

# Teacher Knowledge Assessment

## 1. PHONOLOGY:

How many sounds are there in each of these words?

/10

drip	4	window	5
gorge	3	anger	4
strange	6	witch	3
flame	4	exit	5
wrapping	5	sneezed	5

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

/10

card	dark	lurk	curl
nut	ton	light	tile
mark	calm	cheap	peach
pitch	chip	time	might
tail	late	came	make

## 2. ORTHOGRAPHY:

Underline the digraphs in these words.

/10

porch	or ch	sheep	sh ee
reach	ea ch	card	ar
thump	th	warm	ar
flower	ow er	voice	oi ce
funny	nn	roast	oa

Underline the blends in these words.

/10

blank	bl nk	comb	none
first	st	craft	cr ft
thrust	thr st	folding	ld
crank	cr nk	silky	lk
shelf	lf	straight	str

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

/16

/f/ f ff ph gh (or ugh)  
/sh/ sh ch s ti ci ssi si xi shi ce sc ss  
long /a/ a a\_e ay ey eigh aigh ai ea  
/er/ er ur ir ear urr or ere

The letter **y** can be pronounced in different ways in different words.

List four sounds the letter **y** can represent in words. /4

/y/ (yellow)  
long /i/ (fly)  
long /e/ (baby)  
short /i/ (gym)

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

/8

The **q**ueue to get into the **c**rick**e**t grounds stretched for miles along Central **Q**uay. It was the **s**ch**o**ol holidays so there were **k**ids everywhere. The ice-**c**ream van on the **c**orner was doing a roaring trade!

Fill in the Elkonin boxes for these words.

Write the grapheme that represents each phoneme in a separate box.

/6

**draught**

d	r	au	gh	t			
---	---	----	----	---	--	--	--

or

d	r	a	ugh	t			
---	---	---	-----	---	--	--	--

**blinkers**

b	l	i	n	k	er	s	
---	---	---	---	---	----	---	--

**access**

a	c	c	e	ss			
---	---	---	---	----	--	--	--

**formally**

f	or	m	a	ll	y		
---	----	---	---	----	---	--	--

**danger**

d	a	n	g	er			
---	---	---	---	----	--	--	--

**accord**

a	cc	or	d				
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### 3. MORPHOLOGY:

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

/3

ist er an ian cian or ar

Write three prefixes that mean **not**.

/3

in im ir il de dis non un

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

For example: **telescope**

tele	scope		
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sensible

sens	ible		
------	------	--	--

reversible

re	vers	ible	
----	------	------	--

unethical

un	ethic	al	
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microscopic

micro	scop	ic	
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injection

in	jec	tion	
----	-----	------	--

prescription

pre	scrip	tion	
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/3

## 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') ?

/3

e i y

When the **ea** spelling pattern represents a short /e/ sound in words it is usually followed by one of three spelling patterns. What are they?

/3

d th lth sure

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

/3

T

Put apostrophes where they are needed in these sentences.

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

students'

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

horses'

The childrens toys were broken when the earthquake struck.

children's

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

farmers'

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

boy's

/5

Total            /100