

# Teacher Knowledge Assessment

## 1. PHONOLOGY:

How many sounds are there in each of these words?

drip \_\_\_\_\_ window \_\_\_\_\_ gorge \_\_\_\_\_  
anger \_\_\_\_\_ strange \_\_\_\_\_ witch \_\_\_\_\_  
flame \_\_\_\_\_ exit \_\_\_\_\_ wrapping \_\_\_\_\_  
sneezed \_\_\_\_\_

/10

Write down the new words that are made by reversing the sounds in these words.

card \_\_\_\_\_ lurk \_\_\_\_\_ nut \_\_\_\_\_  
light \_\_\_\_\_ mark \_\_\_\_\_ cheap \_\_\_\_\_  
pitch \_\_\_\_\_ time \_\_\_\_\_ tail \_\_\_\_\_  
came \_\_\_\_\_

/10

## 2. ORTHOGRAPHY:

Underline the digraphs in these words.

porch sheep reach card thump  
warm flower voice funny roast

/10

Underline the blends in these words.

blank comb first craft thrust  
folding crank silky shelf straight

/10

Write at least four different ways of spelling each of these sounds in English.

/f/ \_\_\_\_\_  
/sh/ \_\_\_\_\_  
long /a/ \_\_\_\_\_  
/er/ \_\_\_\_\_

/16

The letter **y** can be pronounced in different ways in different words.  
List four sounds the letter **y** can represent in words.

/4

Circle the exact letter patterns that represent the 'k' sound in words in this paragraph.

The queue to get into the cricket grounds stretched for miles along Central Quay. It was the school holidays so there were kids everywhere. The ice-cream van on the corner was doing a roaring trade!

/8

Fill in the Elkonin boxes for these words. Write the grapheme that represents each phoneme in a separate box.

**draught**

--	--	--	--	--	--	--	--

**blinkers**

--	--	--	--	--	--	--	--

**access**

--	--	--	--	--	--	--	--

**formally**

--	--	--	--	--	--	--	--

**danger**

--	--	--	--	--	--	--	--

**accord**

--	--	--	--	--	--	--	--

/6

### 3. MORPHOLOGY:

Write three suffixes that mean an occupation – a person who is, or a person who does something.

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/3

Write three prefixes that mean **not**.

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/3

Break these words into morphemes and write each morpheme in a separate box.

For example: **telescope**

tele	scope		
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sensible

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reversible

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unethical

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microscopic

--	--	--	--

injection

--	--	--	--

prescription

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/6

## 5. SPELLING RULES AND CONVENTIONS

What letters follow a **c** and a **g** to tell us to pronounce these letters as a 'soft c' ('s') or a 'soft g' ('j') ?

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/3

When the short /e/ is written **ea**, it is usually followed by particular spelling patterns. List three of these patterns.

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/3

When these graphemes – **igh/eigh/aigh/ough** – are inside a syllable in words, what letter usually follows them?

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/3

Put apostrophes where they are needed in these sentences.

The students shoes were all mixed up when they took them off at the door.

The horses riders struggled to keep their animals calm when the storm struck.

The childrens toys were broken when the earthquake struck.

The farmer sells his eggs at the farmers co-operative market.

The boys shoe lost its laces when he was running through the bush.

/5

**Total** \_\_\_\_\_ **/100**

This questionnaire was developed with reference to the surveys of language knowledge outlined in "Speech to Print" by Louisa Cook Moats (2000, Paul H Brooks Publishing Co Ltd.).