

**LETRS¹ Phonics and Word Reading Survey
Administration and Scoring Record**

Student Name _____ Grade/Class _____ Age: _____ Date _____

General Directions: This survey should be individually administered. It is untimed, but it should take about 5-10 minutes to administer. Do not belabor administration of elements the student clearly does not know.

The survey is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught. When patterns are “learned,” they can be read automatically, without guesswork. This survey can be used with students from the last half of kindergarten onward. The series of tasks is organized according to a progression of phonic elements and syllable types that increase in difficulty. The number of subtests given will depend on how far the student can go with at least some success. Closed syllables, with short vowels, are by far the most common in English and are assessed before long vowel syllable patterns. Open syllables and VCe are the long vowel patterns tested first because they are typically taught before other long vowel patterns. The more complex, unusual, but regular vowel, consonant, syllable, and morpheme patterns follow.

First ask the student to read the single syllable words and nonsense syllables in each section. If they know at least some of the one-syllable patterns, ask the student to try the two- and three- syllable words. Discontinue if the student is having no success.

If the student makes a mistake but immediately self-corrects, count the item as correct. If the student makes an error, keep going without giving corrective feedback. Give neutral encouragement (“Nice job; you did just what I asked.”). Write down the student’s response on the record sheet so that types of decoding errors can be analyzed later. Encourage the student to move on (“Try the next one”) if he or she cannot respond to an item within about 3 seconds. Discontinue the survey when the word lists become too difficult for the student to read.

Letter Naming

Say, *I’m going to show you some letters in mixed up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound.*

Upper Case

M	S	R	A	L	E	H
B	Q	T	G	F	J	N
Z	Y	W	C	K	D	U
X	P	V	I	O		

_____/26

¹ *Language Essentials for Teachers of Reading and Spelling* (www.leters.com) Permission is given to reproduce and use this assessment in school or clinical practice.

Lower Case

o	f	e	d	j	n	k	h	l	
c	i	t	w	a	r	v	g	u	
s	b	x	m	p	q	y	z		____/26

Letter-Sound Correspondences, Single Consonants and Digraphs

Say, I'm going to show you some letters in mixed up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names. For example, if you see "m", you would say /m/. Point to the letter as you say the sound.

m	f	t	s	b	w	
k	d	r	v	n	j	
l	g	p	h	z	y	
qu	th	sh	ch	wh	ng	____/24

High Frequency Words

Say, Here are some words for you to read. Point to them as you read them. (Encourage the student to try the next one if they don't know a word within 3 seconds).

see	my	have	to	she	all	some	
was	of	any	where	put	for	are	
they	over	what	would	these	which	your	
every	once	things	does	right	because	answer	
done	always	much	pull	heart	whole	although	____/35

Letter-sound Correspondences, Short and Long Vowels

(Recall) **Say,** I'm going to show you some more letters. Tell me the short vowel sound each one stands for.

i	u	a	o	e	____/5
---	---	---	---	---	--------

Now, tell me the long sound for each vowel. (If the student doesn't know how to respond, tell him/her that the long vowel can be found in the letter's name.)

i u a o e ____/5

(Recognition) **If the student has trouble, say,** *Now I'm going to say a vowel sound. You point to the letter that spells that sound. (Exaggerate the vowel sound as you say the following words.)*
/ü/, up; /ě/, e-cho. /ö/, o-ctopus; /ǎ/, a -pple; /ĩ/, i-tch.

e a u i o ____/5

Closed Syllable Words with Short Vowels and Single Consonants

Say, *I'm going to show you some real words and some made-up words. You can read the made-up (nonsense) words as if they were parts of real words. Do the best you can.* Tell the student that the second set is nonsense or made-up words.

Real	rot	wed	bun	lap	kit	sum	____/6
Nonsense	lom	mis	pez	gom	rad	jun	____/6
Combined	rabbit	unfed	picnic	napkin	sudden	cotton	____/6

Closed Syllables with Digraphs, Doubles and Blends

Real	twin	prep	stiff	grunt	drop	trust	
	glint	clamp	smell	flunk	shred	chick	____/12
Nonsense	chonk	thremp	spaz	bling	steck	culf	____/6
Combined	skimming	backdrop	upswing	complex	maddest	subject	____/6

Long Vowel – VCe Words and Syllables

Real	dome	plate	tune	vote	chime	whale	____/6
Nonsense	lete	pruse	wabe	pire	throme	bline	____/6
Combined	suppose	compete	implode	unmade	insane	commune	____/6

Vowel-r Syllables

Real	fur	or	yurt	girl	chard	jerk	___/6
Nonsense	jer	thir	zor	gurt	sarm	glers	___/6
Combined	setter	doctor	artwork	platform	surfer	starburst	___/6

Vowel Team Syllables

Real	ray	keel	mail	spout	foal	flight	___/6
Nonsense	voy	wain	loob	cruit	plaud	wright	___/6
Combined	sustain	turmoil	cheater	coleslaw	soupspoon	snowboard	___/6

Complex Consonant Patterns (Hard/soft c and g; -dge, -tch)

Real	price	guard	sledge	clutch	gem	cyst	___/6
Nonsense	gyr	trece	woge	datch	zudge	cim	___/6

Mixed Syllables with Consonant-le

bugle	stable	battle	juggle	steeple	
boggle	scrabble	maple	noodle	chortle	___/10

Base Words with Inflections and Common Suffixes

mittens	crushes	puffed	unknowing	evenly	
dodged	poorly	frighten	breezes	guppies	___/10

Compound Words, Varied Syllable Types

daytime	blueprint	cornfield	deadbeat	earthworm	grapevine
butterfly	matchbook	playground	roadway	skylight	whiplash

___/12

Common Derivational Prefixes, Roots, and Suffixes

informative disagreement enjoyable retract prediction express ___/6

Extension: Encoding (Use separate piece of lined paper.)

Write the alphabet in order. Use lower case manuscript or cursive.

a b c d e f g h i j k l m n o p q r s t u v w x y z ___26

Write the letter or letters that represent each sound:

/sh/ /j/ /y/ /h/ /l/ /d/

/ch/ /n/ /v/ /z/ /ks/ (x) /kw/ (qu) ___12

[Administer Diagnostic Spelling Inventory, Primary or Elementary]

Student: _____ Date: _____

Foundation Skill	Targets for Instruction			Pre- TOTALS - Post	
Letter Names, Upper				___/26	___/26
Letter Names, Lower				___/26	___/26
Consonant Letter-Sounds				___/24	___/24
High Frequency Words				___/35	___/35
Vowel Sounds, short				___/5	___/5
Vowel sounds, long				___/5	___/5
Decoding Skill	Real Words	Non-Wds	Multi-syllable	Pre - TOTALS - Post	
Closed syllables, simple.	___/6	___/6	___/6	___/18	___/18
Closed syllables, complex.	___/12	___/6	___/6	___/24	___/24
Vowel-Consonant-e	___/6	___/6	___/6	___/18	___/18
Vowel-r	___/6	___/6	___/6	___/18	___/18
Vowel teams	___/6	___/6	___/6	___/18	___/18
Complex consonants	___/6	___/6		___/12	___/12
Mixed syllables with consonant-le	___/10			___/10	___/10
Common inflections and suffixes	___/10			___/10	___/10
Compounds	___/12			___/12	___/12
Derivational prefixes, suffixes, roots	___/6			___/6	___/6

LETRS Phonics and Word Reading Survey*Student Pages*

Letter Names

M	S	R	A	L	E	H
B	Q	T	G	F	J	N
Z	Y	W	C	K	D	U
X	P	V	I	O		

Letter Names

o	f	e	d	j	n	k	h	l
c	i	t	w	a	r	v	g	u
s	b	x	m	p	q	y	z	

Letter Sounds

m	f	t	s	b	w
k	d	r	v	n	j
l	g	p	h	z	y
qu	th	sh	ch	wh	ng

Words

see	my	have	to	she	all	some
was	of	any	where	put	for	are
they	over	what	would	these	which	your
every	once	things	does	right	because	answer
done	always	much	pull	heart	whole	although

Vowels

i u a o e

Closed Syllables

rot wed bun lap kit sum

lom mis pez gom rad jux

rabbit unfed picnic napkin sudden cotton

Complex Closed Syllables

twin	prep	stiff	grunt	drop	trust
glint	clamp	smell	flunk	shred	chick
chonk	thremp	spaz	bling	steck	culf
skimming	backdrop	upswing	complex	maddest	subject

Long Vowel, VCe

dome	plate	tune	vote	chime	whale
lete	pruse	wabe	pire	throme	bline
suppose	compete	implode	unmade	insane	commune

Vowel-r Syllables

fur or yurt girl chard jerk

jer thir zor gurt sarm glers

setter doctor artwork platform surfer starburst

Vowel Team Syllables

ray	keel	mail	spout	foal	flight
voy	wain	loob	cruit	plaud	wright
sustain	turmoil	cheater	coleslaw	soupspoon	snowboard

Complex Consonant Patterns (Hard/soft c and g; -dge, -tch)

price	guard	sledge	clutch	gem	cyst
gyre	trece	woge	datch	zudge	cim

Mixed Syllables with Consonant-le

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dodged	poorly	frighten	breezes	guppies

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butterfly	matchbook	playground	roadway	skylight	whiplash

Common Derivational Prefixes, Roots, and Suffixes

informative	disagreement	enjoyable
retract	prediction	express