



# Reading Accuracy, Fluency & Generalisation Assessment

September 2019

# Reading Accuracy & Fluency Assessment: Guidelines for Administration

## Purpose

To assess the accuracy and fluency of children's reading skills and whether they are generalising their skills to reading real books.

There are a number of different skills that research has shown to be the most useful in learning to read. This assessment gives detailed information on each of these skills and is useful in planning interventions.

## Sections

The assessment is divided into different sections depending on the skill being assessed:

1. Prerequisite Reading skills: Synthesis (phonological skill most closely linked to reading)
2. Accuracy and Fluency of Reading skills
  - a. Reading of the 100 most common words
  - b. Reading of letter sounds
  - c. Blending and reading of phonically regular words
  - d. Blending and reading of words containing letter combinations
3. Generalisation Assessment

## Administration Guidelines

### 1. Prerequisite Reading Skills: Assessment of Synthesis

Synthesis: Say the sounds and ask the child to say the sounds followed by the word  
E.g. Adult 'm-a-n' Child 'm-a-n man'.

### 2. Accuracy and Fluency of reading skills

Accuracy and fluency of skills are assessed using one minute assessment probes. Accuracy is assessed by number of errors made and fluency measured by the speed of the responses. It is useful to have two copies of the probe (one for the adult and one for the child). Ask the child to start at the top and move horizontally from left to right. Record the number of correct responses and the number of errors on the Reading Record Sheet (page 4).

There are four sections as four critical skills are being assessed (reading 100 most common words, reading letter sounds, blending and reading of phonically regular words and the blending and reading of words containing letter combinations).

The suggested aim rates are based on professional judgement rather than experimentation and are intended as guidelines only.

Probe	Skill assessed	Guidelines	Aim Rate
HF1	Reading High Frequency words 1-20	Ask the child to read the words. If the child finishes the sheet within the minute ask them to go back to the top.	50
HF2	Reading High Frequency words 21-40		50
HF3	Reading High Frequency words 41-60		50
HF4	Reading High Frequency words 61-80		50
HF5	Reading High Frequency words 81-100		50
LS1	Reading Letter Sounds	Ask the child to read the letter sounds.	50
PR1	Blending and Reading CVC words	Ask the child to <b>blend and read</b> the words e.g. 'j-a-m jam' as we are assessing blending skills not sight vocabulary.	25
PR2	Blending and Reading CVCC words		20-25
PR3	Blending and Reading CCVC words		20-25
PR4	Blending and Reading CCVCC words		20-25
PR Mix	Blending and Reading a mixture of CVC, CVCC, CCVC and CCVCC words		20-25
LC1	Blending and Reading words containing a-e/i-e/o-e/u-e	Ask the child to <b>blend and read</b> the words e.g. 'b-a-ck back' as we are assessing blending skills not sight vocabulary.	20-25
LC2	Blending and Reading words containing ck/th/er/ing/sh/wh/qu/ar/ea/oo		20-25
LC3	Blending and Reading words containing ee/ai/ch/or/ay/igh/ur/oa/ou/aw		20-25
LC4	Blending and Reading words containing ir/kn/oi/ph/ey/oy/ew/air/ear/oor		20-25

### 3. Generalisation Assessment

Ask the child to read a **book of his/her choice** for 3 minutes. Record the amount of words read correctly and number of errors and calculate the % of words read correctly. This will assess how the child is generalising and applying his/her reading skills. In order to read for meaning children are expected to be reading with 95% accuracy at a rate of over 1 word per second (so approx. 200 words in 3 minutes).

# Reading Assessment Record Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

## Prerequisite Reading Skills

Synthesis of phonically regular words	<b>/25</b>	Synthesis of words containing letter combinations	<b>/36</b>
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## Reading Skills: Accuracy & Fluency Assessment

	Skill assessed	Provisional Aim Rate	No. Correct	No. of errors
100 most common words	HF1: Reading High Frequency words 1-20	50		
	HF2: Reading High Frequency words 21-40	50		
	HF3: Reading High Frequency words 41-60	50		
	HF4: Reading High Frequency words 61-80	50		
	HF5: Reading High Frequency words 81-100	50		
Phonically regular words	LS1: Reading Letter Sounds	50		
	PR1: Blending and Reading CVC words	25		
	PR2: Blending and Reading CVCC words	20-25		
	PR3: Blending and Reading CCVC words	20-25		
	PR4: Blending and Reading CCVCC words	20-25		
	PR Mix: Blending and Reading a mixture of CVC, CVCC, CCVC and CCVCC words	20-25		
Words containing letter combinations	LC1: Blending and Reading words containing a-e/i-e/o-e/u-e	20-25		
	LC2: Blending and Reading words containing ck/th/er/ing/sh/wh/qu/ar/ea/oo	20-25		
	LC3: Blending and Reading words containing ee/ai/ch/or/ay/igh/ur/oa/ou/aw	20-25		
	LC4: Blending and Reading words containing ir/kn/oi/ph/ey/oy/ew/air/ear/oor	20-25		

## Reading Skills: Generalisation Assessment

Book:			
Total Number of Words Read (B)	Number of Words Read Correctly (A)	Number of Errors	Percentage i.e. A/B x 100

Name \_\_\_\_\_

Date \_\_\_\_\_

## Assessment of Pre-requisite Reading Skills

### Synthesis of phonically regular words

Say the sounds and ask the child to put the sounds together to make a word – (e.g. Adult “u”-“p”, Child “up”)

						Total
VC	u-p	a-m	i-f	i-t	o-n	
CVC	c-a-n	r-a-t	h-u-t	w-i-n	b-e-t	
CVCC	l-i-n-k	s-o-f-t	m-u-s-t	w-e-p-t	b-e-n-d	
CCVC	d-r-o-p	c-l-a-p	s-p-a-n	t-w-i-g	c-r-a-b	
CCVCC	s-t-a-m-p	d-r-i-n-k	p-l-u-m-p	b-l-e-n-d	f-r-o-s-t	
<b>Total:</b>						

### Synthesis of words with letter combinations

Say the sounds and ask the child to put the sounds together to make a word – (e.g. Adult “w”-“or”-“n”, Child “worn”)

						Total
th-i-n	sh-ee-t	ch-a-p	r-i-ch	s-t-oo-l	d-a-sh	
wh-i-m	f-er-n	b-a-ck	s-ing	n-ea-t	ar-t	
p-ai-n-t	c-or-n	t-r-ay	l-igh-t	b-ur-n	b-oa-t	
l-ou-d	d-r-aw	b-ir-d	c-oi-n	g-r-a-ph	kn-o-t	
k-ey	b-oy	f-l-ew	n-ee-d	qu-i-d	p-air	
t-ear	d-oor	t-a-pe	m-i-le	j-o-ke	d-u-ke	
<b>Total:</b>						

**Total /36**

## **HF1 - Skill Assessed: Reading of High Frequency words 1-20**

*Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>a</b>	<b>and</b>	<b>is</b>	<b>he</b>	<b>then</b>	5
<b>my</b>	<b>to</b>	<b>with</b>	<b>the</b>	<b>it</b>	10
<b>in</b>	<b>of</b>	<b>I</b>	<b>that</b>	<b>went</b>	15
<b>was</b>	<b>am</b>	<b>had</b>	<b>me</b>	<b>some</b>	20
<b>it</b>	<b>then</b>	<b>in</b>	<b>me</b>	<b>with</b>	25
<b>to</b>	<b>went</b>	<b>a</b>	<b>I</b>	<b>he</b>	30
<b>had</b>	<b>am</b>	<b>the</b>	<b>was</b>	<b>my</b>	35
<b>is</b>	<b>that</b>	<b>some</b>	<b>of</b>	<b>and</b>	40

## **HF2 - Skill Assessed: Reading of High Frequency words 21-40**

*Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>saw</b>	<b>this</b>	<b>for</b>	<b>his</b>	<b>see</b>	5
<b>we</b>	<b>go</b>	<b>little</b>	<b>she</b>	<b>when</b>	10
<b>are</b>	<b>has</b>	<b>one</b>	<b>there</b>	<b>at</b>	15
<b>have</b>	<b>out</b>	<b>they</b>	<b>come</b>	<b>her</b>	20
<b>when</b>	<b>see</b>	<b>are</b>	<b>come</b>	<b>little</b>	25
<b>go</b>	<b>at</b>	<b>saw</b>	<b>one</b>	<b>his</b>	30
<b>they</b>	<b>out</b>	<b>she</b>	<b>have</b>	<b>we</b>	35
<b>for</b>	<b>there</b>	<b>her</b>	<b>has</b>	<b>this</b>	40

### **HF3 - Skill Assessed: Reading of High Frequency words 41-60**

*Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>about</b>	<b>could</b>	<b>make</b>	<b>take</b>	<b>after</b>	5
<b>did</b>	<b>new</b>	<b>their</b>	<b>all</b>	<b>do</b>	10
<b>next</b>	<b>them</b>	<b>an</b>	<b>down</b>	<b>not</b>	15
<b>three</b>	<b>as</b>	<b>from</b>	<b>now</b>	<b>time</b>	20
<b>do</b>	<b>after</b>	<b>next</b>	<b>now</b>	<b>their</b>	25
<b>new</b>	<b>not</b>	<b>about</b>	<b>an</b>	<b>take</b>	30
<b>from</b>	<b>as</b>	<b>all</b>	<b>three</b>	<b>did</b>	35
<b>make</b>	<b>down</b>	<b>time</b>	<b>them</b>	<b>could</b>	40



## **HF4 - Skill Assessed: Reading of High Frequency words 61-80**

*Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>away</b>	<b>get</b>	<b>off</b>	<b>today</b>	<b>back</b>	5
<b>got</b>	<b>old</b>	<b>too</b>	<b>be</b>	<b>here</b>	10
<b>on</b>	<b>two</b>	<b>because</b>	<b>him</b>	<b>once</b>	15
<b>up</b>	<b>big</b>	<b>into</b>	<b>other</b>	<b>us</b>	20
<b>here</b>	<b>back</b>	<b>on</b>	<b>other</b>	<b>too</b>	25
<b>old</b>	<b>once</b>	<b>away</b>	<b>because</b>	<b>today</b>	30
<b>into</b>	<b>big</b>	<b>be</b>	<b>up</b>	<b>got</b>	35
<b>off</b>	<b>him</b>	<b>us</b>	<b>two</b>	<b>get</b>	40

## **HF5 - Skill Assessed: Reading of High Frequency words 81-100**

*Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>but</b>	<b>last</b>	<b>our</b>	<b>very</b>	<b>by</b>	5
<b>like</b>	<b>over</b>	<b>were</b>	<b>call</b>	<b>live</b>	10
<b>out</b>	<b>what</b>	<b>came</b>	<b>look</b>	<b>said</b>	15
<b>will</b>	<b>can</b>	<b>made</b>	<b>so</b>	<b>you</b>	20
<b>live</b>	<b>by</b>	<b>out</b>	<b>so</b>	<b>were</b>	25
<b>over</b>	<b>said</b>	<b>but</b>	<b>came</b>	<b>very</b>	30
<b>made</b>	<b>can</b>	<b>call</b>	<b>will</b>	<b>like</b>	35
<b>put</b>	<b>look</b>	<b>you</b>	<b>what</b>	<b>last</b>	40

## **LS1 - Skill Assessed: Reading of Letter Sounds**

*Administration: Ask the child to identify the letter sounds. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of sounds identified correctly and the number of errors.*

<b>a</b>	<b>m</b>	<b>t</b>	<b>s</b>	<b>i</b>	5
<b>f</b>	<b>d</b>	<b>r</b>	<b>o</b>	<b>g</b>	10
<b>l</b>	<b>h</b>	<b>u</b>	<b>c</b>	<b>b</b>	15
<b>n</b>	<b>k</b>	<b>v</b>	<b>e</b>	<b>p</b>	20
<b>w</b>	<b>j</b>	<b>y</b>	<b>x</b>	<b>q</b>	25
<b>z</b>	<b>a</b>	<b>m</b>	<b>i</b>	<b>f</b>	30
<b>r</b>	<b>o</b>	<b>g</b>	<b>l</b>	<b>h</b>	35
<b>t</b>	<b>e</b>	<b>p</b>	<b>n</b>	<b>w</b>	40

## **PR1 - Skill Assessed: Blending and Reading of CVC words**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>mat</b>	<b>pen</b>	<b>fun</b>	<b>win</b>	<b>hot</b>	5
<b>kip</b>	<b>can</b>	<b>hut</b>	<b>cob</b>	<b>him</b>	10
<b>bun</b>	<b>fat</b>	<b>wet</b>	<b>not</b>	<b>leg</b>	15
<b>pin</b>	<b>yet</b>	<b>jam</b>	<b>zen</b>	<b>did</b>	20
<b>sag</b>	<b>ten</b>	<b>mug</b>	<b>rod</b>	<b>cot</b>	25
<b>hut</b>	<b>bit</b>	<b>fed</b>	<b>nut</b>	<b>lip</b>	30
<b>pot</b>	<b>gag</b>	<b>men</b>	<b>sat</b>	<b>kip</b>	35
<b>fun</b>	<b>not</b>	<b>did</b>	<b>fat</b>	<b>pen</b>	40

## **PR2 - Skill Assessed: Blending and Reading of CVCC words**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>just</b>	<b>cast</b>	<b>gulp</b>	<b>rust</b>	<b>help</b>	5
<b>soft</b>	<b>must</b>	<b>dent</b>	<b>hilt</b>	<b>bend</b>	10
<b>tank</b>	<b>desk</b>	<b>camp</b>	<b>band</b>	<b>bank</b>	15
<b>junk</b>	<b>hand</b>	<b>bulb</b>	<b>wisp</b>	<b>risk</b>	20
<b>bond</b>	<b>lisp</b>	<b>list</b>	<b>went</b>	<b>mist</b>	25
<b>wilt</b>	<b>tent</b>	<b>link</b>	<b>left</b>	<b>jump</b>	30
<b>fast</b>	<b>ring</b>	<b>gong</b>	<b>song</b>	<b>sink</b>	35
<b>held</b>	<b>mend</b>	<b>bump</b>	<b>mask</b>	<b>left</b>	40

### **PR3 - Skill Assessed: Blending and Reading of CCVC words**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>twig</b>	<b>skip</b>	<b>plum</b>	<b>grab</b>	<b>spot</b>	5	
<b>trek</b>	<b>flop</b>	<b>grip</b>	<b>plan</b>	<b>blot</b>		
<b>scum</b>	<b>swot</b>	<b>drop</b>	<b>scan</b>	<b>flag</b>		
<b>snob</b>	<b>glad</b>	<b>bled</b>	<b>brim</b>	<b>smog</b>		
<b>clap</b>	<b>slug</b>	<b>drum</b>	<b>snip</b>	<b>trap</b>		
<b>spit</b>	<b>trim</b>	<b>stab</b>	<b>glum</b>	<b>swim</b>		
<b>slot</b>	<b>crib</b>	<b>grip</b>	<b>trot</b>	<b>fret</b>		
<b>stun</b>	<b>frog</b>	<b>plan</b>	<b>grub</b>	<b>step</b>		40

## **PR4 - Skill Assessed: Blending and Reading of CCVCC words**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>spend</b>	<b>tramp</b>	<b>plump</b>	<b>grand</b>	<b>skunk</b>	5
<b>stamp</b>	<b>drank</b>	<b>scalp</b>	<b>print</b>	<b>slept</b>	10
<b>clamp</b>	<b>blunt</b>	<b>stand</b>	<b>tramp</b>	<b>drift</b>	15
<b>brand</b>	<b>frost</b>	<b>swift</b>	<b>slant</b>	<b>drink</b>	20
<b>twist</b>	<b>brink</b>	<b>crisp</b>	<b>gland</b>	<b>trend</b>	25
<b>clasp</b>	<b>blend</b>	<b>blast</b>	<b>craft</b>	<b>plant</b>	30
<b>stand</b>	<b>scalp</b>	<b>cramp</b>	<b>slump</b>	<b>clink</b>	35
<b>clank</b>	<b>frank</b>	<b>print</b>	<b>swift</b>	<b>stamp</b>	40

**PRMix - Skill Assessed: Blending and Reading of VC, CVC, CVCC, CCVC and CCVCC words**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>jam</b>	<b>sink</b>	<b>plod</b>	<b>tramp</b>	<b>crib</b>	5
<b>blast</b>	<b>hit</b>	<b>help</b>	<b>twist</b>	<b>band</b>	10
<b>mask</b>	<b>cab</b>	<b>tram</b>	<b>wet</b>	<b>plump</b>	15
<b>grub</b>	<b>pan</b>	<b>plan</b>	<b>grand</b>	<b>pant</b>	20
<b>crisp</b>	<b>grin</b>	<b>bank</b>	<b>mat</b>	<b>trend</b>	25
<b>bump</b>	<b>tap</b>	<b>drum</b>	<b>skin</b>	<b>craft</b>	30
<b>lad</b>	<b>trek</b>	<b>brim</b>	<b>mend</b>	<b>drift</b>	35
<b>hut</b>	<b>mat</b>	<b>frost</b>	<b>spit</b>	<b>went</b>	40



**LC1 - Skill Assessed: Blending and Reading of words containing the letter combinations a-e/i-e/o-e/u-e**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>bite</b>	<b>poke</b>	<b>mate</b>	<b>cute</b>	<b>kite</b>	5
<b>rote</b>	<b>time</b>	<b>joke</b>	<b>mine</b>	<b>fade</b>	10
<b>plane</b>	<b>maze</b>	<b>snake</b>	<b>froze</b>	<b>home</b>	15
<b>mile</b>	<b>note</b>	<b>fume</b>	<b>bake</b>	<b>spine</b>	20
<b>fade</b>	<b>kite</b>	<b>plane</b>	<b>crime</b>	<b>spoke</b>	25
<b>prime</b>	<b>home</b>	<b>bribe</b>	<b>snake</b>	<b>cute</b>	30
<b>like</b>	<b>note</b>	<b>mine</b>	<b>mile</b>	<b>rote</b>	35
<b>skate</b>	<b>froze</b>	<b>spine</b>	<b>maze</b>	<b>cube</b>	40

**LC2 - Skill Assessed: Blending and Reading of words containing the letter combinations ck/th/er/ing/sh/wh/qu/ea/ar/oo**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>cloth</b>	<b>whisk</b>	<b>herd</b>	<b>food</b>	<b>flick</b>	5
<b>smart</b>	<b>smash</b>	<b>clean</b>	<b>quack</b>	<b>fling</b>	10
<b>neat</b>	<b>bath</b>	<b>star</b>	<b>whiz</b>	<b>kick</b>	15
<b>dash</b>	<b>quilt</b>	<b>ping</b>	<b>scold</b>	<b>term</b>	20
<b>black</b>	<b>quip</b>	<b>shunt</b>	<b>freak</b>	<b>bring</b>	25
<b>moon</b>	<b>dart</b>	<b>stern</b>	<b>think</b>	<b>whim</b>	30
<b>ship</b>	<b>roost</b>	<b>quid</b>	<b>ding</b>	<b>fern</b>	35
<b>thin</b>	<b>heap</b>	<b>back</b>	<b>whip</b>	<b>car</b>	40

**LC3 - Skill Assessed: Blending and Reading of words containing the letter combinations ee/ai/ch/or/ay/igh/ur/oa/ou/aw**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>pinch</b>	<b>burst</b>	<b>trout</b>	<b>bay</b>	<b>short</b>	5
<b>foal</b>	<b>free</b>	<b>trawl</b>	<b>frail</b>	<b>sigh</b>	10
<b>bee</b>	<b>proud</b>	<b>north</b>	<b>roast</b>	<b>chant</b>	15
<b>spurt</b>	<b>paint</b>	<b>sight</b>	<b>paw</b>	<b>tray</b>	20
<b>trail</b>	<b>night</b>	<b>tweet</b>	<b>outlet</b>	<b>storm</b>	25
<b>way</b>	<b>prawl</b>	<b>float</b>	<b>such</b>	<b>curb</b>	30
<b>grout</b>	<b>play</b>	<b>vain</b>	<b>high</b>	<b>need</b>	35
<b>yawn</b>	<b>chin</b>	<b>fur</b>	<b>form</b>	<b>coal</b>	40

**LC4 - Skill Assessed: Blending and Reading of words containing the letter combinations ir/kn/oi/ph/ey/oy/ew/air/ear/oor**

*Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.*

<b>first</b>	<b>orphan</b>	<b>boy</b>	<b>knit</b>	<b>key</b>	<b>5</b>
<b>tear</b>	<b>hoist</b>	<b>hair</b>	<b>doorway</b>	<b>flew</b>	<b>10</b>
<b>phone</b>	<b>knit</b>	<b>moor</b>	<b>hearing</b>	<b>royal</b>	<b>15</b>
<b>crew</b>	<b>moist</b>	<b>beard</b>	<b>bird</b>	<b>hockey</b>	<b>20</b>
<b>phantom</b>	<b>flooring</b>	<b>coy</b>	<b>pair</b>	<b>knee</b>	<b>25</b>
<b>key</b>	<b>ear</b>	<b>coin</b>	<b>graph</b>	<b>cashew</b>	<b>30</b>
<b>enjoy</b>	<b>screw</b>	<b>toy</b>	<b>ear</b>	<b>air</b>	<b>35</b>
<b>knew</b>	<b>fir</b>	<b>donkey</b>	<b>mooring</b>	<b>oil</b>	<b>40</b>

