

## Sheets for Teachers

### Spelling, Dictation and Writing – whole class

#### Fluency - individual

Students will need a sheet of lined paper and a pencil.

### Spelling words

#### 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	head	The man bumped his head.	head
2	dance	The girl likes to dance.	dance
3	giant	The giant lived in a cave.	giant
4	wash	Go and wash your hands.	wash
5	young	The boy was too young to drive.	young

#### G7 Spelling Special words /5

1	mother	The mother was reading a book.	mother
2	friend	She is a good friend.	friend
3	February	February is a short month.	February
4	June	My Mum's birthday is in June.	June
5	August	We are going away in August.	August

Note: months require a capital letter to be correct.

**G8 Dictation sentences – score: Words /28; Capital letters /4; Full stops /4**

*(Teacher note: please deliver 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. Errors should be dealt with in a similar fashion to the spelling test above)*

**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 part of the sentence for you to write, then I'll say the next part for you to write.*

**e.g. Sentence 1** – *Listening?.... A plumber came to fix the tap.... ready?.... A plumber came ...[pause while children complete that bit]... to fix the tap.*

**Sentence 1**

A plumber came to fix the tap.      A plumber came      to fix the tap.

**Sentence 2**

He read the book in one night.      He read the book      in one night.

**Sentence 3**

The swans were made of ice.      The swans      were made of ice.

**Sentence 4**

We watched the dolphin swim over the wreck.      We watched the dolphin      swim over the wreck.

## 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)



## 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.