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*Numbers in parentheses are approximate reading ability grade levels.

Phonics Survey Test

Purpose

The purpose is to quickly assess a student's phonics skills through oral reading of nonsense words.

This test is designed to give you a rough idea of your student's total phonics (decoding) ability in just a few minutes. The test is partly diagnostic in that it gives you an idea of the student's competence in six areas: easy consonants, short vowels, hard consonants, long vowels, consonant digraphs, and difficult vowels.

Administration and Scoring

Ask the student to read the nonsense words aloud from the Phonics Survey Test. Tell the student that these are not real words. If the student makes an error, allow a second chance (but not a third).

Use the examiner's copy to mark each letter the student reads incorrectly. Then check the appropriate box to summarize the student's performance. This information will be useful in selecting materials for reading instruction.

Be careful in marking your examiner's copy and listen carefully. A student might pronounce the consonant sound of a nonsense word correctly and the vowel sound incorrectly. This test is a little tricky to score correctly, so take your time and remember it only yields a rough approximation of a student's skills.

Phonics is an important and useful skill associated with reading. Poor ability in phonics does not always mean poor reading ability, but if a student's reading ability is poor, it can often be aided by having the student's reading instruction include phonics lessons.

Do not do the whole test if the student is weak in the first section.

Suggested Student Reading Ability Level: Grades 1–4

Teaching Suggestions

1. Pause during oral reading and help the student sound out the beginning of an unknown word.
2. Systematically, teach phonics (phoneme grapheme correspondence) using teacher-made phonics charts, *Dr. Fry's Phonics charts* (TCR 2762), or *How To Teach Reading* (TCR 2760).
3. Use flashcards, one for each phoneme grapheme correspondence (letter sound relationship).
4. Use phonics workbooks or drill sheets.
5. Teach phonics as part of a spelling lesson.
6. Teach phonics as part of dictionary use.
7. Teach phonograms. See tests 3 & 4 in this book.

Phonics Survey Test

by Edward Fry, Ph.D

Examiner's Copy

Name: _____

Date _____

Total Number of Words Correct: _____
Number Possible: 18

Directions: Have the student read aloud each nonsense word from the student test page. Mark each letter or letters the student reads incorrectly. Then check the appropriate box to summarize the student's performance.

					Knew All	Knew Some	Knew None
Section 1	TIF	NEL	ROM	Easy Consonants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DUP	CAV	SEB	Short Vowels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2	KO	HOAB	WAJE	Hard Consonants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ZEEX	QUIDE	YAIG	Long Vowels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3	WHAW	THOIM	PHER	Consonant Digraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	OUSH	CHAU	EANG	Difficult Vowels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>