

# The Morris Phonic Skills Check

The phonic skills check (pg 92-100) is administered to analyse a student's phonic knowledge prior to starting the workbook. In this way, placement within the programme may be determined and it provides valuable information as to where and why the student is struggling. Progress in reading and phonic knowledge can easily be measured by retesting the student's phonic skills.

Pseudowords or nonsense words which have no meaning, have been included as they indicate whether or not the student knows the sounds taught and is able to apply this knowledge to decoding unfamiliar words. Research has shown that pseudoword naming is a potent predictor of reading ability at all levels.

## The Morris Phonic Skills Check 1 and 2 may be copied for educational purposes provided:

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- *the Phonic Skills Check is not altered, transformed or built upon in any way.*

## Instructions:

1. Copy the STUDENT sheets (pg 99 and 100).
2. Locate the TESTER sheets (pg94-98).

3. Familiarise yourself with the test procedure before administering it to the student.
4. The skills check is administered individually. Place the book with the TESTER Sheet open on page 94. Record the name of the student, class and date.
5. Provide the student with the STUDENT Sheet for PIL book 1 (pg 99) and PIL book 2 (pg100). Ask the student to read the words given, from top to bottom. Explain that the pseudowords (shaded) are not real words but that you would like him/her to try and read them anyway. It is normal for the student to find these slightly more challenging.
6. Score a line (l) for each correct answers and a dot (.) for each incorrect answer. The space to the right of each word is available to record what was said in error. The underlined sound in each word indicates which sound was assessed. Note that real words are followed by the pseudowords for each section checked.
7. Discontinue the skills check when ten errors have been made. Score the number of list words correct in each section. Calculate the grand total out of 100 and record it on the front page. The suitable book to remedy this is then indicated at the bottom of the test page in which errors were evident.
8. Administer the phonic skills check again once the relevant reading workbook has been completed, using a different coloured pen and record results in the second column. The third column may be used for any additional testing. Compare totals for each area to measure progress made.

# Morris Phonic Skills Check for PIL book 1

## TESTER Sheet

<b>Date:</b>	Day				<b>Name:</b>			
	Month							
<b>CVC Words</b>	Score for real words			<b>CVC Words</b>	Score for pseudowords			
	5	5	5		5	5	5	
<u>h</u> am				<u>t</u> as				
<u>l</u> ot				<u>p</u> og				
<u>p</u> eg				<u>n</u> es				
<u>h</u> ut				<u>s</u> ud				
<u>f</u> in				<u>l</u> if				
<b>Blends</b>	Score for real words			<b>Blends</b>	Score for pseudowords			
	8	8	8		8	8	8	
<u>s</u> and				<u>h</u> end				
<u>l</u> ent				<u>g</u> unt				
<u>b</u> link				<u>f</u> link				
<u>r</u> isk				<u>n</u> isk				
<u>f</u> lat				<u>f</u> lom				
<u>g</u> rab				<u>g</u> rut				
<u>s</u> mug				<u>s</u> mef				
<u>s</u> nag				<u>s</u> net				

The student needs to work through Progress In Learning book 1 if there are problems with reading the above words accurately and fluently.

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# Morris Phonic Skills Check for PIL book 2

## TESTER Sheet

Date:	Day				Name:				
	Month								
Consonant Digraphs		Score for real words			Consonant Digraphs		Score for pseudowords		
		/10	/10	/10			/10	/10	/10
<u>shed</u>					<u>shom</u>				
<u>them</u>					<u>thap</u>				
<u>rush</u>					<u>sush</u>				
<u>moth</u>					<u>foth</u>				
<u>chest</u>					<u>chof</u>				
<u>sack</u>					<u>teck</u>				
<u>phone</u>					<u>liph</u>				
<u>hang</u>					<u>mang</u>				
<u>quill</u>					<u>quis</u>				
<u>whip</u>					<u>wheg</u>				
-a- Saying (ah)		Score for real words			Blends		Score for pseudowords		
		/2	/2	/2			/2	/2	/2
<u>flask</u>					<u>nask</u>				
<u>last</u>					<u>gast</u>				
<p>The student needs to work through Progress In Learning book 2 if there are problems with reading the above words accurately and fluently.</p>									

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# Morris Phonic Skills Check for PIL Book 2

## TESTER Sheet

<b>Date:</b>	Day				<b>Name:</b>			
	Month							
<b>Other Sounds</b>	Score for real words			<b>Other Sounds</b>	Score for pseudowords			
	/ 6	/ 6	/ 6		/ 6	/ 6	/ 6	
<u>soil</u>				<u>foim</u>				
<u>round</u>				<u>gous</u>				
<u>crew</u>				<u>prew</u>				
<u>head</u>				<u>neaf</u> (Accept the long or short -ea- sound)				
<u>shook</u>				<u>pook</u> (Accept the long or short -oo-sound)				
<u>crawl</u>				<u>tawm</u>				
<b>R - Controlled vowels</b>	Score for real words			<b>R - Controlled vowels</b>	Score for pseudowords			
	/ 5	/ 5	/ 5		/ 5	/ 5	/ 5	
<u>herb</u>				<u>sern</u>				
<u>stir</u>				<u>tirp</u>				
<u>curl</u>				<u>furt</u>				
<u>far</u>				<u>nar</u>				
<u>horn</u>				<u>sorg</u>				

The student needs to work through Progress In Learning book 2 if there are problems with reading the above words accurately and fluently.

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# Morris Phonic Skills Check for PIL Book 2

## TESTER Sheet

<b>Date:</b>	Day								<b>Name:</b>
	Month								
<b>Final -y</b>		Score for real words			<b>Final -y</b>	Score for pseudowords			
		/	/	/		/	/	/	
		1	1	1		1	1	1	
fly					swy				
Total score for all real words:					Total score for all pseudowords:				
/50					/50				
<b>Mark the phonic skills mastered:</b>									
C-V-C Words	Blends	Consonant Digraphs			-a saying - ah				
Final Silent-e	Vowel Digraphs	Other Sounds	R-controlled Vowels	Final -y					
<u>Teaching notes:</u>									

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# Morris Phonic Skills Check for PIL Book 1

## STUDENT Sheet

**Read down**

ham	nes	flat	nisk
lot	sud	grab	flom
peg	lif	smug	grut
hut	sand	snag	smef
fin	lent	hend	snet
tas	blink	gunt	
pog	risk	flink	

If I find it hard to read these words accurately and quickly I need to work through Progress In Learning book 1.

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# Morris Phonic Skills Check for Book 2

## Student Sheet

**Read down**

shed	teck	lete	lait	pook
them	lipH	tive	noap	tawm
rush	mang	lome	seaf	herb
moth	quis	vute	lue	stir
chest	wheg	fee	fow	curl
sack	flask	hay	soil	far
phone	last	tie	round	horn
hang	nask	sail	crew	sern
quill	gast	loaf	head	tirp
whip	rate	mean	shook	furt
shom	eve	cue	crawl	nar
thap	hike	grow	foim	sorg
sush	cope	ree	gous	fly
foth	cute	zay	prew	swy
chof	jafe	nie	neaf	

If I find it hard to read these words accurately and quickly I need to work through Progress In Learning book 2.

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