

Teacher Knowledge Assessment

1. PHONOLOGY:

How many sounds are there in each of these words?

drip _____	window _____	gorge _____
anger _____	strange _____	witch _____
flame _____	exit _____	wrapping _____
sneezed _____		

/10

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

card _____	lurk _____	nut _____
light _____	mark _____	cheap _____
pitch _____	time _____	tail _____
came _____		

/10

2. ORTHOGRAPHY

Underline the digraphs in these words.

porch	sheep	reach
card	thump	warm
flower	voice	funny
roast		

/ 10

Underline the blends in these words.

blank	comb	first
craft	thrust	folding
crank	silky	shelf
straight		

/ 10

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

/f/ _____

/sh/ _____

long /a/ _____

/er/ _____

/16

The letter y can be pronounced in different ways in different words.
List four sounds the letter y can represent in words.

/4

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

The queue to get into the cricket 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

--	--	--	--	--	--	--	--

blinkers

--	--	--	--	--	--	--	--

access

--	--	--	--	--	--	--	--

formally

--	--	--	--	--	--	--	--

danger

--	--	--	--	--	--	--	--

accord

--	--	--	--	--	--	--	--

/6

3. MORPHOLOGY

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

/3

Write three prefixes that mean not.

/3

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

For example: telescope

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

sensible

--	--	--	--

reversible

--	--	--	--

unethical

--	--	--	--

microscopic

--	--	--	--

injection

--	--	--	--

prescription

--	--	--	--

/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?

_____ /3

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

_____ /3

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

_____ /1

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

_____ /1

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

_____ /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.

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

The childrens toys were broken when the earthquake struck.

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

The boys shoe lost its laces when he was running through the bush. / 5

Total /100

This questionnaire 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.).