



GRADED WORDS SPELLING TASK

(INDIVIDUAL OR GROUP ADMINISTRATION)

Instructions for Administration and Scoring

About the Test

What is Measured	This test mainly assesses the child's ability to spell orthographically complex words, ones that cannot simply be spelled on the basis of their most typical sound-letter correspondences. The first nine items are basic primer words (those also assessed in the <i>Basic Word Spelling Test</i> – items 2-10), while the remaining 26 test words contain a variety of sound-to-letter mapping inconsistencies, and thus, to spell them correctly, the child requires some higher-level knowledge about the orthography. This includes knowledge about letter sequencing (<u>graphotactic</u>) <u>conventions</u> , <u>morphological</u> and <u>morphophonological</u> coding conventions, and knowledge of <u>exceptions</u> . In addition to containing sound-letter inconsistencies, the test words also vary in their syllabic structures (e.g., 1 to 3 syllables in length, with or without consonant clusters). Some of the spelling patterns are simpler, and earlier acquired than others, and accordingly, the test items are presented in order of difficulty. This task allows for the evaluation of children's evolving knowledge of aspects of conventional spelling over and above basic sound-letter associations.
Age Range	This spelling task is designed for pupils in Years 1 to Year 3, although it may be a sensitive measure for older primary school pupils, in particular those with reading and spelling difficulties.
Scoring (accuracy)	Each spelling is scored for 'binary' accuracy, that is, one point is awarded for fully correct spellings and zero points for incorrect spellings, producing a score out of 35. In addition, test administrators are encouraged to transcribe incorrect spellings and consider whether the child is experiencing specific difficulties with particular spelling patterns or types of spelling conventions (e.g., past tense morphology, exception word spellings, etc.) with reference to the scoring matrix provided for this purpose. The lower consistency, target graphemes are underlined. While we do not currently provide norms for error analyses, they can provide excellent insights into individual children's strengths and weaknesses in spelling knowledge.
Norms	Current English norms are available for children in Year 1 and Year 2.
Materials for Administration	<ul style="list-style-type: none"> - Participant Sheet and pencil or pen (as is typical in the child's classroom) for participant - Graded Word Spelling Task Score Sheet

Test Procedure

1. Test Introduction

For group administration, seat the children so as to minimize the likelihood of copying. For individual administration, seat the child comfortably opposite or at an angle to you.

Administrator says:

“Now, I’m going to say some words and I want you to write them down. Wait until I finish saying the word before writing. I’m going to say the word, then I’ll use it in a sentence, and then I’ll say it again. I want you to try to write *all* the words, but not the whole sentences, even if you’re not sure how to.”



NB: Read the **carrier sentence**, pausing before reading the target **word**, for emphasis.

-Allow a maximum of **1 minute per word** (starting from the moment you repeat the word after the carrier sentence).

Year 1 Test Administration:

-In group administration in Year 1, encourage all children to write **ALL 36 words** (their name plus 35 test words) ‘as best they can’ and ensure they work independently.

-In individual administration in Year 1, aim for the child to write ALL 36 words (their name plus 35 test words); however, in particular when working with children who have literacy difficulties, you may **discontinue** the task after **ten consecutive errors**.

Year 2 Test Administration:

-In group administration in Year 2, start the test at Item 11, and give all children credit for the first nine items (Basic Word set, excluding child’s name).

-In individual administration in Year 2, start the test at Item 11 and continue until the child commits **ten consecutive errors (including skipped and refused items)**. If the child does not commit an error on **any of the first six items** (i.e., items 11 to 16), give him/her credit for the first nine items (Basic Word set, excluding the child’s name).

-**Basal rule in Year 2:** If, however, the child commits an error on **any of the first six words**, then also administer the first ten items (Basic Word set).

2. Conducting the test

The Administrator should follow (read aloud) the script specified for each item in the table below:

Item Number	Word	Script
BASIC WORD SET		
STARTING POINT FOR YEAR 1 (GROUP AND INDIVIDUAL ADMINISTRATION)		
1	Child’s first name (not scored)	Write your name here (point to the start point on the page)."
2	MUM	"Now let’s try to write the word MUM . How would you write MUM ?"
3	SUN	Now, how about the word SUN ? How do you think we might write SUN ?
4	DOG	How about the word DOG ? Have a go at writing DOG .

5	A	How about the little word A ? For example, 'This is A pencil'. Write A .
6	IN	Now try IN . For example, like 'sleeping IN bed'. Write IN .
7	TO	Now try TO . Like 'going TO school'. Write TO .
8	AND	Now try AND . Like 'apples AND oranges'. Write AND .
9	INTO	How about the word INTO ? For example, 'Mum poured some milk INTO my glass'. Write INTO .
10	BUNNY	Now, let's try the word BUNNY . Write BUNNY .

STARTING POINT FOR YEAR 2 (AND OLDER):

- 1. IN GROUP ADMINISTRATION, START AT ITEM 11 AND GIVE FULL CREDIT FOR THE BASIC WORD SET (THE FIRST NINE ITEMS ABOVE AFTER THE CHILD'S NAME).**
- 2. IN INDIVIDUAL ADMINISTRATION, START AT ITEM 11 AND GIVE FULL CREDIT FOR THE BASIC WORD SET (THE FIRST NINE ITEMS ABOVE AFTER THE CHILD'S NAME). CONTINUE UNTIL THE CHILD COMMITS TEN CONSECUTIVE ERRORS (INCLUDING SKIPPED AND REFUSED ITEMS).**

BASAL RULE FOR INDIVIDUAL ADMINISTRATION: IF THE CHILD COMMITS AN ERROR ON ANY OF THE FIRST SIX WORDS, THEN ALSO ADMINISTER THE FIRST TEN ITEMS ABOVE (BASIC WORD SET).

GRADED WORD SET

11	BUS	'John goes to school on the BUS '. Write BUS .
12	STAR	'A STAR shines in the sky'. Write STAR .
13	LOCK	'I LOCK the door'. Write LOCK .
14	JAR	'My mum puts sweets in a JAR '. Write JAR .
15	COMIC	'I bought a COMIC to read'. Write COMIC .
16	FORK	'People use a FORK and a knife to eat'. Write FORK .
17	MIDNIGHT	'When it's 12 o'clock at night, we say it's MIDNIGHT '. Write MIDNIGHT .

18	MASK	'The doctor wears a MASK '. Write MASK
19	TALKING	'When you are TALKING I'm listening'. Write TALKING .
20	BAKED	'My granny BAKED a pie'. Write BAKED
21	CARTON	'I drink my CARTON of milk with a straw'. Write CARTON .
22	KNEE	'You can hurt your KNEE playing football'. Write KNEE .
23	PLANES	' PLANES take people to places'. Write PLANES .
24	HEEL	'That shoe has a very high HEEL '. Write HEEL .
25	SLEEPWALKING	'Yesterday, Peter walked when he was sleeping; he was SLEEPWALKING '. Write SLEEPWALKING .
26	KETTLE	'I boil water in the KETTLE '. Write KETTLE
27	PROMISED	'He PROMISED he'd bring presents'. Write PROMISED .
28	SEAGULL	'The SEAGULL lives near the sea'. Write SEAGULL .
29	ACTOR	'An ACTOR works in a theatre'. Write ACTOR .
30	PONIES	' PONIES are smaller than horses'. Write PONIES .
31	BRIDESMAID	'A BRIDESMAID is the bride's best friend'. Write BRIDESMAID .
32	WRIST	'You put your watch on your WRIST '. Write WRIST .
33	POLAR	'I like POLAR bears'. Write POLAR .
34	VINEGAR	'I like to put VINEGAR on my chips'. Write VINEGAR .
35	LOLLIPOP	'A LOLLIPOP is a sweet on a stick'. Write LOLLIPOP .
36	INTRODUCED	'Mary INTRODUCED herself to the class, so she told them her name.' Write INTRODUCED .

3. Scoring

Year 1 Group and Individual Administration:

- The Administrator refers to the **Graded Word Spelling Task Score Sheet** to score the items.
- For each item in the ✓ / ✕ column the Administrator:
 - writes ✓ or **1** beside each **correct** response
 - writes ✕ or **0** beside each **incorrect** response, and copies the child's spelling in the *Copy Error* column
 - writes / beside words the child **skips/refuses to attempt**, and score this ✕ or **0** points.
- Awards **one point** for each correct spelling, and 0 for incorrect, skipped and refused spellings.

Year 2 Group Administration:

- The Administrator refers to the **Graded Word Spelling Task Score Sheet** to score the items.
- For each item in the ✓ / ✕ column the Administrator:
 - writes ✓ or **1** beside each **correct** response, and beside items 2 to 10 in the Basic Word set (awarded by default)
 - writes ✕ or **0** beside each **incorrect** response, and copies the child's spelling in the *Copy Error* column
 - writes / beside words the child **skips/refuses to attempt**, and score this ✕ or **0** points.
- Awards **one point** for each correct spelling, and **0** for incorrect, skipped and refused spellings.

Year 2 Individual Administration:

- The Administrator refers to the **Graded Word Spelling Task Score Sheet** to score the items.
- For each item in the ✓ / ✕ column the Administrator:
 - writes ✓ or **1** beside each **correct** response
 - additionally, if the child spells items 11 to 16 correctly, administrator also writes ✓ or **1** beside items 2 to 10 in the Basic Word set (awarded by default)
 - writes ✕ or **0** beside each **incorrect** response, and copies the child's spelling in the *Copy Error* column
 - writes / beside words the child **skips/refuses to attempt**, and score this ✕ or **0** points.
- Awards **one point** for each correct spelling, and 0 for incorrect, skipped and refused spellings.