



Diagnostic Spelling Tests manual

for use with
Diagnostic Spelling Tests 1–3

primary

spelling assessment and diagnostic follow-up for ages 5 to 12

Mary Crumpler and Colin McCarty

Acknowledgements

We thank Margaret Lorman-Hall and her team for marking all the answer booklets from the standardisation trials and entering the data. This ensured the highest quality of marking and reliability for the independent statistical analyses and reports prepared by Tony Kiek.

We also are much indebted to Mike de la Mare for authoring the detailed commentaries on each of the spelling tests, providing valuable and useful information to assist teachers and others who use these tests to help children learn to become better at spelling the words that make up our language.

We are profoundly grateful to our publisher, Charles Knight, for his close involvement and encouragement throughout all stages of this project and his many helpful suggestions and advice.

We wish to record our thanks to the staff and students in the following schools and services, who took part in the initial and final standardisation trials:

All Saints Primary School, Coventry
Allesley Primary School, Coventry
Coventry Learning Support Service
Grange Farm Primary School, Coventry
Haresfoot Preparatory School, Cheshunt
Hyde Park Junior School, Plymouth
John Gulson Primary School, Coventry
Limbrick Wood Primary School, Coventry
Sarah Craig, Dyslexia Tutor, Folkestone

St Bernadette's Primary School, Wallsend
Swanbourne House School, Milton Keynes
Temple Sutton Primary School, Southend
Westborough Primary School, Southend
Westbourne House School, Chichester
Whitely Abbey Primary School, Coventry
Windsor and Maidenhead Learning Support Service

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British Library Cataloguing in Publication Data
A catalogue record for this title is available from the British Library

ISBN-13 978 0 340 91278 2

First published 2006
Impression number 19
Year 2021

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Illustrations by Jane Swift

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Typeset by Phoenix Photosetting, Chatham, Kent
Printed in Great Britain for Hodder Education, an Hachette UK Company, Carmelite House, 50 Victoria Embankment, London EC4Y 0DZ by Hobbs the Printers Ltd, Totton, Hampshire SO40 3WX

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Introduction

The *Diagnostic Spelling Tests* provide a series of easy-to-administer group or individual spelling tests for pupils throughout their school years and beyond. They comprise five tests, each of which has two parallel forms (Form A and Form B) which are carefully matched in content, style and difficulty.

The complete set of tests is listed below. This Primary manual covers Tests 1–3, for pupils of primary-school age: a separate Secondary resource is available for Tests 3–5.

Diagnostic Spelling Test 1	ages 5–7	Years 1 and 2
Diagnostic Spelling Test 2	ages 7–9	Years 3 and 4
Diagnostic Spelling Test 3	ages 9–12	Years 5, 6 and 7
Diagnostic Spelling Test 4	ages 12–15	Years 7, 8, 9 and 10
Diagnostic Spelling Test 5	ages 15–20+	Year 10 up to adult

For *Diagnostic Spelling Tests 1–3* the vocabulary and phonic structures used for the spelling items reflect the order in which they are introduced in the National Literacy Strategy (NLS), followed in the majority of English primary schools since 1998. However, to ensure an adequate range, each test includes elements from the final term of the year prior to the designated age range and the first term of the following year group, in addition to the objectives for the year groups being tested. For example, Test 2 contains items that assess:

- elements from the third term of Year 2;
- the objectives specified for Years 3 and 4, and
- elements from the first term of Year 5.

The tests reflect NLS objectives in assessing correct usage of apostrophes.

Tests 1 and 2 comprise both picture items and illustrated cloze passages, whereas Test 3 is entirely illustrated cloze passages. In both types of items, the target words are dictated by the person administering the test, so there is no possibility of a pupil misinterpreting an illustration.

Purposes and uses of the tests and follow-up analyses

The *Diagnostic Spelling Tests* provide a *standardised* assessment of a pupil's spelling ability and the opportunity to analyse those spelling patterns that he or she is able to use effectively and those which may need further teaching and practice. Following an intervention programme, progress can be assessed globally by re-testing with the alternate Form or specifically, by using the follow-up tests provided in this manual: each of these focuses on one type of spelling structure – e.g. vowel digraphs, suffixes, etc – which can be diagnosed using the photocopiable sheets and overlays provided.

Interpreting the diagnostic information

Examining how pupils spell the words in any of the *Diagnostic Spelling Tests* can give useful diagnostic information on their learning of English spelling. It may indicate:

- whether particular aspects of spelling have been covered in their lessons;
- how effectively they have been covered;
- whether individual pupils and/or groups of pupils are finding certain aspects of spelling especially difficult to learn.

Teachers may then wish to revisit particular spelling patterns with their classes, offer their pupils a range of strategies for learning spellings, or consider particular programmes or approaches for pupils struggling with spelling.

Diagnostic information can be gained through looking at:

- which kinds of words are being misspelled and which kinds are spelled correctly;
- what sorts of errors are being made in the misspelled words.

To assist with the first of these, there is a marking grid and set of marking-overlay masters for each test showing which words in the specific *Diagnostic Spelling Tests* illustrate particular spelling patterns or need to be learned as ‘sight words’.¹

Early spelling development

Initially, many young children will show they understand that marks on paper can stand for spoken words by making random scribbles or letter-like marks that bear no relation to the actual spelling of the words or the sounds within them. A point comes, however, when a connection is made between the sound of a word and the letters used to represent it. The first phoneme in a word is likely to be prominent in this process, followed later by the final phoneme, especially where this is a consonant. Early on, letter names are sometimes used to represent sequences of sounds, so that *elephant* may be spelled as *lfet*, or the name *Jean* as *gn*, a process sometimes referred to as ‘invented spelling’. Proficiency in phonics is likely to develop to the point where many simple words are spelled either accurately or in a phonologically plausible way. However, this ‘alphabetic phase’ is not sufficient for good spelling in English, where knowledge of the actual sequence of letters in specific words is needed if they are to be spelled accurately. When a child remembers automatically the spelling of many English words – that is, has a large repertoire of ‘sight words’ – he or she can be considered to have reached an ‘orthographic phase’.²

¹ The expression ‘sight word’ is commonly used to refer to a word where the sequence of letters is remembered automatically and can be spelled without recourse to conscious phonics. It relates to recognising words immediately on sight when reading. It does not imply that a visual strategy has been used to learn such words.

² The theory of developmental phases presented here is based on Frith, U. (1985) ‘Beneath the surface of developmental dyslexia’, in Patterson, K. E., Marshall, J. C. and Coltheart, M. (eds), *Surface Dyslexia: Neuropsychological and Cognitive Studies of Phonological Reading*, Lawrence Erlbaum.

These phases should not be thought of as a discrete series of steps, however, but rather as the main focus of how a child spells. During the alphabetic phase, some words (such as the child's own name) will be known without resorting to phonics, while, at the orthographic phase, alphabetic/phonetic strategies will still be available for unfamiliar words. How early literacy is taught will also have an impact – for instance, if letter names are not used to start with, then a child is less likely to use them to 'invent' spellings; if phonics is taught intensively at a young age, the alphabetic phase will be embarked on earlier than it might otherwise be.

It can be seen that children may experience difficulty at either the alphabetic phase or the orthographic phase or both. At the alphabetic phase, a difficulty identifying the sounds in words (segmenting words into their constituent phonemes) will limit progress in phonics, as will a difficulty remembering which letters or groups of letters are associated with which phonemes. On the other hand, some children may become adept at phonics, but still find it very hard to remember the actual sequence of letters in specific words (to develop a sight vocabulary). These weaknesses could continue with the child all the way to adulthood, but finding out strengths and weaknesses will enable strategies to be implemented to help overcome difficulties.

Administering the tests: general instructions

Each test is designed to enable it to be administered to whole classes or large groups, but it may be used with individuals or small groups if this is preferred. The tests are provided in two parallel forms to measure progress over a period of time such as one year.

Timing

No time limit is set for the tests, but each is likely to take between 20 and 30 minutes for most classes. A test is paced by the person administering it, as the items are read aloud to the children. It is suggested that about 15 seconds are allowed for the pupils to write the answer.

Preparation

Each pupil will need a copy of the test booklet and writing materials. Answers may be altered by rubbing or crossing out. It is important that the children work alone, without copying or discussing their answers. Generally children will record their own answers in the test booklet but may, if necessary, dictate them letter-by-letter to an adult.

Administration

Give each pupil a copy of the test booklet. Introduce the test by telling the children that you are giving them a spelling test, and that they should do their best to spell correctly all the words you are going to ask them to write. Tell them that there will be some words that they can spell easily, but that there are also some harder words. They should not worry if they find some difficult, but just try their best. Remind them to write as neatly and legibly as possible.

Before starting the test, ask the pupils to complete the details on the front page. Alternatively, these details may be completed by an adult. Example wording for administering the tests is provided, but this may be adapted – the most important thing is that the children understand what they have to do.

Marking

Once the pupil has completed the spelling test, their answers may be marked and, if required, analysed. Mark each spelling as correct or incorrect, awarding one mark for each correct answer. If a pupil has made more than one attempt to spell a word, only mark the one that he or she has indicated is the final answer. If a word is illegible, check with the pupil if possible; otherwise, mark the word as incorrect.

- Scoring by pupils is not recommended, for even if papers are switched around to obviate any alterations, the scoring tends to be very inaccurate.
- Each correct word counts 1; no half-marks are allowed for ‘nearly correct’ or ‘doubtful’ answers.
- Omissions, like wrong spellings, count as zero.
- Ignore all capitalisations, regardless of whether they should be present or absent (because of the sentence structure or if the word is a proper noun).
- The correct part of speech is essential. For example, *vegetable* is not accepted for *vegetables*; also *vegetable’s* is wrong.
- Inserted hyphens (e.g. *ex-cept*) are wrong; but *nonstick* and *non-stick* are both admissible.
- If there is doubt about certain letters, they can usually be identified by comparing with the same letters in other words or you may check with the pupil if appropriate. Insertions are accepted if in the right place, but letter reversals are not.

To assist marking, page total scores should be recorded at the bottom right of each page of the test booklets. These subtotals should be transferred to the summary box on the front cover of the test and the total raw score worked out. The pupil’s chronological age on taking the test should be recorded in years and completed months. The standardised score, percentile and spelling age may then be found from the conversion tables at the end of this manual. Where pupils have not done well, their answers can be analysed to find if there are specific patterns of weakness.

Using the diagnostic analysis sheets

Once the tests have all been marked, you may wish to analyse some pupils’ results in more detail, examining their answers for relative strengths and areas that require further teaching and reinforcement activities. This manual provides sets of photocopy masters of marking and analysis sheets for use with *Diagnostic Spelling Tests 1, 2 and 3*.

First, transfer the information from the pupil’s test paper onto a photocopy of the marking grid for the correct Form of that Test (see Contents page). We suggest that you show correct answers by a ✓, incorrect ones with a ✗ and leave blank questions that were not attempted in the boxes to the right of the words.

Next, make up a set of diagnostic overlays by photocopying the masters in this manual onto thermal OHP transparencies. *Note:* use only the correct thermal film, as ordinary OHP sheets will ruin the photocopier.

Inspecting the marking grid through the different analysis overlays should enable you to determine any patterns of strengths and areas for further work. A more detailed investigation of a pupil's actual answers may then be worthwhile, once you have established any overarching patterns using the overlays.

Once you have determined the areas which need addressing, you can utilise a variety of strategies to help your pupils improve. Useful guidance is provided in the *Diagnostic Analysis* section for each test.

Checking progress

To help you to check on a pupil's further progress, there is a suite of short, focused 'diagnostic checks' to use as follow-up tests for each of the analysis-categories. This manual provides photocopiable answer sheets for pupils, and a page giving the target words and script for the teacher or learning support assistant to read from, to deliver these focused tests.

At a later stage, you may then wish to use the parallel form of the test to assess overall progress.

A number of preparatory or middle schools that have pupils to the age of 13 years may also wish to use *Diagnostic Spelling Test 3* at the beginning of Year 7 and perhaps into Year 8, as it is more applicable to pupils when they move up into Year 7, having not as yet been exposed to the Key Stage 3 National Literacy Strategy. As part of the standardisation, pupils from Year 7 undertook Test 3 to provide information on the performance of secondary-age pupils on the spellings that are covered in the last two years of the Primary NLS and the first term of the KS3 Framework for Teaching English. It is recommended that where schools do undertake this strategy they then move the pupils on to *Diagnostic Spelling Test 4*, at the latest, after Christmas in Year 8.

Diagnostic Spelling Test 1

Both Form A and Form B of Test 1 comprise 15 picture items and three cloze passages; Passages A and B have eight items each and Passage C has nine items. The 40 words have been chosen to cover the learning met by children starting school as rising five year-olds to those who have reached seven years old. The 40 items were selected to cover objectives from the *National Literacy Strategy* for the third term of the Reception Year, all six terms of Years 1 and 2 and the first term of Year 3. Specific details of the objectives are shown in the table below.

The table on page 14 gives all of the 40 words in Form A and Form B and shows the diagnostic categories into which they may be classified.

Year/Term in original NLS	
Reception	High-frequency words: Reception
Year 1: T1	CVC words
Reception/Year 1: T1	Words containing the digraphs <i>sh, th, ch</i> (as in <i>chip</i>)
Years 1 & 2	High-frequency words: Years 1 & 2
Year 1: T2	Words ending in <i>-ff, -ll, -ss, -ck, -ng</i>
Year 1: T2	Initial consonant clusters
Year 1: T2	Common end clusters
Year 1: T3	Long vowel phonemes
Year 1: T3	Verbs with <i>-ed</i> and <i>-ing</i> endings – but not any that involve doubling (e.g. <i>hopping</i>) or dropping an 'e' (e.g. <i>hoping</i>)
Year 2: T1	Vowel phonemes <i>oo</i> (short as in <i>good</i>), <i>ar, oy, ow</i>
Year 2: T2	Vowel phonemes <i>air, or, er</i>
Year 2: T2	Words containing the digraphs <i>wh, ph, ch</i> (as in <i>Christopher</i>)
Year 2: T2	Words with common prefixes, e.g. <i>un-, dis-</i>
Year 2: T3	Words with common suffixes, e.g. <i>-ful, -ly</i>
Year 3: T1	Verbs with <i>-ing</i> endings – including those that involve doubling (e.g. <i>hopping</i>) or dropping an 'e' (e.g. <i>hoping</i>)
Year 3: T1	Words ending in <i>-le</i>
Year 3: T1	Words with common prefixes, e.g. <i>de-, re-, pre-</i>

Administering Diagnostic Spelling Test 1: Form A

First, read the general instructions for administering the test, on page 3. Then use the guide wording below to present the test.

Open the booklet and look at the big picture of people in a kitchen. There

are some lines on the picture, and you are going to write the words I tell you on them.

Find line number 1, next to dad's head. Write the word **dad** on it.

Now line number 2. Write the word **door** on it.

Now number 3. Write the word **bin** on it.

Now number 4. Write the word **mop** on it.

Now number 5. Write the word **girl** on it.

Now number 6. Write the word **bottle** on it.

Now number 7. Write the word **cat** on it.

Now number 8. Write the word **milk** on it.

Now look at the bottom of the picture, where it says 'At' with a line after it. Write **home** on that line.

Now look at the next page.

Look at the picture of the **ship**. Write the word **ship** on the line number 10 under the picture.

Now look at the picture of the **bath**. Write the word **bath** on the line number 11 under the picture.

Write the word **duck** on the line number 12 under the **duck**.

Write the word **drum** on the line number 13 under the **drum**.

Next the person having a **swim**. Write the word **swim** on the line number 14 under the picture.

Write the word **plum** on the line number 15 under the **plum**.

Now look down to the box at the bottom of the page. There is a passage with some of the words missing. There is a line to show you where a word is missing.

I'm going to read the whole passage to you first, and I want you to listen to it carefully. Then I will read it again, and when I get to the words that are missing, I will stop and give you time to write them on the lines. Listen first. Follow the words as I read.

My auntie **came** to **stay**. She **took** me to **school** in her **new car**. She **picked** me up as **well**.

Now I'll read it again, and this time you are going to write in the missing words.

My auntie **came** [pause] to **stay** [pause]. She **took** [pause] me to **school** [pause] in her **new** [pause] **car** [pause]. She **picked** [pause] me up as **well** [pause].

Turn over. We're going to do exactly the same thing with these two passages. Listen to the first one. Follow the words as I read.

We made a go-kart from **junk**. We used an old **chair** and some **more** bits and pieces. As Tom was **driving** round a **bend**, a **wheel** fell off. He **landed** in a **puddle**.

Now I'll read it again, and this time you are going to write in the missing words.

We made a go-kart from **junk** [pause]. We used an old **chair** [pause] and some **more** [pause] bits and pieces. As Tom was **driving** [pause] round a **bend** [pause], a **wheel** [pause] fell off. He **landed** [pause] in a **puddle** [pause].

Now listen to the last passage. Follow the words as I read.

When the teacher blew the final **whistle** and picked up the ball, the other team were **winning**. It was **unfair** because I was just in the **middle** of **taking** a penalty and I was **likely** to score. I was tempted to **disobey** and **replace** the ball on the penalty spot.

Now I'll read it again, and this time you are going to write in the missing words.

When [pause] the teacher blew the final **whistle** [pause] and picked up the ball, the other team were **winning** [pause]. It was **unfair** [pause] because I was just in the **middle** [pause] of **taking** [pause] a penalty and I was **likely** [pause] to score. I was tempted to **disobey** [pause] and **replace** [pause] the ball on the penalty spot.

OK, that's the end of the test. Put your pencils/pens down now.

Administering Diagnostic Spelling Test 1: Form B

First, read the general instructions for administering the test, on page 3. Then use the guide wording below to present the test.

Open the booklet and look at the big picture of people in a park. There are some lines on the picture, and you are going to write the words I tell you on them.

Find line number 1, next to the picture of the sun. Write the word **sun** on it.

Now line number 2. Write the word **mum** on it.

Now number 3. Write the word **tree** on it.

Now number 4. Write the word **bag** on it.

Now number 5. Write the word **dog** on it.

Now number 6. Write the word **water** on it.

Now number 7. Write the word **boy** on it.

Now number 8. Write the word **ball** on it.

Now look at the bottom of the picture, where it says 'In the' with a line after it. Write **park** on that line.

Now look at the next page.

Look at the picture of the **shed**. Write the word **shed** on the line number 10 under the picture.

Now look at the picture of the **chip**. Write the word **chip** on the line number 11 under the picture.

Write the word **ring** on the line number 12 under the **ring**.

Write the word **mask** on the line number 13 under the **mask**.

Write the word **bell** on the line number 14 under the **bell**.

Write the word **pond** on the line number 15 under the **pond**.

Now look down to the box at the bottom of the page. There is a passage with some of the words missing. There is a line to show you where a word is missing.

I'm going to read the whole passage to you first, and I want you to listen to it carefully. Then I will read it again, and when I get to the words that are missing, I will stop and give you time to write them on the lines. Listen first. Follow the words as I read.

On **Friday**, I went to see a **good film** with my uncle. It was **about** a blue **whale**. The traffic was bad but we got **there just** in **time**.

Now I'll read it again, and this time you are going to write in the missing words.

On **Friday** [pause], I went to see a **good** [pause] **film** [pause] with my uncle. It was **about** [pause] a blue **whale** [pause]. The traffic was bad but we got **there** [pause] **just** [pause] in **time** [pause].

Turn over. We're going to do exactly the same thing with these two passages. Listen to the first one. Follow the words as I read.

Last **year** we went on holiday by **train**. We **stayed** on a **farm**. I **gave** my parents a **scare** when I fell off a fence and **bumped** my **head**.

Now I'll read it again, and this time you are going to write in the missing words.

Last **year** [pause] we went on holiday by **train** [pause]. We **stayed** [pause] on a **farm** [pause]. I **gave** [pause] my parents a **scare** [pause] when I fell off a fence and **bumped** [pause] my **head** [pause].

Now listen to the last passage. Follow the words as I read.

Our class went to the **market** to see **which vegetables** were being sold. Then we had to **prepare** a **graph** of what we found out. I was **unhappy** because Chris was **arguing** with me. We **disagreed** about how to do it. We will **return** to it later.

Now I'll read it again, and this time you are going to write in the missing words.

Our class went to the **market** [pause] to see **which** [pause] **vegetables** [pause] were being sold. Then we had to **prepare** [pause] a **graph** [pause] of what we found out. I was **unhappy** [pause] because Chris was **arguing** [pause] with me. We **disagreed** [pause] about how to do it. We will **return** [pause] to it later.

OK, that's the end of the test. Put your pencils/pens down now.

Diagnostic analysis

CVC words

These are regularly spelled, three-letter words made up of a consonant, a vowel and a consonant, such as *sun*, *bag* and *dog*. They are the most basic words to be spelled through phonics, and are usually covered in teaching by the end of the first term in Year 1. A general proficiency in spelling

words like this is usually needed before more complex spelling patterns are introduced. Where pupils are struggling with CVC words in Year 2, this should be a cause for concern.

Information about how pupils spell single consonants and the short vowels can, of course, also be gained from words other than just the CVC words.

Where the words are spelled wrongly, it is particularly important to look at the nature of the errors, as they may indicate different types of uncertainty:

■ *Are b's written as d's (or vice versa)?*

This indicates not so much an uncertainty with basic phonics as a limited visual or kinaesthetic (sense of movement) memory of letters. Other letters may be written back to front or sometimes upside down. In young children it can simply suggest a slight delay in developing this knowledge, but it can sometimes be associated with a more serious specific learning difficulty.

■ *Are d's written as t's, b's as p's, or g's as k's (or vice versa)?*

These pairs of letters represent pairs of phonemes that sound very similar to each other. Learning to spell usually makes it easier to distinguish the sounds, but if the confusion persists, hearing should be checked and any signs of speech and language difficulties monitored.

■ *Are some letters written that appear unrelated to the phonemes in the words?*

This might mean the pupil is finding it difficult to identify each of the phonemes in the words, or that he or she does not know which letter represents one of the phonemes. Letter knowledge and phonological awareness should be checked.

■ *Do the letters appear in the wrong order?*

This may mean the pupil is not using phonics to attempt these words, but is trying to remember the sequence of letters he or she has seen. Alternatively, the pupil might be finding it difficult to segment the words into phonemes, or to hold the phonemes in his or her head while writing them.

■ *Is the spelling of the consonants mostly accurate, but the spelling of the vowels in the middle of the words uncertain?*

The spelling of the vowels is usually the most difficult part of words like these, and confusion about vowel sounds often persists in much older pupils. A small amount of time spent helping pupils become secure in their knowledge of the basic short vowel sounds (represented by the letters *a, e, i, o* and *u*) early on can have a major impact in the later development of their phonics. It is worth taking into account any mismatches between the way the pupil pronounces the vowels in their everyday speech, the way teachers and other staff do, and the way they are pronounced in standard English.

Consonant digraphs

Digraphs are pairs of letters used to spell a single phoneme, for instance in *ship* and *bath*. They are needed in English spelling as we have only 26 letters to represent about 44 phonemes. The principle of two letters spelling one phoneme is an important one that pupils needed to be familiar with. The NLS suggests introducing pupils to some of the consonant digraphs (*sh, ch, th*) in Reception, and others (*ck, ll, ff, ss, ng*) in the second term of Year 1.

If *sh*, *ch*, or *ng* are misspelled, it is usually straightforward to teach their use, so long as a pupil's articulation is relatively clear. Misspellings of *th* may be related to accent and so this digraph can be harder to acquire. The digraphs *ck*, *ll*, *ff*, *ss* are used primarily to represent certain phonemes when they occur at the ends of short words, and so pupils need to be aware of this context-specific use.

Consonant clusters

Consonant clusters (also sometimes referred to as *consonant blends*), in words such as *swim*, *plum*, and *junk*, are simply sequences of consonants that seem to stick closely together at the beginnings or ends of words. They are usually spelled with the sequence of letters that would be expected, and so many phonics programmes do not advocate that they should be learned as specific units, although the NLS suggests they should be taught during Year 1, term 2.

Recent research suggests that although for the most part dyslexic children spell in a similar way to younger, normally developing children, they do have a particular difficulty with consonant clusters.³ The exact position of the consonant closest to the vowel can be hard to detect when segmenting, and the extra consonant places a greater load on working memory. The phonemes /t/ and /r/ sound rather different when pronounced together as the cluster /tr/, and so may cause particular problems. The same applies to /dr/. Nasal consonants /m/ and /n/ and /ng/ may be especially hard to detect when they are the first elements in final clusters such as *land* or *bump*. For these reasons, if pupils are struggling to identify the components of a cluster, it would be worthwhile teaching them as a single unit.

Vowel digraphs and trigraphs

Beyond the basic short vowels, most vowel phonemes in English are represented by a sequence of two letters ('digraphs' – *tree*, *boy*, *came*) or three letters ('trigraphs' – *chair*, *score*). These make the learning of phonics much more complicated in English than in many other languages, especially as:

- many phonemes can be represented in more than one way ('long *a*' can be spelled *ay*, *ai*, *a_e*, etc);
- some digraphs represent more than one phoneme (*snow*, *cow*).

The NLS suggests starting to teach these patterns in the third term of Year 1 and continuing throughout Year 2. *Diagnostic Spelling Test 1* includes many words containing vowel digraphs, and these can be used as a check on whether the teaching of the vowel di/trigraphs up to the moment of testing has been effective, and which need to be revisited. Where pupils are correctly spelling words containing vowel digraphs not yet taught, this may indicate they are developing an increasing spelling sight vocabulary and moving into the orthographic phase.

Prefixes

Prefixes are added at the beginnings of words to change their meanings (*unfair*, *disobey*). The same prefixes tend to occur in many different words,

³ Treiman, R. (1997) 'Spelling in Normal Children and Dyslexics', in Blachman, B. (ed.) *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention*, Lawrence Erlbaum.

and so learning a relatively small number of them can make the spelling of a large number of words more accurate, including longer words and words not encountered before. The NLS suggests teaching spelling the prefixes *un-* and *dis-* in the second term of Year 2.

Suffixes

Suffixes are added to the ends of words to change their meaning or their grammatical function (*picked*, *driving*). As with prefixes, learning a relatively small number of them can make the spelling of a large number of words more accurate, including longer words and words not encountered before. The same is true of learning some other common word endings (*water*, *whistle*) that are not strictly speaking suffixes. The NLS suggests starting to make children aware of the plural suffix *-s* in the second term of Year 1, and covering further suffixes each term from then on.

One feature of common grammatical suffixes is that they tend to be spelled the same even when pronounced differently (*played*: *ed* = /d/; *kicked*: *ed* = /t/; *waited*: *ed* = /id/). By learning them, therefore, children are being helped to move beyond the phonics of the alphabetic phase. A lack of awareness of this principle, or an over-reliance on phonics, may show itself in phonologically plausible spellings such as *pickt* for *picked*.

Suffixing is not always purely a matter of adding a suffix to the end of a word. Sometimes letters need to be dropped (*take* + *ing* = *taking*) or extra letters added (*win* + *ing* = *winning*). *Diagnostic Spelling Test 1* includes a number of words as a check on whether these basic suffixing rules have been learned.

High-frequency words

These are words specified in the NLS for Reception, Year 1 and Year 2, and which are common in books for young children and in young children's writing. The intention is that they should be learned as 'sight words', where the exact sequence of letters is remembered, allowing the words to be spelled quickly and automatically. Children can then use them in their own writing without, for instance, having to make conscious use of phonics, and so allowing them to give more attention to the content of their writing.

Where a significant number of these words are misspelled on the test, it could indicate that insufficient attention is being given to the learning of them or that children are not being given sufficient opportunity to write (and so to use the words repeatedly in a meaningful context). Where they are being spelled correctly, however, it does not necessarily indicate a strong sight vocabulary, as many of the words can be spelled through the conscious application of phonics (see next section).

'Irregular' words

These are words that it would be difficult to spell accurately through the straightforward application of phonic rules. However, it is important to remember that what counts as regular and what counts as irregular depends on the phonic patterns and rules that have been taught and the frequency of their occurrence. For example, for a child at the beginning of Year 1, all words other than cvc words are irregular, as they will not have been taught digraphs and consonant clusters.

For each of the tests, we have provided a separate category of sight words in the diagnostic overlays, as this information may well be more helpful to teachers trying to determine where a child may be experiencing difficulties than examining their performance on words that are often categorised by the NLS as high- or medium-frequency words.

Where the actual sequence of letters has not been learned, but a pupil's basic phonics is good, misspellings are likely to be plausible – for instance *wheel* spelled as *weel*, *bath* as *barth*, or *market* as *markit*. This may suggest that although the alphabetic phase is being mastered in spelling, moving towards the orthographic phase is proving problematic.

Teaching pupils how to learn sight words is often overlooked. Possible strategies include:

- *Visualisation* – the pupil looks at the word written in large letters, and then tries to see it inside their head, perhaps changing the colours of the letters or saying what letters they can see.
- *Auditory strategies* – using spelling pronunciations (pronouncing the *h* in *wheel*, or saying *market* with an /e/ rather than an /i/), or taping themselves saying aloud the sequence of letters in words and then playing it back a number of times.
- *Kinaesthetic strategies* – remembering the movement the hand makes when writing a word, by, for instance using a finger to trace a number of times over a word written in large letters, then repeating the movement with a pencil.
- *Mnemonics* – memory tricks usually using memorable sentences or phrases (*big elephants can all understand small elephants = because*), ideally made up by the children themselves.

Research suggests that it is beneficial to help children select their own best strategy for learning the spelling of 'sight words'.⁴

Next steps

Once the pupils' test results have been analysed using the diagnostic overlays, patterns of errors may well have been revealed and areas identified that require further teaching and reinforcement activities – for example, vowel digraphs or consonant clusters.

After a period of additional work, you may wish to check the pupils' progress on the specific area covered and short, focused tests are provided for this purpose on pages 23–30, covering high-frequency words, cvc words, consonant digraphs, consonant clusters (blends), vowel digraphs, common prefixes and suffixes/common word endings.

⁴ Brooks, P. and Weekes, S. (1999) *Individual Styles in Learning to Spell: Improving Spelling in Children with Literacy Difficulties and all Children in Mainstream Schools*, DfEE Publications.

DST 1 Form A	High- frequency words	Cvc/ words	Consonant digraphs	Consonant clusters	Vowel digraph/ trigraphs	Prefixes	Suffixes/ common word endings	Sight words
dad	✓	✓						
door	✓				✓			
bin		✓						
mop		✓						
girl	✓				✓			
bottle			✓				✓	
cat	✓	✓						
milk				✓				
home	✓				✓			
ship			✓					
bath			✓					✓
duck			✓					
drum				✓				
swim				✓				
plum				✓				
came					✓			
stay				✓	✓			
took	✓				✓			
school	✓			✓	✓			✓
new	✓				✓			
car					✓			
picked			✓				✓	
well			✓					
junk				✓				
chair			✓		✓			
more	✓				✓			✓
driving				✓			✓	
bend				✓				
wheel			✓		✓			✓
landed				✓			✓	
puddle			✓				✓	
when			✓					✓
whistle	✓		✓				✓	✓
winning			✓				✓	
unfair					✓	✓		
middle			✓				✓	
taking							✓	
likely					✓		✓	
disobey					✓	✓		
replace				✓	✓	✓		✓

DST 1 Form B	High- frequency words	Cvc words	Consonant digraphs	Consonant clusters	Vowel digraph/ trigraphs	Prefixes	Suffixes/ common word endings	Sight words
sun		✓						
mum	✓	✓						
tree				✓	✓			
bag		✓						
dog	✓	✓						
water	✓				✓		✓	✓
boy	✓				✓			
ball	✓		✓					
park					✓			
shed			✓					
chip			✓					
ring			✓					✓
mask				✓				✓
bell			✓					
pond				✓				
Friday	✓			✓	✓			
good	✓				✓			
film				✓				
about	✓				✓			
whale			✓		✓			✓
there	✓		✓		✓			✓
just	✓			✓				
time	✓				✓			
year					✓			
train				✓	✓		✓	
stayed				✓	✓			
farm					✓			
gave					✓			
scare				✓	✓			
bumped				✓			✓	
head					✓			
market					✓			✓
which			✓					✓
vegetables							✓	
prepare				✓	✓	✓		
graph			✓	✓				
unhappy			✓			✓	✓	
arguing					✓		✓	
disagreed					✓	✓	✓	
return					✓	✓		

DST 1, Form A: Analysis for

dad		bath		car		puddle	
door		duck		picked		when	
bin		drum		well		whistle	
mop		swim		junk		winning	
girl		plum		chair		unfair	
bottle		came		more		middle	
cat		stay		driving		taking	
milk		took		bend		likely	
home		school		wheel		disobey	
ship		new		landed		replace	

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.

DST 1, Form A: Analysis for

dad		bath		car		puddle	
door		duck		picked		when	
bin		drum		well		whistle	
mop		swim		junk		winning	
girl		plum		chair		unfair	
bottle		came		more		middle	
cat		stay		driving		taking	
milk		took		bend		likely	
home		school		wheel		disobey	
ship		new		landed		replace	

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.

DST 1, Form A: high-frequency words

dad		bath	car	puddle
door		duck	picked	
bin		drum	well	whistle
mop		swim	junk	winning
girl		plum	chair	unfair
bottle		came	more	
cat		stay	driving	taking
milk		took	bend	likely
home		school	wheel	disobey
ship		new	landed	replace

DST 1, Form A: consonant digraphs

dad		bath		car		puddle
door		duck		picked		when
bin		drum		well		whistle
mop		swim		junk		winning
girl		plum		chair		unfair
bottle		came		more		middle
cat		stay		driving		taking
milk		took		bend		likely
home		school		wheel		disobey
ship		new		landed		replace

DST 1, Form A: consonant clusters

dad	bath	car	puddle			
door	duck	picked	when			
bin	drum	well	whistle			
mop	swim	junk	winning			
girl	plum	chair	unfair			
bottle	came	more	middle			
cat	stay	driving	taking			
milk		bend	likely			
home		wheel	disobey			
ship	new	landed	replace			

DST 1, Form A: vowel digraphs/trigraphs

dad	bath	car	puddle			
door	duck	picked	when			
bin	drum	well	whistle			
mop	swim	junk	winning			
girl	plum	chair	unfair			
bottle	came	more	middle			
cat	stay	driving	taking			
milk	took	bend	likely			
home	school	wheel	disobey			
ship	new	landed	replace			

DST 1, Form A: word endings/suffixes

DST 1, Form A: sight words

dad	bath	car		puddle
door	duck		picked	when
bin	drum	well		whistle
mop	swim	junk		winning
girl	plum	chair	unfair	
bottle		came	more	middle
cat	stay		driving	taking
milk	took	bend	likely	
home	school	wheel	disobey	
ship	new		landed	replace

dad		bath	car	puddle
door	duck		picked	when
bin	drum	well		whistle
mop	swim	junk		winning
girl	plum	chair	unfair	
bottle	came	more		middle
cat	stay	driving	taking	
milk	took	bend	likely	
home		school	wheel	disobey
ship	new	landed	replace	

DST 1, Form B: Analysis for

sun		chip		there		head	
mum		ring		just		market	
tree		mask		time		which	
bag		bell		year		vegetables	
dog		pond		train		prepare	
water		Friday		stayed		graph	
boy		good		farm		unhappy	
ball		film		gave		arguing	
park		about		scare		disagreed	
shed		whale		bumped		return	

In the boxes to the right of the words, show correct by ✓,
incorrect by ✗, and leave blank unattempted questions.

Diagnostic Spelling Tests photocopy master published by Hodder Murray

DST 1, Form B: Analysis for

sun		chip		there		head	
mum		ring		just		market	
tree		mask		time		which	
bag		bell		year		vegetables	
dog		pond		train		prepare	
water		Friday		stayed		graph	
boy		good		farm		unhappy	
ball		film		gave		arguing	
park		about		scare		disagreed	
shed		whale		bumped		return	

In the boxes to the right of the words, show correct by ✓,
incorrect by ✗, and leave blank unattempted questions.

Diagnostic Spelling Tests photocopy master published by Hodder Murray

DST 1, Form B: high-frequency words

DST 1, Form B: consonant digraphs

sun	chip	there	head
mum	ring	just	market
tree	mask	time	which
bag	bell	year	vegetables
dog	pond	train	prepare
water	Friday	stayed	graph
boy	good	farm	unhappy
ball	film	gave	arguing
park	about	scare	disagreed
shed	whale	bumped	return

sun	chip	there	head
mum	ring	just	market
tree	mask	time	which
bag	bell	year	vegetables
dog	pond	train	prepare
water	Friday	stayed	graph
boy	good	farm	unhappy
ball	film	gave	arguing
park	about	scare	disagreed
shed	whale	bumped	return

DST 1, Form B: consonant clusters

sun	chip	there	head
mum	ring	just	market
tree	mask	time	which
bag	bell	year	vegetables
dog	pond	train	prepare
water	Friday	stayed	graph
boy	good	farm	unhappy
ball	film	gave	arguing
park	about	scare	disagreed
shed	whale	bumped	return

DST 1, Form B: vowel digraphs/trigraphs

sun	chip	there	head
mum	ring	just	market
tree	mask	time	which
bag	bell	year	vegetables
dog	pond	train	prepare
water	Friday	stayed	graph
boy	good	farm	unhappy
ball	film	gave	arguing
park	about	scare	disagreed
shed	whale	bumped	return

DST 1, Form B: word endings/suffixes

DST 1, Form B: sight words

sun	chip	there	head	sun	chip	there	head
mum	ring	just	market	mum	ring	just	market
tree	mask	time	which	tree	mask	time	which
bag	bell	year	vegetables	bag	bell	year	vegetables
dog	pond	train	prepare	dog	pond	train	prepare
water	Friday	stayed	graph	water	Friday	stayed	graph
boy	good	farm	unhappy	boy	good	farm	unhappy
ball	film	gave	arguing	ball	film	gave	arguing
park	about	scare	disagreed	park	about	scare	disagreed
shed	whale	bumped	return	shed	whale	bumped	return

Diagnostic Spelling Test 1: follow-up diagnostic checks

Check 1: high-frequency words

Picture items: **boy, girl, three, house, tree**

Passage 1 (All Reception words except ball.)

I am **going** to take **my dog** to the park with **mum**.

We like to **play** with a **ball** for him.

Passage 2 (predominantly Year 1/2 words)

I **want** to write a story **about** a monster **because** I dreamed of **one last night**.

It **lived** on **another** planet. It was **very big**, and its body was **purple** and **yellow**.

It **took** me to its **home** for tea. I wonder **if** I **will have** the dream **again**?

Check 2: cvc words

Picture items: **van, hen, pin, log, sum**

The **cat** and **dog** are sleeping on the **rug**.

The **man** hurt his **leg** playing football.

The **men dug** a **big** hole in the road.

It was **wet** this morning but now the **sun** is shining and it is **hot**.

I **hid** my **cap** under the **bed**.

I was **sad** because I could **not hit** the ball very far.

Check 3: consonant digraphs

Picture items: **chin, neck, king, moth**

Would you like **fish** and **chips** for **lunch**?

Dad went to **shut** the **shed** door.

We had to go **back** to the **shop** because we had bought too **much** to fit in the car.

That duck has a broken **wing**.

I wanted to **roll** down the **hill**, but I knew mum would make a **fuss**.

I will **miss** my friends **when** we move house.

Check 4: consonant clusters (blends)

Picture items: **truck, brush, skip, belt, hand, lamp**

I watched the squirrels **jump from** tree to tree.

The pirates' ship had a **black flag**.

Next week we're going on holiday and sleeping in a **tent**.

I **held** on tight as dad tried to **bump** into my brother's car on the fairground ride.

It's time to **stop** for a **snack**.

I **went** for a **swim** with my **twin** sister.

The **crab** scuttled across the **sand**.

The elephant had **lost** a **tusk**.

Check 5: vowel digraphs

Picture items: **gate, boat, cube, moon, clown, scarf**

My friends **like** to **play hide** and **seek**.

My **new** skipping **rope** has **blue** handles.

There is **bread** and **butter** for **tea**.

Dad **paid** a lot for his **camera**.

We were **looking out** of the **window**.

On **Saturday** we went to buy a **torch**.

I **saw** the **bird** fly to the **fir tree**.

Check 6: common prefixes

Picture items: **unhappy, anti-clockwise, de-ice**

Mum was cross because my bedroom was **untidy**. I wish I could just make all the mess **disappear**.

I **dislike** tomatoes, so don't be **unkind** and make me eat them.

We try to **recycle** much of our rubbish.

I must **return** my library book. I took the **previous** one back late and got a fine.

We wrote **nonsense** poems in literacy today.

I read a story about an **invisible** man. He could **misbehave** and not get into trouble.

We had to **defrost** the freezer.

It seemed **impossible** that the tortoise would beat the hare.

Check 7: suffixes and common word endings

Picture items: **needle, table, bicycle, saddle**

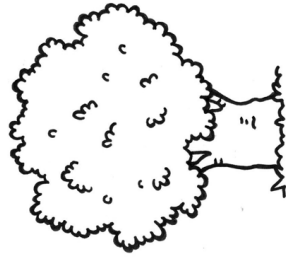
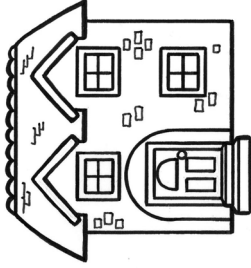
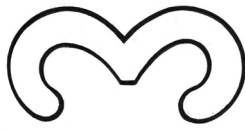
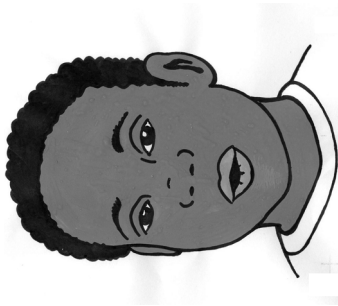
I was **trying** to write a story but I was **having** a problem **deciding** how many characters to include. My teacher caught me **staring** into space.

Mum **rubbed** the baby's back while she gave him a **cuddle**.

I was **hopeful** that I would score a goal but I **slipped** and fell as I **kicked** the ball. It isn't likely that I've **broken** my leg but it's very **painful**.

We were **planning** to go **shopping** after school. Grandma **liked** the **lovely** flowers we took her last time. She **enjoyed** the chocolates too!

Check 1: high-frequency words



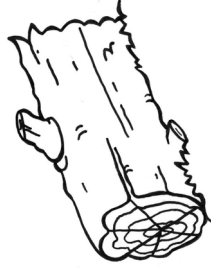
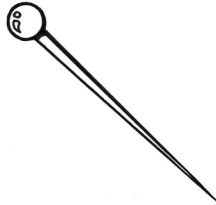
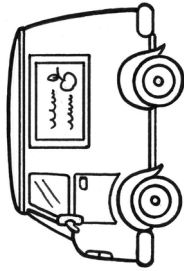
Passage 1

I am _____ to take _____
_____ to the park with _____.
_____ to _____
_____ with a _____ for him.

Passage 2

I _____ to write a story _____ a
monster _____ I dreamed of _____
_____ It _____
_____ on _____ planet. It was
_____ and its body was
_____ and _____. It
_____ me to its _____ for tea.
I wonder _____ I _____
_____ the dream _____?

Check 2: cvc words



$$1+4=5$$

The _____ and _____ are
sleeping on the _____.

The _____ hurt his _____
playing football.

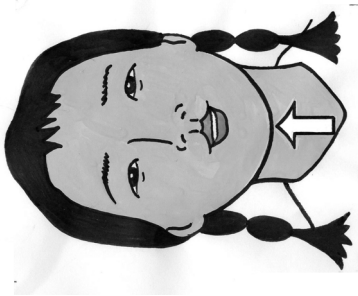
The _____ a
_____ hole in the road.

It was _____ this morning but now the
_____ is shining and it is _____.

I _____ my _____ under the
_____.

I was _____ because I could
_____ the ball very far.

Check 3: consonant digraphs



Would you like _____ and
_____ for _____?

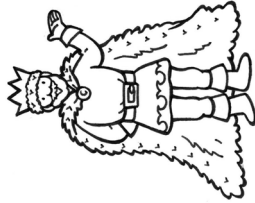
Dad went to _____ the _____
door.

We had to go _____ to the
_____ because we had bought too
_____ to fit in the car.

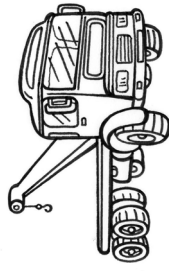
_____ has a broken
_____.

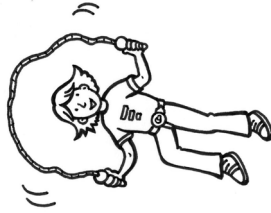
I wanted to _____ down the
_____, but I knew mum would make a
_____.

I will _____ my friends _____
we move house.

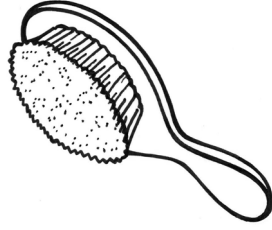


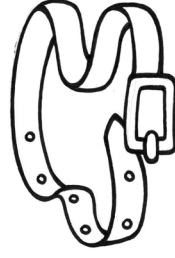
Check 4: consonant clusters (blends)













I watched the squirrels _____

_____ tree to tree.

The pirates' ship had a _____

_____.

_____ week we're going on holiday and

sleeping in a _____.

I _____ on tight as dad tried to

_____ into my brother's car on the

fairground ride.

It's time to _____ for a _____.

I _____ for a _____ with my

_____ sister.

The _____ scuttled across the

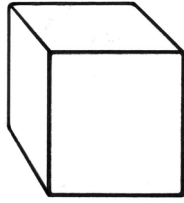
_____.

The elephant had _____ a

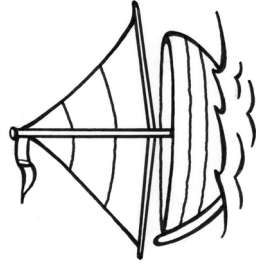
_____.

Check 5: vowel digraphs

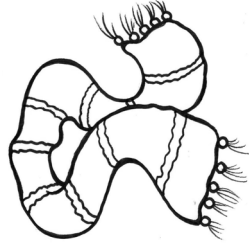












My friends _____ to _____

_____ and _____.

My _____ skipping _____ has
_____ handles.

There is _____ and _____ for
_____.

Dad _____ a lot for his _____.

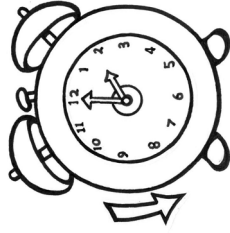
We were _____ of the
_____.

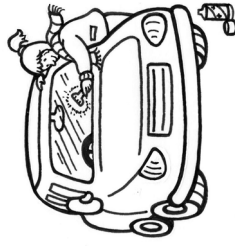
On _____ we went to buy a
_____.

I _____ the _____ fly to the
_____.

Check 6: common prefixes







Mum was cross because my bedroom was

_____. I wish I could just make all the mess
_____.

I _____ tomatoes, so don't be
_____ and make me eat them.

We try to _____ much of our rubbish.

I must _____ my library book. I took the
_____ one back late and got a fine.

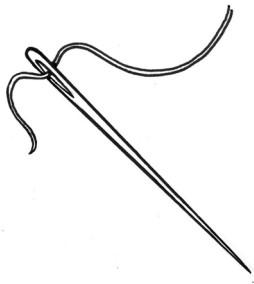
We wrote _____ poems in literacy today.

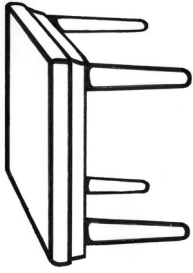
I read a story about an _____ man. He could
_____ and not get into trouble.

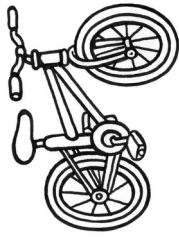
We had to _____ the freezer.

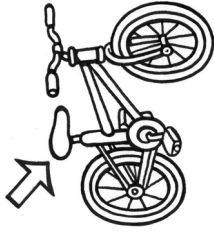
It seemed _____ that the tortoise would
beat the hare.

Check 7: suffixes and common word endings









I was _____ to write a story but I was
_____ a problem _____ how

many characters to include. My teacher caught me
_____ into space.

Mum _____ the baby's back while she
gave him a _____.

I was _____ that I would score a goal but I
_____ and fell as I _____ the
ball. It isn't likely that I've _____ my leg but
it's very _____.

We were _____ to go _____
after school. Grandma _____ the
_____ flowers we took her last time. She
_____ the chocolates too!

Diagnostic Spelling Test 2

Both Form A and Form B of Test 2 comprise eight picture items and three cloze passages; Passages A and B have ten items each and Passage C has twelve items. The 40 words have been chosen to cover the learning met by children who have recently reached seven years old to those who have reached nine years old.

The 40 items were selected to cover objectives from the *National Literacy Strategy* for the third term of Year 2, all six terms of Years 3 and 4 and the first term of Year 5. Specific details of the objectives are shown in the table below. The table on page 40 gives all of the 40 words in Form A and Form B and shows into which categories they may be classified.

Year/Term in original NLS	
Year 2: T3	Words with common suffixes, e.g. <i>-ful</i> , <i>-ly</i>
Year 3: T1	Verbs with <i>-ed</i> and <i>-ing</i> endings – including those that involve doubling (e.g. <i>hopping</i>) or dropping an 'e' (e.g. <i>hoping</i>)
Year 3: T1	Words with common prefixes, e.g. <i>de-</i> , <i>re-</i> , <i>pre-</i>
Year 3: T1	Words ending in <i>-le</i>
Year 3: T2	Comparatives and superlatives
Year 3: T2	Words +y (e.g. <i>crisp/crispy</i> ; <i>fun/funny</i> ; <i>stone/stony</i>)
Year 3: T2	Plurals (<i>-es</i> , <i>-ies</i>)
Year 3: T2	Words with silent letters
Year 3: T2	Compound words
Year 3: T2	Apostrophe to spell shortened forms of words
Year 3: T3	Words with common prefixes, e.g. <i>mis-</i> , <i>non-</i> , <i>ex-</i> , <i>co-</i> , <i>anti-</i>
Year 3: T3	Apostrophe to spell further contracted forms of words
Year 4: T1	Two-syllable words containing double consonants
Year 4: T1	Common homophones
Year 4: T1	Words with <i>-al</i> , <i>-ary</i> , <i>-ic</i> , <i>-ship</i> , <i>-hood</i> , <i>-ness</i> , <i>-ment</i>
Year 4	Medium-frequency words
Year 4: T2	Plurals of words ending in 'f'
Year 4: T2	Words with common endings, e.g. <i>-ight</i>
Year 4: T2	Words with common prefixes, e.g. <i>ad-</i> , <i>af-</i> , <i>al-</i> , <i>a-</i>
Year 4: T3	Words with common letter strings but different pronunciations, e.g. <i>tough</i> , <i>through</i> , <i>trough</i> , <i>plough</i>
Year 4: T3	Words with common suffixes, e.g. <i>-ible</i> , <i>-able</i> , <i>-ive</i> , <i>-sion</i> , <i>-tion</i>
Year 4: T3	It's/its
Year 5: T1	Words with common prefixes, e.g. <i>auto-</i> , <i>bi-</i> , <i>trans-</i> , <i>tele-</i> , <i>circum-</i>
Year 5: T1	Medium-frequency words

Administering Diagnostic Spelling Test 2: Form A

First, read the general instructions for administering the test, on page 3. Then use the guide wording below to present the test.

Open the booklet and look at the pictures on the first page.

Look at the picture of the **kettle**. Write the word **kettle** on the line number 1 under the picture.

Now look at the picture of the **candle**. Write the word **candle** on the line number 2 under the picture.

Write the word **berries** on the line number 3 under the **berries**.

Write the word **dishes** on the line number 4 under the **dishes**.

Write the word **wreck** on the line number 5 under the **wreck**.

Write the word **thumb** on the line number 6 under the **thumb**.

Write the word **paintbrush** on the line number 7 under the **paintbrush**.

Write the word **driver** on the line number 8 under the **driver**.

Now look at the box at the top of the next page. There is a passage with some of the words missing. There is a line to show you where a word is missing.

I'm going to read the whole passage to you first, and I want you to listen to it carefully. Then I will read it again, and when I get to the words that are missing, I will stop and give you time to write them on the lines. Listen first. Follow the words as I read.

Yesterday **morning**, after **breakfast**, I went **shopping**. I was **making** a cake and I planned to use **butter** and **organic** eggs, because I think they taste **better**. I also needed a **non-stick** cake tin so that I **wouldn't** have the problem I had with my **previous** one.

Now I'll read it again, and this time you are going to write in the missing words.

Yesterday **morning** [pause], after **breakfast** [pause], I went **shopping** [pause]. I was **making** [pause] a cake and I planned to use **butter** [pause] and **organic** [pause] eggs, because I think they taste **better** [pause]. I also needed a **non-stick** [pause] cake tin so that I **wouldn't** [pause] have the problem I had with my **previous** [pause] one.

Now look at the next box. We're going to do exactly the same thing with this passage. Follow the words as I read.

When Tim and I are in a race, I **always** come **second** and he comes **first**. **It's** not **funny** any more.

Just when I think I **might** be **getting closer**, he swims even faster.

I don't **know** if I will ever beat him, but next week I will have **another** try.

Now I'll read it again, and this time you are going to write in the missing words.

When Tim and I are in a race, I **always** [pause] come **second** [pause], and he comes **first** [pause]. **It's** [pause] not **funny** [pause] any more.

Just when I think I **might** [pause] be **getting** [pause] **closer** [pause], he swims even faster.

I don't **know** [pause] if I will ever beat him, but next week I will have **another** [pause] try.

Now turn over and listen to the last passage. Follow the words as I read.

I like to do **something enjoyable**, such as watch **television**, when I get home. I'm **sure it's** good for me after **running around** all day, **although** mum **believes** I should be doing something useful.

Yesterday she **noticed** me flicking **through** the channels and suggested I help her with **dinner** instead!

Now I'll read it again, and this time you are going to write in the missing words.

I like to do **something** [pause] **enjoyable** [pause], such as watch **television** [pause], when I get home. I'm **sure** [pause] **it's** [pause] good for me after **running** [pause] **around** [pause] all day, **although** [pause] mum **believes** [pause] I should be doing something useful.

Yesterday she **noticed** [pause] me flicking **through** [pause] the channels and suggested I help her with **dinner** [pause] instead!

OK, that's the end of the test. Put your pencils/pens down now.

Administering Diagnostic Spelling Test 2: Form B

First, read the general instructions for administering the test, on page 3. Then use the guide wording below to present the test.

Open the booklet and look at the pictures on the first page.

Look at the picture of the **apple**. Write the word **apple** on the line number 1 under the picture.

Now look at the picture of the **circle**. Write the word **circle** on the line number 2 under the picture.

Write the word **flies** on the line number 3 under the **flies**.

Write the word **boxes** on the line number 4 under the **boxes**.

Write the word **knot** on the line number 5 under the **knot**.

Write the word **lamb** on the line number 6 under the **lamb**.

Write the word **goalkeeper** on the line number 7 under the **goalkeeper**.

Write the word **farmer** on the line number 8 under the **farmer**.

Now look at the box at the top of the next page. There is a passage with some of the words missing. There is a line to show you where a word is missing.

I'm going to read the whole passage to you first, and I want you to listen

to it carefully. Then I will read it again, and when I get to the words that are missing, I will stop and give you time to write them on the lines. Listen first. Follow the words as I read.

When we were **driving** into town at the **weekend**, mum and I were **chatting** so much that she made a **mistake** and missed the turning. She **reversed** into a **stony** side road. It was **bumpier** than **she'd** expected. **There** was a bang. I was **worried** that the car could be damaged.

Now I'll read it again, and this time you are going to write in the missing words.

When we were **driving** [pause] into town at the **weekend** [pause], mum and I were **chatting** [pause] so much that she made a **mistake** [pause] and missed the turning. She **reversed** [pause] into a **stony** [pause] side road. It was **bumpier** [pause] than **she'd** [pause] expected. **There** [pause] was a bang. I was **worried** [pause] that the car could be damaged.

Now look at the next box. We're going to do exactly the same thing with this passage. Follow the words as I read.

As we were **walking** to the **library**, Daljit **asked**, 'Have you **heard** my news? My dad **brought** home a **rabbit** last **night**. **He's** my **cutest** pet – so soft and **furry**.'

Now I'll read it again, and this time you are going to write in the missing words.

As we were **walking** [pause] to the **library** [pause], Daljit **asked** [pause], 'Have you **heard** [pause] my news? My dad **brought** [pause] home a **rabbit** [pause] last **night** [pause]. **He's** [pause] my **cutest** [pause] pet – so soft and **furry** [pause].'

Now turn over and listen to the last passage. Follow the words as I read.

My little **brother** is celebrating his **birthday today**. This morning the **shelves** were piled with presents. He was so excited that he dropped one, but luckily it wasn't **breakable**!

His **special** present was **outside**: it was a **bicycle**. Mum said she **thought** he was now old **enough** to ride it to the park. We were glad it was a **nice**, **sunny** day.

Now I'll read it again, and this time you are going to write in the missing words.

My little **brother** [pause] is celebrating his **birthday** [pause] **today** [pause]. This morning the **shelves** [pause] were piled with presents. He was so excited that he dropped one, but luckily it wasn't **breakable** [pause]!

His **special** [pause] present was **outside** [pause]: it was a **bicycle** [pause]. Mum said she **thought** [pause] he was now old **enough** [pause] to ride it to the park. We were glad it was a **nice** [pause], **sunny** [pause] day.

OK, that's the end of the test. Put your pencils/pens down now.

An awareness of 'morphemes' becomes increasingly important to allow children to develop a knowledge of words at the orthographic phase. Morphemes are the smallest chunks of words that carry meaning or grammatical information. So *replayed* has three morphemes *re* (meaning 'again') *play* (meaning 'play') and *ed* (indicating the past tense). It can be seen that if a pupil has never had to write *replayed* before, they are still likely to spell it accurately if they are familiar with the three constituent morphemes. The main morpheme in a word (in our instance *play*) is often referred to as the 'base' or 'root' word. Morphemes added before this (e.g. *re*) are 'prefixes', while those added afterwards (e.g. *ed*) are suffixes.⁵

Where a grammatical suffix is added to a base word, there is often a slight alteration to the spelling. For instance, *hop* + *ed* becomes *hopped*, *take* + *ing* becomes *taking*, *berry* + *s* becomes *berries*. These 'suffixing rules' are a common source of error and the NLS suggests they should be explicitly investigated and understood.

Other common sequences of letters that are not morphemes may also be remembered as chunks (for instance the *-ttle* in *bottle*, *kettle*, *rattle*), or spelled accurately by analogy with words that are known (for instance, if asked to spell the rare word *rimple*, we may be able to do so because of our knowledge of *simple* and *pimple*). We may also develop explicit strategies, such as using mnemonics, to remember sequences of letters in specific words.⁶

Digraphs/trigraphs

Digraphs are pairs of letters used to spell a single phoneme, for instance in *dishes* and *farmer*. The pair of letters may not occur side by side in a word – so in *nice*, the 'long i' phoneme is represented by the letters *i_e*. This sort of digraph is described as a *split digraph*. Where three letters are used to spell a single phoneme (for instance, in *night*), this is referred to as a *trigraph*. Digraphs and trigraphs are needed in English spelling as we have only 26 letters to represent about 44 phonemes.

The principle that more than one letter can spell a single phoneme is an important one that pupils need to be familiar with, and many words in *Diagnostic Spelling Test 2* contain digraphs and trigraphs.⁷

For diagnostic purposes, the types of spelling errors being made should be analysed in more detail. The following questions can be asked:

⁵ A discussion of morphemic awareness and how children use this from quite an early point in their spelling development can be found in Nunes, T., Bryant, P. and Bindman, M. (1997).

'Morphological spelling strategies: developmental stages and processes', *Developmental Psychology*, 33, 637–49.

⁶ These issues are investigated in Ehri, L. (1997) 'Learning to Read and Learning To Spell are One and the Same, Almost', in Perfetti, C., Rieben, L. and Fayol, M. (eds) *Learning to Spell: Research, Theory and Practice across Languages*, Lawrence Erlbaum

⁷ There is some debate about whether the *kn* in *knot* is a digraph representing the /n/ phoneme, or whether the letter *n* represents /n/ and the *k* is 'silent'. Likewise whether the *nn* in *sunny* is a digraph representing /n/, or whether it is a single letter that has been doubled according to English spelling rules. We have treated these as consonant digraphs.

- Are there mistakes with basic consonant digraphs (e.g. *dishes*, *thumb*, *chatting*, *shopping*, *shelves*, *thought*)?

These patterns are taught very early in the NLS, and uncertainty with them may indicate they have not been taught adequately or that a pupil has a weakness with basic phonics. A thorough investigation of the pupil's literacy skills is likely to be worthwhile.

- Are there mistakes with common vowel digraphs (e.g. *farmer*, *morning*)?

If these patterns have already been covered in class, it may suggest that the pupil is finding it difficult to distinguish vowel phonemes from each other. Check that the pupil can spell the basic 'short vowels', *cat*, *met*, etc, appropriately, and, if he or she cannot, address these first.

- Are pupils making phonologically plausible, but still wrong, choices of vowel di/trigraph (e.g. *mite* for *might*, *brekfast* for *breakfast*)?

This suggests that phonics is being successfully developed, but orthographic knowledge of the exact sequence of letters in words needs to be increased. It is helpful here for pupils to group words together that share spelling patterns, so the spelling of one can suggest the spelling of others 'by analogy' (so *might* could be grouped with *fight*, *sight*, *night*, etc, and *breakfast* with *head*, *bread*, *deaf*, etc).

Prefixes

Prefixes are added at the beginnings of words to change their meanings (*reversed*, *bicycle*). The same prefixes tend to occur in many different words, and so learning a relatively small number of them can make the spelling of a large number of words more accurate, including longer words and words not encountered before.

Suffixes

Suffixes are added to the ends of words to change their meaning or their grammatical function (*dishes*, *making*, *breakable*). As with prefixes, learning a relatively small number of them can make the spelling of a large number of words more accurate, including longer words and words not encountered before. The same is true of learning some other common word endings (*butter*, *kettle*) that are not strictly speaking suffixes. Suffixing is not always purely a matter of adding a suffix to the end of a word. Sometimes letters need to be dropped (*make* + *ing* = *making*), extra letters added (*chat* + *ing* = *chatting*), or letters changed (*shelf* + *s* = *shelves*). Suffixes and suffixing rules in spelling form part of the NLS throughout the primary phase.

Diagnostic Spelling Test 2 includes many words with suffixes and other common word endings. By looking at pupil responses to these, it is possible to see whether:

- common suffixes and endings have been learned (e.g. *-s*, *-ed*, *-ing*, *-er*, *-est*, *-le*);
- rules for combining these with base words have been learned or absorbed (doubling letters, etc);
- pupils are familiar with less common suffixes and endings (e.g. *-able*, *-sion*, *-ic*).

Apostrophes

The words in *Diagnostic Spelling Test 2* that contain apostrophes are all 'contractions' – that is, where two words are run together to form a single word, as often occurs in normal speech (*he is* becomes *he's*, *would not*

becomes *wouldn't*). The apostrophe shows where a letter has been dropped from one of the original words.

A spelling that is often written incorrectly is *it's*, which is a contraction of *it is*, rather than the possessive, which does not have the apostrophe. To reinforce this we have included *it's* twice in the same test to allow teachers the opportunity to check that pupils are consistently getting the correct spelling and not just being lucky with a 50:50 guess. Analysis of the data shows similar performance on the two instances (see page 88). Apostrophes denoting possession are tested in *Diagnostic Spelling Test 3*.

Sometimes pupils misspell contractions, or omit the apostrophes in such words. Where this happens, they can be helped to make the connection between the original pairs of words and the contracted words, and the function of the apostrophe can be explained.

Words with double consonants

One aspect of spelling that even quite advanced spellers find difficult is remembering whether specific words contain single or double consonants. *Diagnostic Spelling Test 2* includes a number of words containing double consonants. These words fall roughly into two categories:

- those where there is a double consonant as the result of a suffixing rule (e.g. *chatting*, *running*, *furry*);
- those where the double consonant forms part of a base word (e.g. *rabbit*, *butter*, *berries*).

Where the first of these is proving difficult, further exploration of suffixing is needed (see above). Where the second type is problematic, it suggests pupils have not developed a feel for one of the patterns of English spelling, where double consonants usually indicate:

- the preceding vowel is a short vowel (*butter*, *rabbit*); and
- the preceding syllable is stressed (the *butt-* of *butter* is pronounced more heavily than the *-er*).

However, although some phonics programmes advocate teaching this pattern (usually in terms of 'open' and 'closed' syllables), it is conceptually quite difficult for many young children. It is probably better to explore visual strategies to help pupils have a distinctive image of the double letter in the word, or to use mnemonics.

Homophones

Homophones are words that sound the same but are spelled differently. Those in *Diagnostic Spelling Test 2* are: *berries* (*buries*), *there* (*their*, *they're*), *heard* (*herd*), *night* (*knight*), *sure* (*shore*), *it's* (*its*), *through* (*threw*), *knot* (*not*), *morning* (*mourning*), *might* (*mite*), *know* (*no*).

Where pupils provide the wrong spelling, it may indicate a number of things:

- They may not be familiar with the actual spelling and so are using their phonics to attempt the word (*herd* and *not* are both phonologically more plausible than the actual spelling of *heard* and *knot*). The fact that *herd* and *not* are real words would be coincidental.

- They may not be familiar with the actual spelling and so are relying on a known spelling of a word pronounced the same as the target word (the spelling of *not* may be known, but not *knot*; *threw* may be known, but not *through*).
- They may be familiar with both words, but select the wrong one.

In the first two instances, a memory for the actual spellings of words needs to be developed (see below, under ‘Irregular’ words).

The final instance suggests the link between meaning and spelling is not sufficiently strong. It is important that words should be written, and read, in a meaningful context as much as possible, and it may also be useful to look explicitly at pairs of words and explore the meanings of each.

Medium-frequency words

These are words selected from those specified in the NLS as requiring a particular spelling focus in Year 4 and Year 5. As well as being relatively common, the NLS describes many of them as being easily confused or not following a regular pattern. The intention is therefore that they should be learned as ‘sight words’, where the exact sequence of letters is remembered, allowing the words to be spelled quickly and automatically. Children can then use them in their own writing without, for instance, having to make conscious use of phonics, and so allowing more attention to be given to the content of their writing.

Where a significant number of these words are misspelled on the test, it could indicate that insufficient attention is being given to the learning of them or that children are not being given sufficient opportunity to write (and so to use the words repeatedly in a meaningful context).

‘Irregular’ words

These are words that it would be difficult to spell accurately through the straightforward application of phonic rules. However, it is important to remember that what counts as regular and what counts as irregular depends on the phonic patterns and rules that have been taught and the frequency of their occurrence. For example, for a child at the beginning of Year 1, all words other than cvc words are irregular, as they will not have been taught digraphs and consonant clusters.

For all three tests we have provided a separate category of sight words in the diagnostic overlays, as this information may well be more helpful to teachers trying to determine where a child may be experiencing difficulties than examining their performance on words that are often categorised by the NLS as high- or medium-frequency words.

Where the actual sequence of letters has not been learned, but a pupil’s basic phonics is good, misspellings are likely to be plausible – for instance *thumb* spelled as *thum*, *brought* as *brort*, or *special* as *speshal*. This may suggest that although the alphabetic phase has been mastered in spelling, moving through the orthographic phase to acquire a large spelling vocabulary is proving problematic.

Teaching pupils how to learn sight words is often overlooked. Possible strategies include:

- *Visualisation* – the pupil looks at the word written in large letters, and then tries to see it inside their head, perhaps changing the colours of the letters or saying what letters they can see.
- *Auditory strategies* – using spelling pronunciations (pronouncing the *b* in *thumb*, or saying *library* so that it rhymes with *Mary*), or taping themselves saying aloud the sequence of letters in a word and then playing it back a number of times.
- *Kinaesthetic strategies* – remembering the movement the hand makes when writing a word, by, for instance, using a finger to trace a number of times over a word written in large letters, then repeating the movement with a pencil.
- *Mnemonics* – memory tricks usually using memorable sentences or phrases (*big elephants can all understand small elephants = because*), ideally made up by the children themselves.

Research suggests that it is beneficial to help children select their own best strategy for learning the spelling of ‘sight words’.⁸

Next steps

Once the pupils’ test results have been analysed using the diagnostic overlays, patterns of errors may well have been revealed and areas identified that require further teaching and reinforcement activities, for example digraphs or suffixes.

Whichever strategy, or combination of strategies, is used, it is important that pupils develop a habit of checking spelling attempts when they are practising a word – otherwise they will often be reinforcing a misspelling of a word. Encouraging them to check each letter aloud in turn with a model written by an adult can be helpful.

After a period of additional work, you may wish to check the pupils’ progress on the specific area covered and short, focused tests are provided for this purpose on pages 49–55, covering medium-frequency words, digraphs and trigraphs, homophones, double consonants, prefixes, suffixes/common word endings and apostrophes.

⁸ Brooks, P. and Weekes, S. (1999) *Individual Styles in Learning to Spell: Improving Spelling in Children with Literacy Difficulties and all Children in Mainstream Schools*, DfEE Publications.

DST 2 Form A	Medium- frequency words (Y4/5)	Digraphs/ trigraphs	Homophones	Words with double consonant	Prefixes	Suffixes/ Common word endings	Apostrophes	Sight words
kettle		✓		✓		✓		
candle						✓		
berries		✓	✓	✓		✓		
dishes		✓				✓		
wreck		✓						✓
thumb		✓						✓
paintbrush		✓						
driver		✓				✓		
morning	✓	✓	✓			✓		
breakfast		✓						✓
shopping		✓		✓		✓		
making						✓		
butter		✓		✓		✓		
organic		✓				✓		
better	✓	✓		✓		✓		
non-stick		✓			✓			✓
wouldn't		✓					✓	
previous		✓			✓	✓		✓
always	✓	✓						
second	✓				✓			
first	✓	✓						
it's			✓				✓	
funny		✓		✓		✓		
might	✓	✓	✓					
getting		✓		✓		✓		
closer		✓				✓		
know	✓	✓	✓					✓
another		✓			✓			✓
something	✓	✓						
enjoyable		✓			✓	✓		
television					✓			
sure	✓	✓	✓					✓
it's			✓				✓	
running		✓		✓		✓		
around	✓	✓			✓			
although		✓			✓			✓
believes		✓				✓		✓
noticed						✓		✓
through	✓	✓	✓					✓
dinner		✓		✓		✓		

DST 2 Form B	Medium- frequency words (Y4/5)	Digraphs/ trigraphs	Homophones	Words with double consonant	Prefixes	Suffixes/ Common word endings	Apostrophes	Sight words
apple		✓		✓		✓		
circle		✓				✓		
files		✓				✓		
boxes						✓		
knot		✓	✓					✓
lamb		✓						✓
goalkeeper		✓				✓		
farmer		✓				✓		
driving		✓				✓		
weekend		✓						
chatting		✓		✓		✓		
mistake		✓			✓			
reversed		✓			✓			
stony						✓		
bumpier		✓				✓		
she'd		✓					✓	
there		✓	✓					
worried		✓		✓		✓		✓
walking	✓	✓				✓		✓
library						✓		✓
asked	✓					✓		
heard	✓	✓	✓			✓		✓
brought	✓	✓						
rabbit		✓		✓				
night		✓	✓			✓		
he's							✓	
cutest						✓		
furry		✓		✓		✓		
brother	✓	✓						✓
birthday	✓	✓						
today	✓	✓			✓			
shelves		✓				✓		
breakable		✓				✓		
special						✓		✓
outside	✓	✓						
bicycle					✓	✓		✓
thought	✓	✓						✓
enough		✓						✓
nice		✓						✓
sunny		✓		✓		✓		

DST 2, Form A: Analysis for

kettle	shopping	first	television	
candle	making	it's	sure	
berries	butter	funny	it's	
dishes	organic	might	running	
wreck	better	getting	around	
thumb	non-stick	closer	although	
paintbrush	wouldn't	know	believes	
driver	previous	another	noticed	
morning	always	something	through	
breakfast	second	enjoyable	dinner	

In the boxes to the right of the words, show correct by ✓ ,
incorrect by ✗, and leave blank unattempted questions.

DST 2, Form A: Analysis for

kettle	shopping	first	television	
candle	making	it's	sure	
berries	butter	funny	it's	
dishes	organic	might	running	
wreck	better	getting	around	
thumb	non-stick	closer	although	
paintbrush	wouldn't	know	believes	
driver	previous	another	noticed	
morning	always	something	through	
breakfast	second	enjoyable	dinner	

In the boxes to the right of the words, show correct by ✓ ,
incorrect by ✗, and leave blank unattempted questions.

DST 2, Form A: medium-frequency words

DST 2, Form A: digraphs/trigraphs

kettle	shopping	first	television
candle	making	it's	sure
berries	butter	funny	it's
dishes	organic	might	running
wreck	better	getting	around
thumb	non-stick	closer	although
paintbrush	wouldn't	know	believes
driver	previous	another	noticed
morning	always	something	through
breakfast	second	enjoyable	dinner

kettle	shopping	first	television
candle	making	it's	sure
berries	butter	funny	it's
dishes	organic	might	running
wreck	better	getting	around
thumb	non-stick	closer	although
paintbrush	wouldn't	know	believes
driver	previous	another	noticed
morning	always	something	through
breakfast	second	enjoyable	dinner

DST 2, Form A: homophones

DST 2, Form A: prefixes

kettle	shopping	first	television	kettle	shopping	first	television
candle	making	it's	sure	candle	making	it's	sure
berries	butter	funny	it's	berries	butter	funny	it's
dishes	organic	might	running	dishes	organic	might	running
wreck	better	getting	around	wreck	better	getting	around
thumb	non-stick	closer	although	thumb	non-stick	closer	although
paintbrush	wouldn't	know	believes	paintbrush	wouldn't	know	believes
driver	previous	another	noticed	driver	previous	another	noticed
morning	always	something	through	morning	always	something	through
breakfast	second	enjoyable	dinner	breakfast	second	enjoyable	dinner

DST 2, Form A: word endings/suffixes

kettle	shopping	first	television
candle	making	it's	sure
berries	butter	funny	it's
dishes	organic	might	running
wreck	better	getting	around
thumb	non-stick	closer	although
paintbrush	wouldn't	know	believes
driver	previous	another	noticed
morning	always	something	through
breakfast	second	enjoyable	dinner

DST 2, Form A: sight words

kettle	shopping	first	television
candle	making	it's	sure
berries	butter	funny	it's
dishes	organic	might	running
wreck	better	getting	around
thumb	non-stick	closer	although
paintbrush	wouldn't	know	believes
driver	previous	another	noticed
morning	always	something	through
breakfast	second	enjoyable	dinner

DST 2, Form B: Analysis for

apple		chatting		asked		today
circle		mistake		heard		shelves
flies		reversed		brought		breakable
boxes		stony		rabbit		special
knot		bumpier		night		outside
lamb		she'd		he's		bicycle
goalkeeper		there		cutest		thought
farmer		worried		furry		enough
driving		walking		brother		nice
weekend		library		birthday		sunny

In the boxes to the right of the words, show correct by ✓,
incorrect by ✗, and leave blank unattempted questions.

Diagnostic Spelling Tests photocopy master published by Hodder Murray

DST 2, Form B: Analysis for

apple		chatting		asked		today
circle		mistake		heard		shelves
flies		reversed		brought		breakable
boxes		stony		rabbit		special
knot		bumpier		night		outside
lamb		she'd		he's		bicycle
goalkeeper		there		cutest		thought
farmer		worried		furry		enough
driving		walking		brother		nice
weekend		library		birthday		sunny

In the boxes to the right of the words, show correct by ✓,
incorrect by ✗, and leave blank unattempted questions.

Diagnostic Spelling Tests photocopy master published by Hodder Murray

DST 2, Form B: medium-frequency words

apple	chatting	asked		today	
circle	mistake	heard		shelves	
flies	reversed	brought		breakable	
boxes	stony	rabbit		special	
knot	bumpier	night		outside	
lamb	she'd	he's		bicycle	
goalkeeper	there	cutest		thought	
farmer	worried	furry		enough	
driving	walking			brother	
weekend	library	birthday		nice	
				sunny	

DST 2, Form B: digraphs/trigraphs

apple	chatting	asked		today	
circle	mistake	heard		shelves	
flies	reversed	brought		breakable	
boxes	stony	rabbit		special	
knot	bumpier	night		outside	
lamb	she'd	he's		bicycle	
goalkeeper	there	cutest		thought	
farmer	worried	furry		enough	
driving	walking	brother		nice	
weekend	library	birthday		sunny	

DST 2, Form B: homophones

DST 2, Form B: prefixes

apple	chatting	asked	today	apple	chatting	asked	today
circle	mistake	heard	shelves	circle	mistake	heard	shelves
flies	reversed	brought	breakable	flies	reversed	brought	breakable
boxes	stony	rabbit	special	boxes	stony	rabbit	special
knot	bumpier	night	outside	knot	bumpier	night	outside
lamb	she'd	he's	bicycle	lamb	she'd	he's	bicycle
goalkeeper	there	cutest	thought	goalkeeper	there	cutest	thought
farmer	worried	furry	enough	farmer	worried	furry	enough
driving	walking	brother	nice	driving	walking	brother	nice
weekend	library	birthday	sunny	weekend	library	birthday	sunny

DST 2, Form B: word endings/suffixes

apple		chatting		asked		today
circle		mistake		heard		shelves
flies		reversed		brought		breakable
boxes		stony		rabbit		special
knot		bumpier		night		outside
lamb		she'd		he's		bicycle
goalkeeper		there		cutest		thought
farmer		worried		furry		enough
driving		walking		brother		nice
weekend		library		birthday		sunny

DST 2, Form B: sight words

apple		chatting		asked		today
circle		mistake		heard		shelves
flies		reversed		brought		breakable
boxes		stony		rabbit		special
knot		bumpier		night		outside
lamb		she'd		he's		bicycle
goalkeeper		there		cutest		thought
farmer		worried		furry		enough
driving		walking		brother		nice
weekend		library		birthday		sunny

Diagnostic Spelling Test 2: follow-up diagnostic checks

Check 1: Medium-frequency words

Passage 1

Every morning I take my dog for a walk **before** school. We **always** go to the same **place** – the park. Rover **goes around, following** interesting scents and looking for **other** dogs to chase. He **never** hurts them though; he **only** wants to play

Passage 2

We were practising the end-of-term **show today**. We **stopped** and **started** so many times that I **thought** we would not get to my part. I **don't know** why some people **still** haven't learnt their lines or the **right** moment to speak. They were **told** they had to be much **better** at tomorrow's rehearsal or they **might** be replaced.

Check 2: digraphs

The **children** were going into **town** to **look round** the **shops**. **They** had to **wait** for dad to get **ready** so he could **take them** in the **car**. Jane said, 'I **wish** he would **hurry** up, in **case** it **starts** to **rain**. I don't **like** getting wet.'

I could **hear** the **cow** calling to her calf.

I **tried** to **play** a **tune** on the **toy** piano.

Some of the **rides** at the **fair** **scare** me.

I **saw** a **mouse** **peeping** through a **hole** in the **floor**.

Check 3: homophones

Picture items: **four, eye, sea, plaice, right** (*shoe of a pair*)

A **bee** stung me this **morning**.

You sounded like a **herd** of elephants coming along the corridor.

We crept **through** a **hole** in the fence.

That's a **great** idea – I **know** everyone will be pleased.

There is **too** much noise – I would like you to **write** in silence **for** the next **two** minutes.

Can you help **blue** group with **their** display, please?

Check 4: double consonants

Picture items: **rabbit, carrot, pillow, kitten, puppy, hippo**

Joe **grabbed** my collage and **messed** it up – I was not **happy**.

Dad **tipped** the pancake **batter** into the pan.

My **little** brother was **getting** **silly**, but he **stopped** when **dinner** was ready.

Mum unpacked the **kettle** and the **coffee** as soon as we **arrived**.

We were **sorry** when our **summer** holiday ended.

Check 5: common prefixes

Picture items: **telephone, bicycle, circle, co-stars**

I was **disappointed** that I was **unable** to play in the match.

Can you **decode** the secret message?

It's time to **prepare** for the **return** journey.

I made a **mistake** and chose a **non-fiction** book instead of a novel.

The **exterior** of the building had been painted bright blue.

I'll put some **antiseptic** cream on that graze.

The teacher asked us to include **adverbs** and **adjectives** in our writing.

I was **almost asleep** when there was a loud crash.

I watched the **circus** on **television**.

Dilip is **bilingual** so he can **translate** for his cousin.

Check 6: suffixes and common word endings

Picture items: **artist, punctuation, collision, leaves**

We played '**halves** and **doubles**' in numeracy.

Amy's jokes are **funnier** than mine.

I think chocolate ice cream is the **niciest**.

My **teacher** is **friendly** and going to school is **enjoyable**.

Ali seems **careless** but **really** he is just **forgetful**.

Paris is the **capital** of France.

We were stuck in **stationary** traffic.

Childhood should be a time for **enjoyment** and even a little **silliness**.

Which team will win the **championship**?

The bulb will **light** up if you tighten the **connection**.

Her illness wasn't **serious enough** for her to have to go to hospital.

Check 7: apostrophes

Mum **didn't** want me to go out – she **couldn't** understand why I wanted to see my friends again.

The dog is wagging **its** tail because **it's** so pleased to see me

It's Parents' Evening tonight, but mum **can't** go.

We're going to the pantomime on Saturday.

Be careful you **don't** trip over the lead.

There's a story-telling session in the Library this afternoon.

The children are excited because **they're** going to the big match.

Check 1: medium-frequency words

Passage 1

_____ I take my dog for a walk
_____ school. We _____ go to the same
_____ – the park. Rover _____
_____, _____ interesting scents and looking
for _____ dogs to chase. He _____ hurts them
though; he _____ wants to play.

Passage 2

We were practising the end-of-term _____. We _____ and _____ so
many times that I _____ we would not get to my part. I
_____ why some people
_____ haven't learnt their lines or the _____
moment to speak. They were _____ they had to be much
_____ at tomorrow's rehearsal or they _____
be replaced.

Check 2: digraphs

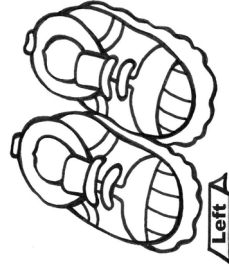
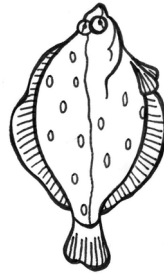
The _____ were going into _____ to
_____ the _____.
_____ had to _____ for dad to get
_____ so he could _____
in the _____. Jane said, 'I _____ he would
_____ up, in _____ it _____ to
_____. I don't _____ getting wet.'

I could _____ the _____ calling to her calf.
I _____ to _____ a _____ on
the _____ piano.

Some of the _____ at the _____
_____ me.
I _____ a _____ through
a _____ in the _____.

Check 3: homophones

4



A _____ stung me this _____.

_____ sounded like a _____ of elephants coming along the corridor.

We crept _____ a _____ in the fence.

That's a _____ idea – I _____ everyone will be pleased.

_____ is _____ much noise – I would like you to _____ in silence _____ the next _____ minutes.

Can you help _____ group with _____ display, please?

Check 4: double consonants













Joe _____ my collage and _____ it up

– I was not _____.

Dad _____ the pancake _____ into the
pan.

My _____ brother was _____

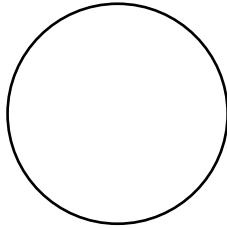
_____, but he _____ when
_____ was ready.

Mum unpacked the _____ and the _____
as soon as we _____.

We were _____ when our _____
holiday ended.

Check 5: common prefixes







I was _____ that I was _____ to play
in the match.

Can you _____ the secret message?

It's time to _____ for the _____ journey.

I made a _____ and chose a _____
book instead of a novel.

The _____ of the building had been painted bright
blue.

I'll put some _____ cream on that graze.

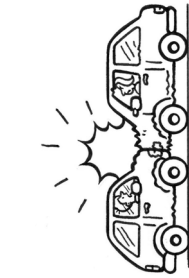
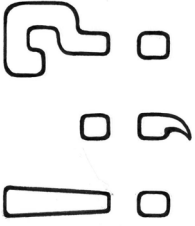
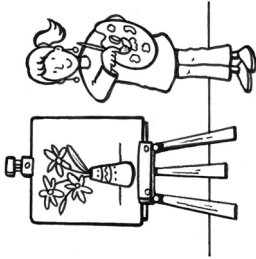
The teacher asked us to include _____ and
_____ in our writing.

I was _____ when there was a
loud crash.

I watched the _____ on _____.

Dilip is _____ so he can _____ for
his cousin.

Check 6: suffixes and common word endings



We played '_____ and _____' in numeracy.

Amy's jokes are _____ than mine.

I think chocolate ice cream is the _____.

My _____ is _____ and going to school is _____.

Ali seems _____ but _____ he is just _____.

Paris is the _____ of France.

We were stuck in _____.

_____ should be a time for _____ and even a little _____.

Which team will win the _____?

The bulb will _____ up if you tighten the _____.

Her illness wasn't _____ for her to have to go to hospital.

Check 7: apostrophes

Mum _____ want me to go out – she

_____ understand why I wanted to see my friends again.

The dog is wagging _____ tail because

_____ so pleased to see me.

_____ Parents' Evening tonight, but mum

_____ go.

_____ going to the pantomime on Saturday.

Be careful you _____ trip over the lead.

_____ a story-telling session in the Library this afternoon.

The children are excited because _____ going to the big match.

Diagnostic Spelling Test 3

Both Form A and Form B of Test 3 comprise three cloze passages; Passage A has twelve items and Passages B and C have fourteen items each. The 40 words have been chosen to cover the learning met by children who have recently reached nine years old to those who have reached eleven years old.

The 40 items were selected to cover objectives from the *National Literacy Strategy* for the third term of Year 4, all six terms of Years 5 and 6 and the first term of Year 7. However, the second and third terms of Year 6 are largely devoted to revising and consolidating spelling patterns and strategies taught previously. Specific details of the objectives are shown in the table below.

The table on page 63 gives all of the 40 words in Form A and Form B and shows into which categories they may be classified.

Year/Term in original NLS	
Year 4: T3	Words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough</i>
Year 4: T3	Words with common suffixes, e.g. <i>-ible, -able, -ive, -sion, -tion</i>
Year 4: T3	It's/its
Year 4: T3	Medium-frequency words
Year 5: T1	Words with common prefixes, e.g. <i>auto-, bi-, trans-, tele-, circum-</i>
Year 5	Medium-frequency words
Year 5: T2	Words with soft 'c', e.g. <i>ceiling</i>
Year 5: T2	Homophones
Year 5: T2	Words with common suffixes, e.g. <i>-cian, -ssion, -ation, -etion, -ition, -otion, -ution</i>
Year 5: T3	Polysyllabic words with unstressed vowels, e.g. <i>literacy</i>
Year 5: T3	Words ending in modifying 'e' drop 'e' when adding 'ing' but not when adding suffix beginning with a consonant, e.g. <i>hoping/hopeful</i>
Year 5: T3	'i' before 'e' except after 'c' when the sound is 'ee', e.g. <i>receive</i>
Year 6: T1	Word roots, prefixes and suffixes
Year 7: T1	Apostrophes denoting possession

Administering Diagnostic Spelling Test 3: Form A

First, read the general instructions for administering the test, on page 3. Then use the guide wording below to present the test.

Open the booklet and look at the first page. There is a passage with some of the words missing. There is a line to show you where a word is missing.

I'm going to read the whole passage to you first, and I want you to listen to it carefully. Then I will read it again, and when I get to the words that are missing, I will stop and give you time to write them on the lines. Listen first. Follow the words as I read.

I enjoy going **swimming** with my **brother** and **sister**, **except** when we have to go **inside** the **draughty** changing rooms. I **know** it's going to be like that, but I still shiver: it's **automatic**.

I'm **relieved** when I get into the warm pool. Then I really enjoy the training **session**. I only feel **miserable** if I get water in my **eyes**.

Now I'll read it again, and this time you are going to write in the missing words.

I enjoy going **swimming** [pause] with my **brother** [pause] and **sister** [pause], **except** [pause] when we have to go **inside** [pause] the **draughty** [pause] changing rooms. I **know** [pause] it's going to be like that, but I still shiver: it's **automatic** [pause].

I'm **relieved** [pause] when I get into the warm pool. Then I really enjoy the training **session** [pause]. I only feel **miserable** [pause] if I get water in my **eyes** [pause].

Look at the next page. We're going to do exactly the same thing with this passage. Listen carefully and follow the words as I read.

The **freight** train pulled out of the **station** in the **direction** of London. As the driver travelled the **familiar route**, he began to enjoy the journey **between** the two cities through the **different** landscapes.

Ahead, a train came into **view**. It should have been **stationary**, but it seemed to be travelling at **excessive** speed. He **applied** the **brake** and hoped it would **work**. If the two trains were on the same track, there would be a **collision**.

Now I'll read it again, and this time you are going to write in the missing words.

The **freight** [pause] train pulled out of the **station** [pause] in the **direction** [pause] of London. As the driver travelled the **familiar** [pause] **route** [pause], he began to enjoy the journey **between** [pause] the two cities through the **different** [pause] landscapes.

Ahead, a train came into **view** [pause]. It should have been **stationary** [pause], but it seemed to be travelling at **excessive** [pause] speed. He **applied** [pause] the **brake** [pause] and hoped it would **work** [pause]. If the two trains were on the same track, there would be a **collision** [pause].

Turn over and listen to the last passage. Follow the words as I read.

Yesterday the government introduced a **White Paper** on looking after the **earth** and its resources – an **important** issue for the **whole world**.

The **minister previewed** a **memorable** speech to an enthusiastic **audience**. She said, 'The government's **primary** aim is **shaming** those countries that are **careless** with their natural resources.'

Would the **superpowers** be impressed?

Now I'll read it again, and this time you are going to write in the missing words.

Yesterday the government introduced a **White** [pause] **Paper** [pause] on looking after the **earth** [pause] and its resources – an **important** [pause] issue for the **whole** [pause] **world** [pause].

The **minister** [pause] **previewed** [pause] a **memorable** [pause] speech to an enthusiastic **audience** [pause]. She said, 'The government's **primary** [pause] aim is **shaming** [pause] those countries that are **careless** [pause] with their natural resources.'

Would the **superpowers** [pause] be impressed?

OK, that's the end of the test. Put your pencils/pens down now.

Administering Diagnostic Spelling Test 3: Form B

First, read the general instructions for administering the test, on page 3. Then use the guide wording below to present the test.

Open the booklet and look at the first page. There is a passage with some of the words missing. There is a line to show you where a word is missing.

I'm going to read the whole passage to you first, and I want you to listen to it carefully. Then I will read it again, and when I get to the words that are missing, I will stop and give you time to write them on the lines. Listen first. Follow the words as I read.

The **children** were lounging about in the **centre** of the **garden**. They could **hear** their **mother's** angry **discussion** on the **telephone**. They **thought** she was talking to their **father** but did not know for certain.

They were **uncomfortable** that their **neighbour** might be **listening** to the argument.

Now I'll read it again, and this time you are going to write in the missing words.

The **children** [pause] were lounging about in the **centre** [pause] of the **garden** [pause]. They could **hear** [pause] their **mother's** [pause] angry **discussion** [pause] on the **telephone** [pause]. They **thought** [pause] she was talking to their **father** [pause] but did not know for certain.

They were **uncomfortable** [pause] that their **neighbour** [pause] might be **listening** [pause] to the argument.

Look at the next page. We're going to do exactly the same thing with this passage. Listen carefully and follow the words as I read.

Our **situation** was **awful** and I was **desperate** to get away. How could I **prevent** something **terrible** happening? I tried to think of a **solution** but I was not **hopeful**.

We heard a **cough**. It was a **frightening sound**. We **both** jumped. I wanted to **steal** away, but I did not want to appear **weak** in front of my **friend**.

Now I'll read it again, and this time you are going to write in the missing words.

Our **situation** [pause] was **awful** [pause] and I was **desperate** [pause] to get away. How could I **prevent** [pause] something **terrible** [pause] happening? I tried to think of a **solution** [pause] but I was not **hopeful** [pause].

We heard a **cough** [pause]. It was a **frightening** [pause] **sound** [pause]. We **both** [pause] jumped. I wanted to **steal** [pause] away, but I did not want to appear **weak** [pause] in front of my **friend** [pause].

Turn over and listen to the last passage. Follow the words as I read.

Some people **definitely** enjoy buying **clothes** and yet there are **those** who hate it. My sister spends an **incredible** amount of time looking in shop **windows** even if she has no **money**.

When we go **round** town **together**, she calls **either** Jasmine or Kerry and sends them **photographs** of the latest **fashions**. It's my **brother's** mobile, so I make her **include** me in the **pictures** too.

Now I'll read it again, and this time you are going to write in the missing words.

Some people **definitely** [pause] enjoy buying **clothes** [pause] and yet there are **those** [pause] who hate it. My sister spends an **incredible** [pause] amount of time looking in shop **windows** [pause] even if she has no **money** [pause].

When we go **round** [pause] town **together** [pause], she calls **either** [pause] Jasmine or Kerry and sends them **photographs** [pause] of the latest **fashions** [pause]. It's my **brother's** [pause] mobile, so I make her **include** [pause] me in the **pictures** [pause] too.

OK, that's the end of the test. Put your pencils/pens down now.

Diagnostic analysis

Prefixes

Prefixes are added at the beginnings of words to change their meanings (*incredible*, *previewed*, *superpowers*). The same prefixes tend to occur in many different words, and so learning a relatively small number of them can make the spelling of a large number of words more accurate, including longer words and words not encountered before.

With older children, discussing the meaning and origins of prefixes can be interesting and can help them retain their spelling. Examples from *Diagnostic Spelling Test 3* include the *tele-* in *telephone*, which comes from

an Ancient Greek word meaning 'far off'. The same prefix can be seen in *television* and *telescope*. The *super-* in *superpowers* is a Latin word meaning 'above', and can be seen also in *supermarket* and *Superman*.

Suffixes/common word endings

Suffixes are added to the ends of words to change their meaning or their grammatical function (*swimming*, *uncomfortable*, *hopeful*, *definitely*). As with prefixes, learning a relatively small number of them can make the spelling of a large number of words more accurate, including longer words and words not encountered before. The same is true of learning some other common word endings (*session*, *together*) that are not strictly speaking suffixes. Suffixes and suffixing rules in spelling form part of the NLS throughout the primary phase.

Diagnostic Spelling Test 3 includes many words with suffixes and other common word endings, allowing a detailed examination of which of them pupils have become familiar with. It is particularly valuable to look for words where the word as a whole is misspelled, but the suffix is spelled accurately, suggesting the pupil is making good use of morphemic strategies.

Words with double consonants

One aspect of spelling that even quite advanced spellers find difficult is remembering whether specific words contain single or double consonants. *Diagnostic Spelling Test 3* has included a number of words containing double consonants. These words fall roughly into the following categories:

- those where there is a double consonant as the result of a suffixing rule (*swimming*);
- those where there are historical reasons relating to prefixes (*applied*, *collision*, *different*);
- those where a double *s* indicates that *s* before *ion* is pronounced /sh/ not /zh/ (*session*, *discussion*);
- those where the double consonant indicates the preceding vowel is a short vowel (*excessive*, *terrible*), and the preceding syllable is stressed (the *te-* of *terrible* is pronounced more heavily than the *-rrible*).

Where the first of these is still proving difficult, further attention to suffixing rules may be needed. Where the others are resulting in misspellings, exploration of regularities as suggested in the NLS may be worthwhile. In the end, however, pupils are likely to need to remember which specific words contain double letters. The sight word strategies suggested below (under 'Irregular' words) can be used, but with particular emphasis on the doubled letters – for instance, in a visual strategy, the letters can be written in a different colour.

Homophones

Homophones are words that sound the same but are spelled differently. Those in *Diagnostic Spelling Test 3* are: *except* (*accept*), *know* (*no*), *route* (*root*), *brake* (*break*), *whole* (*hole*), *world* (*whirled*), *hear* (*here*), *mother's* (*mothers*), *steal* (*steel*), *weak* (*week*), *brother's* (*brothers*).

Where pupils provide the wrong spelling, it may indicate a number of things:

- They may not be familiar with the actual spelling and so are using their

phonics to attempt the word (*hole* is phonologically more plausible than the actual spelling of *whole*: the fact that *hole* is a real word would be coincidental).

- They may not be familiar with the actual spelling and so are relying on a known spelling of a word pronounced the same as the target word (the spelling of *root* may be already known, but not *route*).
- They may be familiar with both words, but select the wrong one.

In the first two instances, a memory for the actual spellings of words needs to be developed (see below, under '*Irregular*' words).

The final instance suggests the link between meaning and spelling is not sufficiently strong. It is important that words should be written, and read, in a meaningful context as much as possible, and it may also be useful to look explicitly at pairs of words, exploring the meanings of each.

Medium-frequency words

These are words selected from those specified in the NLS as requiring a particular spelling focus in Year 4 and Year 5. As well as being relatively common, the NLS describes many of them as being easily confused or not following a regular pattern. The intention is therefore that they should be learned as 'sight words', where the exact sequence of letters is remembered, allowing the words to be spelled quickly and automatically. Children can then use them in their own writing without, for instance, having to make conscious use of phonics, and so allowing more attention to be given to the content of their writing.

Where a significant number of these words are misspelled on the test, it could indicate that insufficient attention is being given to the learning of them or that children are not being given sufficient opportunity to write (and so to use the words repeatedly in a meaningful context).

'Irregular' words

These are words that it would be difficult to spell accurately through the straightforward application of phonic rules. However, it is important to remember that what counts as regular and what counts as irregular depends on the phonic patterns and rules that have been taught and the frequency of their occurrence. For example, for a child at the beginning of Year 1, all words other than cvc words are irregular, as they will not have been taught digraphs and consonant clusters.

For all three tests we have provided a separate category of sight words in the diagnostic overlays, as this information may well be more helpful to teachers trying to determine where a child may be experiencing difficulties than examining their performance on words that are categorised by the NLS as high- or medium-frequency words.

Where the actual sequence of letters has not been learned, but a pupil's basic phonics is good, misspellings are likely to be plausible – for instance *draughty* spelled as *drarfty*, *freight* as *frate* or *frait*, or *listening* as *lisning*. This may suggest that although the alphabetic phase has been mastered in spelling, moving through the orthographic phase to acquire a large spelling vocabulary is proving problematic.

Teaching pupils how to learn sight words is often overlooked. Possible strategies include:

- *Visualisation* – the pupil looks at the word written in large letters, and then tries to see it inside their head, perhaps changing the colours of the letters or saying what letters they can see.
- *Auditory strategies* – using spelling pronunciations (pronouncing the *er* in *desperate* and making the *ate* rhyme with *eight*, or pronouncing the *ten* in *listening*), or taping themselves saying aloud the sequence of letters in a word and then playing it back a number of times.
- *Kinaesthetic strategies* – remembering the movement the hand makes when writing a word, by, for instance, using a finger to trace a number of times over a word written in large letters, then repeating the movement with a pencil.
- *Mnemonics* – memory tricks usually using memorable sentences or phrases (*big elephants can all understand small elephants = because*), ideally made up by the children themselves.

Research suggests that it is beneficial to help children select their own best strategy for learning the spelling of ‘sight words’.⁹

Next steps

Once the pupils’ test results have been analysed using the diagnostic overlays, patterns of errors may well have been revealed and areas identified that require further teaching and reinforcement activities – for example, prefixes or suffixes.

Whichever strategy, or combination of strategies, is used, it is important that pupils develop a habit of checking spelling attempts when they are practising a word – otherwise they will often be reinforcing a misspelling of a word. Encouraging them to check each letter aloud in turn with a model written by an adult can be helpful.

After a period of additional work, you may wish to check the pupils’ progress on the specific area covered: short, focused tests are provided for this purpose on pages 72–5, covering medium-frequency words, homophones, double consonants, prefixes and suffixes/common word endings.

⁹ Brooks, P. and Weekes, S. (1999) *Individual Styles in Learning to Spell: Improving Spelling in Children with Literacy Difficulties and all Children in Mainstream Schools*, DfEE Publications.

DST 3 Form A	Medium- frequency words (Y4/5)	Homophones	Words with double consonant	Prefixes	Suffixes/ Common word ends	Sight words
swimming	✓		✓		✓	
brother	✓				✓	✓
sister	✓				✓	
except		✓		✓		✓
inside	✓			✓		
draughty					✓	✓
know		✓				✓
automatic				✓	✓	✓
relieved				✓	✓	✓
session			✓		✓	
miserable					✓	
eyes	✓				✓	✓
freight						✓
station					✓	
direction					✓	
familiar					✓	✓
route		✓				✓
between	✓			✓		
different	✓		✓	✓	✓	
view						✓
stationary		✓			✓	
excessive			✓	✓	✓	✓
applied			✓	✓	✓	
brake		✓				
work	✓					
collision			✓		✓	
White	✓			✓		
Paper	✓				✓	
earth	✓					✓
important	✓			✓	✓	
whole	✓	✓				✓
world	✓	✓				✓
minister					✓	
previewed				✓	✓	✓
memorable					✓	
audience				✓	✓	✓
primary					✓	
shaming					✓	
careless					✓	
superpowers				✓	✓	

DST 3 Form B	Medium- frequency words (Y4/5)	Homophones	Words with double consonant	Prefixes	Suffixes/ Common word ends	Sight words
children	✓				✓	
centre						✓
garden	✓					
hear		✓				
mother's	✓	✓			✓	✓
discussion			✓	✓	✓	
telephone				✓		
thought	✓					✓
father	✓				✓	
uncomfortable				✓	✓	
neighbour						✓
listening					✓	✓
situation					✓	
awful					✓	✓
desperate				✓	✓	
prevent				✓		
terrible			✓		✓	
solution					✓	
hopeful					✓	
cough						✓
frightening					✓	✓
sound	✓					
both	✓					
steal		✓				
weak		✓				
friend	✓					✓
definitely				✓	✓	✓
clothes	✓				✓	
those	✓					
incredible	✓			✓	✓	
windows	✓				✓	
money	✓					✓
round	✓					
together	✓			✓	✓	
either					✓	✓
photographs				✓	✓	
fashions					✓	✓
brother's	✓	✓			✓	✓
include				✓		
pictures					✓	✓

DST 3, Form A: Analysis for

swimming		miserable	stationary	whole	
brother		eyes	excessive	world	
sister		freight	applied	minister	
except		station	brake	previewed	
inside		direction	work	memorable	
draughty		familiar	collision	audience	
know		route	White	primary	
automatic		between	Paper	shaming	
relieved		different	earth	careless	
session		view	important	super-powers	

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.

DST 3, Form A: Analysis for

swimming		miserable	stationary	whole	
brother		eyes	excessive	world	
sister		freight	applied	minister	
except		station	brake	previewed	
inside		direction	work	memorable	
draughty		familiar	collision	audience	
know		route	White	primary	
automatic		between	Paper	shaming	
relieved		different	earth	careless	
session		view	important	super-powers	

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.

DST 3, Form A: medium-frequency words

swimming		miserable	stationary		whole
brother		eyes		excessive	world
sister		freight	applied	minister	
except	station	brake	previewed		
inside		direction		work	memorable
draughty	familiar	collision	audience		
know	route	White	primary		
automatic	between	Paper	shaming		
relieved	different	earth	careless		
session	view	important	super-powers		

swimming	miserable	stationary		whole
brother	eyes		excessive	world
sister	freight	applied	minister	
except		station	brake	previewed
inside	direction	work	memorable	
draughty	familiar	collision	audience	
know		route		primary
automatic	between	Paper	shaming	
relieved	different	earth	careless	
session	view	important	super-powers	

DST 3, Form A: homophones

swimming	miserable	stationary		whole
brother	eyes	excessive	world	
sister	freight	applied	minister	
except		station	brake	previewed
inside	direction	work	memorable	
draughty	familiar	collision	audience	
know		route		primary
automatic	between	Paper	shaming	
relieved	different	earth	careless	
session	view	important	super-powers	

swimming	miserable	stationary		whole
brother	eyes	excessive	world	
sister	freight	applied	minister	
except		station	brake	previewed
inside	direction	work	memorable	
draughty	familiar	collision	audience	
know		route		primary
automatic	between	Paper	shaming	
relieved	different	earth	careless	
session	view	important	super-powers	

DST 3, Form A: double consonants

DST 3, Form A: prefixes

swimming		miserable	stationary	whole
brother		eyes	excessive	world
sister		freight	applied	minister
except		station	brake	previewed
inside		direction	work	memorable
draughty		familiar	collision	audience
know		route	White	primary
automatic		between	Paper	shaming
relieved		different	earth	careless
session		view	important	super-powers

swimming	miserable	stationary	whole
brother	eyes		world
sister	freight		minister
except	station	brake	previewed
inside	direction	work	memorable
draughty	familiar	collision	audience
know	route	White	primary
automatic	between		shaming
relieved	different		careless
session	view	important	super-powers

DST 3, Form A: word endings/suffixes

swimming		miserable		stationary		whole
brother		eyes		excessive		world
sister		freight		applied		minister
except		station		brake		previewed
inside		direction		work		memorable
draughty		familiar		collision		audience
know		route		White		primary
automatic		between		Paper		shaming
relieved		different		earth		careless
session		view		important		super-powers

DST 3, Form A: sight words

swimming		miserable		stationary		whole
brother		eyes		excessive		world
sister		freight		applied		minister
except		station		brake		previewed
inside		direction		work		memorable
draughty		familiar		collision		audience
know		route		White		primary
automatic		between		Paper		shaming
relieved		different		earth		careless
session		view		important		super-powers

DST 3, Form B: Analysis for

children		neighbour		frightening		windows	
centre		listening		sound		money	
garden		situation		both		round	
hear		awful		steal		together	
mother's		desperate		weak		either	
discussion		prevent		friend		photo-graphs	
telephone		terrible		definitely		fashions	
thought		solution		clothes		brother's	
father		hopeful		those		include	
uncomfort-able		cough		incredible		pictures	

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.

DST 3, Form B: Analysis for

children		neighbour		frightening		windows	
centre		listening		sound		money	
garden		situation		both		round	
hear		awful		steal		together	
mother's		desperate		weak		either	
discussion		prevent		friend		photo-graphs	
telephone		terrible		definitely		fashions	
thought		solution		clothes		brother's	
father		hopeful		those		include	
uncomfort-able		cough		incredible		pictures	

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.

DST 3, Form B: medium-frequency words

children		neighbour	frightening		windows
centre		listening	sound		money
garden		situation	both		round
hear		awful	steal		together
mother's		desperate	weak		either
discussion		prevent	friend		photo-graphs
telephone		terrible	definitely		fashions
thought		solution	clothes		brother's
father		hopeful	those		include
uncomfort-able		cough	incredible		pictures

DST 3, Form B: homophones

children	neighbour	frightening	windows
centre	listening	sound	money
garden	situation	both	round
hear		awful	
mother's		desperate	
discussion	prevent	friend	photo-graphs
telephone	terrible	definitely	fashions
thought	solution	clothes	
father	hopeful	those	include
uncomfort-able	cough	incredible	pictures

DST 3, Form B: double consonants

DST 3, Form B: prefixes

children	neighbour	frightening	windows
centre	listening	sound	money
garden	situation	both	round
hear	awful	steal	together
mother's	desperate	weak	either
discussion		prevent	photo-graphs
telephone	terrible		fashions
thought	solution	clothes	brother's
father	hopeful	those	include
uncomfort-able	cough	incredible	pictures

children	neighbour	frightening	windows
centre	listening	sound	money
garden	situation	both	round
hear	awful	steal	together
mother's	desperate	weak	either
discussion		prevent	photo-graphs
telephone	terrible	definitely	fashions
thought	solution	clothes	brother's
father	hopeful	those	include
uncomfort-able	cough	incredible	pictures

DST 3, Form B: word endings/suffixes

children		neighbour		frightening		windows
centre		listening		sound		money
garden		situation		both		round
hear		awful		steal		together
mother's		desperate		weak		either
discussion		prevent		friend		photo-graphs
telephone		terrible		definitely		fashions
thought		solution		clothes		brother's
father		hopeful		those		include
uncomfort-able		cough		incredible		pictures

DST 3, Form B: sight words

children		neighbour		frightening		windows
centre		listening		sound		money
garden		situation		both		round
hear		awful		steal		together
mother's		desperate		weak		either
discussion		prevent		friend		photo-graphs
telephone		terrible		definitely		fashions
thought		solution		clothes		brother's
father		hopeful		those		include
uncomfort-able		cough		incredible		pictures

Diagnostic Spelling Test 3: follow-up diagnostic checks

Check 1: Medium-frequency words

My **friends** are very **important** to me.
I **heard** a **sound** outside the **window**.
I read **something** about that in yesterday's **paper**.
The **baby** is growing so quickly she needs bigger **clothes** already.
I borrowed some **money** from mum to buy a **birthday** present for my **brother**.
Are you sure you **don't** want to go **swimming**?
Our new house has only a **small garden**.
My little **sister** chose the **white balloon**.
The **children** were **happy** at Water **World** – they had a **great** time the **whole** weekend.

Check 2: homophones

I had a good half-term **break** last **week**, but the **weather** was dreadful. I was **sure** I would be **bored**, but mum **allowed** me to have friends round. One **night** she took us to the **fair** and we had good fun, even when it started to **pour** with **rain** and we had to run **through** huge puddles to get back to the car.
I like **cereal** for breakfast.
You need butter, sugar, eggs and **flour** to make a cake.
Try not to **waste** any fabric.
Stainless **steel** is a type of metal.
Use a ruler to draw a **straight** line under the title.
Could I have some **peace** and quiet, please?
The next **scene** is set in a forest.
Can everyone **hear** me?

Check 3: double consonants

Can you **carry** in the **supper** things please?
Discuss in your groups what **happened** when the three witches met on the heath.
The **assistant** came **running** when he thought we were leaving the shop.
I can't use the computer because I've **forgotten** my **password**.
We're doing **addition** problems in numeracy **tomorrow**.
My little sister painted a **pretty pattern**.
Our **holly** bush has lots of **berries** this year.
I went on a **tennis** course at the **beginning** of the holidays.

Check 4: common prefixes

Footballers can only **transfer** to a new club at certain times.
The **audience** clapped politely at the end of the play.
The new **supermarket** is enormous.
I was fascinated by the sharks at the **aquarium**.
The **aeroplane** was delayed because of heavy snow.
Next year I'll be able to ride my **bicycle** to school.
The **microphone** was faulty so it was difficult to hear the speaker clearly.
When I leave **primary** school I will miss my friends.
I like to watch **television** after school.
The race followed a **circular** route.

Check 5: suffixes and common word endings

The **optician** said I need to wear glasses when I read.
The house was destroyed by a gas **explosion**.
The **percussion section** had a huge variety of drums and gongs.
There's going to be an end-of-term **celebration**.
My class won the handwriting **competition**.
Alice drank the magic **potion** and fell down the rabbit-hole.
People are concerned about the **pollution** of rivers and the sea.
I felt **miserable** when I was too ill to see my friends.
Those trainers are far too **expensive**.
If **possible**, I would like to go bowling on Saturday.
On **completion** of our project, we had to take it to the headteacher.

Check 1: medium-frequency words

My _____ are very _____ to me.

I _____ a _____ outside the _____.

I read _____ about that in yesterday's _____.

The _____ is growing so quickly she needs bigger _____ already.

I borrowed some _____ from mum to buy a _____ present for my _____.

Are you sure you _____ want to go _____?

Our new house has only a _____.

My little _____ chose the _____.

The _____ were _____ at Water

_____ – they had a _____ time the _____ weekend.

Check 2: homophones

I had a good half-term _____ last _____, but

the _____ was dreadful. I was _____ I would

be _____, but mum _____ me to have friends

round. One _____ she took us to the _____

and we had good fun, even when it started to _____ with _____ and we had to run _____ huge

puddles to get back to the car.

I like _____ for breakfast.

You need butter, sugar, eggs and _____ to make a cake.

Try not to _____ any fabric.

Stainless _____ is a type of metal.

Use a ruler to draw a _____ line under the title.

Could I have some _____ and quiet, please?

The next _____ is set in a forest.

Can everyone _____ me?

Check 3: double consonants

Can you _____ in the _____ things please?

_____ in your groups what _____ when the three witches met on the heath.

The _____ came _____ when he thought we were leaving the shop.

I can't use the computer because I've _____ my _____.

We're doing _____ problems in numeracy _____.

My little sister painted a _____.

Our _____ bush has lots of _____ this year.

I went on a _____ course at the _____ of the holidays.

Check 4: common prefixes

Footballers can only _____ to a new club at certain times.

The _____ clapped politely at the end of the play.

The new _____ is enormous.

I was fascinated by the sharks at the _____.

The _____ was delayed because of heavy snow.

Next year I'll be able to ride my _____ to school.

The _____ was faulty so it was difficult to hear the speaker clearly.

When I leave _____ school I will miss my friends.

I like to watch _____ after school.

The race followed a _____ route.

Check 5: suffixes and common word endings

The _____ said I need to wear glasses when I read.

The house was destroyed by a gas _____.

The _____ had a huge variety of drums and gongs.

There's going to be an end-of-term _____.

My class won the handwriting _____.

Alice drank the magic _____ and fell down the rabbit-hole.

People are concerned about the _____ of rivers and the sea.

I felt _____ when I was too ill to see my friends.

Those trainers are far too _____.

If _____, I would like to go bowling on Saturday.

On _____ of our project, we had to take it to the headteacher.

Development and standardisation

Prior to the standardisation trials, the authors worked with the Learning Support team of Coventry LEA, who gave much valuable advice which enabled us to refine and revise some of the artwork and modify some of the texts from the original drafts.

Between September and December 2005, over 4500 pupils, students and trainees took part in the standardisation trials for Forms A and B of the *Diagnostic Spelling Tests 1–5*: the schools and organisations involved are listed in the acknowledgements at the front of the manual. The sample includes various types of schools from different parts of England to ensure that the sample was fairly representative of the pupils in education. The table below indicates the numbers of pupils at each age that formed the final Primary sample.

The Primary standardisation sample

Year	Test	Form A			Form B			Numbers of pupils		
		Average total marks			Average total marks					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1	5.47	6.81	6.04	5.60	7.17	6.27	163	120	283
2	1	15.99	18.41	17.03	16.18	18.41	17.14	224	169	393
3	1	27.92	29.42	28.67	27.08	30.33	28.71	12	12	24
3	2	12.73	15.82	14.35	13.43	16.07	14.81	222	244	466
4	2	23.97	25.41	24.71	23.34	24.93	24.16	212	227	439
5	2	29.46	28.16	28.69	29.31	28.68	28.94	13	19	32
5	3	21.91	22.70	22.28	21.41	23.17	22.24	249	223	472
6	3	26.50	26.44	26.47	26.35	27.28	26.77	252	209	461
7	3	29.23	30.48	29.82	28.58	31.07	29.75	138	122	260
Totals: Test 1 (Years 1, 2 and 3)								399	301	700
Totals: Test 2 (Years 3, 4 and 5)								447	490	937
Totals: Test 3 (Years 5, 6 and 7)								639	554	1193
Overall								1485	1345	2830

Validity and reliability

The *validity* of the tests for use in English schools is assured by their close match with the National Literacy Strategy. The design of the tests ensures that all of the words the pupils meet will most likely have been covered during the two-year period each test is designed to check. As mentioned on page 1, each test includes words from the final term of the year prior to the target coverage and from the initial term of the year following the target two years, as specified in the 1998 National Literacy Strategy.

The *reliability* of a test indicates whether or not we would get similar results from repeated administrations of the test with similar samples of pupils. An appropriate measure of test reliability for the *Diagnostic Spelling Tests* is Cronbach's Alpha (α), which measures internal consistency reliability. Test theory tells us that test reliability is also related to test length, and suggests that any test should comprise at least 30 items to achieve reasonable reliability. In fact all forms of the *Diagnostic Spelling*

Tests comprise 40 items, so we expect their test reliabilities to be high: the values in the following table confirm this expectation.

Test	Number of pupils in standardisation sample	Number of items (questions) in test	Cronbach's Alpha (α) reliability
Test 1: Form A	700	40	0.96
Test 1: Form B	700	40	0.96
Test 2: Form A	937	40	0.97
Test 2: Form B	937	40	0.96
Test 3: Form A	1193	40	0.94
Test 3: Form B	1193	40	0.95

The age-standardisation process

Age-standardised test scores take into account a pupil's age, so that we have an indication of how each pupil is performing relative to other pupils of the same age. The objective of the age- standardisation process is to produce a look-up table with columns classified across the top by age (in years and completed months) and down the left-hand side by raw test score. Each cell of the table contains a *standardised score* value which represents the raw score adjusted for the pupil's age.

The average standardised score for each age group is 100 with a standard deviation of 15. This means that if a pupil achieves a standardised score of 100 then that pupil has average ability for their age. About two-thirds of pupils will have standardised scores between 85 and 115. About 16% of pupils will be above 115 and the remaining 16% will be below 85. (See also page 79.)

For tests targeting a particular age range, we use a standardisation method based on *percentile norms*, the fundamental principle being that scores at the same percentile rank are comparable. Hence a child at, say, the 30th percentile in his/her age group has the same relative ability for their age as a child at the 30th percentile in any other age group. Standardised scores would be expected to rise with pupils' ages, the older children tending to score more highly. The standardisation procedure used for these tests is the *non-parallel linear regression model*.¹⁰

¹⁰ Our basic methodology follows D. G. Lewis (see *Statistical Methods in Education*, University of London Press, 1972, pp.86–96), with enhancements outlined by I. Schagen (see 'A method for the age standardisation of test scores', *Applied Psychological Measurement*, 14, 4, December 1990, pp387–93) and L. A. Kiek (*ESITEMS User Guide – Age Standardisation*,

Conversion tables

What do the scores mean?

Spelling ages

Spelling age is used by many teachers as a quick reference: a spelling age shows the *average* chronological age of the pupils who obtained each particular raw score – i.e. the chronological age at which this level of performance is typical. For more detailed comparative information, however, standardised scores and percentiles are to be preferred.

Standardised scores and percentiles

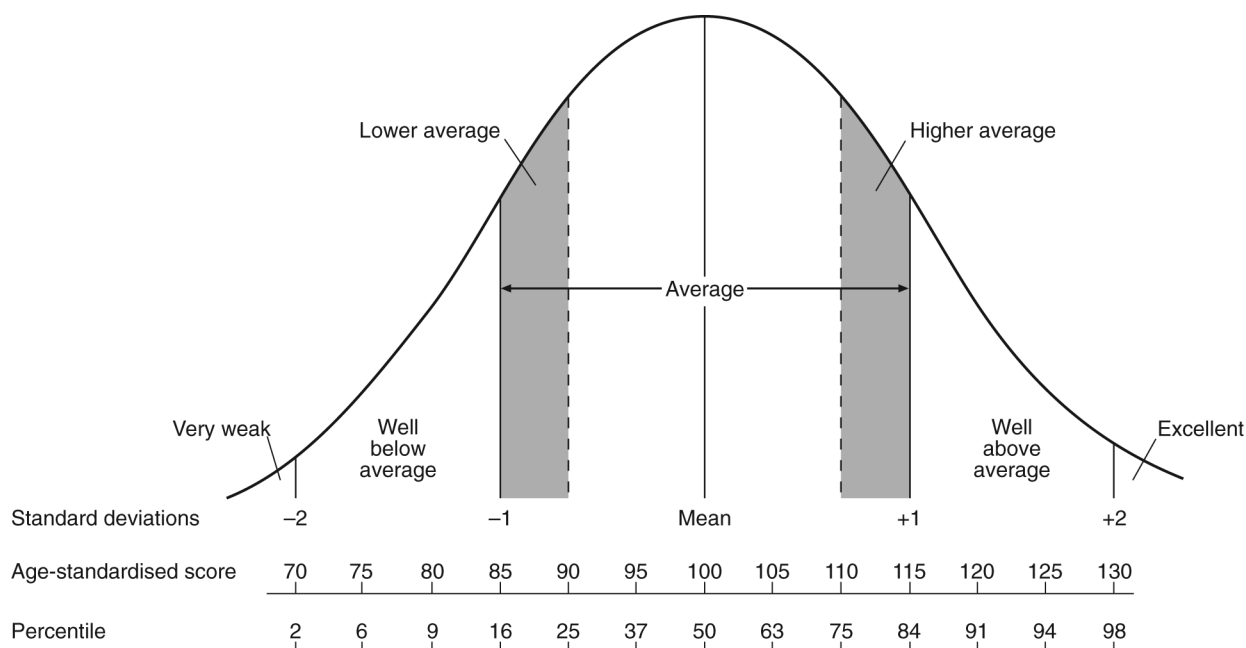
The technical information reported above indicates that the performance data provided by the tests is both robust and reliable. However, spelling age norms do not adequately convey the *significance* of scores above or below the average or median. For example, if a child scores a spelling age one year above, or two years below, his or her chronological age, it is not clear *how* superior or inferior these scores actually are. To gain a better feel for the *significance* of a pupil's spelling age, standardised scores and percentiles are more useful.

The relationship between standardised scores and percentiles is most easily seen by reference to Figure 1.

The **standardised scores** provided by the *Diagnostic Spelling Tests* range between 70 and 130, and the mean is 100. The vertical bands determined by the standard deviation (SD) of 15, enable you to group pupils into:

- those whose performance is within an age-appropriate range (within one SD either side of the mean: i.e. 85–115);
- those who are below or above average in this regard (between one and two SDs either side of the mean: i.e. 70–85 and 115–130);
- those who are *well* below/*well* above the average for their age (between two and three SDs either side of the mean: i.e. below 70 or above 130).

Percentiles give alternative information concerning a pupil's performance in comparison to his or her age group. They show the *percentage* of the group from whom norms were obtained, which scored *below* the pupil's standardised score. So a standardised score at the 68th percentile is comfortably within the average range, since it means that 68 per cent of the group scored below the pupil's standardised score. A standardised score at the 16th percentile, however, means that only 16 per cent had a lower result. Scores below the 16th percentile (i.e. two standard deviations below the mean) are of concern, as they indicate performance that is well below average.



Standardised score	Qualitative interpretation of standardised scores	Standard deviation from mean	Percentile score	Percentage of normal population
>130	Excellent	>+2	>98	2.27
116–130	Well above average	+1 to +2	84–98	13.59
110–115 85–115 85–90	higher average Average/age-appropriate lower average	–1 to +1	16–83	68.26
70–84	Well below average	–1 to –2	2–15	13.59
<69	Very weak	<–2	<2	2.27

Figure 1: Relationship between standardised test scores and qualitative interpretations

To use the percentiles tables, first determine the pupil's chronological age in years and completed months on the date they took the test. Locate this row in the table and look across it to find the score of correct spellings that they obtained. The heading of this column is the percentile of the pupil.

Item facilities

You may also go one stage further and check a pupil's individual performance on a specific spelling and compare how they have performed relative to other pupils in the same year group.

The Item Facilities tables show the proportion of pupils in each year group that spelled each word correctly. This is called the *facility* and is shown as a decimal: a facility value of 0.6 means 60% of pupils answered the question correctly. It also helps you to find which spellings pupils, on average, found difficult and how performance improves with age and experience.

Inspection of the average facilities for each year, and overall for the tests, confirms that Form A and Form B are parallel tests. Therefore either test may be used and the tables of spelling ages, percentiles and standardised scores are the same for each.

Diagnostic Spelling Test 1: Spelling Ages

Number of words spelled correctly	Spelling Age	Number of words spelled correctly	Spelling Age
1	5:3	17	6:9
2	5:4	18	6:10
3	5:5	19	6:11
4	5:6	20	7:0
5	5:7	21	7:1
6	5:9	22	7:3
7	5:10	23	7:4
8	5:11	24	7:5
9	6:0	25	7:6
10	6:1	26	7:7
11	6:2	27	7:8
12	6:3	28	7:9
13	6:4	29	7:10
14	6:6	30	7:11
15	6:7	31+	8:0+
16	6:8		

Diagnostic Spelling Test 2: Spelling Ages

Number of words spelled correctly	Spelling Age	Number of words spelled correctly	Spelling Age
1–8	<i>below 7:0</i>	21	8:5
9	7:0	22	8:7
10	7:1	23	8:9
11	7:2	24	8:11
12	7:3	25	9:1
13	7:4	26	9:3
14	7:6	27	9:4
15	7:8	28	9:6
16	7:9	29	9:7
17	7:10	30	9:9
18	8:0	31	9:11
19	8:2	32+	10:0+
20	8:4		

Diagnostic Spelling Test 3: Spelling Ages

Number of words spelled correctly	Spelling Age	Number of words spelled correctly	Spelling Age
1–19	<i>below 9:0</i>	28	10:6
20	9:0	29	10:9
21	9:1	30	10:11
22	9:3	31	11:2
23	9:6	32	11:5
24	9:8	33	11:7
25	9:11	34	11:10
26	10:1	35+	12:0+
27	10:4		

Diagnostic Spelling Test 1: Percentiles

Age	Percentile																			Age
	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	
5:0													1	2	3	4	5	7	11	5:0
5:1												1	2	3	4	5	6	7	11	5:1
5:2											1	2	3	4	5	6	7	8	12	5:2
5:3										1	2	3	3	5	6	6	8	9	13	5:3
5:4								1	1	2	3	4	4	6	6	7	9	10	14	5:4
5:5							1	1	2	3	4	5	5	6	7	8	9	11	15	5:5
5:6						1	2	2	3	4	5	6	6	7	8	9	10	12	16	5:6
5:7				1	1	2	3	3	4	5	6	6	7	8	9	10	11	13	16	5:7
5:8			1	1	2	3	4	4	4	5	7	7	8	9	10	11	12	14	17	5:8
5:9		1	2	2	3	4	4	5	5	6	7	8	9	10	11	12	13	14	18	5:9
5:10	1	2	2	3	4	4	5	6	6	7	8	9	10	11	12	13	14	15	19	5:10
5:11	2	3	3	4	4	5	6	7	7	8	9	10	11	12	13	14	15	16	20	5:11
6:0	2	3	4	5	5	6	7	8	8	9	10	11	12	13	14	15	16	17	20	6:0
6:1	3	4	5	5	6	7	8	8	9	10	11	12	13	14	15	15	17	18	21	6:1
6:2	4	5	6	6	7	8	9	9	10	11	12	13	13	15	15	16	17	19	22	6:2
6:3	5	6	6	7	8	9	10	10	11	12	13	14	14	16	16	17	18	20	23	6:3
6:4	5	6	7	8	9	9	10	11	11	13	14	15	15	16	17	18	19	21	24	6:4
6:5	6	7	8	9	9	10	11	12	12	13	15	15	16	17	18	19	20	21	24	6:5
6:6	7	8	9	9	10	11	12	13	13	14	16	16	17	18	19	20	21	22	25	6:6
6:7	7	9	9	10	11	12	13	14	14	15	16	17	18	19	20	21	22	23	26	6:7
6:8	8	9	10	11	12	13	14	14	15	16	17	18	19	20	21	22	23	24	27	6:8
6:9	9	10	11	12	13	14	15	15	16	17	18	19	20	21	22	23	24	25	28	6:9
6:10	10	11	12	13	13	14	16	16	17	18	19	20	21	22	23	24	25	26	29	6:10
6:11	10	12	12	13	14	15	16	17	18	19	20	21	22	23	24	24	25	27	29	6:11
7:0	11	12	13	14	15	16	17	18	18	20	21	22	22	24	24	25	26	28	30	7:0
7:1	12	13	14	15	16	17	18	19	19	21	22	23	23	25	25	26	27	28	31	7:1
7:2	12	14	15	16	17	18	19	20	20	21	23	24	24	25	26	27	28	29	32	7:2
7:3	13	15	16	17	17	19	20	21	21	22	24	24	25	26	27	28	29	30	33	7:3
7:4	14	15	16	17	18	19	21	21	22	23	25	25	26	27	28	29	30	31	33	7:4
7:5	15	16	17	18	19	20	22	22	23	24	25	26	27	28	29	30	31	32	34	7:5
7:6	15	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	35	7:6
7:7	16	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	7:7
7:8	17	18	19	21	22	23	24	25	25	27	28	29	30	31	32	33	33	35	37	7:8
7:9	17	19	20	21	22	24	25	26	26	28	29	30	31	32	33	33	34	35	38	7:9
7:10	18	20	21	22	23	24	26	27	27	29	30	31	32	33	34	34	35	36	38	7:10
7:11	19	21	22	23	24	25	27	27	28	29	31	32	32	34	34	35	36	37	39	7:11

Raw Score	Age in years and completed months																			Raw Score
	6:6	6:7	6:8	6:9	6:10	6:11	7:0	7:1	7:2	7:3	7:4	7:5	7:6	7:7	7:8	7:9	7:10	7:11		
1																			1	
2																			2	
3																			3	
4																			4	
5	70-																		5	
6	70	70-																	6	
7	77	71	70-																7	
8	81	78	73	70	70-														8	
9	86	82	79	75	70	70-													9	
10	89	86	83	80	77	71	70-	70-											10	
11	92	90	87	84	81	78	73	70	70-										11	
12	94	92	90	88	85	82	79	75	70	70-									12	
13	97	94	92	91	88	86	83	80	77	72	70	70-							13	
14	99	97	95	93	91	89	86	84	80	78	74	70	70-						14	
15	101	99	97	95	93	91	89	87	84	81	78	75	70	70-					15	
16	103	102	100	97	95	93	92	90	87	85	82	79	77	72	70	70-			16	
17	106	104	102	100	98	96	94	92	90	88	86	83	80	78	74	70	70-		17	
18	108	106	104	102	100	98	96	94	92	90	88	86	84	81	78	75	71	70-	18	
19	110	108	106	104	102	100	98	96	94	93	91	89	87	84	82	79	77	72	19	
20	113	110	108	106	104	102	101	99	97	95	93	91	89	87	85	82	80	77	20	
21	115	113	111	109	106	104	103	101	99	97	95	93	91	90	88	86	83	80	21	
22	118	116	113	111	109	107	105	103	101	99	97	95	93	92	90	88	86	84	22	
23	120	118	116	114	111	109	107	105	103	101	99	97	95	94	92	90	88	86	23	
24	122	121	119	116	114	112	109	107	105	103	101	100	98	96	94	92	91	89	24	
25	124	122	121	119	117	114	112	110	107	105	103	102	100	98	96	94	93	91	25	
26	126	124	123	121	120	117	115	112	110	108	106	104	102	100	98	96	94	93	26	
27	128	126	125	123	121	120	118	115	113	110	108	106	104	102	100	98	97	95	27	
28	130+	129	127	125	123	122	120	118	115	113	110	108	106	104	102	100	99	97	28	
29		130+	129	128	126	124	122	121	118	116	113	111	108	106	104	102	101	99	29	
30			130+	130+	128	126	124	122	121	119	116	114	111	109	107	104	103	101	30	
31					130+	129	127	125	123	121	119	117	114	111	109	107	105	103	31	
32						130+	130	128	125	123	122	120	117	114	112	109	107	105	32	
33							130+	130+	128	126	124	122	120	118	115	112	109	107	33	
34									130+	129	127	124	122	121	118	115	112	110	34	
35										130+	130+	128	125	123	121	118	115	113	35	
36												130+	129	126	123	121	119	116	36	
37													130+	130	127	124	122	119	37	
38														130+	130+	128	125	122	38	
39																130+	129	126	39	
40																	130+	130+	40	
	6:6	6:7	6:8	6:9	6:10	6:11	7:0	7:1	7:2	7:3	7:4	7:5	7:6	7:7	7:8	7:9	7:10	7:11		
	Age in years and completed months																			

Diagnostic Spelling Test 1: Item facilities, by Year group

Form A	Year 1	Year 2	Year 3	Overall	Form B	Year 1	Year 2	Year 3	Overall
dad	.73	.88	1.00	.83	sun	.75	.92	1.00	.86
door	.17	.62	.92	.45	mum	.80	.96	1.00	.90
bin	.57	.82	1.00	.72	tree	.22	.69	.92	.51
mop	.61	.75	.71	.69	bag	.53	.84	.96	.72
girl	.12	.41	.79	.31	dog	.58	.84	1.00	.74
bottle	.04	.15	.46	.11	water	.05	.35	.63	.24
cat	.83	.95	1.00	.90	boy	.33	.79	.96	.61
milk	.13	.53	.92	.38	ball	.11	.61	.92	.42
home	.16	.65	.96	.46	park	.07	.43	.75	.30
ship	.34	.73	1.00	.58	shed	.37	.72	.87	.58
bath	.12	.47	.92	.35	chip	.37	.72	.96	.59
duck	.11	.60	.92	.41	ring	.28	.64	.92	.50
drum	.23	.68	.96	.51	mask	.07	.30	.92	.23
swim	.37	.72	.96	.59	bell	.11	.59	.96	.41
plum	.37	.77	.92	.61	pond	.32	.67	.96	.54
came	.09	.60	.92	.40	Friday	.23	.64	.87	.48
stay	.11	.59	.83	.40	good	.22	.66	.96	.49
took	.13	.49	.71	.35	film	.18	.40	.79	.32
school	.04	.40	.87	.27	about	.05	.29	.79	.21
new	.07	.50	.96	.34	whale	.01	.13	.42	.09
car	.24	.74	.96	.55	there	.05	.39	.75	.26
picked	.01	.19	.75	.14	just	.13	.54	.92	.39
well	.07	.52	.96	.36	time	.09	.63	.96	.42
junk	.01	.24	.54	.16	year	.02	.36	.87	.24
chair	.02	.14	.50	.10	train	.05	.24	.67	.18
more	.02	.38	.83	.25	stayed	.01	.19	.54	.13
driving	.05	.36	.37	.24	farm	.10	.43	.71	.31
bend	.13	.61	.96	.43	gave	.04	.45	.79	.30
wheel	.02	.15	.46	.11	scare	.01	.10	.42	.08
landed	.01	.19	.71	.14	bumped	.01	.13	.67	.10
puddle	.00	.08	.37	.06	head	.02	.37	.79	.25
when	.02	.38	.79	.25	market	.01	.17	.50	.12
whistle	.01	.06	.33	.05	which	.01	.08	.33	.06
winning	.00	.12	.37	.08	vegetables	.00	.04	.04	.02
unfair	.01	.10	.46	.08	prepare	.00	.03	.04	.02
middle	.01	.08	.42	.06	graph	.01	.04	.29	.03
taking	.01	.17	.46	.11	unhappy	.04	.49	.96	.32
likely	.00	.08	.42	.06	arguing	.00	.08	.04	.05
disobey	.01	.04	.00	.03	disagreed	.01	.09	.42	.07
replace	.01	.10	.29	.07	return	.00	.09	.46	.07
Average facility	.15	.43	.72	.32	Average facility	.16	.43	.72	.33

Diagnostic Spelling Test 2: Percentiles

Age	Percentile																			Age
	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	
7:0						2	5	7	8	9	12	14	16	19	21	24	26	29	32	7:0
7:1					1	3	5	7	9	10	13	14	16	20	22	24	26	29	32	7:1
7:2					1	4	6	8	9	11	13	15	17	20	22	24	27	30	33	7:2
7:3					2	5	7	9	10	11	14	15	17	21	22	25	27	30	33	7:3
7:4					3	5	7	9	10	12	14	16	18	21	23	25	27	30	33	7:4
7:5				1	4	6	8	10	11	13	15	17	18	22	23	25	27	30	33	7:5
7:6				2	4	7	9	11	12	13	15	17	19	22	24	26	28	30	33	7:6
7:7			1	3	5	7	10	11	12	14	16	18	19	22	24	26	28	31	33	7:7
7:8			1	4	6	8	10	12	13	14	17	18	20	23	24	26	28	31	33	7:8
7:9		1	2	4	7	9	11	12	14	15	17	19	20	23	25	27	29	31	34	7:9
7:10		1	3	5	7	10	12	13	14	16	18	19	21	24	25	27	29	31	34	7:10
7:11	1	2	4	6	8	10	12	14	15	16	18	20	21	24	26	27	29	32	34	7:11
8:0	2	3	5	7	9	11	13	14	16	17	19	20	22	25	26	28	29	32	34	8:0
8:1	2	4	5	8	10	12	14	15	16	17	19	21	22	25	26	28	30	32	34	8:1
8:2	3	5	6	8	10	12	14	16	17	18	20	21	23	25	27	28	30	32	34	8:2
8:3	4	6	7	9	11	13	15	16	18	19	21	22	23	26	27	29	30	32	34	8:3
8:4	5	6	8	10	12	14	16	17	18	19	21	22	24	26	27	29	31	33	35	8:4
8:5	6	7	9	11	13	15	16	18	19	20	22	23	24	27	28	29	31	33	35	8:5
8:6	7	8	9	11	13	15	17	18	19	21	22	24	25	27	28	30	31	33	35	8:6
8:7	7	9	10	12	14	16	18	19	20	21	23	24	25	28	29	30	31	33	35	8:7
8:8	8	10	11	13	15	17	18	20	21	22	23	25	26	28	29	30	32	33	35	8:8
8:9	9	10	12	14	16	18	19	20	21	22	24	25	26	28	29	31	32	34	35	8:9
8:10	10	11	13	15	16	18	20	21	22	23	25	26	27	29	30	31	32	34	35	8:10
8:11	11	12	13	15	17	19	21	22	23	24	25	26	27	29	30	31	33	34	35	8:11
9:0	12	13	14	16	18	20	21	22	23	24	26	27	28	30	31	32	33	34	36	9:0
9:1	12	14	15	17	19	20	22	23	24	25	26	27	28	30	31	32	33	34	36	9:1
9:2	13	15	16	18	19	21	23	24	25	25	27	28	29	30	31	32	33	35	36	9:2
9:3	14	15	17	18	20	22	23	24	25	26	27	28	29	31	32	33	34	35	36	9:3
9:4	15	16	17	19	21	23	24	25	26	27	28	29	30	31	32	33	34	35	36	9:4
9:5	16	17	18	20	22	23	25	26	26	27	29	30	30	32	33	33	34	35	36	9:5
9:6	16	18	19	21	22	24	25	26	27	28	29	30	31	32	33	34	35	36	36	9:6
9:7	17	19	20	22	23	25	26	27	28	29	30	30	31	33	33	34	35	36	37	9:7
9:8	18	19	21	22	24	25	27	28	28	29	30	31	32	33	34	34	35	36	37	9:8
9:9	19	20	21	23	25	26	27	28	29	30	31	32	32	33	34	35	35	36	37	9:9
9:10	20	21	22	24	25	27	28	29	30	30	31	32	33	34	34	35	36	36	37	9:10
9:11	21	22	23	25	26	28	29	30	30	31	32	33	33	34	35	35	36	37	37	9:11

Diagnostic Spelling Test 2: Standardised scores

Raw Score	Age in years and completed months																Raw Score		
	7:0	7:1	7:2	7:3	7:4	7:5	7:6	7:7	7:8	7:9	7:10	7:11	8:0	8:1	8:2	8:3		8:4	8:5
1	91	91	90	89	88	87	86	85	84	81	79	77	72	70-	70-				1
2	92	92	91	90	89	88	87	88	86	84	82	80	77	73	70	70-			2
3	93	92	92	91	90	89	89	88	87	86	85	82	80	78	74	70	70-		3
4	94	93	93	92	91	91	90	89	88	87	86	85	83	81	78	75	70	70-	4
5	95	94	94	93	92	92	91	90	89	88	87	86	85	83	81	79	76	71	5
6	96	95	95	94	93	93	92	91	90	89	88	87	87	86	84	82	79	77	6
7	97	97	96	95	94	94	93	92	91	90	90	89	88	87	86	85	82	80	7
8	99	98	97	96	95	95	94	93	92	92	91	90	89	88	87	86	85	83	8
9	100	99	98	97	97	96	95	94	93	93	92	91	90	89	88	87	86	85	9
10	101	100	99	99	98	97	96	95	94	94	93	92	91	90	90	89	88	87	10
11	102	101	101	100	99	98	97	97	96	95	94	93	92	92	91	90	89	88	11
12	103	102	101	101	100	100	99	98	97	96	95	94	94	93	92	91	90	89	12
13	103	103	102	102	101	101	100	99	98	97	97	96	95	94	93	92	91	90	13
14	104	104	103	103	102	102	101	100	100	99	98	97	96	95	94	93	92	92	14
15	105	105	104	104	103	103	102	101	101	100	99	98	97	96	95	94	94	93	15
16	106	106	105	105	104	104	103	103	102	101	101	100	99	98	97	95	95	94	16
17	107	106	106	106	105	105	104	104	103	102	102	101	100	99	98	97	96	95	17
18	108	107	107	106	106	106	105	105	104	103	103	102	101	101	100	99	98	97	18
19	108	108	108	107	107	106	106	106	105	105	104	103	103	102	101	98	100	99	19
20	109	109	108	108	108	107	107	106	106	106	105	104	104	103	102	100	101	100	20
21	110	110	109	109	109	108	108	107	107	107	106	106	105	104	104	102	102	101	21
22	111	110	110	110	109	109	109	108	108	107	107	107	106	106	105	103	104	103	22
23	112	111	111	111	110	110	110	109	109	108	108	108	107	107	106	104	105	104	23
24	113	112	112	112	111	110	111	110	110	109	109	109	108	108	107	107	106	105	24
25	114	114	113	113	113	112	112	111	111	110	110	110	109	109	108	108	107	107	25
26	115	115	114	114	114	113	113	113	111	112	111	111	110	110	109	109	108	108	26
27	116	116	115	115	115	114	114	114	113	113	113	112	112	111	111	110	110	109	27
28	117	117	117	116	116	116	115	115	115	114	114	114	113	113	112	112	111	110	28
29	118	118	118	118	117	117	117	116	116	116	115	115	115	114	114	113	113	112	29
30	120	119	119	119	119	118	118	118	118	117	117	117	116	116	115	115	114	114	30
31	121	121	121	120	120	120	120	119	119	119	118	118	118	117	117	117	116	116	31
32	123	123	122	122	122	122	121	121	121	120	120	120	119	119	119	118	118	118	32
33	125	124	124	124	124	124	123	123	123	123	122	122	122	121	121	121	120	120	33
34	127	126	126	126	126	126	126	125	125	125	125	125	124	124	124	123	123	123	34
35	129	128	128	128	128	128	128	128	128	128	127	127	127	127	127	127	126	126	35
36	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	36
37	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	37
38																			38
39																			39
40																			40
	7:0	7:1	7:2	7:3	7:4	7:5	7:6	7:7	7:8	7:9	7:10	7:11	8:0	8:1	8:2	8:3	8:4	8:5	

Raw Score	Age in years and completed months																		Raw Score	
	8:6	8:7	8:8	8:9	8:10	8:11	9:0	9:1	9:2	9:3	9:4	9:5	9:6	9:7	9:8	9:9	9:10	9:11		
1																				1
2																				2
3																				3
4																				4
5	70																			5
6	72	70	70																	6
7	77	73	70	70																7
8	80	78	74	70	70															8
9	83	81	78	76	71	70-														9
10	86	84	81	79	77	72	70-	70-												10
11	87	86	84	82	80	77	73	70	70-											11
12	88	87	86	85	83	80	78	74	70	70-										12
13	89	88	87	86	85	83	81	78	75	70	70-									13
14	91	90	89	88	87	86	84	81	79	76	71	70	70-							14
15	92	91	90	89	88	87	86	84	82	79	77	72	70	70-						15
16	93	92	91	90	89	88	87	86	85	82	80	77	73	70	70-					16
17	94	93	93	92	91	90	89	87	86	85	83	80	78	74	70	70-				17
18	96	95	94	93	92	91	90	89	88	87	85	84	81	78	75	71	70	70-		18
19	97	96	95	94	93	92	91	90	89	88	87	86	84	82	79	76	72	70		19
20	99	98	97	96	95	94	93	92	91	89	88	87	86	85	82	79	77	73		20
21	101	100	99	97	96	95	94	93	92	91	90	89	88	86	85	83	80	78		21
22	102	101	100	99	98	97	96	94	93	92	91	90	89	88	87	85	83	81		22
23	103	103	102	101	100	99	97	96	95	94	93	92	90	89	88	87	86	84		23
24	105	104	103	102	101	101	99	98	97	95	94	93	92	91	90	88	87	86		24
25	106	105	105	104	103	102	101	100	99	97	96	95	94	92	91	90	89	88		25
26	107	107	106	105	105	104	103	102	101	100	98	97	95	94	93	92	90	89		26
27	109	108	107	107	106	105	104	104	103	101	100	99	97	96	94	93	92	91		27
28	110	109	109	108	108	107	106	105	104	103	102	101	100	98	97	95	94	93		28
29	111	111	110	110	109	108	108	107	106	105	104	103	102	101	99	97	96	94		29
30	113	113	112	111	111	110	109	109	108	107	106	105	104	103	101	100	98	97		30
31	115	115	114	113	113	112	111	110	110	109	108	107	106	105	104	102	101	99		31
32	117	117	116	116	115	114	114	113	112	111	110	109	108	107	106	105	104	102		32
33	119	119	119	118	118	117	116	115	115	114	113	112	111	110	109	107	106	105		33
34	122	122	121	121	120	120	119	119	118	117	116	115	114	113	112	110	109	108		34
35	126	126	125	125	124	124	123	123	122	121	120	120	119	118	117	115	114	112		35
36	130	129	129	129	129	129	129	128	128	128	128	127	126	126	125	123	121	119		36
37	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	130+	128	129		37
38																	130+			38
39																				39
40																				40
	8:6	8:7	8:8	8:9	8:10	8:11	9:0	9:1	9:2	9:3	9:4	9:5	9:6	9:7	9:8	9:9	9:10	9:11		
	Age in years and completed months																			

Diagnostic Spelling Test 2: Item facilities, by Year group

Form A	Year 3	Year 4	Year 5	Overall	Form B	Year 3	Year 4	Year 5	Overall
kettle	.33	.67	.75	.50	apple	.72	.89	1.00	.81
candle	.43	.69	.78	.56	circle	.36	.63	.84	.50
berries	.14	.29	.72	.23	flies	.08	.22	.53	.16
dishes	.39	.67	.88	.54	boxes	.47	.69	.88	.59
wreck	.13	.35	.34	.24	knot	.22	.58	.75	.40
thumb	.25	.57	.53	.41	lamb	.45	.72	.78	.59
paintbrush	.46	.76	.88	.61	goalkeeper	.26	.59	.72	.43
driver	.51	.78	.72	.64	farmer	.64	.88	.94	.76
morning	.52	.79	.84	.66	driving	.64	.82	.78	.73
breakfast	.29	.59	.66	.45	weekend	.66	.87	.94	.76
shopping	.45	.76	.84	.61	chatting	.26	.49	.50	.37
making	.51	.71	.78	.61	mistake	.26	.58	.72	.43
butter	.61	.86	.91	.74	reversed	.19	.39	.47	.29
organic	.25	.55	.66	.41	stony	.18	.29	.34	.24
better	.59	.85	.94	.72	bumpier	.07	.21	.41	.15
non-stick	.47	.66	.66	.56	she'd	.30	.54	.97	.43
wouldn't	.14	.39	.44	.27	there	.60	.79	.88	.70
previous	.05	.22	.25	.14	worried	.21	.52	.75	.37
always	.28	.63	.69	.46	walking	.57	.80	.72	.68
second	.44	.71	.75	.57	library	.06	.25	.22	.15
first	.54	.77	.84	.66	asked	.56	.77	.91	.67
it's	.54	.77	.97	.67	heard	.20	.47	.59	.34
funny	.63	.85	1.00	.74	brought	.20	.57	.81	.39
might	.37	.72	.78	.55	rabbit	.54	.77	.94	.66
getting	.50	.74	.91	.63	night	.63	.87	1.00	.75
closer	.59	.80	.91	.70	he's	.44	.75	.91	.60
know	.33	.67	.75	.50	cutest	.13	.38	.47	.26
another	.37	.67	.78	.53	furry	.35	.54	.63	.45
something	.36	.61	.84	.49	brother	.56	.83	.84	.70
enjoyable	.18	.45	.56	.32	birthday	.55	.82	.84	.69
television	.09	.30	.47	.20	today	.87	.95	1.00	.91
sure	.24	.54	.75	.40	shelves	.15	.41	.59	.28
it's	.50	.75	1.00	.64	breakable	.12	.36	.59	.25
running	.46	.73	.84	.60	special	.10	.31	.38	.20
around	.47	.79	.94	.63	outside	.61	.82	.97	.72
although	.09	.34	.47	.22	bicycle	.05	.13	.25	.09
believes	.04	.13	.06	.08	thought	.20	.56	.66	.38
noticed	.12	.31	.38	.22	enough	.12	.36	.56	.25
through	.17	.46	.50	.32	nice	.61	.87	.88	.74
dinner	.53	.82	.94	.68	sunny	.66	.86	1.00	.77
Average facility	.36	.62	.72	.49	Average facility	.37	.60	.72	.49

Diagnostic Spelling Test 3: Percentiles

Age	Percentile																			Age
	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	
9:0	2	6	8	11	12	14	15	17	19	20	22	23	24	26	27	29	31	32	34	9:0
9:1	3	6	9	11	13	14	16	17	19	21	22	23	25	26	28	29	31	33	34	9:1
9:2	3	6	9	11	13	15	16	18	20	21	22	24	25	26	28	29	31	33	34	9:2
9:3	3	7	10	12	14	15	17	18	20	21	23	24	25	27	28	29	31	33	35	9:3
9:4	4	7	10	12	14	15	17	19	20	22	23	24	26	27	28	30	31	33	35	9:4
9:5	4	8	10	13	14	16	18	19	21	22	23	25	26	27	29	30	32	33	35	9:5
9:6	4	8	11	13	15	16	18	19	21	22	24	25	26	27	29	30	32	34	35	9:6
9:7	5	8	11	14	15	17	18	20	21	23	24	25	27	28	29	31	32	34	35	9:7
9:8	5	9	12	14	16	17	19	20	22	23	25	26	27	28	29	31	32	34	35	9:8
9:9	6	9	12	14	16	18	19	21	22	24	25	26	27	28	30	31	33	34	35	9:9
9:10	6	10	12	15	17	18	20	21	23	24	25	26	28	29	30	31	33	34	36	9:10
9:11	6	10	13	15	17	18	20	22	23	24	26	27	28	29	30	32	33	34	36	9:11
10:0	7	10	13	16	17	19	20	22	23	25	26	27	28	29	31	32	33	35	36	10:0
10:1	7	11	14	16	18	19	21	22	24	25	26	27	28	30	31	32	33	35	36	10:1
10:2	7	11	14	17	18	20	21	23	24	25	27	28	29	30	31	32	34	35	36	10:2
10:3	8	11	15	17	19	20	22	23	25	26	27	28	29	30	31	33	34	35	36	10:3
10:4	8	12	15	17	19	21	22	24	25	26	27	29	29	30	32	33	34	35	37	10:4
10:5	8	12	15	18	20	21	22	24	25	27	28	29	30	31	32	33	34	36	37	10:5
10:6	9	13	16	18	20	21	23	24	26	27	28	29	30	31	32	33	35	36	37	10:6
10:7	9	13	16	19	20	22	23	25	26	27	28	30	30	31	33	34	35	36	37	10:7
10:8	9	13	17	19	21	22	24	25	27	28	29	30	31	32	33	34	35	36	37	10:8
10:9	10	14	17	20	21	23	24	26	27	28	29	30	31	32	33	34	35	36	37	10:9
10:10	10	14	17	20	22	23	25	26	27	28	30	31	31	32	33	34	35	37	37	10:10
10:11	10	15	18	20	22	23	25	26	28	29	30	31	32	33	34	35	36	37	38	10:11
11:0	11	15	18	21	23	24	25	27	28	29	30	31	32	33	34	35	36	37	38	11:0
11:1	11	15	19	21	23	24	26	27	28	30	31	32	32	33	34	35	36	37	38	11:1
11:2	11	16	19	22	23	25	26	28	29	30	31	32	33	33	34	35	36	37	38	11:2
11:3	12	16	20	22	24	25	27	28	29	30	31	32	33	34	35	36	37	37	38	11:3
11:4	12	17	20	23	24	26	27	28	30	31	32	33	33	34	35	36	37	38	38	11:4
11:5	12	17	20	23	25	26	27	29	30	31	32	33	34	34	35	36	37	38	39	11:5
11:6	13	17	21	23	25	26	28	29	30	31	32	33	34	35	36	36	37	38	39	11:6
11:7	13	18	21	24	25	27	28	30	31	32	33	34	34	35	36	37	37	38	39	11:7
11:8	13	18	22	24	26	27	29	30	31	32	33	34	35	35	36	37	38	38	39	11:8
11:9	14	19	22	25	26	28	29	30	32	32	33	34	35	36	36	37	38	39	39	11:9
11:10	14	19	22	25	27	28	29	31	32	33	34	35	35	36	37	37	38	39	39	11:10
11:11	14	19	23	25	27	29	30	31	32	33	34	35	36	36	37	38	38	39	40	11:11

Diagnostic Spelling Test 3: Standardised scores

Raw Score	Age in years and completed months																		Raw Score
	10:6	10:7	10:8	10:9	10:10	10:11	11:0	11:1	11:2	11:3	11:4	11:5	11:6	11:7	11:8	11:9	11:10	11:11	
1																			1
2																			2
3																			3
4																			4
5	70-	70-																	5
6	71	71	70	70-															6
7	72	72	71	71	70	70-													7
8	74	73	73	72	72	71	70	70-											8
9	75	74	74	73	73	72	72	72	71	70	70-								9
10	76	76	75	75	74	74	73	73	72	72	71	70	70-			70-			10
11	78	77	77	76	76	75	75	74	74	74	73	72	72	71	71	70	70-		11
12	80	79	78	78	77	76	76	75	75	74	74	73	73	72	72	72	71	71	12
13	81	81	80	79	79	78	77	77	76	76	75	75	74	74	73	73	72	72	13
14	82	82	81	81	80	80	79	78	77	77	76	76	75	75	74	74	73	73	14
15	84	83	82	82	81	81	80	80	79	78	78	77	76	76	75	75	74	74	15
16	85	84	84	83	83	82	82	81	81	80	79	79	78	77	77	76	76	75	16
17	86	85	85	84	84	83	83	82	82	81	81	80	80	79	78	78	77	76	17
18	87	87	86	86	85	85	85	84	83	82	82	81	81	80	80	79	79	78	18
19	89	88	88	87	86	86	87	85	84	84	83	83	82	82	81	81	80	80	19
20	90	89	89	88	88	87	88	86	85	85	84	84	83	83	82	82	81	81	20
21	91	91	90	90	89	88	89	87	86	86	86	85	85	84	84	83	83	82	21
22	93	92	92	91	90	90	91	89	88	88	87	86	86	85	85	84	84	83	22
23	94	94	93	92	92	91	92	90	89	89	88	88	87	87	86	85	85	84	23
24	96	95	94	94	93	93	94	91	91	90	90	89	88	88	87	87	86	86	24
25	97	97	96	95	95	94	95	93	92	92	91	90	90	89	89	88	88	87	25
26	99	98	98	97	96	96	97	94	94	93	93	93	91	91	90	89	89	88	26
27	100	100	99	98	98	97	98	96	95	95	94	94	93	92	92	91	90	90	27
28	102	101	101	100	99	99	100	98	97	96	96	95	94	94	93	93	92	91	28
29	104	103	103	102	101	101	102	99	99	98	97	97	96	95	95	94	93	93	29
30	106	105	105	104	103	103	104	101	101	100	99	99	98	97	97	96	95	94	30
31	108	107	107	106	105	105	106	103	103	102	101	100	100	99	98	98	97	96	31
32	110	109	109	108	107	107	108	105	105	104	103	103	102	101	100	100	99	98	32
33	112	111	111	110	109	109	110	108	107	106	106	105	104	103	103	102	101	100	33
34	114	114	113	112	112	111	113	110	109	109	108	107	107	106	105	104	103	103	34
35	117	116	116	115	114	114	115	113	112	111	110	110	109	108	108	107	106	105	35
36	120	120	119	118	118	117	116	115	115	114	113	113	112	111	110	109	109	108	36
37	126	125	124	124	122	121	120	119	118	118	117	116	115	114	114	113	112	111	37
38	130+	130+	130	129	128	127	127	126	125	124	122	121	120	119	118	117	116	115	38
39			130+	130+	130+	130+	130+	130+	130+	130	129	128	127	126	125	125	122	120	39
40										130+	130+	130+	130+	130+	130+	130+	130	130	40
Age in years and completed months																			

Diagnostic Spelling Test 3: Item facilities, by Year group

Form A	Year 5	Year 6	Year 7	Overall	Form B	Year 5	Year 6	Year 7	Overall
swimming	.85	.92	.99	.91	children	.86	.92	.95	.90
brother	.91	.95	.99	.94	centre	.42	.55	.65	.52
sister	.92	.94	.98	.94	garden	.87	.93	.93	.91
except	.36	.59	.68	.52	hear	.79	.86	.94	.85
inside	.88	.89	.98	.90	mother's	.21	.28	.23	.25
draughty	.12	.17	.13	.14	discussion	.20	.39	.48	.33
know	.78	.89	.94	.86	telephone	.67	.80	.90	.77
automatic	.47	.62	.73	.59	thought	.70	.84	.85	.79
relieved	.15	.26	.36	.24	father	.65	.75	.86	.73
session	.30	.49	.62	.44	uncomfortable	.24	.36	.47	.33
miserable	.31	.45	.56	.42	neighbour	.31	.47	.50	.41
eyes	.86	.89	.93	.89	listening	.49	.63	.73	.59
freight	.08	.19	.26	.16	situation	.45	.64	.72	.58
station	.64	.75	.87	.73	awful	.35	.47	.58	.45
direction	.59	.72	.84	.70	desperate	.27	.40	.55	.38
familiar	.22	.28	.42	.29	prevent	.68	.78	.77	.74
route	.41	.55	.74	.54	terrible	.55	.64	.71	.62
between	.67	.78	.89	.76	solution	.33	.53	.64	.47
different	.48	.68	.82	.63	hopeful	.53	.66	.77	.63
view	.55	.71	.78	.66	cough	.53	.67	.73	.63
stationary	.39	.54	.57	.49	frightening	.36	.53	.57	.47
excessive	.11	.25	.33	.21	sound	.85	.91	.99	.90
applied	.39	.50	.64	.49	both	.78	.88	.96	.86
brake	.62	.72	.73	.68	steal	.50	.63	.75	.61
work	.86	.91	.98	.90	weak	.72	.82	.91	.80
collision	.17	.31	.44	.28	friend	.69	.80	.91	.78
white	.85	.92	.97	.90	definitely	.05	.08	.10	.07
paper	.90	.93	.96	.92	clothes	.61	.72	.78	.69
earth	.77	.88	.95	.85	those	.68	.77	.86	.75
important	.63	.78	.82	.73	incredible	.50	.62	.68	.59
whole	.73	.79	.88	.79	windows	.86	.93	.98	.92
world	.81	.86	.93	.85	money	.84	.91	.99	.90
minister	.67	.71	.85	.73	round	.88	.92	.98	.91
previewed	.45	.58	.77	.57	together	.80	.87	.95	.86
memorable	.22	.38	.42	.33	either	.44	.62	.72	.57
audience	.30	.46	.57	.42	photographs	.55	.71	.87	.68
primary	.70	.82	.88	.79	fashions	.50	.60	.75	.65
shaming	.73	.79	.78	.77	brother's	.17	.26	.16	.20
careless	.66	.77	.88	.75	include	.58	.74	.81	.69
superpowers	.76	.85	.95	.84	pictures	.61	.71	.89	.71
Average facility	.56	.66	.75	.64	Average facility	.55	.67	.74	.64