

LETRS Phonics and Word-Reading Survey

Administration and Scoring Record

General Directions: This survey should be individually administered. It is untimed but should take 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, which have 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—but still 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 (e.g., “Nice job; you did just what I asked.”). Write down the student’s response so that types of decoding errors can be analyzed later. Encourage the student to move on (e.g., “Try the next one.”) if he or she cannot respond to an item within about three seconds. Discontinue the survey when the word lists become too difficult for the student to read.

Quick Tips	
How given?	Individually
Where to begin?	At the level where you think the student will be 100% correct
When to end?	When the student becomes frustrated or makes many errors
What if a student corrects an error immediately?	Count the item as correct
What if a student takes more than three seconds to answer?	Move on to next item, and make a note that he/she took too long to respond

LETRS Phonics and Word Reading Survey

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."

Uppercase

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

Lowercase

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 *n*, you would say '/n/.' 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 he or she doesn't know a word within three 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

(Students recall the sound.) 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

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

i	u	a	o	e
---	---	---	---	---

_____ /5

(Students recognize the letter.) 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: /ŭ/, u - p; /ě/, e - cho; /ŏ/, o - ctopus; /ă/, a - pple; /ĭ/, i - tch.

i u a o e

_____/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	dez	gom	jad	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	thramp	spiz	blung	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	intact	commune	_____/6

Vowel-r Syllables

Real	fur	or	yurt	girl	chard	tern	_____/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	fain	loob	cruit	plaud	stight	_____/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 Prefixes, Roots, and Derivational Suffixes

informative	disagreement	enjoyable	retract	prediction	express	_____/6
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Extension: Encoding (Use separate piece of lined paper.)

Say: "Write the alphabet in order. Use uppercase or lowercase letters."

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

Say: "Write the letter or letters that represent each sound."

/sh/	/j/	/y/	/h/	/l/	/d/	
/ch/	/n/	/v/	/z/	/ks/ (x)	/kw/ (qu)	_____/12

Name _____ Date _____

Summary Chart

Foundation Skill	Targets for Instruction			TOTALS	
				Pre	Post
Letter Naming, Uppercase				___/26	___/26
Letter Naming, Lowercase				___/26	___/26
Letter-Sound Correspondences: Single Consonants and Digraphs				___/24	___/24
High-Frequency Words				___/35	___/35
Letter-Sound Correspondences: Short and Long Vowels				___/15	___/15
Decoding Skill	Real	Nonsense	Combined	Pre	Post
Closed-Syllable Words with Short Vowels and Single Consonants	___/6	___/6	___/6	___/18	___/18
Closed Syllables with Digraphs, Doubles, and Blends	___/12	___/6	___/6	___/24	___/24
Long Vowels: VCe Words and Syllables	___/6	___/6	___/6	___/18	___/18
Vowel-r Syllables	___/6	___/6	___/6	___/18	___/18
Vowel Team Syllables	___/6	___/6	___/6	___/18	___/18
Complex Consonant Patterns	___/6	___/6		___/12	___/12
Mixed Syllables with Consonant-le	___/10			___/10	___/10
Base Words with Inflections and Common Suffixes	___/10			___/10	___/10
Compound Words: Varied Syllable Types	___/12			___/12	___/12
Common Prefixes, Roots, and Derivational Suffixes	___/6			___/6	___/6
Extension: Encoding	Targets for Instruction			Pre	Post
Writing the Alphabet				___/26	___/26
Writing the Letters				___/12	___/12

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	dez	gom	jad	jun
rabbit	unfed	picnic	napkin	sudden	cotton

Complex Closed Syllables

twin	prep	stiff	grunt	drop	trust
glint	clamp	smell	flunk	shred	chick
chonk	thramp	spiz	blung	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	intact	commune

Vowel-r Syllables

fur	or	yurt	girl	chard	tern
jer	thir	zor	gurt	sarm	glers
setter	doctor	artwork	platform	surfer	starburst

Vowel Team Syllables

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

Complex Consonant Patterns

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

Mixed Syllables with Consonant-le

bugle stable battle juggle steeple
boggle scrabble maple noodle chortle

Base Words

mittens crushes puffed unknowing evenly
dodged poorly frighten breezes guppies

Compound Words

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

Common Prefixes, Roots, and Derivational Suffixes

informative disagreement enjoyable retract prediction express