

IDL Reading and Spelling Test Instructions

Reading Test Instructions

Give the Student a copy of the Reading Test to read from.

Do	Don't
1. Do ask them to read the words left to right. 2. Do ask them to sound the word out, if it seems difficult. 3. Do go on to the next word, if they cannot say what it is. 4. ONLY if they mispronounce only slightly, e.g. in postage with a short 'o', then do ask them to read the word again. 5. Do stop the test after about 5 consecutive incorrect answers.	1. Don't suggest corrections. 2. Don't give prompts. 3. Don't hurry them. 4. Don't ask for an incorrect word to be re-read. 5. Don't give the pronunciation of a word they do not know. The test will be used again to measure progress.

Marking the IDL Reading Test

1. Give one mark for each word correctly pronounced – even if the student self-corrects.

Reading Test

tree
school

little
sit

milk
frog

egg
playing

book
bun

flower
picture

road
think

clock
summer

train
people

light
something

dream
crowd

downstairs
sandwich

biscuit
beginning

shepherd
postage

thirsty
island

saucer
canary

angel
attractive

ceiling
imagine

appeared
nephew

knife
gradually

smoulder
university

applaud
orchestra

disposal
knowledge

nourished
audience

diseased
situated

physics
forfeit

campaign
siege

choir
recent

intercede
plausible

fascinate
prophecy

colonel
genuine

soloist
institution

systematic
pivot

slovenly
conscience

classification
heroic

pneumonia
oblivion

preliminary
scintillate

antique
satirical

susceptible
sabre

enigma
beguile

terrestrial
miscellaneous

belligerent
procrastinate

adamant
tyrannical

sepulchre
evangelical

statistics
grotesque

ineradicable
rescind

judicature
metamorphosis

preferential
somnambulist

homonym
bibliography

fictitious
idiosyncrasy

Total words read correctly: /100

Spelling Test Instructions

Give the Student a Spelling Grid to write on.

Offer the Student a choice of pencil or pen: whichever they prefer.

Do	Don't
1. Do read out the words clearly, left to right, one word at a time. 2. Do make sure that you clarify and illustrate which homonym you are asking them to spell. E.g. "pair as in pair of shoes", see as in I can see you", or "sight as in eyesight" etc. 3. Do give the next word and let them leave a gap – if a word cannot be attempted. 4. Do stop the test after about 5 consecutive incorrect answers.	1. Don't suggest corrections. 2. Don't give prompts. 3. Don't hurry them. 4. Don't give the correct spelling of a word they do not know. The test will be used again to measure progress.

Marking the IDL Spelling Test

1. Give one mark for each word correctly spelt – even if the student self-corrects.
2. Reversed letters constitute a mistake.
3. It does not matter whether upper or lower case letters are used.

Spelling Test

see bag	cut ten	mat hat	in dad	ran bed
leg good	dot till	pen be	yet with	hay from
time boat	call mind	help sooner	week year	pie dream
sight mistake	mouth pair	large while	might skate	brought stayed
yolk iron	island health	nerve direct	join calm	fare headache
final style	circus bargain	increase copies	slippery guest	lodge policy
view account	library earliest	cushion institution	safety similar	patient generous
orchestra appreciate	equally familiar	individual source	merely immediate	enthusiastic breathe
permanent materially	sufficient cemetery	broach leisure	customary accredited	especially fraternally
subterranean mortgage	apparatus equipped	portmanteau exaggerate	politician amateur	miscellaneous committee

IDL Spelling Test Grid

[illegible]