

Year 1 & 2 Early Reading Screen: Tracking the emergence of early decoding and word reading

Name of Student				School Year	
Date		Administered by		Date	
Term 1			Term 3		
Term 2			Term 4		

Single Word Reading

Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
in	on	at	it	is	____/5 = ____%	☐ Blending each letter ☐ Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
fan	vet	yes	sum	got	____/10 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
sad	job	hug	big	nut		

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	____/20 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	clip	____/10 = ____%	☐ Blending each letter ☐ Whole word reading ☐ Other
left	cold	hand	bump	rent		

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
short	tray	fall	march	snail	____/10 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
thing	sister	point	smart	toy		

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 3)							Accuracy
splash	drench	season	sprung	squirm	knee	lie	____/20 = ____%
return	coached	sky	mouth	shallow	trade	true	
swerve	yawn	drew	creepy	crown	broke		

Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 3)							Accuracy
embrace	twinkle	climb	plunge	explore	stretch	function	____/20 = ____%
repair	appear	behind	visitor	mighty	feather	towards	
anywhere	donkey	smudge	aboard	quaint	telephone		

Negative Reading Observations (suggesting further skill development is required):

- Is the letter naming (rather than alphabet sounds) complicating decoding efforts?
- Is phonic knowledge limiting decoding/reading performance?
- Is the student experiencing difficulties blending while decoding?

- ☐ Yes ☐ No
☐ Yes ☐ No
☐ Yes ☐ No

Notes

Note the exercise at which the student's speed of processing decreases (i.e they slow down when reading), as this can be a point of difficulty.

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Early Reading Screen - Stimulus Sheet 1

"Read the following words. They will gradually become more difficult. I will tell you when to stop." (Use card to cover the words in next line/s.)

Exercise 1: VC Words

in on at it is

Exercise 2: Stage 1 Target 1

fan vet yes sum got

sad job hug big nut

Exercise 3: Stage 1 Target 2

shut chip them shot such

this keep room book week

food thick suck teeth cook

rock quick look whip quiz

Early Reading Screen - Stimulus Sheet 2

Exercise 4: Stage 1 Target 3

track twin flag plan clip

left cold hand bump rent

Exercise 5: Stage 1 Target 4

short tray fall march snail

thing sister point smart toy

Early Reading Screen - Stimulus Sheet 3

Exercise 6: Stage 2 Phonic Concepts

splash drench season sprung squirm

knee lie return coached sky

mouth shallow trade true swerve

yawn drew creepy crown broke

Exercise 7: Stage 3 Phonic Concepts

embrace twinkle climb plunge

explore stretch function repair

appear behind visitor mighty

feather towards anywhere donkey

smudge aboard quaint telephone