



# Encoding Assessment Student Sheet

Series 1, Set 1

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>map</b> . A <b>map</b> shows us where to go. <b>map</b>		
2. <b>sit</b> . We <b>sit</b> on a chair. <b>sit</b>		
3. <b>pats</b> . Dan <b>pats</b> the dog. <b>pats</b>		
4. <b>Nat</b> . <b>Nat</b> is a girl in the story. <b>Nat</b>		
5. <b>pan</b> . We can cook in a <b>pan</b> . <b>pan</b>		
6. <b>tips</b> . A glass of water <b>tips</b> over. <b>tips</b>		
7. <b>Dan</b> . <b>Dan</b> is a boy in the story. <b>Dan</b>		
8. <b>mad</b> . Sid the cat gets <b>mad</b> . <b>mad</b>		
9. <b>pin</b> . A <b>pin</b> is very sharp. <b>pin</b>		
10. <b>Sam</b> . <b>Sam</b> is Nat's brother. <b>Sam</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.

Sentence to say	Score	Comments
11. <b>Sid is mad.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 3	



# Encoding Assessment Student Sheet

Series 1, Set 2

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>big</b> . Big means it's not little. <b>big</b>		
2. <b>got</b> . Pam <b>got</b> mud on her. <b>got</b>		
3. <b>hut</b> . It's fun to make a <b>hut</b> . <b>hut</b>		
4. <b>fit</b> . Dan got <b>fit</b> by running. <b>fit</b>		
5. <b>bug</b> . A big <b>bug</b> might be scary. <b>bug</b>		
6. <b>rub</b> . We <b>rub</b> sunscreen on in the sun. <b>rub</b>		
7. <b>fun</b> . It is <b>fun</b> to play in the sun. <b>fun</b>		
8. <b>lid</b> . Sometimes a pot has a <b>lid</b> . <b>lid</b>		
9. <b>Gus</b> . <b>Gus</b> is a goat in the story. <b>Gus</b>		
10. <b>leg</b> . Dan hurt his <b>leg</b> on a log. <b>leg</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.

Sentence to say	Score	Comments
11. <b>Dan runs to the log.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 5	



# Encoding Assessment Student Sheet

Series 1, Set 3

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>quit</b> . Quit means to stop doing something. <b>quit</b>		
2. <b>off</b> . Off is the opposite of on. <b>off</b>		
3. <b>will</b> . I know you <b>will</b> enjoy the story. <b>will</b>		
4. <b>van</b> . A <b>van</b> is like a little truck. <b>van</b>		
5. <b>can</b> . I know you <b>can</b> read the story. <b>can</b>		
6. <b>wax</b> . Wax goes on a car to make it shine. <b>wax</b>		
7. <b>yes</b> . Yes is the opposite of no. <b>yes</b>		
8. <b>miss</b> . Pam might <b>miss</b> the ball. <b>miss</b>		
9. <b>job</b> . It is nice to do a <b>job</b> to help someone. <b>job</b>		
10. <b>kick</b> . Sam likes to <b>kick</b> the ball. <b>kick</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>The hen hops on the fan.</b>		
12. <b>Sid will not quit.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 10	



# Encoding Assessment Student Sheet

Series 1, Set 4

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>that.</b> I like <b>that</b> cat called Sid. <b>that</b>		
2. <b>with.</b> Nat played <b>with</b> Pam. <b>with</b>		
3. <b>chop.</b> I like to eat a barbecued <b>chop.</b> <b>chop</b>		
4. <b>ship.</b> A <b>ship</b> is a very large boat. <b>ship</b>		
5. <b>rain.</b> Rain can be a pain. <b>rain</b>		
6. <b>feet.</b> Some <b>feet</b> walked in the green paint. <b>feet</b>		
7. <b>light.</b> We turn on the <b>light</b> when it's dark. <b>light</b>		
8. <b>toad.</b> A <b>toad</b> croaks. <b>toad</b>		
9. <b>good.</b> I think muffins taste <b>good.</b> <b>good</b>		
10. <b>zoom.</b> The cars <b>zoom</b> down the road. <b>zoom</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Nan peeks at the hens.</b>		
12. <b>The hens go back into the chicken coop to rest.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 15	





# Encoding Assessment Student Sheet

Series 1, Set 5

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>park.</b> We like to play in the <b>park.</b> <b>park</b>		
2. <b>corn.</b> Corn is yummy to eat. <b>corn</b>		
3. <b>turn.</b> The rat will <b>turn</b> back. <b>turn</b>		
4. <b>town.</b> A <b>town</b> can have a lot of houses. <b>town</b>		
5. <b>foil.</b> Foil keeps food fresh. <b>foil</b>		
6. <b>year.</b> We have a birthday every <b>year.</b> <b>year</b>		
7. <b>hair.</b> Hair can be curly or straight. <b>hair</b>		
8. <b>cure.</b> If we get sick we need a <b>cure.</b> <b>cure</b>		
9. <b>under.</b> Under means below something. <b>under</b>		
10. <b>her.</b> Mum has <b>her</b> hat on. <b>her</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Mum turns up in her van with Miss Toil.</b>		
12. <b>They have been at the market.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 15	



# Encoding Assessment Student Sheet

Series 1, Set 6

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>when.</b> I like to read when it's bedtime. <b>read</b>		
2. <b>dolphin.</b> A dolphin is a sea animal. <b>dolphin</b>		
3. <b>Daddy.</b> Daddy is another name for father. <b>Daddy</b>		
4. <b>ride.</b> I can ride a bike. <b>ride</b>		
5. <b>home.</b> Home is where we live. <b>home</b>		
6. <b>blue.</b> The sky is blue on a fine day. <b>blue</b>		
7. <b>put.</b> I put on a coat when it's raining. <b>put</b>		
8. <b>shout.</b> When I shout, I speak loudly. <b>shout</b>		
9. <b>girl.</b> Nat is a girl. <b>girl</b>		
10. <b>boy.</b> Sam is a boy. <b>boy</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>The first thing Roy and Dad did was to go to the park.</b>		
12. <b>They sailed Roy's new toy boat on the duck pond!</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 23	



# Encoding Assessment Student Sheet

Series 1, Set 7

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>here.</b> Mum said "come here". <b>here.</b>		
2. <b>deer.</b> A baby deer is a fawn. <b>deer</b>		
3. <b>wear.</b> We wear clothes. <b>wear</b>		
4. <b>fudge.</b> Fudge is a sweet treat. <b>fudge</b>		
5. <b>icy.</b> Icy water is cold and frozen. <b>icy</b>		
6. <b>school.</b> We learn things at <b>school.</b> <b>school</b>		
7. <b>wrong.</b> If we go the <b>wrong</b> way we might get lost. <b>wrong</b>		
8. <b>lamb.</b> A baby sheep is a <b>lamb.</b> <b>lamb</b>		
9. <b>knee.</b> I fell and scraped my <b>knee.</b> <b>knee</b>		
10. <b>apple.</b> An <b>apple</b> is a round fruit. <b>apple</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Max was watching television with Dad on Friday night.</b>		
12. <b>They watched as a spaceship landed from the sky.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 18	



# Encoding Assessment Student Sheet

Series 2, Set 1

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>pad</b> . Nat writes on a <b>pad</b> . <b>pad</b>		
2. <b>Sid</b> . <b>Sid</b> is the name of the cat in the story. <b>Sid</b>		
3. <b>map</b> . A <b>map</b> shows us where to go. <b>map</b>		
4. <b>tip</b> . We <b>tip</b> water out of a jug. <b>tip</b>		
5. <b>din</b> . A <b>din</b> is a loud noise. <b>din</b>		
6. <b>Tim</b> . <b>Tim</b> is Dan's friend in the story. <b>Tim</b>		
7. <b>Nan</b> . <b>Nan</b> is a name for a grandmother. <b>Nan</b>		
8. <b>sip</b> . To take a <b>sip</b> is to take a small mouthful. <b>sip</b>		
9. <b>dim</b> . <b>Dim</b> is when there is not much light. <b>dim</b>		
10. <b>taps</b> . Sam <b>taps</b> the pan. <b>taps</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.

Sentence to say	Score	Comments
11. <b>Dan taps the tin.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 4	





# Encoding Assessment Student Sheet

Series 2, Set 2

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>fig</b> . A <b>fig</b> is a fruit. <b>fig</b>		
2. <b>hip</b> . A <b>hip</b> is at the top of each leg. <b>hip</b>		
3. <b>run</b> . Going for a <b>run</b> keeps us fit. <b>run</b>		
4. <b>hen</b> . A <b>hen</b> lays eggs. <b>hen</b>		
5. <b>lip</b> . A <b>lip</b> is part of our mouth. <b>lip</b>		
6. <b>top</b> . Dad runs to the <b>top</b> of a hill. <b>top</b>		
7. <b>log</b> . A <b>log</b> is made of wood. <b>log</b>		
8. <b>peg</b> . We put clothes on a line with a <b>peg</b> . <b>peg</b>		
9. <b>bug</b> . A <b>bug</b> made Sid mad. <b>bug</b>		
10. <b>rat</b> . A <b>rat</b> is like a big mouse. <b>rat</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.

Sentence to say	Score	Comments
11. <b>Dad pegs up the tops.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 5	



# Encoding Assessment Student Sheet

Series 2, Set 3

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>fill</b> . They <b>fill</b> the tub with water. <b>fill</b>		
2. <b>quack</b> . A duck says <b>quack</b> . <b>quack</b>		
3. <b>zip</b> . A <b>zip</b> is used to close a jacket. <b>zip</b>		
4. <b>get</b> . They ask Pam to <b>get</b> in the tub. <b>get</b>		
5. <b>Tex</b> . <b>Tex</b> is Zin's friend. <b>Tex</b>		
6. <b>kiss</b> . Mum gives Nat a <b>kiss</b> . <b>kiss</b>		
7. <b>jog</b> . A slow run is called a <b>jog</b> . <b>jog</b>		
8. <b>off</b> . Sid wanted to get the bug <b>off</b> . <b>off</b>		
9. <b>cat</b> . Sid is a grumpy <b>cat</b> in the story. <b>cat</b>		
10. <b>van</b> . A <b>van</b> is a little truck. <b>van</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Pam is quick.</b>		
12. <b>She tips the tub and runs off.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 10	



# Encoding Assessment Student Sheet

Series 2, Set 4

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 4

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>then</b> . Then is another word for next. <b>then</b>		
2. <b>chess</b> . Chess is a board game. <b>chess</b>		
3. <b>pink</b> . Pink is a light red colour. <b>pink</b>		
4. <b>thing</b> . Nat made a pink <b>thing</b> in the story. <b>thing</b>		
5. <b>fish</b> . The pink <b>fish</b> top had a rip in it. <b>fish</b>		
6. <b>sail</b> . A boat has a <b>sail</b> . <b>sail</b>		
7. <b>keep</b> . We <b>keep</b> fit by exercising. <b>keep</b>		
8. <b>coat</b> . A <b>coat</b> keeps us warm. <b>coat</b>		
9. <b>book</b> . You can read a story in a <b>book</b> . <b>book</b>		
10. <b>shoot</b> . You <b>shoot</b> hoops with a basketball. <b>shoot</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>It is good to be fit.</b> 12. <b>Lots of things can keep you fit.</b> 13. <b>Tennis lessons are good.</b>		

Results:				
Single Words	/ 10	Dictation	/ 17	



# Encoding Assessment Student Sheet

Series 2, Set 5

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 5

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>dark.</b> It gets <b>dark</b> at night. <b>dark</b>		
2. <b>horn.</b> A car has a <b>horn</b> to toot. <b>horn</b>		
3. <b>turn.</b> It is good to wait your <b>turn</b> . <b>turn</b>		
4. <b>down.</b> <b>Down</b> is the opposite of up. <b>down</b>		
5. <b>soil.</b> <b>Soil</b> is another name for mud. <b>soil</b>		
6. <b>hear.</b> When we listen, we <b>hear</b> things. <b>hear</b>		
7. <b>chair.</b> We can sit on a <b>chair</b> . <b>chair</b>		
8. <b>cure.</b> If we are sick, we need a <b>cure</b> . <b>cure</b>		
9. <b>river.</b> A <b>river</b> is flowing water. <b>river</b>		
10. <b>forget.</b> To <b>forget</b> is to not remember something. <b>forget</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>The fun job is to mix the soil with the manure.</b>		
12. <b>Then we have to tip it on to the garden.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 21	



# Encoding Assessment Student Sheet

Series 2, Set 6

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 6

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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12. \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>stop</b> . A car must <b>stop</b> at red traffic lights. <b>stop</b>		
2. <b>brunch</b> . <b>Brunch</b> is eaten between breakfast and lunch. <b>brunch</b>		
3. <b>spot</b> . Pam had a <b>spot</b> where she liked to lie down. <b>spot</b>		
4. <b>best</b> . Pam's <b>best</b> spot was the one she liked the most. <b>best</b>		
5. <b>drink</b> . If we are thirsty we can <b>drink</b> water. <b>drink</b>		
6. <b>Fluff</b> . <b>Fluff</b> is the name of a cat. <b>Fluff</b>		
7. <b>clack</b> . The cat flap makes a <b>clack</b> sound. <b>clack</b>		
8. <b>kept</b> . The popcorn <b>kept</b> popping everywhere. <b>kept</b>		
9. <b>spill</b> . We try not to <b>spill</b> things when we are cooking. <b>spill</b>		
10. <b>snap</b> . <b>Snap</b> is a card game. <b>snap</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Pam was resting on the back step in the sun.</b>		
12. <b>"This is not a good spot, Pam."</b>		
13. <b>"It is hard for us to get in and out," said Dad.</b>		

Results:				
Single Words	/ 10	Dictation	/ 29	



# Encoding Assessment Student Sheet

Series 2, Set 7

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 7

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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14. \_\_\_\_\_



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>tree</b> . A lemon <b>tree</b> gives us lemons. <b>tree</b>		
2. <b>flight</b> . We take a plane <b>flight to go on holiday</b> . <b>flight</b>		
3. <b>stood</b> . The vet <b>stood</b> up to check Pam's teeth. <b>stood</b>		
4. <b>crown</b> . A king wears a <b>crown</b> . <b>crown</b>		
5. <b>sleep</b> . We <b>sleep</b> at night. <b>sleep</b>		
6. <b>snarls</b> . A cat <b>snarls</b> with its teeth showing. <b>snarls</b>		
7. <b>groaned</b> . The children <b>groaned</b> because they weren't happy. <b>groaned</b>		
8. <b>train</b> . We take a <b>train</b> to go to another town. <b>train</b>		
9. <b>start</b> . <b>Start</b> means to begin something. <b>start</b>		
10. <b>broom</b> . We sweep the floor with a <b>broom</b> . <b>broom</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Miss Good's black cat, Fluff, gets the cup for best pet.</b>		
12. <b>Sid sits up.</b>		
13. <b>He snarls and growls.</b>		
14. <b>He is mad!</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 21	





# Encoding Assessment Student Sheet

Series 2, Set 8

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 8

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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12. \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>which</b> . You must choose <b>which</b> one you like. <b>which</b>		
2. <b>orphan</b> . An <b>orphan</b> elephant has no mum or dad. <b>orphan</b>		
3. <b>play</b> . It is fun to <b>play</b> games. <b>play</b>		
4. <b>snake</b> . People can be scared of a <b>snake</b> . <b>snake</b>		
5. <b>they</b> . The children said <b>they</b> were going to school. <b>they</b>		
6. <b>bike</b> . Some children ride a <b>bike</b> to school. <b>bike</b>		
7. <b>snow</b> . You can make a snowman in the <b>snow</b> . <b>snow</b>		
8. <b>bone</b> . A dog likes to chew on a <b>bone</b> . <b>bone</b>		
9. <b>sky</b> . The <b>sky</b> looks blue on a fine day. <b>sky</b>		
10. <b>she</b> . My sister said <b>she</b> was going out. <b>she</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Joe gave his dog a bone to eat.</b> 12. <b>His dog pushed the bone with his nose.</b>		

Results:				
Single Words	/ 10	Dictation	/ 16	



# Encoding Assessment Student Sheet

Series 2, Set 9

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 9

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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13. \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>true</b> . If something is <b>true</b> , then it is correct. <b>true</b>		
2. <b>fruit</b> . Apples and oranges are <b>fruit</b> . <b>fruit</b>		
3. <b>cute</b> . Babies are <b>cute</b> to look at. <b>cute</b>		
4. <b>new</b> . I go to a shop to buy something <b>new</b> . <b>new</b>		
5. <b>shout</b> . A <b>shout</b> is a very loud yell. <b>shout</b>		
6. <b>could</b> . Sid <b>could</b> sit on Nat's lap. <b>could</b>		
7. <b>toy</b> . A baby can play with a soft <b>toy</b> . <b>toy</b>		
8. <b>door</b> . We open a <b>door</b> to get into a car. <b>door</b>		
9. <b>wall</b> . A room has a <b>wall</b> on each side. <b>wall</b>		
10. <b>full</b> . <b>Full</b> is the opposite of empty. <b>full</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Bounder ran and yapped.</b>		
12. <b>More bees flew all around him.</b>		
13. <b>They buzzed and zipped close to his nose.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 18	



# Encoding Assessment Student Sheet

Series 2, Set 10

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 10

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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13. \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>steer</b> . It is hard to <b>steer</b> a white-water raft. <b>steer</b>		
2. <b>there</b> . <b>There</b> is the opposite of here. <b>there</b>		
3. <b>pear</b> . A <b>pear</b> is a delicious fruit to eat. <b>pear</b>		
4. <b>large</b> . A tree can grow very <b>large</b> . <b>large</b>		
5. <b>race</b> . A race is when you try to beat someone. <b>race</b>		
6. <b>school</b> . We go to <b>school</b> to learn. <b>school</b>		
7. <b>some</b> . <b>Some</b> children like ice cream, and <b>some</b> don't. <b>some</b>		
8. <b>other</b> . I kept one doll and gave my friend the other one. <b>other</b>		
9. <b>head</b> . Our <b>head</b> is on top of our neck. <b>head</b>		
10. <b>wrist</b> . Our <b>wrist</b> joins our hand to our arm. <b>wrist</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Sheep looks as Farmer Walt parks the jeep.</b>		
12. <b>Sheep spots the keys and the wallet.</b>		
13. <b>Goat and Cow nod and wink.</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 21	



# Encoding Assessment Student Sheet

Series 2, Set 11

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# Encoding Assessment Student Sheet

Series 2, Set 11

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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13. \_\_\_\_\_

14. \_\_\_\_\_



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### METHOD: Single words

1. Say the word.
2. Say the word in the context of a sentence, then repeat the word.
3. Ask child to repeat the word and then write it.

Words to say	Score	Comments
1. <b>climb</b> . Lambs can <b>climb</b> up mountains. <b>climb</b>		
2. <b>knock</b> . We <b>knock</b> on a door when we visit someone. <b>knock</b>		
3. <b>gym</b> . A <b>gym</b> is a place to exercise. <b>gym</b>		
4. <b>little</b> . <b>Little</b> is the opposite of big. <b>little</b>		
5. <b>give</b> . We like to <b>give</b> gifts on birthdays. <b>give</b>		
6. <b>catch</b> . Children can play ' <b>catch</b> ' with a ball. <b>catch</b>		
7. <b>roar</b> . <b>Roar</b> is a loud noise a lion makes. <b>roar</b>		
8. <b>cheese</b> . <b>Cheese</b> on toast is a quick snack to make. <b>cheese</b>		
9. <b>chef</b> . A <b>chef</b> cooks food in a café. <b>chef</b>		
10. <b>fiction</b> . A <b>fiction</b> story is made-up and not true. <b>fiction</b>		

### METHOD: Dictation - Sentences

1. Say the sentence.
2. Ask the child to repeat the sentence and then write it.
3. Complete one sentence at a time.

Sentences to say	Score	Comments
11. <b>Morley jumps up onto the counter.</b>		
12. <b>He eats some fish, then he eats some more.</b>		
13. <b>He eats fish galore!</b>		
14. <b>Naughty cat!</b>		

Results:				
<i>Single Words</i>	/ 10	<i>Dictation</i>	/ 21	