

## FORM 6.3. Informal Phonics Survey.

### Directions for Administration

#### *Consonant Sounds*

Point to **S**. Say, **What sound does this letter say?** Go from left to right, repeating this instruction. It is fine if child reads across without prompting. For **C** and **G**, have child give both sounds.

#### *Consonant Digraphs*

Point to **Th**. Say, **What sound does this letter say?** Go from left to right, repeating this instruction. It is fine if child reads across without prompting.

#### *Consonant Digraphs in Short-Vowel Words*

Point to **ick**. Say, **If this says ick, what does this say?** Point to **brick** as you say second part of sentence. Go across the line and repeat for each word and each line.

#### *The Rule of Silent E*

Point to **cap**. Say, **If this is cap, what is this?** Point to **cape** as you say second part of sentence. Go across the row.

#### *Vowel Digraphs, Vowel Diphthongs, Short Vowels, and R-Controlled Vowels and AL*

Have children read each word across the line, going from left to right.

#### *Alphabet*

This subject is only given if the child cannot pass the first test or if you are interested in observing the child's knowledge of the alphabet. You can give this subtest two ways; Ask the child to identify each letter by name, or ask the child to give the name and a word that begins with that letter.

A response is considered correct if the tested element is correct. For example, saying *beast* for *beat* in the vowel digraph subtest is correct since the child pronounced the digraph correctly. Answering *bat*, would be incorrect. This is an informal instrument designed to see how well children can decode words in isolation. It should not be viewed as a general measure of reading and should be used only to assess children's instructional needs. Remember, you are trying to find out what the child knows. You can give general prompts, such as "Try sounding it out," and you should allow as much time as it appears the child needs. Do not note excessive amounts of time taken, though.

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### Scoring

For all subtests and the total test:

Mastery 80%+

Needs Improvement 60–79%

Needs Systematic Instruction Below 60%

The following number of correct answers corresponds roughly to these levels.

Subtest	Total	Mastery	Review	Systematic Instruction
Consonant Sounds	23	18–23	14–17	0–13
Consonant Digraphs	3	2	2	0–1
Short Vowels in CVC Words	10	8–10	6–7	0–5
Consonant Blends in Short-Vowel Words	12	10–12	7–9	0–7
The Rule of Silent <i>E</i>	4	3	2	0–2
Vowel Digraphs	6	5–6	4	0–3
Vowel Diphthongs	6	5–6	4	0–3
<i>R</i> -Controlled Vowels and <i>AL</i>	6	5–6	4	0–3
Total	70	56–70	43–55	0–42

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### Informal Phonics Survey

Child's Name \_\_\_\_\_

#### Consonant Sounds

S	D	F	G	H	J
K	L	Z	X	C	V
B	N	M	Qu	W	R
T	Y	P			

#### Consonant Digraphs

Th Sh Ch

#### Consonant Blends in Short-Vowel Words

<u>ick</u>	<u>brick</u>	<u>slick</u>	<u>trick</u>
<u>op</u>	<u>drop</u>	<u>crop</u>	<u>prop</u>
<u>ash</u>	<u>flash</u>	<u>stash</u>	<u>trash</u>
<u>in</u>	<u>grin</u>	<u>spin</u>	<u>twin</u>

#### Short Vowels in CVC Words

bit	led	nut	lap	hug
rock	tin	rag	hen	job

#### The Rule of Silent W

cap	tot	cut	kit
cape	tote	cute	kite

#### Vowel Digraphs

loaf	beat	sail	need	way
gain	feet	coal	leaf	sue

#### Vowel Diphthongs

town	loud	boy	threw	oil	law
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#### R-Controlled Vowels and AL

tar	hall	sir	port	hurt	fern
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Alphabet

A	S	D	F	C	B	E
R	G	T	Y	U	H	J
M	Z	P	K	V	Q	W
N	O	I	X	L		

a	s	d	f	c	b	e
r	g	t	y	u	h	j
m	z	p	k	v	q	w
n	o	i	x	l	a	g

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