

IDL Reading and Spelling Test Instructions

Reading Test Instructions

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

Do	Don't
1. Guidance can be provided re: reading left to right or highlighting the word. 2. Pupils can break up words to help as long as they can say the whole word. 3. Pupils are allowed to skip words, simply mark them as incorrect. 4. You can use your discretion. Self correction is allowed. 5. Stop the test after <u>three consecutive incorrect</u> answers or a <u>total of five incorrect</u> answers.	1. Don't suggest corrections. 2. Don't give prompts. 3. Don't hurry them. 4. Don't ask for an incorrect word to be re-read. 5. Don't give the pronunciation of a word they do not know. The test will be used again to measure progress.

Marking the IDL Reading Test

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

Reading Test

tree
school

little
sit

milk
frog

egg
playing

book
bun

flower
picture

road
think

clock
summer

train
people

light
something

dream
crowd

downstairs
sandwich

biscuit
beginning

shepherd
postage

thirsty
island

saucer
canary

angel
attractive

ceiling
imagine

appeared
nephew

knife
gradually

smoulder
university

applaud
orchestra

disposal
knowledge

nourished
audience

diseased
situated

physics
forfeit

campaign
siege

choir
recent

intercede
plausible

fascinate
prophecy

colonel
genuine

soloist
institution

systematic
pivot

slovenly
conscience

classification
heroic

pneumonia
oblivion

preliminary
scintillate

antique
satirical

susceptible
sabre

enigma
beguile

terrestrial
miscellaneous

belligerent
procrastinate

adamant
tyrannical

sepulchre
evangelical

statistics
grotesque

ineradicable
rescind

judicature
metamorphosis

preferential
somnambulist

homonym
bibliography

fictitious
idiosyncrasy

Total words read correctly: /100

Spelling Test Instructions

Give the Student a Spelling Grid to write on.

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

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

Marking the IDL Spelling Test

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

Spelling Test

see
bag

cut
ten

mat
hat

in
dad

ran
bed

leg
good

dot
till

pen
be

yet
with

hay
from

time
boat

call
mind

help
sooner

week
year

pie
dream

sight
mistake

mouth
pair

large
while

might
skate

brought
stayed

yolk
iron

island
health

nerve
direct

join
calm

fare
headache

final
style

circus
bargain

increase
copies

slippery
guest

lodge
policy

view
account

library
earliest

cushion
institution

safety
similar

patient
generous

orchestra
appreciate

equally
familiar

individual
source

merely
immediate

enthusiastic
breathe

permanent
materially

sufficient
cemetery

broach
leisure

customary
accredited

especially
fraternally

subterranean
mortgage

apparatus
equipped

portmanteau
exaggerate

politician
amateur

miscellaneous
committee

IDL Spelling Test Grid

[illegible]

IDL Reading Test Results				Reading ages given are approximate			
Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age
0	6y minus						
1	6y minus	26	7y 7m	51	9y 7m	76	12y
2	6y	27	7y 8m	52	9y 8m	77	12y 1m
3	6y 2m	28	7y 9m	53	9y 9m	78	12y 2m
4	6y 4m	29	7y 10m	54	9y 10m	79	12y 3m
5	6y 5m	30	8y	55	9y 11m	80	12y 4m
6	6y 6m	31	8y 1m	56	10y	81	12y 5m
7	6y 7m	32	8y 2m	57	10y 1m	82	12y 6m
8	6y 7m	33	8y 3m	58	10y 1m	83	12y 7m
9	6y 8m	34	8y 4m	59	10y 2m	84	12y 8m
10	6y 9m	35	8y 5m	60	10y 3m	85	12y 9m
11	6y 10m	36	8y 6m	61	10y 4m	86	12y 10m
12	6y 10m	37	8y 6m	62	10y 5m	87	12y 11m
13	6y 11m	38	8y 7m	63	10y 6m	88	13y
14	6y 11m	39	8y 8m	64	10y 7m	89	13y 1m
15	7y	40	8y 9m	65	10y 8m	90	13y 2m
16	7y 1m	41	8y 10m	66	10y 9m	91	13y 3m
17	7y 2m	42	8y 11m	67	10y 10m	92	13y 4m
18	7y 2m	43	9y	68	11y	93	13y 5m
19	7y 3m	44	9y 1m	69	11y 1m	94	13y 6m
20	7y 4m	45	9y 2m	70	11y 3m	95	13y 7m
21	7y 4m	46	9y 3m	71	11y 4m	96	13y 8m
22	7y 5m	47	9y 4m	72	11y 5m	97	13y 9m
23	7y 5m	48	9y 5m	73	11y 6m	98	13y 10m
24	7y 6m	49	9y 6m	74	11y 8m	99	13y 11m
25	7y 7m	50	9y 6m	75	11y 10m	100	14y

Please note, spelling scores under 6 years are not standardised and are only a suggested, approximated age.

IDL Spelling Test Results				Spelling ages given are approximate			
Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age
0	No score						
1	5y 1m	26	7y 7m	51	10y 1m	76	12y 7m
2	5y 2m	27	7y 8m	52	10y 2m	77	12y 8m
3	5y 4m	28	7y 10m	53	10y 4m	78	12y 10m
4	5y 5m	29	7y 11m	54	10y 5m	79	12y 11m
5	5y 6m	30	8y	55	10y 6m	80	13y
6	5y 7m	31	8y 1m	56	10y 7m	81	13y 1m
7	5y 8m	32	8y 2m	57	10y 8m	82	13y 2m
8	5y 10m	33	8y 4m	58	10y 10m	83	13y 4m
9	5y 11m	34	8y 5m	59	10y 11m	84	13y 5m
10	6y	35	8y 6m	60	11y	85	13y 6m
11	6y 1m	36	8y 7m	61	11y 1m	86	13y 7m
12	6y 2m	37	8y 8m	62	11y 2m	87	13y 8m
13	6y 4m	38	8y 10m	63	11y 4m	88	13y 10m
14	6y 5m	39	8y 11m	64	11y 5m	89	13y 11m
15	6y 6m	40	9y	65	11y 6m	90	14y
16	6y 7m	41	9y 1m	66	11y 7m	91	14y 1m
17	6y 8m	42	9y 2m	67	11y 8m	92	14y 2m
18	6y 10m	43	9y 4m	68	11y 10m	93	14y 4m
19	6y 11m	44	9y 5m	69	11y 11m	94	14y 5m
20	7y	45	9y 6m	70	12y	95	14y 6m
21	7y 1m	46	9y 7m	71	12y 1m	96	14y 7m
22	7y 2m	47	9y 8m	72	12y 2m	97	14y 8m
23	7y 4m	48	9y 10m	73	12y 4m	98	14y 10m
24	7y 5m	49	9y 11m	74	12y 5m	99	14y 11m
25	7y 6m	50	10y	75	12y 6m	100	15y

Starting Points

IDL will generate an appropriate Starting Point for each student, based on the number of words spelt correctly, as in the Starting Points table below.

The correct level of difficulty in each IDL Lesson is based on 80% revision of previously learned material to 20% new learning.

As a general rule, each IDL lesson unit should contain one or two words which are slightly challenging: the rest of the lesson should feel easy for reading and spelling to allow fluency and confidence to develop.

Words Spelt Correctly	IDL Cloud Student Starting Points	
0 - 9	Very low spelling ability and/or poor letter recognition lower case	D1
10 - 14	Spelling age around 6 years	D23
15 - 19	Spelling age around 6.5 – 7 years	F25
20 - 24	Spelling age around 7 - 7.5 years	H12
25 - 30	Spelling age around 7.5 - 8 years	I12
31 - 34	Spelling age around 8 - 8.5 years	I12
35 - 40	Spelling age around 8.5 - 9 years	J1
41 - 59	Spelling age around 9+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	L1
60 - 79	Spelling age around or above 11+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	M27
80 - 100	Spelling age around or above 13 + years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	R17

Module	Learning Focus
D	Full stop. Introduction of I. Short vowels a,e,i,o,u. Punctuation - question mark and comma. Rhyming words with ap, ag, eg, et, id, it, og, ob, ub, ut. Non-phonetic words - the, to.
E	Dictation. Rhyming words with - ag, en, it, ot, ut. Non-phonetic words - he, my, of. Short vowel sounds.
F	Non-phonetic words - go, we, by. Three sets of rhyming vertical pairs. Different middle vowels. S as final sound. B and d words. Punctuation - apostrophe. Initial blends.
G	Punctuation - comma. Double consonant onsets - fl, sl, sk, cl, tr, cr, gr, dr, bl, ck, ff, ll, ss.
H	Triple blends. End blend rhymes - ant, and, end, ent, ink, int, ump, ish, est. Short vowel sounds. Punctuation - speech marks. Double consonant onset ch, sh.
I	Th, wh, ng. Non-phonetic word so. Punctuation - hyphen. Double consonant onset - st, br, sw. End blend rhyme - ing. Long a sound, a with magic e, ai, ay. Long e sound.
J	Long e sound, ee, ea, and y. Ai, ay, ee and y. Long i sound. Punctuation - dash.
K	I with magic e, y and igh. Long o with magic e, oa, ow, oo, ew. Long u sound, ui. Homophones – hear/here, heel/heal.
L	Hard and soft c. Ui and soft c. Hard and soft g. Homophones – weak/week, groan/grown, two/too/to. Syllables. Punctuation - semi-colon. Er, ir, ur.
M	Homophones – which/witch, bean/been, ate/eight, by/buy, meet /meat, some/sum. Grammar – verbs.
N	The two ow sounds. Homophones – blue/blew, whole/hole, find/fined, their/there, hare/hair. Grammar - nouns. Wh, air and are.
O	Oi, oy. Punctuation - colon. Homophones – fare/fair, pair/pear, where/wear, night/knight, tale/tail. Nouns, y to ies. Verbs y to ies or ied. Tricky words - said, talk.
P	Tricky words - cloud, would, should. Homophones – would/wood, knew/new, their/there, you/ewe/yew, bare/bear, horse/hoarse. Ph.
Q	Homophones – bored/board, flour/flower, aloud/allowed, hire/higher, hour/our, war/wore, stares/stairs, sighs/size, drawer/draw, fir/fur. Silent letters. Ain.
R	Homophones – source/sauce, guessed/guest, boarder/border, so/sew, there/their. Question and answer.
S	Ous, tion. Homophones – court/caught, sighed/side, wore/war, wear/where, check/cheque, right/write, minor/miner, heard/herd
T	Tion. The two ch sounds. Homophones – mussels/muscles. Ch as k sound. Silent letters.
U	Double consonants - ss, cc, rr, nn, rr, ll. Hard and soft c. Tion and ous endings. Or, ui, au, ear and ir sounds. Endings - ar, ary, ain, ense. Sounds - er, igh, ough, ier, ar, ou, ould.

Notes

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