; we are now looking for correct spelling, **not phonetically correct.**



Figure 1: Go to <http://www.letthechildrenplay.net/2010/10/imaginative-play-in-tyre.html> then scroll down to the 3rd picture and click on it to enlarge.

Corrected form of proofreading task

There was a loud **knock** on Jack's **front** door. He could **hear** it in his bedroom. **When** Jack opened the door, **there was** his friend, Jim, **with** his dog. "Let's go for a **walk** in the park and **make** a snowman," said Jim. **As** Jack **put** on his **coat**, **boots**, **scarf** and **gloves**, his dog, Trouble, **started** jumping up at him, **wagging** her tail. Jack **grabbed** her lead. "**I'm ready** now," **said** Jack. "Bye, Mum," he **shouted** as he left the **house**.

One-to-one testing

Activity 11

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.