

## Teacher Knowledge Assessment

### 1. PHONOLOGY:

How many sounds are there in each of these words?

/10

drip 4  
window 5  
gorge 3  
anger 4  
strange 6  
witch 3  
flame 4  
exit 5  
wrapping 5  
sneezed 5

Write down the new words that are made by reversing the sounds in these words.

/10

card dark  
lurk curl  
nut ton  
light tile  
mark calm  
cheap peach  
pitch chip  
time might  
tail late  
came make

### 2. ORTHOGRAPHY

Underline the digraphs in these words.

porch or ch  
sheep sh ee  
reach ea ch  
card ar  
thump th

warm        ar  
flower      ow er  
voice       oi ce  
funny       nn  
roast        oa

/ 10

**Underline the blends in these words.**

blank        bl nk  
comb        none  
first        st  
craft        cr ft  
thrust       thr st  
folding      ld  
crank       cr nk  
silky        lk  
shelf        lf  
straight     str

/ 10

**Write at least four different ways of spelling each of these sounds.**

/f/            f ff ph gh (or ugh)

/sh/          sh ch s ti ci ssi si xi shi ce sc ss

long /a/      a a\_e ay ey eigh aigh ai ea

/er/          er ur ir ear urr or ere

/16

**The letter y can be pronounced in different ways in different words.**

**List four sounds the letter y can represent in words.**

/y/ (yellow)

long /i/ (fly)

long /e/ (baby)

short /i/ (gym)

/4

**Circle the exact letter patterns that represent the 'k' sound in words in this paragraph.**

The **que**ue to get into the **cr**icket grounds stretched for miles along Central

Quay. It was the school holidays so there were kids everywhere. The ice-cream van on the corner was doing a roaring trade!

/8

Fill in the Elkonin boxes for these words. Write the grapheme that represents each phoneme in a separate box.

draught

d	r	au	gh	t			
---	---	----	----	---	--	--	--

OR

d	r	a	ugh	t			
---	---	---	-----	---	--	--	--

blinkers

b	l	i	n	k	er	s	
---	---	---	---	---	----	---	--

access

a	c	c	e	ss			
---	---	---	---	----	--	--	--

formally

f	or	m	a	ll	y		
---	----	---	---	----	---	--	--

danger

d	a	n	g	er			
---	---	---	---	----	--	--	--

accord

a	cc	or	d				
---	----	----	---	--	--	--	--

/6

### 3. MORPHOLOGY

Write three suffixes that mean an occupation - a person who is, or a person who does something.

ist            or  
er            ar  
cian        ian  
an

/3

Write three prefixes that mean not.

in                      de  
im                      dis  
ir                        non  
il                        un

/3

Break these words into morphemes and write each morpheme in a separate box.

For example: telescope

tele	scope		
------	-------	--	--

sensible

sens	ible		
------	------	--	--

reversible

re	vers	ible	
----	------	------	--

unethical

un	ethic	al	
----	-------	----	--

microscopic

micro	scop	ic	
-------	------	----	--

injection

in	jec	tion	
----	-----	------	--

prescription

pre	scrip	tion	
-----	-------	------	--

/6

## 5. SPELLING RULES AND CONVENTIONS

There are three letters that follow a c and a g to tell us to pronounce the c as /s/ and the g as /j/. What are they?

e i y

/3

Write three spelling patterns that commonly follow the ea grapheme when it represents a short /e/ sound.

d th lth su

/3

When these graphemes - igh/eigh/aigh/ough- are inside a syllable in words, what letter usually follows them?

T

/1

When is ck used to spell the /k/ sound?

At the end of a word or root word when it follows directly after a short vowel sound that is spelled with a single vowel (peck, but not wreck)

/1

When is a k used to spell the 'k' sound at the start of a word?

K is used to spell /k/ when the next sound is a long or short e or i - usually written with an e or i pattern (kiss, kind, keep, key).

/1

Put apostrophes where they are needed in these sentences.

The students shoes were all mixed up when they took them off at the door.

students'

The horses riders struggled to keep their animals calm when the storm struck.

horses'

The childrens toys were broken when the earthquake struck.

children's

The farmer sells his eggs at the farmers co-operative market.

farmers'

The boys shoe lost its laces when he was running through the bush.

/ 5

boy's

**Total** **/100**

This questionnaire is designed to measure teachers' phonemic awareness skills and knowledge of the terminology and spelling knowledge that is taught using the *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny* resources. It was developed with reference to the surveys of language knowledge outlined in "Speech to Print" by Louisa Cook Moats (2000, Paul H Brooks Publishing Co Ltd.).