



Teacher knowledge questionnaire

Name _____ School _____

Phonemic Awareness

How many sounds are there in these words?

caught _____ chest _____ sprint _____
 single _____ grumbled _____ pounded _____
 students _____ cautious _____ next _____

/9

What would these words be if we reversed the sounds?

mourn _____ nail _____ shack _____
 dale _____ cuts _____ caught _____
 pill _____ lied _____ time _____

/9

Underline the blends in these words

break _____ glad _____ clasp _____
 ground _____ knot _____ plunder _____
 crashing _____ glitch _____ sprinkle _____

/9

Underline the digraphs in these words

beast _____ perch _____ shower _____
 account _____ teacher _____ thunder _____
 spill _____ tailor _____ noisy _____

/9

Elkonin Boxes

Draw the correct number of sound boxes for each word and fill in each sound box with its grapheme

For example: pain

p	ai	n
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 pane

p	a	ne
---	---	----

shape

--	--	--	--	--

niece

--	--	--	--	--

orange

--	--	--	--	--

books

--	--	--	--	--

gypsy

--	--	--	--	--

knowledge

--	--	--	--	--

store

--	--	--	--	--

banged

--	--	--	--	--

running

--	--	--	--	--

/9



Spelling Rules and Conventions

These words all end with a long /e/ sound. Why do these words end with an **e** pattern – *be, see, sea, tree, me* – and these words end with a **y** pattern – *happy, funny, baby, honey, money*?

The short /u/ sound can be written with **a** (*about*), **u** (*fun*), **o** (*come*) and **oo** (*flood*).
When can we use **a** to spell this sound?

Why do the words *give, love, have, glove* end with **e**?

When do we use **ck** to spell the /k/ sound?

When do we use **oy** to spell the /oy/ sound?

/5

TOTAL /50